Organization Information

Organization Name *
Somerset Preparatory Academy - NC

Telephone
3055868829

Fax

Address
543 Blue Road

Unit/Suite

Zip Code
33146

City
Miami

State
Florida

Primary Contact Name *
Sarah Fye

Opening Year *
2027

Is Management Organization Used
(●) Yes ( ) No

Primary Contact Relation To Board *
Authorized Representative

Management Organization Name
Somerset Academy, Inc

Management Organization Contact Name
Bernardo Montero

Primary Contact Email *
sfye@somersetacademy.com

Management Organization Phone
9544420233

Primary Contact Phone *
3055868829

Management Organization Email
bmontero@somersetacademy.com

PrimaryContact Address *
6340 Sunset Drive

Unit/Suite *

Zip Code *
33143

City *
Miami

State *
Florida

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Malcolm Ray	1107 ButterBurr Dr, Matthews, NC	28104	mray@somersetacademyschools.com	Finance; Local expert
Uka Onuoha	1252 St Johns Ave, Matthews, NC	28104	uonuoha@somersetacademyschools.com	Legal; Local expert
Reyna G. Fernandez-Romani	9301 SW 92nd Ave, Apt. A216 Miami, FL	33176	gfernandezromani@somersetacademyschools.com	Education; Project Management
Jorge Rivas	11343 Fenimore Ct, Windermere, FL	34786	jrivas@somersetacademyschools.com	Education; K-12 Principal
Annaliet Echaniz	2950 Candlehurst Ln, Raleigh, NC	27616	aechaniz@somersetacademyschools.com	Education; NC Principal

1. Application Contact Information

Q1.Name of Proposed Charter School

Somerset Preparatory Academy (North Carolina)

Megan Carter

Comments :

- Will the applicant be incorporating 'North Carolina' into the official school name, or since it appears in parentheses, will it be removed if the application is approved?

Q2.Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

Sarah Fye, 305-586-8829

Q3.Geographic County in which charter school will reside

Union County

Q4.LEA/District Name

Union County School Board

Megan Carter

Comments :

- The LEA/District name in which the applicant is proposing its location is Union County Public Schools.

Q5.Zip code for the proposed school site, if known

Not known yet

Q6.Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. **Definition - Charter Support Organization (CSO)**

A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

- (●) Yes
- ( ) No

Q7.Give the name of the third-party consultant or CSO:

Academica

Q8.Describe any fees provided to the third-party person or CSO as reflected in the budget.

$0

Q9.Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

Academica has supported Somerset Academy by providing a team of specialized experts to assist with the charter school application process. This team comprised of finance, real estate and compliance experts has helped both educators at Somerset Academy and board members to complete specific sections of the application. Furthermore, Somerset Academy, Inc., from Florida contributed educational consultants who were involved in crafting the educational plan and were available to address any inquiries in the application process. This support will conclude once the application process is fully completed and the school has received approval to operate.

Megan Carter

Comments :

- The applicant's response refers to the school as 'Somerset Academy' rather than 'Somerset Preparatory Academy.' Which name will the school officially use?

Q10.Projected School Opening Month

August 2027

Q11. Will this school operate on a year-round schedule?

- ○ Yes (Year-Round)
- ◉ No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a **"FACE VIRTUAL"** remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).

☑ Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 1

Resources

Enrollment Summary Table_ 0124.xlsx

Applicant Evidence :

Enrollment Summary Table_ 0124 (1).xlsx

Uploaded on **4/21/2025** by **Frankie Mestre**

Q13. At full capacity, what is your estimated student enrollment and grade spans?

600 students, in grades Kindergarten through Fifth Grade.

Q14. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

☑ Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 1

Applicant Comments :

Please see the links below on sources where data was collected.

Union County Public Schools, North Carolina NCES Portal: ACS-ED School District Profile 2018-22 (https://nces.ed.gov/Programs/Edge/ACSDashboard/3704620)
North Carolina Public Schools Statistical Profile: State_Race (http://apps.schools.nc.gov/ords/f?p=145:15:::NO:::)
Union County Public Schools, County Website: County Facts (https://www.ucps.k12.nc.us/Page/3229)

Resources

Enrollment Demographics Table rev 11.15.2...

Applicant Evidence :

UTF-81Enrollment Demographics Table rev ...

Uploaded on **4/21/2025** by **Frankie Mestre**

Q15. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

The decision to start Somerset Academy Preparatory NC with Kindergarten through 2nd grade, serving an initial cohort of 300 students, is rooted in a comprehensive understanding of local educational needs and an intention to offer a strong foundation in primary literacy and numeracy. This starting point allows the school to cater directly to the substantial demand within the community for high-quality primary education, ensuring that from a young age, students receive the attentive, personalized learning they need to become lifelong learners.

In terms of growth, Somerset Academy plans a measured and strategic expansion. Each subsequent year will see the introduction of one additional grade level. This gradual scaling is crucial as it allows for steady adjustment, maintaining the integrity and continuity of the educational programs. It supports a seamless progression for students advancing through the educational system, fostering stability and sustained learning advancements.

Furthermore, this planned expansion is designed to prevent any dilution of educational quality. By carefully managing growth, Somerset Academy ensures that each new grade added has the appropriate resources and faculty required to uphold the high standards of educational standards in North Carolina and our network. This approach not only meets the expanding needs of the community but also solidifies the network's reputation as a dependable provider of exceptional educational opportunities. Each step of growth is aligned with our capacity to enhance and uphold the quality that parents and students expect from a Somerset Academy education.

Megan Carter

Comments :

- The applicant explains the rationale for starting with K-2 by addressing the local demand for quality primary education that focuses on foundational literacy and numeracy.
- The applicant also explains the reasoning behind the gradual expansion of one grade level per year because it maintains the quality, allows for adjustments, and ensures adequate resources.
- The application lacks clarity regarding the rationale behind beginning operations with 300 students. Could the applicant provide additional detail explaining the decision-making process that led to selecting 300 as the initial enrollment target for grades K-2?
- The applicant lacks specificity regarding the evidence supporting their growth projections. What basis does the applicant have for confidently projecting 100 students annually? This projection appears questionable given the data from https://www.ucps.k12.nc.us/Page/3229 (https://www.ucps.k12.nc.us/Page/3229), which shows Union County has 53 total schools, including 30 elementary schools, suggesting a potentially tight educational market.

Q16.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) I certify
- ( ) I do not certify

Q17.Explanation (optional)

The only duplication is with Somerset Academy's previous application submission in so far as the elements are the same and the authors are the same. We did not borrow or reproduce any other authors' work.

Section

Megan Carter

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

- "City" was not selected for primary contact under the application contact information section.
- All questions are adequately address and complete.
- Evidence was provided to support subgroup demographic figures which reasonable reflect the population residing within the local administrative unit where the school is projected to be located.

Shannon Stein

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q18. Organization Type

- (●) Non-Profit Corporation
- ( ) Municipality

Q19. Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

Somerset Academy North Carolina

Q20. Has the organization applied for 501(c)(3) non-profit status?

- ( ) Yes
- (●) No

Q21. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- ( ) Yes
- (●) No

Applicant Comments :
The School will apply for and submit for 501 (c)(3) status from the IRS. The CMO, Somerset Academy. Inc. currently holds and maintains status, and thus we expect the process to be completed well within the deadline outlined in this application.

Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status

☑ Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 10

Applicant Comments :
Somerset Academy. Inc. does hold non-profit status in other states, and is currently pursuing non-profit status in North Carolina, as well.

Applicant Evidence :

Somerset NC 501c3 status as of 4-25-2025.p...

Uploaded on **4/17/2025** by **Frankie Mestre**

Q23. Name of Registered Agent and Address

- As listed with the NC Secretary of State

Corporation Service Company
2626 Glenwood Ave Ste 550 Raleigh, NC 27608

Q24. Federal Tax ID

99-2595551

Section

Megan Carter

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

- The applicant is working with a CMO (Somerset Academy, Inc) which holds a non-profit status in other states.

Shannon Stein

Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUlKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q26. **Requirements**

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:
(1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
(2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

- ○ Yes
- ◉ No

Megan Carter

Comments :

- The applicant is not identifying as an accelerated applicant.

Section

Megan Carter

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Shannon Stein

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

- ○ Yes
- ◉ No

Megan Carter

Comments :

- The applicant is not identifying as a conversion from a traditional public school or private school.

Section

Megan Carter

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Shannon Stein

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

(1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
(2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
(3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
(4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

Q57. Do you want this application to be considered for standard or fast-track replication?

- (●) Standard
- ( ) Fast-Track
- ( ) No, this is not a replication

Megan Carter

Comments :

- The applicant is identifying as a standard replication applicant.

Q58. Please provide the name and the state of the charter school being replicated.

Somerset Academy (MSID# 06-5141), located in Broward County, Florida.

Q59. Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 10

Applicant Comments :

We have compiled the replication school's data in the attachment. The data is also publicly available on the Florida Department of Education Portal: https://edudata.fldoe.org/ReportCards/Schools.html?school=5141&district=06 (https://edudata.fldoe.org/ReportCards/Schools.html?school=5141&district=06).

Applicant Evidence :

5141 School Performance 2015-2024.pdf

Uploaded on **4/21/2025** by **Frankie Mestre**

Q60. Describe which academic qualifications the non-profit board has met that qualify them for replication.

As a prospective charter school operator in North Carolina, our non-profit board brings a rich tapestry of academic qualifications and proven experience, positioning us uniquely for the successful replication of a charter school. Our board members combine decades of leadership in educational settings, distinguished by a commitment to excellence and innovation in teaching and administration.

Our journey as educational leaders has been marked by substantial roles in steering schools toward not only meeting but surpassing academic benchmarks. We hold advanced degrees in Education, Educational Leadership, and Administration, underpinning our deep understanding of effective school management and compliance with educational standards.

Among our key strengths is a proven track record in significantly enhancing student academic outcomes. Through innovative educational practices and curricular reforms implemented in our previous roles, we have consistently improved standardized test scores and college readiness indicators. This experience demonstrates our capability to elevate academic performance through strategic educational interventions.

Experience within the charter school arena further strengthens our board's qualifications. Several members have been integral to the founding and operational success of high-performing charter schools, adeptly navigating the complexities of the charter application process and ensuring robust governance in compliance with the North Carolina Department of Public Instruction.

Moreover, our board is rich in academic prowess, with specific expertise in curriculum design and the integration of educational best practices that cater to diverse learning needs. This inclusivity ensures that each student is afforded the opportunity to thrive.

Our commitment extends beyond the classroom, emphasizing strategic partnerships and community engagement. Board members have fostered meaningful relationships with key educational and community leaders, local universities, and businesses, enhancing the resource network available to our school and promoting an education that reaches into the community.

Professional development within our educational team is a priority, guided by board members specializing in educational training. This focus ensures that our faculty remains equipped with cutting-edge teaching methodologies and educational innovations, sustaining our school's reputation for excellence in education.

Financial stewardship is also a cornerstone of our board's expertise. With seasoned professionals skilled in educational finance management and fundraising, we ensure the financial health and sustainability of our operations, allowing us to dedicate maximum resources to student learning and achievement.

In emphasizing the qualifications of our board, it is pivotal to highlight that the school we aim to replicate has been recognized as a high-performing institution by the State of Florida since 2011. This school has set benchmarks in academic excellence, operational efficiency, and community engagement, creating a model that has withstood rigorous evaluations and emerged as a leader in educational outcomes. The strategies implemented at this school, under the guidance of some of our current board members who were instrumental in its development, have yielded a sustainable system where students consistently surpass state and national academic standards. Our intention to replicate this successful model in North Carolina is supported by our deep understanding of the foundational policies and practices that have contributed to its achievements, ensuring that we adapt and implement these with the same rigor and dedication to maintain this high-performing status. Attached, you will find the high-performing status recognition letter from the state of Florida. The school has never dropped in performance standards since this milestone event.

According to the Florida Department of Education (https://www.fldoe.org/schools/school-choice/charter-schools/charter-school-faqs.stml#:~:text=According%20to%20s.,most%20recent%20two%20school%20years (https://www.fldoe.org/schools/school-choice/charter-schools/charter-school-faqs.stml#:~:text=According%20to%20s.,most%20recent%20two%20school%20years).):

According to s. 1002.331, F.S., a high-performing charter school is a school that has met each of the following criteria:

- Received at least two school grades of "A" and no school grade below "B" for the last three years or received at least two consecutive school grades of “A” in the most recent two school years.
- Received an unqualified opinion on each annual audit in the most recent three years for which such audits are available
- Did not receive a financial audit that revealed one or more of the financial emergency conditions set forth in s. 218.503, F.S., in the most three recent fiscal years for which audits are available. (For purposes of determining initial eligibility, this requirement only applies for the most recent two fiscal years if the charter school earns two consecutive grades of “A.”)

Applicant Evidence :

Somerset Academy HP Letter 5141.pdf

Uploaded on **4/14/2025** by **Frankie Mestre**

Q61. Attach the Financial History supporting documents as "Appendix A3.2 Replication Financial Evidences."

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 1

Applicant Comments :

Attached are 3 years of financial audits for Somerset Academy (the school being replicated).

Applicant Evidence :

5141 Financials 3 years 22-24.pdf

Uploaded on **4/21/2025** by **Frankie Mestre**

Q62. Describe the current financial and compliance status of the school(s) which the applicant seeks to replicate.

Somerset Academy continues to demonstrate robust financial health, consistently operating within a balanced budget and maintaining a solid reserve for unexpected needs. The school receives funding from a blend of state allocations and federal grants. Financial audits for the past three years have returned clean results, with auditors noting the school's prudent management and transparent accounting practices.
On the compliance front, Somerset Academy adheres strictly to all state and federal educational regulations, ensuring a safe and conducive learning environment for all students. It has maintained its accreditation from Cognia, reflecting its commitment to high educational standards. The last programmatic review from the LEA commended the school for its exemplary compliance in all areas, and the school was recently recommended for charter renewal for a period of 15 years as a result of its high-performing status and exemplary compliance record. Academically, students have consistently outperformed local benchmarks, supporting the school's reputation for academic excellence.

Negotiations of the renewal contract for 5141 are being finalized. The charter agreement will go before the school board in June 2025. The district approved the renewal and the FLDOE active high performing school list is included.

Pursuant to Florida law, a charter may be renewed provided that a program review demonstrates that the criteria in Section 1002.33(7)(a), Florida Statutes, have been successfully accomplished and that none of the grounds for nonrenewal established by s. 1002.33(8)(a), F.S., have been expressly found. Moreover, s. 1002.33(8)(a), F.S., states that the Sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter. The sponsor may choose not to renew or may terminate the charter only if the sponsor expressly finds that one of the grounds set forth below exists by clear and convincing evidence:

1. Failure to participate in the state's education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter.
2. Failure to meet generally accepted standards of fiscal management due to deteriorating financial conditions or financial emergencies determined pursuant to s. 1002.345, F.S.
3. Material violation of law.

Under certain provisions, enumerated below, a charter may be renewed for up to 15 years:

1. Schools designated by the state as high-performing, per F.S. 1002.331, are automatically granted a 15-year charter renewal.
2. In order to facilitate access to long-term financial resources for charter school construction, charter schools operating for a minimum of 3 years and demonstrating exemplary academic programming and fiscal management are renewed for up to 15 years.

The Superintendent's Charter School Review Committee has concluded the evaluation process and discussion of the renewal application for **Somerset Academy - 5141** and the Committee is recommending a charter agreement renewal of **fifteen (15) years (July 1, 2025 – June 30, 2040)** for **Somerset Academy - 5141** to the Superintendent for approval.

Section

Megan Carter

Ratings

Does Not Meet the Standard

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

- The applicant emphasizes that their qualifications are specifically tied to replicating a proven high-performing model rather than starting from scratch, which they present as a key advantage for successful implementation in North Carolina.
- The applicant did not identify how familiar they were with North Carolina's Standard Course of Study and how it compares to Florida's standards.
- How would the applicant ensure the curriculum aligns with North Carolina's graduation requirements, which may differ from Florida's?
- Is the applicant familiar with how North Carolina's per-pupil funding formula works for charter schools, including local, state, and federal components?
- What research has the applicant done on the educational landscape within Union County? How will the applicant adapt its Florida experience to meet North Carolina's different regulations and educational needs?
- The applicant provided limited details regarding partnerships and community connections in North Carolina. Could the applicant elaborate on your current relationships and ongoing communications within the North Carolina community where you plan to establish the charter school?

Shannon Stein

Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

6. Alternative

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true)).

Q68. Do you want your application to be considered for an Alternative Charter School?

- ○ Yes
- ◉ No

Megan Carter

Comments :

- The applicant is not identifying to be considered for an Alternative Charter School.

Section

Megan Carter

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Shannon Stein

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

7. EMO/CMO

Q70. Does the Charter School plan to contract for services with an "educational management organization" or "charter management organization?

- (●) Yes
- ( ) No

Q71. EMO/CMO Mailing Address City, State, Zip

6340 Sunset Drive

Miami, Florida 33143

Q72. EMO/CMO Website

www.somersetacademyschools.com

Q73. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.

Somerset Academy, Inc., serving as the Charter Management Organization (CMO), delivers essential academic and operational support to the school for $750 a student. This includes providing up-to-date information systems and administrative procedures which are necessary for an effective educational program, but at a lower cost than if these services were outsourced individually or brought in-house on the school staff. The fee structure affords the school the opportunity to have more funds to put toward the academic component of the school's program. The structure also alleviates the principal of the numerous administrative and compliance responsibilities, allowing them to focus more on leadership, students, staff, and academics.

Somerset Academy, Inc. was awarded the Charter Schools Program (CSP) Replication and Expansion of High-Quality Charter Schools Grant from the Federal DOE. This grant will provide the school with access to nearly $2,000,000 in start-up dollars to support the replication of the Somerset network in North Carolina. As part of the Somerset Academy, Inc. CMO, Somerset Preparatory Academy has been designated as a subrecipient of this grant since its inception.

The CMO employs a team of professionals to ensure that the school is managed and operated professionally and adheres to all the necessary requirements stipulated by sponsor contracts, as well as relevant state and federal laws, and local municipal ordinances concerning operations and facilities. The CMO team provides the school with academic support, professional services, and related administrative services and support which are listed in Section 3 of the draft CMO agreement. Additionally, the school will have access to the CMO network's professional development, program and branded intellectual property, and network accreditation of the Somerset network. The new school would open as a Cognia accredited institution. This organizational structure strengthens the overall administration and operations of the school, leading to enhanced educational outcomes.

Schools managed under the CMO have been recognized for their high-performing, college-preparatory educational programs, which have been delivering consistent academic achievements since 1997. Through its contract with Somerset Academy, Inc., back office operations (payroll, HR, legal services, etc.) are provided through Academica in the form of a subcontract. There is not additional fee collected by the CMO from the school for this. This collaboration will extend the scope of support services provided to the CMO, encompassing critical central office functions such as facilities design and maintenance, human resource coordination, compliance, and reporting. Additionally, the school will benefit from comprehensive accounting services including bookkeeping, managing payables, asset management, budget preparation, risk management, cash flow analysis, and preparation of financial statements for review and approval by the Governing Board. This structure by which the CMO, its back office provider and the school operate, allow the school to successfully replicate the Somerset Academy Inc. model.

Please see below a list of services provided to the board and school along with the responsible personnel. Details about the full range of professional support services to be provided by the CMO and its partners are outlined in the CMO agreement, located in Appendix A4.1.

SERVICE	RESPONSIBLE PERSONNEL	COST
Campus Accreditation - All schools are accredited through COGNIA.	CMO Operations and Leadership Team; Academica Accreditation Professional	Included in flat CMO Fee
Professional Development that is aligned to the Somerset Academy Inc., network of school model. This will be adapted to North Carolina State Standards.	CMO Academic Team & Leadership Team	Included in flat CMO Fee
Research-based lesson planning assistance	CMO Academic Team & Leadership Team	Included in flat CMO Fee
Professional development for school leaders and Teachers	CMO Academic Team & Leadership Team	Included in flat CMO Fee
Leadership Training and Workshop Programs	CMO Academic Team & Leadership Team	Included in flat CMO Fee
Compliance and Operations Support	CMO Academic Team & Leadership Team	Included in flat CMO Fee
Access to CMO best practices for support and instruction on educational technology	CMO Academic Team & Leadership Team	Included in flat CMO Fee
Make available proprietary materials and educational programs	CMO Academic Team & Leadership Team	Included in flat CMO Fee
Assistance with board meeting coordination and minute taking.	CMO's ESP - Academica	Included in flat CMO Fee
Bookkeeping & Record Keeping	CMO's ESP - Academica	Included in flat CMO Fee
Staff Administration and Human Resources Coordination	CMO's ESP - Academica	Included in flat CMO Fee
Financial Projections and Financial Statement Preparation	CMO's ESP - Academica	Included in flat CMO Fee

Megan Carter

Comments :

- What financial oversight will the board have over both Somerset Academy, Inc, and Academica's expenditures?
- What are the termination clauses in the CMO agreement if performance or compliance targets aren't met?

Shannon Stein

Comments :

How does this CMO fee compare to other EMO/CMO's annual fee?

Q74. Attach as Appendix A4.1: Executed or Draft Management Contract

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 5

Applicant Evidence :

Somerset North Carolina CMO Agreement ...

Uploaded on **4/17/2025** by **Frankie Mestre**

Q75. What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.

Somerset Academy, Inc. has over 25 years of history providing high-quality educational choice to thousands of students across the country. This initiative was brought forward as a Somerset program due to the talent and dedication exemplified throughout the Somerset network. While the Governing Board reviewed the option of bringing in another Charter Management Organizations (CMOs) or Education Management Organizations (EMOs) as a potential partner, it was ultimately Somerset's longstanding history and impressive track record of sustained academic success—demonstrated in their schools in Florida, such as Somerset Academy in Broward County—that informed and maintained the decision to move forward with Somerset as the educational partner. This aligns with the Board's intention to implement a high-performing educational program in North Carolina.

This collaboration allows the school to implement a proven academic program and instructional techniques, utilizing Somerset Academy's high standards of operational support to fulfill the Governing Board's vision. The relationship ensures financial oversight remains with the Board, including the preservation of ultimate authority over school funds.

Somerset Academy, Inc. provides the school with access to a broad pool of educational professionals, offering robust academic support and operational services for a competitive fee of $750 per student per year. This fee includes all academic services and support as well as comprehensive back office support services.

Moreover, their proven ability to manage financially healthy schools and build substantial reserves for additional programming is particularly attractive. Their success in replicating educational programs across various U.S. regions through strong ties with large charter school networks further validates the Board's decision.

The Board's choice to collaborate with Somerset Academy, Inc. is based on a multifaceted evaluation of benefits, including educational autonomy, financial control, professional support, cost-effectiveness, and proven replication capabilities, in anticipation of replicating the same level of educational excellence observed in its Florida schools.

Somerset Academy was selected as the Charter Management Organization (CMO) for Somerset Preparatory Academy North Carolina following a rigorous evaluation of multiple nationally recognized CMOs. Three primary factors underpinned this decision: cost-effectiveness, proven performance, and alignment with our mission and philosophy.

Cost-Effectiveness:
Somerset's management fees are significantly lower than the industry average, at nearly half the typical rate for CMOs in the charter sector (https://curious2.typepad.com/curious2/2010/02/charter-school-management-fees.html (https://curious2.typepad.com/curious2/2010/02/charter-school-management-fees.html); https://nepc.colorado.edu/sites/default/files/rb-charterspending_0.pdf (https://nepc.colorado.edu/sites/default/files/rb-charterspending_0.pdf)). This cost efficiency allows more resources to be directed toward classroom instruction, student services, and school-based programming, maximizing the direct benefit to our students and families. Further, Somerset's recent recognition by the USED CSP replication and expansion grant will provide a welcome infusion of startup capital for the proposed charter school (https://www.ed.gov/grants-and-programs/grants-birth-grade-12/charter-school-programs/charter-schools-program-grants-to-charter-management-organizations-for-the-replication-and-expansion-of-high-quality-charter-schools-cmo-grants#awards (https://www.ed.gov/grants-and-programs/grants-birth-grade-12/charter-school-programs/charter-schools-program-grants-to-charter-management-organizations-for-the-replication-and-expansion-of-high-quality-charter-schools-cmo-grants#awards)).

Proven Performance:
Somerset Academy brings a demonstrated track record of high performance and successful replication across diverse communities. Multiple Somerset schools have been recognized as National Blue Ribbon Schools by the U.S. Department of Education specifically for closing achievement gaps as "Exemplary Achievement Gap Closing Schools" (Somerset Academy). Specifically, Somerset Davie has earned this recognition three times (https://nationalblueribbonschools.ed.gov/awardwinners/history). These accolades affirm Somerset's ability to drive continuous improvement and achieve exceptional outcomes, particularly for traditionally underserved student subgroups. CREDO (https://ncss3.stanford.edu/wp-content/uploads/2023/06/Credo-NCSS3-Report.pdf (https://ncss3.stanford.edu/wp-content/uploads/2023/06/Credo-NCSS3-Report.pdf)) study recognizing the Somerset Academy network of schools as a "Gap Buster" for both Reading and Mathematics. A "gap buster" school, as defined by the CREDO National Charter School Study III (2023), is a charter school that has simultaneously achieved two critical benchmarks:

1. **Above-Average Achievement:** The school's average student achievement exceeds the state average.
2. **Equitable Growth:** The school's disadvantaged students (such as Black, Hispanic, economically disadvantaged, or English learners) demonstrate academic growth that is as strong as, or stronger than, their non-disadvantaged peers within the same school.

Specifically, the report notes, "We found hundreds of schools that satisfy dual criteria: (1) the average achievement of the school exceeds the state average, and (2) their disadvantaged students (Black, Hispanic, in-poverty, ELL) have growth as strong or stronger than their non-disadvantaged peers in the same school" (pg. 69; pgs. 120-121). Somerset's placement on this list is evident on page 133 of the data displays.

Significance of Somerset Academy Being Designated a "Gap Buster":

1.
Validation of Equity and Excellence:
Being named a gap buster by CREDO signifies that Somerset Academy does not just deliver high achievement overall, but also ensures that historically underserved or disadvantaged student groups are advancing academically at rates equal to or exceeding their more advantaged peers. This is recognized as "eliminating learning disparities"—a core challenge in public education.

2.
National Distinction:
There are over 7,800 charter schools in the United States, but only a small proportion meet the dual "gap-busting" criteria. According to the CREDO study, only 7%-19% of charters (depending on the demographic group) achieve this high bar for all major student groups. Somerset's inclusion is a mark of exceptional, scalable practice.

3.
Proof of Possibility:
The CREDO report highlights gap busters as proof that "learning gaps between student groups are not structural or inevitable; better results are possible." Somerset's recognition means that it provides a living example that excellence and equity can be achieved together.

4.
Replication and Scale:
The study further observes that dozens of Charter Management Organizations (CMOs), including Somerset Academy, have produced gap-busting results across multiple campuses—demonstrating the ability to "scale equitable education that can change lives." This validates Somerset's approach as not only effective in one place, but as a model for broader efforts.

Mission Alignment:
Somerset's educational philosophy is closely aligned with our vision of cultivating a strong school community and preparing students to thrive as engaged citizens with a global mindset. Somerset's emphasis on community involvement, character education, and a "global impact" perspective matches our goal of nurturing students who are academically accomplished, socially responsible, and prepared to make meaningful contributions both locally and beyond.

Other networks' cost vs. services comparisons were considered and several factors contributed to Somerset ultimately being chosen as the best for this proposed charter school. Specifically: cost, reputation

Somerset Academy Academic & Financial Reports included in questions 76, 83, and 84.

Megan Carter

Comments :

- Was the Charter Schools Program (CSP) Replication and Expansion of High-Quality Charter Schools Grant from the Federal DOE awarded specifically for North Carolina expansion, or is the applicant using a general replication grant? How does the grant structure affect the applicant's decision-making authority?
- How was Union County Public schools identified as an area to replicate a school? What academic and/or demographic data was used to determine a potential school location?

Q76. Provide and discuss student performance, governance performance, and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what are the highest and lowest-performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?

For over two decades, Somerset Academy has managed public charter schools that consistently deliver high achievement and close equity gaps—especially for traditionally underserved student populations. Our work is validated by national, state, and local data, as well as by multiple independent evaluations—including Stanford University's CREDO "gap buster" designation, which recognizes charter organizations that both outperform state averages and fully close achievement gaps for minority and low-income students.

Student Performance: Nationally Validated Gains and Equity

Stanford's CREDO 2023 national charter study places Somerset among a select group of "gap-busting" CMOs—networks proven to minimize achievement gaps for disadvantaged students while maintaining high overall proficiency. For example, CREDO finds Somerset minority and low-income students make reading and math gains equivalent to or above their White, non-low-income peers, a result achieved by less than 10% of charters nationwide (available here and attached below: https://ncss3.stanford.edu/wp-content/uploads/2023/06/Credo-NCSS3-Report.pdf (https://ncss3.stanford.edu/wp-content/uploads/2023/06/Credo-NCSS3-Report.pdf)).

Our commitment extends beyond access: Somerset's economically disadvantaged students graduate at a rate of 95.3%, and English Language Learners at 96.8%—surpassing state and national public school averages. Advanced coursework (AP, AICE) participation and passing rates for low-income students are higher than state averages, showing our approach works for all students, not just the privileged.

We ensure that advanced opportunities, like dual enrollment—often restricted to affluent schools—are accessible to our diverse population: In the past year, over 1,000 Somerset students from low-income backgrounds earned college credit before high school graduation.

Somerset Academy demonstrates exceptional resilience and recovery in the wake of post-COVID learning loss by leveraging ongoing, granular student growth data. The provided data display summarizes longitudinal cohort analysis of thousands of students in grades K–4, tracking reading and math achievement at multiple points each year from Fall 2021 to Spring 2024 (Data Displayed in attachment from third party Curriculum Associates). This display not only shows average scale score growth for the network, but also disaggregates progress by students' starting achievement levels, providing a clear picture of both recovery and equity. Somerset's real-time, cohort-based approach enables the network to quickly identify gaps and implement targeted supports, accelerating learning and surpassing national recovery rates in several cohorts. The use of rigorous, longitudinal data—beyond just end-of-year scores—exemplifies Somerset's commitment to continuous improvement and accountability. This model ensures supports are precisely tailored to student needs, drives measurable gains across all campuses, and has been recognized by national researchers, including Stanford CREDO, for closing equity gaps. Somerset's proven, data-driven system provides a strong foundation for replicating high performance and expanding quality educational options to more communities.

Somerset Academy demonstrates exceptional resilience and recovery in the wake of post-COVID learning loss by leveraging ongoing, granular student growth data. From Fall 2021 through Spring 2024, Somerset has continuously tracked and analyzed academic progress for thousands of students across grades and subjects, including by baseline achievement. This real-time, cohort-based approach enables Somerset to quickly identify gaps and implement targeted supports, accelerating recovery and surpassing national averages in several cohorts. The network's rigorous use of longitudinal data, rather than just end-of-year scores, exemplifies a deep commitment to continuous improvement and accountability, ensuring interventions are precisely tailored to the needs of each student group. Somerset's scalable systems have driven measurable gains across all campuses and have been recognized by national researchers, including Stanford CREDO, for closing equity gaps. This proven, data-driven model provides a strong foundation for replicating high performance and expanding quality educational options to more communities.

Governance Performance: Accountability, Responsiveness, and Community Partnership

Somerset's board includes experienced leaders in education, law, finance, and community service. The board's transparent, data-driven approach enables rapid response to school needs and effective fiscal management—earning repeated clean audits and compliance accolades. Our governance model has been cited as a best practice for replicability (US DOE CMO Replication Grant recipient: https://www.ed.gov/grants-and-programs/grants-birth-grade-12/charter-school-programs/charter-schools-program-grants-to-charter-management-organizations-for-the-replication-and-expansion-of-high-quality-charter-schools-cmo-grants#awards).

Financial Health: Responsible Stewardship and Growth

Somerset's growth is sustainable and student-centered, not speculative. Administrative overhead is consistently below the state and national charter average, maximizing per-pupil spending on instruction and student supports. Edunomics Lab out of Georgetown University developed a Spending vs. Outcomes by School Interactive tool to explore how public dollars are used to support schools, and the return on that investment via school outcomes. Somerset schools are included in this data, and our outcomes speak volumes for what we produce for what we spend. In the Florida figure, the Somerset schools are highlighted, indicated by a plus sign in the data, and you can see the spendings by outcomes (lower per pupil public spending is located to the left, higher per pupil public spending is located to the right). The number of lower SES students is indicated by the color of the sign (red indicating the highest percentage of low income students), and the outcomes are comparative (higher on the Y axis is higher achievement, and so on).

Both figures are also available for view as *separate files attached below* so they can be zoomed in for ease of viewing, and also available as live website links here: https://edunomicslab.org/spending-v-outcomes/ (https://edunomicslab.org/spending-v-outcomes/).

Highest vs. Lowest-Performing Somerset Schools: A Lesson in Adaptation and Commitment

Somerset Academy Davie, a three-time National Blue Ribbon School and CREDO "gap buster," regularly achieves over 90% proficiency and zero subgroup gaps—a direct result of high expectations, family-led culture, veteran leadership, and robust enrichment.

Conversely, in the 2022-2023 school year, two of our Somerset campuses recorded proficiency rates below 43% (ELA/math), mostly due to pandemic-related disruptions and acute community challenges (e.g., device/internet barriers, high staff turnover, preexisting gaps). Unlike standalone schools that may be left to flounder, Somerset's network support triggered immediate intervention: leadership coaching, curriculum overhaul, enhanced community engagement, and additional resources. Using our "Somerset Cycle of Support" (image linked below), we were able to provide intervention at every level. Somerset Lakes and Somerset Pompano were able to move up two grade levels in 2023-2024, due to the support provided at Somerset Academy (https://edudata.fldoe.org/ReportCards/Schools.html?school=5388&district=06 (https://edudata.fldoe.org/ReportCards/Schools.html?school=5388&district=06); https://edudata.fldoe.org/ReportCards/Schools.html?school=4091&district=50 (https://edudata.fldoe.org/ReportCards/Schools.html?school=4091&district=50)). What matters is Somerset's system: Our response and results in turnaround situations demonstrate that success is reproducible. Even in the hardest-hit communities, our support cycles are ongoing.

Applicant Evidence :

Credo-NCSS3-Report.pdf	2024-10-09_13_40_05 ACADEMICA - SOMERS...	Somerset Data Displays Q76.pdf	Pages from Credo-NCSS3-Report-2.jpg
Uploaded on **4/21/2025** by **Sarah Fye**	Uploaded on **4/21/2025** by **Sarah Fye**	Uploaded on **4/25/2025** by **Sarah Fye**	Uploaded on **4/25/2025** by **Sarah Fye**

Edunomics Figure 2.png	Edunomics Figure 1.png
Uploaded on **4/25/2025** by **Sarah Fye**	Uploaded on **4/25/2025** by **Sarah Fye**

Q77. **Describe how the governance structure will be affected, if at all, by the EMO/CMO, and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.**

The Governing Board of Somerset Academy North Carolina. Inc. has sole oversight and administration of the school. As stewards of the institution, the Board is deeply committed to the educational mission and to managing public resources with the highest level of integrity and efficiency.

To align the school's operations with its strategic goals, the Governing Board implements a rigorous evaluation process, assessing several key performance indicators on a regular and annual basis. These evaluations focus on:

1. Financial Performance: Monitoring budget compliance and financial stewardship to identify and address any deviations from the planned budget.
2. Staff Retention: Evaluating staff turnover rates to ensure a stable and supportive educational environment for both students and faculty.
3. Academic Outcomes and Enrollment: Assessing student academic performance and enrollment trends to ensure the school meets its educational objectives and community needs.
4. Facility Costs and Requirements: Reviewing the expenses and needs related to the school's physical facilities to ensure they are adequate, safe, and conducive to learning.

For these evaluations, the Governing Board relies on the Charter Management Organization (CMO) to provide necessary data and insights. This partnership allows the Board to make informed decisions based on comprehensive and accurate information, enabling proactive management and continuous improvement of school operations.

In the instance where the CMO does not meet its obligations as per the service/management agreement, the Governing Board holds the authority to terminate the agreement. Through these measures, the Governing Board ensures that Somerset Academy North Carolina, Inc. remains a model of educational excellence and responsible management.

Megan Carter

Comments :

Q78. **Provide a description of the relationship that will exist between the charter school employees and the Management Organization.**

Employees at Somerset Academy North Carolina, Inc. will be directly employed by the school, with the Charter Management Organization (CMO) responsible for the initial drafting of employment contracts. These contracts, tailored to specific legal and institutional requirements, must be approved by the Governing Board before hiring.

Once employees are hired, they are assigned directly to the school, and any decisions regarding their removal, dismissal, or transfer must be approved by the Governing Board. This ensures that all employment decisions align with the school's goals and are handled with the utmost care for the school's operational stability and educational quality.

Should the Governing Board choose to engage an external human resource provider, the CMO will assist in coordinating these services through Academica. The Governing Board retains full discretion to select any professional employee management company and to determine the approach to human resource management it prefers if it chooses to use such services at all. This flexibility allows the Board to customize HR management in a way that best supports the school's needs and objectives.

The Charter Management Organization (CMO), Somerset Academy, Inc., is engaged by the Governing Board to deliver essential services that significantly enhance the school's operational efficiency. To ensure the school continuously benefits from top-tier management and support, the Governing Board performs an annual review of the CMO. The renewal of the CMO's contract is contingent upon their performance and the effectiveness of the support they offer, ensuring they are held accountable for their role in managing the school.

Both the principal and the CMO are accountable to the Governing Board, which oversees their performance and evaluates their effectiveness. This level of structured accountability guarantees that the school's leadership and administration are in line with its mission and educational objectives.
The Governing Board of Somerset Academy North Carolina, Inc. holds complete authority over the hiring and possible termination of the CMO. For detailed information about the services provided and the specific terms of the contract, please refer to Appendix A4.1 • Draft CMO Agreement, available in the school's governance documents.

With over 25 years of experience in managing successful charter schools, the CMO has established a strong reputation for performance and reliability. This partnership allows the school to concentrate on delivering outstanding on-site educational programs, while the CMO and its network handle vital business, operational, and additional academic support services. This cooperative model is designed to optimize the school's operational effectiveness and elevate its educational standards.

Megan Carter

Comments :

Q79. **Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.**

The Charter Management Organization (CMO), Somerset Academy, Inc., is engaged by the Governing Board to deliver essential services that significantly enhance the operational efficiency of the school. To ensure the school continuously benefits from top-tier management and support, the Governing Board performs an annual review of the CMO. The renewal of the CMO's contract is contingent upon their performance and the effectiveness of the support they offer, ensuring they are held accountable for their role in managing the school.

Both the principal and the CMO are accountable to the Governing Board, which oversees their performance and evaluates their effectiveness. This level of structured accountability guarantees that the school's leadership and administration are in line with its mission and educational objectives.

The Charter Management Organization (CMO), Somerset Academy, Inc., is engaged by the Governing Board to deliver essential services that enhance the operational efficiency of the school. To ensure the school benefits from top-tier service and support, the Governing Board performs an annual review of the CMO. The review will align with the services outlined in Section 3 of the Draft CMO Agreement. Examples of certain measurable goals may include, but are not limited to, zero findings in the yearly audit, maintaining a balanced budget, meeting financial deadlines, on time submittal of compliance documentation, successful renewal of the charter, and providing professional development which leads to an increase in student proficiency annually.

The Governing Board of Somerset Academy North Carolina, Inc. holds complete authority over the hiring and possible termination of the CMO. For detailed information about the services provided and the specific terms of the contract, please refer to Appendix A4.1 - Draft CMO Agreement, available in the school's governance documents.

With over 25 years of experience operating successful charter schools, Somerset Academy Inc., has established a strong reputation for performance and reliability. This partnership allows the school to concentrate on delivering outstanding on-site educational programs, while the CMO and its network handle vital business, operational, and ancillary academic support services.

Q80.Is the facility provided by the EMO/CMO?

- ○ Yes
- ◉ No

Q81.Attach as Appendix A4.2 Facility Buyout Agreement, if applicable

N/A

Q82.List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.

N/A Somerset Academy does not currently operate in North Carolina.

Q83.**Attach Appendix A4.3: EMO/CMO Financial History** Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 6

Applicant Evidence :

Somerset Academy, Inc. and Subsidiaries - J...	Somerset Academy, Inc. and Subs. - June 30...	Somerset Academy, Inc. and Subs. - Consoli...
Uploaded on **4/16/2025** by **Frankie Mestre**	Uploaded on **4/16/2025** by **Frankie Mestre**	Uploaded on **4/16/2025** by **Frankie Mestre**

Q84.**Attach Appendix A4.4: IRS Form 990** Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years

Upload Required **File Type:** pdf, image, word **Max File Size:** 30 **Total Files Count:** 10

Applicant Evidence :

2022-SOMERSET ACADEMY INC-990 FINAL (1...	2021-SOMERSET ACADEMY INC-990 (1) (1).pdf	2023-Somerset Academy 990.pdf
Uploaded on **4/16/2025** by **Frankie Mestre**	Uploaded on **4/16/2025** by **Frankie Mestre**	Uploaded on **4/16/2025** by **Frankie Mestre**

Section

Megan Carter

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

- The rationale for contracting with a CMO is evident.
- A copy of the potential executed management agreement was included in the application.
- The applicant should expand upon its rationale for why it is proposing to locate within Union County.

Shannon Stein

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

8. Remote Academies

§ 115C-218.120(a). Remote charter academies.
A charter that includes a remote charter academy may do any of the following:

(1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.

(2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.

(3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.
Is the school you're applying to create a remote charter academy?

- ○ Yes
- ◉ No

Megan Carter

Comments :

- The applicant is not applying to create a remote charter academy.

Section

Megan Carter

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Shannon Stein

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

9. Mission Purposes, and Goals

9.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q112. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

Somerset Academy Preparatory North Carolina promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high quality education.

Megan Carter

Comments :

- The mission statement addresses key educational elements such as student achievement, safety, and quality education.
- The applicant should consider being more specific about its educational approach and philosophy. What does transformational mean? What is unique values does Somerset offer families outside of other schools? Consider adding 2-3 unique aspects of what the school will offer to families.
- The name of the school in this response is different then the application contact information: Somerset Academy Preparatory North Carolina versus Somerset Preparatory Academy (North Carolina).

Q113. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.

At Somerset Preparatory Academy NC, we envision an elementary education where every student is empowered to reach their fullest potential, embracing a curriculum infused with global perspectives and cultural diversity. We are dedicated to fostering a nurturing environment that promotes academic excellence, technological proficiency, and cultural competence. Our commitment is to equip young learners with the skills needed to thrive in a rapidly evolving, interconnected world.

Megan Carter

Comments :

- The vision statement is abstract. The applicant should consider more measurable concrete observable details about what would a student see, hear, or experience. For example, how will technological proficiency be measured within the classroom? What does "global perspectives" and "cultural diversity" look like in practice?

Q114. **Educational Need and Targeted Student Population of the Proposed Charter School** Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).

Somerset Preparatory Academy North Carolina is unwavering in its dedication to educational equity and excellence for all students. While our admissions process is open to all eligible students without academic, socioeconomic, or demographic prerequisites, we are intentional in our commitment to serving students who have been historically underserved and those who are representative of the diversity within Union County Public Schools (UCPS).

Our targeted population will reflect the following Union County demographics (2023):

- **Economic disadvantage:** 38% of students are economically disadvantaged
- **Multilingual learners (MLLs):** 5%
- **Students with disabilities (SWD/Exceptional Children):** 11%
- **Racial/Ethnic composition:** 48% Minority (22% Hispanic, 12% African American/Black, 52% White)

We will conduct robust outreach across the county to ensure a diverse applicant pool and to especially reach families from all racial, ethnic, linguistic, and socioeconomic backgrounds. Recruitment materials, information sessions, and community partnerships will be designed to be welcoming and accessible to all, including those whose primary language is not English and those in lower-income areas. Partnerships across the County have already been in the works (see community engagement plan and parent support) and include outreach to community serving organizations to ensure physical and digital outreach to families with children in the target age range. Somerset's historic ability to capture the demographics of the surrounding community is documented by not only local partnerships and awards, but also by the United States' Department of Education's recognition as Blue Ribbon schools (https://nationalblueribbonschools.ed.gov/awardwinners/history (https://nationalblueribbonschools.ed.gov/awardwinners/history)) and the awarding of the prestigious CSP Replication grant (https://www.ed.gov/grants-and-programs/grants-birth-grade-12/charter-school-programs/charter-schools-program-grants-to-charter-management-organizations-for-the-replication-and-expansion-of-high-quality-charter-schools-cmo-grants#awards (https://www.ed.gov/grants-and-programs/grants-birth-grade-12/charter-school-programs/charter-schools-program-grants-to-charter-management-organizations-for-the-replication-and-expansion-of-high-quality-charter-schools-cmo-grants#awards)).

Reflecting District Demographics

Somerset Preparatory Academy North Carolina intends for its student body to closely mirror the Union County population in terms of race, ethnicity, socioeconomic status, and representation of Students with Disabilities and MLLs. We will track our enrollment data annually and adjust outreach efforts as needed to ensure we reflect district-wide diversity. Our open enrollment policy prohibits discrimination, and in the event of oversubscription, our lottery system gives all applicant families an equal opportunity for admissions.

Subgroup Supports

- **Economically Disadvantaged Students:**

Recognizing the unique challenges faced by students from low-income households, Somerset will leverage Title I funding to provide additional academic supports, enrichment, and wraparound services. Our approach includes free/reduced-price meal programs, access to before- and after-school tutoring, family engagement workshops, and the inclusion of community resource referrals.

- **Multilingual Learners (MLLs/ELLs):**

To meet the needs of our multilingual learners (reflecting the district's 5%), we will implement research-based English language development (ELD) supports integrated throughout our curriculum. Bilingual communications, translated materials, and culturally responsive teaching strategies will be standard. Family engagement initiatives will be tailored to include and empower non-English-speaking families.

- **Students with Disabilities (SWD/Exceptional Children):**

Somerset is fully committed to meeting the needs of students with disabilities, in alignment with district (11%) and state averages. We will provide all necessary services as outlined in Individualized Education Plans (IEPs) and 504 Plans, including specialized instruction, push-in/pull-out support, and access to related services. Our faculty will receive ongoing professional development in differentiated instruction and inclusive practices.

Academic Program & Support

All students—including those from the targeted subgroups above—will benefit from our rigorous, standards-aligned curriculum designed to foster reading proficiency, critical thinking, and foundational STEM knowledge. Early literacy interventions, culturally relevant texts, small-group instruction, and diagnostic assessments will be central components, ensuring every child is supported in meeting and exceeding grade-level expectations.

Our expansion, supported in part by the Charter Schools Program (CSP) Charter Management Organizations (CMO) Grant, will further enable us to direct resources and innovative strategies toward closing achievement gaps for high-need populations in the Union County/Charlotte Mecklenburg region.

Network Track Record

Somerset Academy schools have a strong record serving students from all, including many who qualify for free/reduced lunch, are English Learners, or receive special education services. Several Somerset campuses have earned National Blue Ribbon recognition from the U.S. Department of Education—not just for overall academic excellence but specifically as **Exemplary Achievement Gap Closing Schools** (https://nationalblueribbonschools.ed.gov/awardwinners/history (https://nationalblueribbonschools.ed.gov/awardwinners/history)). Notably, Somerset Davie has been honored with this prestigious designation **three times**, an historic testament to our commitment and effectiveness in narrowing opportunity and achievement gaps for historically underserved populations. This legacy of success will be brought to Somerset Preparatory Academy North Carolina, ensuring that all students—including those from targeted subgroups—receive the support and opportunities they need to excel.

Impact

With an initial enrollment of 300 and growth to 600 students, Somerset Preparatory Academy North Carolina is poised to be a beacon of diversity, inclusion, and excellence. By reflecting the demographics of Union County, and by providing targeted supports for economically disadvantaged students, multilingual learners, and students with disabilities, we will foster a nurturing environment where every student can reach their full academic and personal potential.

County	Economically Disadvantaged	Multilingual Learner	Exceptional Children	Minority	White	African American/ Black	Hispanic
Union County	38%	5%	11%	48%	52%	12%	22%

Megan Carter

Comments :

- The applicant mentions STEM knowledge, and should consider adding this as a part of its mission/vision.

Q115.**What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?**

While Union County Public Schools (UCPS) serves approximately 41,386 students, reflecting a stable enrollment pattern over recent years and a capacity averaging 80% in its elementary schools, several elementary schools are overenrolled. The overall academic performance boasts being #2 in the state, however, we see a gap in performance for students, particularly students from low income backgrounds that Somerset is uniquely poised to address.

And while the overall proficiency rates for a core subject such as mathematics is 73%, very respectable for a district as large and diverse as Union County, the proficiency rates for Students from Economically Disadvantaged backgrounds is significantly lower, with 46% of those students not proficient in mathematics. Advancement for those students is also far below the district average, as while more than a quarter of the overall population is achieving the highest level in mathematics (26%, according to district reports; https://ncreports.ondemand.sas.com/src/district?district=900LEA&year=2024) (https://ncreports.ondemand.sas.com/src/district?district=900LEA&year=2024)b), that number drops down to 8% when filtered by Students from Economically Disadvantaged backgrounds.

When reviewing the Reading Performance data, that gap is even more profound. More than half of Economically Disadvantaged Students (58%, according to district reports; https://ncreports.ondemand.sas.com/src/district?district=900LEA&year=2024 (https://ncreports.ondemand.sas.com/src/district?district=900LEA&year=2024)) are not proficient and less than 5% are achieving the highest level of mastery, while 21% of non-Economically Disadvantaged students achieve that highest level of mastery (an achievement level 5). This discrepancy indicates a need in this community.

By comparison, Somerset Academy schools looks very similar to Union County in many respects. Our enrollment across the United States is nearly 42,000 and our demographics reflect the communities we serve. What we are able to do with our educational model is increase opportunities and choices for families and communities who have not been best served by traditional public school models. Our focus on data, community and family partnerships and early literacy intervention has paid dividends with two specific metrics in particular: closing the achievement and opportunity gap for Students from Economically Disadvantaged backgrounds and increasing literacy and numeracy to pre-Covid levels. In the attachments below, you will see third-party analysis of Somerset data compared to students across the country in traditional public schools as well as students in other charter schools. Our targeted educational model has been heralded as a "Gap Buster" by the Stanford CREDO study.

The district's racial/ethnic demographic composition is as follows: 53% White, 21% Hispanic, 12% Black, 8% Asian, and 5% identifying as two or more races.

According to the most recent data from the North Carolina School Report Cards, schools in both Union County especially in core subject areas. In Union County (https://ncreports.ondemand.sas.com/src/district?district=900LEA&year=2024) (https://ncreports.ondemand.sas.com/src/district?district=900LEA&year=2024 (https://ncreports.ondemand.sas.com/src/district?district=900LEA&year=2024)), 36% of students are not proficient in reading, 27% in math, and 20% in science.

These trends highlight a pressing need for academic models that offer early intervention, individualized support, and a strong focus on foundational literacy and numeracy—particularly for historically underserved populations such as economically disadvantaged students.

Somerset Academy Preparatory North Carolina is designed to meet these needs through a tailored, research-based educational model that addresses both the academic and socio-emotional development of its students. Key components include:

- Early Literacy and Math Intervention: In direct response to the 36% reading and 27% math non-proficiency rates in Union County, Somerset will implement a robust early literacy framework and hands-on math instruction beginning in the primary grades. Instructional practices will be grounded in the science of reading and utilize continuous progress monitoring to adjust support in real time.
- Targeted Support for High-Need Students: With over a third of the anticipated student body identified as economically disadvantaged and 10% as students with disabilities, Somerset's model includes co-teaching, push-in and pull-out services, individualized learning plans (ILPs), and access to interventionists and specialists.
- Support for Multilingual Learners: Given that MLLs often face significant barriers to grade-level proficiency, Somerset will provide ESL-certified staff, scaffolded instruction, and culturally relevant materials to enhance both language development and content mastery.
- STEM-Enriched Curriculum: To address science proficiency gaps (20%), Somerset will offer integrated STEM learning from early grades onward, helping students develop inquiry-based problem-solving skills and preparing them for future academic and career success.
- Community Engagement and Equity Focus: Somerset will work collaboratively with families and community stakeholders to ensure that programs reflect the unique needs of the local population. Bilingual outreach, and culturally responsive teaching practices will ensure all families are welcomed and engaged.

Additionally, according to Union County's Facility Capacity and Forecast Report (https://www.ucps.k12.nc.us/Page/2784) (https://www.ucps.k12.nc.us/Page/2784), the district is at 88% of capacity for their elementary schools overall. However, based on Union County's most recent forecasting and reports (https://www.ucps.k12.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=5170&dataid=75343&FileName=DOC110624-11062024133020.pdf (https://www.ucps.k12.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=5170&dataid=75343&FileName=DOC110624-11062024133020.pdf)), the district currently has seven elementary schools at over 100% capacity: Antioch Elementary, Kensington Elementary, Porter Ridge Elementary, Poplin Elementary, Stallings Elementary, Unionville Elementary, and Wesley Chapel Elementary. Based on the needs of this area and the growing population, we believe we are uniquely equipped to provide educational options to support the needs of these families and students.

Somerset Academy's model is intentionally designed to reflect and respond to the specific academic trends and student demographics of Union County and its surrounding region. By addressing local proficiency challenges with data-informed, student-centered strategies, the school aims to close opportunity gaps and raise achievement for all learners, including those who have not yet been successful in traditional public schools.

Megan Carter

Comments :

- How can the applicant confidently say that identified students whom are under-performing within Union County as identified in the response will be interested in enrolling at the school?
- The applicant has identified within its response that "the overall academic performance boasts (Union) being #2 in the state." How will the applicant ensure students who are under represented will want to attend Somerset as the mission doesn't reflect this particular mission?

Shannon Stein

Comments :

Targeted Support for High-Need Students & Early Literacy and Math Intervention seem like they will be inline with the mission of the school help address performance gaps.

Q116.What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

NC ADM is based on state funding averaged from the first 20 days of school.

The total number of students at full enrollment is anticipated to be approximately 600 in grades K-5. The school intends to open with grades K-2 in year one and add one grade each year as follows:

Grade(s)	Year	Projected Total Enrollment	20th Day ADM Projection
K-2	2027	300	270
3	2028	400	360
4	2029	500	450
5	2030	600	540

According to the district's own publications from February 2024 (UCPS Enrollment Forecast, https://www.ucps.k12.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=5170&dataid=73524&FileName=021624_Forecast.pdf), there are 7 elementary schools forecasted to be overenrolled in the 2027-2028 school year. Somerset Preparatory Academy NC's projected enrollment of 300 students at that same time would not only provide an excellent option for parents in the area, it would also alleviate the overcrowding of Union Schools.

Union Schools' published data (https://www.ucps.k12.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=5170&dataid=73525&FileName=2023_20th%20Day%20Data%20w%20Capacities.pdf) for 2023-2024 also revealed that the 20th day ADM was at 90% capacity. Thus, we are confident in projecting our 20th day ADM at 90% of the projected enrollment, or 270 students on day 20 of the first year of operation.

Megan Carter

Comments :

- North Carolina's ADM Projection is no longer based on the first 20 days of projection. The applicant should review the School Attendance and Student Accounting Manual: https://www.dpi.nc.gov/documents/fbs/resources/sasa-250403/open (https://www.dpi.nc.gov/documents/fbs/resources/sasa-250403/open) (Chapter 5 pg. 41) it is no the Best 1 of 2 ADM comparing a school's ADM for Month 1R and Month 2 by grade level.

Q117.Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?

The proposed Somerset Preparatory Academy North Carolina aims to introduce an educational model that differentiates itself from existing public schools in the Union School District by implementing specific strategies and curricular enhancements designed to address the identified needs of the community and enhance the overall educational experiences of its students. Here's how the proposed school will stand out and strive to be more effective:

Early Literacy Focus: Given the significantly high rates of reading non-proficiency and the substantial percentage of English Language Learners in the district, Somerset Preparatory Academy NC will implement a targeted early literacy program. This program will not only focus on foundational reading skills but will also integrate bilingual education components to support English Language Learners effectively. Unlike the broader approaches sometimes seen in public schools, these tailored strategies will ensure that all students, regardless of their primary language, develop strong literacy skills early in their academic career.

Culturally Responsive Educators: Somerset Preparatory Academy North Carolina will integrate culturally responsive teaching practices across all levels of instruction. This approach respects and incorporates students' cultural contexts in the learning process, making curriculum relevant and fostering a more inclusive school culture. By doing so, the school aims to increase student engagement, reduce cultural dissonance, and enhance academic outcomes, particularly for a diverse student population.

Differentiated Instruction: Leveraging the successful model of the Somerset Academy network, the school will offer personalized learning plans for each student. These plans are adaptive to individual learning styles and needs, which is often not feasible in larger public school settings due to resource constraints. Personalized education helps in identifying student strengths and areas for growth, ensuring that each student can excel at their own pace.
Stakeholder Engagement: Recognizing the essential role of parental involvement in student success, Somerset Preparatory Academy will implement structured programs to enhance parent-school interaction.

These programs will go beyond typical parent-teacher meetings to include workshops, community events, and regular communication, fostering a strong school community network. This level of engagement is often unmatched in larger public schools, where resources and large student bodies may not allow for deep individual connections.

STEM Intra-and Extra-curricular: Acknowledging the importance of STEM education in preparing students for future challenges, Somerset Preparatory Academy will integrate elements of STEM education (science, technology, engineering, and math) into all aspects of the curriculum from an early age. This comprehensive STEM focus will equip students with critical thinking and analytical skills in alignment with the global learning philosophy of the Somerset network, offering a more rigorous and forward-thinking education compared to traditional public school programs.

Legacy of Success: Drawing from the success and recognition of other schools within the Somerset Academy network, such as the accolades from the U.S. Department of Education, the proposed school will bring a track record of high performance and academic excellence. This history provides a foundation and a clear benchmark for success that new or non-networked public schools may have yet to achieve.

At Somerset Preparatory Academy North Carolina, the approach to global learning evolves far beyond the parameters typically defined by traditional educational models. Unlike the Union School District's participate Learning program, which primarily focuses on dual-language immersion and cultural exchanges facilitated by international teachers, Somerset Prep's strategy embraces a more holistic vision aimed at preparing students for a globally interconnected world.

At the core Somerset Academy's curricular philosophy is the integration of global learning across all academic disciplines. This isn't merely about learning a second language or interacting with cultures through standalone projects. Instead, global themes are woven through every subject, from the sciences to humanities, encouraging students to engage with international case studies, evaluate global issues, and explore comparative analyses. This comprehensive exposure ensures that students see and understand the world's interconnectedness across all aspects of study.

Moreover, Somerset deeply values culturally responsive teaching. This methodology isn't just about acknowledging the diverse cultures represented in the classroom; it actively incorporates students' cultural contexts into the learning process itself, personalizing content to enhance both relevance and engagement. This approach fosters an educational atmosphere where each student's cultural background is seen as a strength and an essential element of their learning experience.

Somerset also leverages the use of emerging educational technology. Virtual exchange programs, global collaboration projects, and interactive learning with international peers are all options to explore, offering students opportunities to engage with the global community directly from their classrooms. These innovative tools expand learning boundaries far beyond physical and geographic limitations.

Personalization is another cornerstone of Somerset's educational philosophy. Each student at Somerset is considered at a personal level, with data analysis being done at the macro and micro levels. These plans are tailored to align with each student's interests, strengths, and future aspirations, ensuring a uniquely customizable educational journey.

Community and parental involvement also play crucial roles in Somerset's global education framework. The academy proactively involves families and community members in the educational process, organizing international festivals, inviting diverse guest speakers, and hosting forums on global issues. This approach not only enriches the students' learning experiences but also builds a supportive and inclusive community ethos.

In essence, while the Union School District's Participate Learning program offers valuable cultural immersion through dual-language learning, Somerset Preparatory Academy North Carolina provides a broader, more integrated approach. This approach not only prepares students to thrive in a multicultural and interconnected global environment but also equips them with the skills and perspectives necessary to navigate and influence the world effectively.

By focusing on these unique aspects, Somerset Preparatory Academy North Carolina aims to provide an educational environment that is not only innovative but also more adaptive to the needs of its students compared to the current public school options available within the Union School District. This approach is expected to lead to higher engagement, better academic performance, and overall enhanced student success.

Megan Carter

Comments :

- The applicant proposes a more adaptive, engaging, and academically effective environment compared to Union County Public school options, with the goal of achieving higher student engagement, better academic performance, and enhanced overall success.

Shannon Stein

Comments :

If Somerset is able to implement all the proposed strategies, it could have impact and meet the needs of a diverse population.

Q118.**Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results**

In preparation for the establishment of Somerset Preparatory Academy North Carolina our team has proactively engaged in extensive activities to build relationships and assess the community's demand for a new school. Our approach has been multifaceted, involving a strategic mix of digital and in-person marketing efforts alongside robust community outreach and direct engagement with stakeholders.

To generate interest and support, Somerset Preparatory Academy NC utilized both digital and traditional in-person marketing. Online outreach included targeted social media campaigns designed to reach families within Union County and the surrounding communities. These efforts enabled us to connect with a broad audience, efficiently communicate updates, and provide interested families with convenient channels to learn more and engage with our mission.

Complementing our digital presence, we also prioritized face-to-face engagement through community meetings and events. Notably, our team hosted an in-person community meeting at Wesley Chapel's Village Hall, where 20 individuals signed up to learn about Somerset Prep NC's vision. This event provided valuable feedback and allowed attendees to ask questions directly about the proposed school.

To continue building momentum and deepening relationships, Somerset Prep NC is planning to attend additional community events in the coming months. These events will provide further opportunities for families to meet our team, learn more about our educational offerings, and share their perspectives. In addition to in-person events, we will offer a series of virtual information sessions via Zoom to ensure that families who may be unable to attend in person still have access to the information and resources they need. This dual approach increases our accessibility, broadens our reach, and demonstrates our commitment to engaging with families through multiple convenient channels.

As a result of our marketing and outreach initiatives, over 120 families have formally expressed interest in the school. This significant level of interest is a strong indicator of the community's desire for additional high-quality educational options and underscores the demand for our proposed programming.

Recognizing the value of local partnerships, we have engaged and established relationships with influential community members to strengthen our support base. Our local board members include Malcolm Ray and Uka Onuoha, who both bring a wealth of regional knowledge, professional expertise, and local connections to the project. Their involvement ensures that decision-making reflects the unique needs and aspirations of the community we aim to serve.

We have further established connections with the broader Somerset network, including individuals and educators familiar with the local area. These relationships create valuable bridges to existing community organizations, faith-based institutions, and civic leaders. Somerset's track record throughout the region will allow us to share best practices and leverage operational insights for a strong school launch and long-term sustainability.

Through all these efforts—digital and in-person outreach, local leadership, regional and national partnerships, and our ongoing plans for both virtual and in-person engagement—we have effectively assessed and confirmed strong demand for Somerset Preparatory Academy North Carolina.

Q119. **Attach Appendix A: Evidence of Community/Parent Support.**

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 5

Applicant Comments :

Somerset Academy has undertaken an extensive outreach campaign to assess community interest and build support among families for the proposed charter school in the Union County area. Through targeted efforts—including digital surveys, social media outreach, local community group engagement, and both virtual and in-person information sessions—Somerset has connected with a wide range of parents and guardians.

As a result of these initiatives, over 100 families in the Union County area have officially expressed their interest in enrolling their children at Somerset Academy upon its opening. These families have completed interest surveys, signed expressions of intent, and actively participated in live and virtual information sessions held at a time convenient to working families. Centrally located in partnership with the Village of Wesley Chapel, this provides platforms for parents to ask questions, share feedback, and learn more about the Somerset Academy model and its proven track record of educational excellence. There is an ongoing community engagement campaign that will continue past the submission of this application and into the fall of 2025 and beyond.

Survey data collected during this campaign demonstrates a strong educational need for additional high-quality public school options in the area. The majority of families surveyed indicated a desire for innovative, rigorous educational programs and a more personalized approach to learning—key features of the Somerset model. Many respondents have children who are currently elementary-aged or will enter elementary school by the school's proposed opening, ensuring a solid foundation of demand for the new campus.

To further provide evidence of this support, we have included:

- A summary table of families who have demonstrated interest
- Representative letters of support from parents with prior experience with Somerset Academy
- A sample of in-person outreach events, including date and location

Somerset Academy's strong and growing base of prospective parents, as demonstrated through these direct commitments and robust participation in our engagement events, provides clear, documented evidence of demand and support for our proposed charter school.

Applicant Evidence :

Somerset NC Support Letters.pdf	Community Interest Meeting_Redacted.pdf
Uploaded on **4/25/2025** by **Sarah Fye**	Uploaded on **4/25/2025** by **Frankie Mestre**

Megan Carter

Comments :

- If the applicant doesn't have a proposed facility location, does the applicant feel this might impact the current enrollment interest by families?

9.2. Purposes of the Proposed Charter School

Q120.Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

- [ ] Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- [ ] Hold schools accountable for meeting measurable student achievement results.
- [x] Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- [x] Improving student learning.
- [x] Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- [ ] Encourage the use of different and innovative teaching methods.

Q121.Provide a brief narrative to coincide with **each** applicable legislative purpose(s).

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system:
At Somerset Preparatory Academy North Carolina, our commitment to expanding educational choices within the public school system informs every aspect of our approach, us as a transformative environment for learning. Our school extends beyond the conventional by integrating a curriculum that embraces global learning and technological advancement, thus providing a platform where traditional learning paradigms are enriched with real-world applications and cultural awareness. This holistic methodology prepares our students for a globalized, making education both inclusive and engaging.

Our diverse program offerings include STEM, arts, and personalized learning paths, catering to the varied interests and talents of our students-from aspiring scientists and artists to budding entrepreneurs. By embracing such a wide array of educational opportunities, Somerset Prep not only broadens the horizons of what public education can offer but also cultivates an environment where every student can find their
path and pursue their passions.

Understanding the uniqueness of each student's educational journey, Somerset Prep prioritizes personalized learning experiences. We incorporate adaptive learning technologies and craft individualized learning plans that resonate with the specific needs and pacing of each student. This personal approach, often absent in traditional public schooling, directly supports a legislative mandate to enhance educational diversity and accessibility, proving crucial for catering to the myriad learning profiles within our student body.

Moreover, Somerset Prep stands as a champion of cultural and linguistic diversity, reflecting the varied demographics of our community. With initiatives like dual-language programs and culturally responsive teaching methods, we ensure that our educational environment not only celebrates diverse cultural backgrounds but also supports linguistic inclusivity. Such efforts are crucial in broadening the educational opportunities within the public school system, fostering a learning environment where every student feels valued and understood.

The role of community and parental involvement cannot be overstated, and at Somerset Prep, it forms the backbone of our educational strategy. By fostering strong ties with families and local community members through ongoing dialogue and interactive workshops, we ensure that our educational goals are not only informed by but also integrated within the community we serve. This collaborative effort enhances the educational fabric of our public school system, making it more reflective of and responsive to the specific needs and aspirations of our families.

At Somerset Preparatory Academy North Carolina, each facet of our educational model-from our innovative curriculum and personalized learning experiences to our commitment to cultural inclusivity and community collaboration-works in concert to provide an enriched educational choice within the public school system. Our efforts resonate deeply with legislative goals, crafting a learning environment that not only meets diverse educational needs but also sets a benchmark for what public schooling can achieve.

Improving student learning:
At Somerset Preparatory Academy North Carolina, our commitment to improving student learning is embedded in a thoughtful, dynamic approach that caters to the diverse needs of our students. We understand that each child's educational is unique, and our strategies are designed to foster an environment where every student can thrive.

We begin by recognizing the individuality of each student, tailoring our educational strategies to meet their specific needs. This personalized methodology is evident in our approach to lesson planning and execution, where educators develop personalized learning plans. These plans are not static; they evolve based on ongoing assessments and feedback, allowing us to refine our teaching methods continuously and address specific areas for improvement while enhancing students' strengths.

Innovation in curriculum development is at the heart of our academic strategy. We integrate a wide array of disciplines including STEM, arts, and technology, ensuring that our students receive a comprehensive education that prepares them for the complexities of the modern world. Project-based learning and problem-solving activities are core components of our curriculum, providing students hands-on opportunities to apply their knowledge in real-world scenarios, which enhances deeper understanding and retention.

A pivotal piece of our strategy is the professional development of our faculty. We invest in extensive training programs that equip our educators with the latest pedagogical techniques and an appreciation for various learning styles. This investment ensures that they are not just teachers, but facilitators of learning who can adapt their instructional methods to meet the changing needs of their students and the demands of the 21st-century educational landscape.

Acknowledging the rich cultural and linguistic tapestry of our community, we promote an inclusive school environment. This inclusivity extends beyond just celebrating diversity; it incorporates bilingual education and culturally responsive teaching methods, ensuring that every student feels supported and valued. This approach not only enriches the educational experience but also fosters a sense of empathy and global citizenship among our students.

Technology plays a crucial role in our educational approach. We harness cutting-edge adaptive learning technologies that provide tailor-made educational content and assessments. These tools are invaluable in
creating a learning pace that is suited to individual students' needs, offering challenges appropriate to their learning level, and providing support where needed.

Community and parental involvement are also integral to our educational philosophy. We maintain an open and collaborative relationship with parents and the wider community, recognizing that their involvement is crucial to the holistic development of our students. Regular interactions through workshops, meetings, and school events keep our community engaged and invested in the educational process, reinforcing the home-school connection.

Lastly, our commitment to continual improvement is supported by robust monitoring and evaluation. This data-driven approach does not only help us track the academic progress of our students but also allows us to refine and adapt our teaching practices effectively.

At Somerset Preparatory Academy North Carolina, improving student learning is a continuous, evolving process that adapts to the needs of our students and the insights we gain from our educational practices.

Through personalized learning, innovative curricular strategies, professional development, cultural inclusivity, technological integration, community engagement, and a strong feedback mechanism, we create a nurturing educational environment that equips our students for both academic success and personal growth.

At Somerset Preparatory Academy North Carolina, we also integrate a strong culture of data analysis, which further supports our goal of continuously enhancing student learning outcomes. This culture is not just about collecting data; it involves deep analysis, open discussions, and actionable insights that drive our educational strategies forward.

Data chats feature prominently within our daily operations. These sessions involve teachers, administrators, and occasionally students, engaging in focused discussions about academic progress based on concrete data. During these data chats, various stakeholders review and analyze performance metrics from classroom assessments, standardized tests, and other feedback tools. The goal is to identify trends, celebrate successes, and pinpoint areas that require additional support or intervention.

The benefits of these data chats are numerous. They provide an ongoing, real-time insight into the effectiveness of teaching strategies and student understanding, allowing for timely adjustments. Teachers find these sessions invaluable for modifying their instructional approaches, personalizing learning experiences more effectively, and sharing best practices that have led to successful outcomes.

Moreover, incorporating students into these data chats empowers them as active participants in their educational journey. This involvement not only enhances student engagement but also fosters a greater sense of accountability and self-awareness regarding their academic progress. It's crucial for students to understand how their efforts translate into results and how they can actively contribute to their learning improvements.

Our commitment to a data-driven culture at Somerset Preparatory Academy extends beyond these discussions. Regular training sessions are held for staff to refine their data analysis skills and ensure they can effectively harness this information. This education empowers our educators to not only interpret data but to also make the sophisticated decisions that the modern

educational landscape demands.

This culture of data analysis and the practice of data chats are integral to our ethos at Somerset Preparatory Academy North Carolina and throughout the Somerset Academy network. They create a transparent, informed, and responsive educational environment where decisions are not made in isolation but are the result of collaborative, data-informed discussions. Through this rigorous approach, we can maintain a high standard of education and adaptively meet the evolving needs of our students, ensuring that every student has the resources and support necessary to succeed.

Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students:

At Somerset Preparatory Academy North Carolina, we are dedicated to expanding and enhancing learning opportunities across our entire student body, paying special attention to the unique needs of both at-risk and gifted students. Our educational strategies are guided by evidence-based practices and inspired by significant research findings, such as those presented in the CREDO study which we reference in our application.

We understand the complex challenges faced by at-risk students and are committed to their success through the implementation of targeted support strategies. Our approach includes customized tutoring, mentorship programs, and structured monitoring of academic progress. Insights from the CREDO study substantiate the effectiveness of such interventions, noting their positive impact on similar student groups within charter school settings. At Somerset Prep, these practices are not just remedial measures but foundational elements that nurture a safe and empowering learning environment for our at-risk students.

Moreover, we recognize the importance of catering to our gifted students by providing them with stimulating and advanced learning opportunities. Our enriched educational offerings include advanced courses and specially designed enrichment programs that challenge these students and push the conventional boundaries of learning. They engage in project-based learning and interact with experts, enhancing both their academic and personal development. The flexibility and autonomy granted to charter schools like ours, as highlighted by the CREDO study, allow us to design and implement curriculum that meets the ambitious academic demands of these students.

To accommodate the diverse needs of our student population, we also embrace adaptive learning technologies. These tools are essential in personalizing the educational experience at Somerset Prep, allowing real-time adjustments to the learning material according to the pace and level of each student. Whether providing remedial support to help at-risk students master foundational skills or challenging gifted students with complex problems, these technologies ensure all students have the resources they need to succeed.

Our curriculum is intentionally designed to be inclusive, addressing a spectrum of learning styles and educational needs. It offers various entry points and levels of challenge, ensuring that all students, regardless of their academic standing or linguistic background, can access and thrive within our educational framework. This inclusive approach extends to providing acceleration options for gifted students and targeted support for those at risk, ensuring every student can excel.

Furthermore, the professional development of our educators is a cornerstone of our strategy to enhance learning opportunities for all students. Teachers at Somerset Prep engage in ongoing training focused on differentiating instruction and implementing inclusive classroom practices that benefit a diverse student body. This training empowers our educators to effectively tailor their teaching methods to the varying needs of their students, ensuring equitable learning opportunities.

At Somerset Preparatory Academy North Carolina, our combined efforts to support at-risk and gifted students, leverage adaptive technologies, ensure inclusive curriculum design, and enhance educator effectiveness underscore our unwavering commitment to providing a high-quality, equitable education for every student. Through these concerted efforts, we not only align with but actively advance the educational opportunities outlined in legislative aims and supported by research such as the CREDO study.

9.3. Goals for the Proposed Charter School

Q122. **Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.**

Somerset Academy schools has over 25 years of experience and background in educational administration and innovative pedagogical strategies. We pride ourselves in adapting to the community we serve and
thus know that these goals will have to be flexible and perhaps a moving target. As such, here are some operational goals for the proposed Somerset Preparatory Academy North Carolina:

Category	Year 1 (300 students)	Year 2 (400 students)	Year 3 (500 students)	Year 4 (600 students)	Year 5 (600 students)
OPERATIONS					
Enrollment	Enroll 300 students across designated grade levels.	Enroll 400 students across designated grade levels.	Enroll 500 students across designated grade levels.	Enroll 600 students across designated grade levels.	Maintain enrollment at 600 students.
Staffing	Fully staff classrooms and operations to support 300 students; recruit highly qualified teachers.	Hire staff to meet expanded enrollment and retain 85% of staff from Year 1.	Hire staff to meet expanded enrollment and retain 88% of staff from prior year.	Hire staff to meet expanded enrollment and retain 90% of staff from prior year.	Retain 90% of staff annually; conduct ongoing professional development.
Community Outreach	Build relationships with local organizations; launch initial family engagement and volunteer programs.	Expand community partnership programs; increase family engagement opportunities.	Develop new community partnerships; increase participation rates in events and programs.	Strengthen partnerships and expand service learning/ community service programs.	Sustain and evaluate outreach programs for impact and improvement.
Lunch Program	Implement and comply with all National School Lunch Program requirements.	Maintain compliance and review program for efficiency.	Maintain compliance; assess participation and satisfaction.	Maintain compliance; adjust program as needed.	Maintain compliance and high participation.
Safety	Create and approve comprehensive campus safety and emergency response plans.	Review and update safety plan; conduct drills and staff training.	Review and update safety plan; address any emerging concerns.	Annual review and update of safety procedures.	Annual review and update of safety procedures.
ACADEMICS					
Attendance	Maintain student attendance rates at or above 95%.	Maintain student attendance rates at or above 95%.	Maintain student attendance rates at or above 95%.	Maintain student attendance rates at or above 95%.	Maintain student attendance rates at or above 95%.
Reading & Math Proficiency	At least 70% of students achieve proficiency in standardized reading and math assessments.	At least 75% of students achieve proficiency in standardized reading and math assessments.	At least 80% of students achieve proficiency in standardized reading and math assessments.	At least 85% of students achieve proficiency in standardized reading and math assessments.	At least 90% of students achieve proficiency in standardized reading and math assessments.
Learning Gains	Establish baseline proficiency in reading and math for each tested grade (grades 3–5) using standardized assessments.	Increase the % of students in tested grades (3–5) demonstrating proficiency by at least 5 percentage points above baseline.	Increase the % of students in tested grades demonstrating proficiency by an additional 5 percentage points over prior year.	Continue to increase proficiency rates in tested grades by at least 5 percentage points over prior year.	Continue to increase proficiency rates in tested grades by at least 5 percentage points over prior year.
FINANCE					
Budget & Financial Health	Develop a balanced budget and establish a contingency fund.	Increase reserve fund to 2% of annual budget.	Increase reserve fund to 5% of annual budget.	Increase reserve fund to 10% of annual budget.	Increase reserve fund to 20% of annual budget.
Audits & Reviews	Conduct external audit; monthly internal budget reviews; report findings to Board.	Conduct annual audit and monthly reviews; address and resolve findings.	Conduct annual audit and monthly reviews; address and resolve findings.	Conduct annual audit and monthly reviews; address and resolve findings.	Conduct annual audit and monthly reviews; address and resolve findings.

Communication	Present monthly financial statements and annual financial summaries to Board and stakeholders.	Continue monthly and annual financial reporting; share with stakeholders.	Continue monthly and annual financial reporting; share with stakeholders.	Continue monthly and annual financial reporting; share with stakeholders.	Continue monthly and annual financial reporting; share with stakeholders.
GOVERNANCE					
Board Development	Ensure governing board reflects community diversity; provide initial governance training and professional development.	Continue governance training; evaluate board composition and expertise annually.	Continue governance training; evaluate board composition and expertise annually.	Continue governance training; evaluate board composition and expertise annually.	Continue governance training; evaluate board composition and expertise annually.
Assessment	Conduct annual board self-assessment and survey of key stakeholders (families, staff).	Conduct annual board self-assessment and stakeholder surveys; act on key findings.	Conduct annual board self-assessment and stakeholder surveys; act on key findings.	Conduct annual board self-assessment and stakeholder surveys; act on key findings.	Conduct annual board self-assessment and stakeholder surveys; act on key findings.
Communication	Share results of assessments and surveys at board meetings; publish annual summary to the school community.	Continue transparent communication; incorporate feedback into annual planning.	Continue transparent communication; incorporate feedback into annual planning.	Continue transparent communication; incorporate feedback into annual planning.	Continue transparent communication; incorporate feedback into annual planning.

*Please note the goals table is attached as evidence.

Applicant Evidence :

Q122 Goals.pdf

Uploaded on **5/21/2025** by **Frankie Mestre**

Q123. **How will the governing board know that the proposed public charter school is working toward attaining their mission statement?**

Each year, the Board will evaluate the Principal by measuring specific indicators related to the school's vision and mission. Through this evaluation tool, the Board will establish certain goals for the Principal that will determine his/her success in leading the school. As the Board recognizes, the institution's financial viability is essential to the achievement of its mission and vision. In conjunction with the CMO, the Board will review the annual budget to ensure that students and staff have access to the necessary materials. As part of its review, the Board will also verify that the school's operational structure complies with federal and state laws regarding safety, health, and security.

As part of its annual evaluation process, the Board will engage an outside auditing firm to review the school's financial records and student records. In accordance with North Carolina Statutes, the auditor will present their findings at an open Board meeting to the Board, administration, staff, parents, and community. Board members recognize that no list can encompass all the items the Board will review and oversee to ensure that the school is fulfilling its mission. To ensure the success of the school, the Board will implement a comprehensive strategy for evaluating the school's progress and involving the administration, staff, students, parents, and community.

At Somerset Preparatory Academy North Carolina, our Governing Board is deeply committed to overseeing the school's operations in a manner that ensures fiscal responsibility and aligns with our educational mission. The Board adopts a meticulous approach to financial management and governance, with established policies and procedures that are reviewed annually. This diligence ensures that our operations consistently reflect the high standards we set for educational excellence and financial integrity.

Each fiscal year begins with the Board's careful review and approval of a preliminary annual budget. This process is crucial as it sets the financial blueprint for the year ahead, aligning our fiscal resources with our educational goals. Following this, the Board remains engaged with the school's finances by reviewing quarterly financial statements during public board meetings. These statements, which include a balance sheet and detailed accounts of revenue, expenditures, and changes in fund balance, provide a transparent snapshot of our financial health and accountability.

Beyond these financial stewardships, the Governing Board at Somerset Preparatory Academy plays a pivotal role in broader governance issues. The Board has the authority to select, appoint, and if necessary, remove all officers, agents, and employees of the school. This responsibility is carried out with the utmost care to ensure that every team member aligns with our mission and values.

Furthermore, the Board is empowered to conduct and manage the affairs and activities of the school, adopt and utilize a corporate seal, and enter into contracts and other agreements as needed to further our educational objectives. Each year, the school solicits stakeholder feedback in the form of climate surveys. These are also used to determine the extent to which the School is achieving its Strategic Goals. Financially, the Board may borrow money, incur debt, and manage funds with the strategic aim of advancing our institutional goals.

In terms of property and assets, the Board has the authority to manage real and personal property whether acquired through purchase, lease, or donation, ensuring that our resources are utilized effectively to support our educational programs. Finally, the governance role of our Board includes the capacity to act as a trustee under any trust incidental to our primary educational objectives, allowing us to administer funds and property that further the school's mission.

Such comprehensive governance and financial oversight practices ensure that Somerset Preparatory Academy North Carolina not only upholds but also sets standards of excellence and integrity, securing our place as a leading educational institution committed to the success and development of our students.

Megan Carter

Comments :

Section

Megan Carter

Ratings

Does Not Meet the Standard

The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

- The applicant's mission statement is abstract and does not speak to the uniqueness of the school. The applicant addresses this in other areas of the application through STEM and global focused curriculum. This should be considered as talking points about the school and what the applicant has to offer over other Union Public County Schools.
- The application lacks substantial evidence that demonstrates an educational need to develop a charter school within the Union Public County School District.
- The applicant has completed an enrollment summary with anticipated demographics charts, but there is concern with the need in a district already ranked #2.

Shannon Stein

Ratings

Exceeds the Standard

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.

Comments :

If implemented with fidelity, there are many stated strategies that would enhance student learning, especially those with specific academic needs.

10. Educational Plan

10.1. Instructional Program

Q124. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population

Somerset Academy's educational model emphasizes providing high-quality education to underserved populations through a comprehensive, strategically designed approach that includes the following key elements:

Somerset Academy's educational model is shaped by a deeply ingrained commitment to providing high-quality education to underserved student populations. The network achieves this through a series of strategic, well-integrated approaches that emphasize both academic rigor and comprehensive support mechanisms.

At the core of Somerset's approach are its inclusive academic programs. The schools offer a range of rigorous courses, starting with the foundational elements of literacy and numeracy and challenging students to achieve. Despite the diversity of their student body, these programs are made accessible to all, ensuring that students have the opportunity to engage in advanced learning experiences typically found in more affluent areas.

The effectiveness of Somerset's educational approach is evident in its high achievement rates, especially among its underserved populations. Economically disadvantaged students and English Language Learners, for instance, benefit from tailored tutoring, mentoring, and counseling services. These targeted interventions are designed to help overcome specific challenges, thereby closing the achievement gap and boosting

Understanding the importance of early exposure to higher education, Somerset has robust dual enrollment programs that allow students to earn college credits while still in high school. This initiative not only prepares students academically but also makes the idea of attending college more tangible, especially for those from backgrounds where higher education may not be a standard expectation.

Community and family engagement is another pillar of Somerset's educational model. By fostering strong partnerships between families, communities, and the school, Somerset creates a supportive network that enhances the educational experience and ensures that learning extends beyond the classroom.

Looking forward, Somerset Academy is poised for strategic expansion. The school aims to replicate its successful model in additional low-income communities, thereby extending its reach and impact. This expansion is supported by targeted funding and grants, reinforcing Somerset's commitment to educational equity.

Somerset Academy is committed to continuous improvement and rigorous assessment of its educational strategies. Regular monitoring and assessment of student progress ensure that the school can adjust its approaches to effectively meet evolving educational needs.

At Somerset Preparatory Academy North Carolina, we are excited to model our instructional program on the successful practices implemented at Somerset Academy K-5, integrating these methods with the rigors of North Carolina content standards applicable across various grades and proficiency levels. These standards are crucial as they outline clear expectations for what students should know and achieve by the end of each academic year or course. In our ethos, we believe that challenging our students fosters higher academic success, and we strive to provide a supportive yet stimulating learning environment calibrated to optimize their learning experiences.

In pursuit of an exceptional educational journey for every student, we have adopted an Early Literacy foundational curriculum enriched with STEM applications, led by highly qualified North Carolina-certified teachers. Recognizing the importance of research-based strategies, Somerset Preparatory continues to embrace the high-performing school model distinguished by practices that drive significant reforms in education nationwide.

Among the proven strategies we employ is targeted tutoring. We use continuous assessment and data analysis to identify students who would benefit from enrichment and intervention. This approach allows us to tailor academic support to individual needs, not only addressing learning gaps but also encouraging students to maximize their academic potential.

Furthermore, our commitment to data-driven support is exemplified by the implementation of a robust Response to Intervention/Multi-tiered System of Supports (RtI/MTSS) framework. With a dedicated leadership team comprising administrators, teachers, and specialists, we deliver high-quality instruction and interventions. This tailored support, grounded in real-time academic and behavioral data, ensures that all students receive the necessary resources to excel and grow according to their unique potential.

We also set high expectations within our college preparatory environment, cultivating a culture where academic rigor is the norm. This environment not only prepares students for future academic challenges but also inspires them to reach for excellence in all their endeavors.

Supporting our teachers is equally crucial as empowering our students. We foster an environment of continuous professional growth through professional learning communities. These forums allow teachers to exchange insights on the latest educational research and advancements and share successful teaching practices. Additionally, offering in-house professional development alongside opportunities provided by external sponsors and organizations ensures that our teaching staff remains at the forefront of educational innovation.

The foundational elements of our instructional methods include a robust Early Literacy program, differentiated instruction to meet diverse learner needs, scaffolding to support skill acquisition, engaging STEM activities, and cooperative learning strategies which encourage teamwork and knowledge sharing. Systematic and explicit instruction, coupled with effective technology integration, further enhances our educational offerings. These methods are supplemented with targeted interventions and supportive measures, ensuring every student at Somerset Preparatory Academy NC has the tools and support needed to succeed in a dynamic and ever-evolving academic environment.

Megan Carter

Comments :

- The applicant provides a solid foundation with strong coverage of instructional methods. For example, early literacy foundational curriculum with STEM applications, targeted tutoring, differentiated instruction, scaffolding, technology integration etc.
- The applicant identifies "somerset has robust dual enrollment programs that allow students to earn college credits while still in high school" how will this be applied within the proposed elementary school?
- The application should include more concrete details about different assessments and specific protocols for using assessment data to drive instruction.

Q125.Will the proposed charter school serve a single-sex student population?

- ○ Yes
- ◉ No

Q129.**Curriculum and Instructional Design** Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Early Elementary (Kindergarten to Grade 2):

In these initial formative years, the focus at Somerset is on creating a supportive and engaging environment, fostering an early love of learning. Class sizes are typically around 18 to 20 students per classroom. This class size allows teachers to provide more individualized attention, crucial for this stage of development. The structure is oriented towards hands-on activities and learning through play, which helps children develop foundational skills in reading, mathematics, and essential social skills.

In alignment to our vision and mission of fostering global awareness and the import of primary literacy education, the classroom for grades K-2 at Somerset Preparatory Academy North Carolina is built upon instructional methods founded in the science of reading. This approach is rooted in evidence-based reading research that emphasizes the cognitive processes essential for developing reading proficiency. Our commitment to these methods ensures that all students, regardless of their learning styles or backgrounds, receive the foundational skills necessary to become successful readers.

At the core of our reading instruction is a structured literacy approach. This method is explicit, systematic, and features multiple components of language learning including phonics, phonemic awareness, vocabulary, fluency, comprehension, and writing. From the beginning, children are taught how to decode words by understanding the relationship between letters and sounds. This phonemic awareness is crucial, as it forms the basis for spelling and word recognition skills that are vital for reading fluency.

Instruction is delivered through direct teaching in small groups, allowing for differentiated learning that meets each student at their level of development, in alignment with research-based instructional philosophies from Vygotsky and Kagan. Our educators use a variety of engaging activities and manipulatives to make abstract concepts tangible. For example, students might use letter tiles to build words, participate in choral reading sessions to improve fluency, or engage in interactive storytelling activities that enhance comprehension and expressive skills.

Vocabulary development is another pillar of our literacy program. We introduce new vocabulary in context, expanding students' language through thematic units that incorporate aspects of global cultures. This method not only improves students' reading comprehension but also their overall communication skills and their understanding of the world around them.

Moreover, to support emerging readers, our classroom includes frequent assessments to monitor progress and identify needs. Teachers use formative data to tailor instruction and interventions, ensuring that each student has a path to success. For students needing more support, targeted interventions are provided, often involving multisensory strategies that cater to various learning preferences and reinforce their
understanding and retention of reading skills.

Furthermore, we emphasize the social-emotional aspects of reading. Recognizing that motivation and engagement are key factors in early literacy development, our classroom environment promotes a love of reading. Children see themselves as part of a community of readers where they can share stories, discuss characters, and explore new ideas. This positive, encouraging atmosphere is vital for nurturing confident, enthusiastic readers.

Throughout all these methods, the integration of technology plays a supportive role, providing interactive and personalized reading experiences. Educational software and digital books tailored to the science of reading offer students engaging and adaptive tools for practicing their skills, even allowing for individual progress tracking. Incorporating STEM elements into K-2 classrooms at Somerset Preparatory Academy North Carolina requires an approach tailored to young learners' developmental stages and curiosity about the world around them. The integration Science, Technology, Engineering, and Mathematics is designed not just to introduce basic STEM concepts but also to enhance literacy and global awareness in an engaging, age-appropriate
manner.

In K-2 classrooms, science is introduced through hands-on activities that provoke inquiry and exploration. Simple experiments that can be performed with everyday materials allow young learners to observe, predict, and talk about what they see and think. For instance, growing plants from seeds helps students understand plant biology and the environment, while incorporating vocabulary development as they describe the growth stages. These activities also tie in lessons about different regions of the world, showing how various environmental conditions affect plant life.

Technology integration for younger students focuses on interactive and intuitive learning tools. Educational apps and games designed for early learners can be used to reinforce concepts in math and reading while introducing basic computer skills. For instance, students can use tablets to access storytelling apps that include interactive elements requiring them to solve simple puzzles or answer questions about the story, enhancing both literacy and logical thinking.
Engineering at the K-2 level involves building and construction activities that help develop spatial awareness, problem-solving skills, and creativity. Using blocks, LEGO kits, or other building materials, students can engage in projects like constructing their own version of bridges from around the world. These activities can be combined with stories or pictures from different countries, integrating global awareness and engineering.

Mathematics is taught through practical, real-life contexts that make learning numbers and basic operations both fun and meaningful. Activities can include sorting and classifying objects, using simple graphs to record weather patterns, or measuring ingredients for a cooking project. These not only teach mathematics but also encourage students to apply their knowledge in everyday situations. Additionally, storybooks that involve counting or problem-solving can bridge literacy and math.

STEM lessons are most effective when integrated with other subjects. A thematic approach can be used where a single theme ties different elements of STEM with literacy and art. For example, a unit on "Transport Around the World" could include reading stories about different types of transportation, creating simple vehicles using recycled materials (engineering), discussing the science behind how these vehicles work, and using educational software to simulate driving or flying.

The classroom environment is arranged to facilitate exploration and collaboration. Learning stations equipped with age-appropriate materials encourage students to engage in self-directed discovery or guided group activities. The setup is flexible to allow easy movement between different activities and to accommodate various learning styles and paces. By embedding these STEM elements into the K-2 structures at Somerset Preparatory Academy North Carolina, young learners can develop a strong foundation in these critical areas while enhancing their reading skills and global understanding. This holistic educational approach not only prepares them for the more complex concepts they will encounter in higher grades but also sparks a lifelong interest in learning about the world through multiple lenses.

In this way, the classroom at Somerset Preparatory Academy North Carolina not only champions global learning and literacy but does so through scientifically supported, innovative instructional methods that ensure our youngest learners have the strong, foundational reading skills they need to succeed academically and beyond.

Intermediate Elementary Grades 3-5
As students progress to upper elementary grades, the class size increases to 22 to 25 students. This adjustment reflects the students' growing independence and capability for more structured learning. The educational approach becomes increasingly focused on academic rigor, though still in a highly supportive environment. The curriculum expands to include more complex subjects and projects that encourage critical thinking and problem-solving skills. Despite the increase in class size, the teacher-to-student ratio is maintained efficiently, often with the assistance of teaching aides, to ensure that each student receives
appropriate guidance and support.

In grades 3-5, classrooms at Somerset Preparatory Academy North Carolina, STEM (Science, Technology, Engineering, and Mathematics) is intricately woven into the classroom structure to enhance both the learning of these subjects and to provide a holistic approach that ties STEM concepts directly with literacy and global learning.

STEM integration occurs through various dynamic instructional strategies and learning models that promote inquiry, problem-solving, and real-world application. Teachers design

interdisciplinary units where students engage with challenging math problems, conduct scientific experiments, or work on engineering projects, all while enhancing their literacy skills through reading and writing activities related to these subjects. For example, a unit on global environmental issues might involve students in researching climate patterns, writing reports on findings, and designing models to demonstrate sustainable practices.

Technology plays a central role in facilitating and enhancing the STEM experience in the classroom. Students use tablets and computers not just for research and the creation of digital presentations, but also to interact with advanced educational software that teaches coding, data analysis, and even virtual laboratory experiments. This hands-on use of technology helps students develop essential digital literacy skills.

Moreover, the engineering component in our STEM curriculum fosters a design-thinking approach. Students might work in teams to solve real-world problems, such as creating a cost-effective water filtration system. These projects require them to apply their math and science knowledge, while also improving their global awareness as they consider solutions that could be applied in different parts of the world. This collaborative learning also enhances students' communication skills, as they must articulate their ideas, process feedback, and present their findings.

The mathematics curriculum is structured to not only build competency but also to show students the relevance of math in everyday life and global contexts. Math lessons are often project-based, involving statistics about countries, budget calculations for projects, or geometry in architecture, providing students with a clear understanding of how math applies beyond the classroom.

Science lessons are inquiry-based, encouraging curiosity and critical thinking. Students frequently participate in experiments and are tasked with documenting their observations and outcomes, integrating literacy into the scientific method. These activities not only bolster scientific literacy but also enhance reading and writing skills through research and reporting.

By integrating STEM into the classroom structure at Somerset Preparatory Academy North Carolina, we ensure that students in grades 3-5 gain a robust and rounded education. They develop key skills in science and math while enhancing their literacy and global understanding. This comprehensive approach prepares them not only for future academic challenges but also equips them with the skills necessary to navigate and contribute to a rapidly evolving world.

The structured literacy approach continues to be a cornerstone of our educational methodology in these higher elementary grades. It becomes more sophisticated and is tailored to the developmental needs of older children. The literacy instruction in these classrooms remains explicit and systematic but introduces more complex texts and concepts. Key components such as advanced phonics, morphological awareness, vocabulary development, fluency, and comprehension are tailored to build on the foundational skills students developed in earlier grades.

In these classrooms, instruction happens in a vibrant and thoughtfully structured environment. Teachers employ group readings, literature circles, and thematic units that encourage deeper comprehension and critical thinking skills. For instance, while exploring a unit on global cultures, students might read a variety of texts that offer different cultural perspectives, followed by activities such as debates or projects that encourage them to engage critically with the material and connect it with their own experiences.

Vocabulary instruction in grades 3-5 is intentional and interdisciplinary, supporting not only reading comprehension but also writing proficiency. Teachers introduce more sophisticated vocabulary through direct instruction and by embedding new words in discussions about texts that reflect diverse cultural contexts. This method helps students to see vocabulary as a tool for communication and deepens their understanding of how language varies across different societies.

To support the diverse learning needs in these classrooms, ongoing assessments are crucial. These assessments help educators identify learning gaps and design interventions that may involve small group instruction, peer tutoring, technology aids, or one-on-one support. The classroom's responsive environment ensures that each student's educational journey is both challenging and supportive.

The emphasis on the social-emotional aspects of reading continues in grades 3-5. Students are encouraged to see themselves as members of a global reading community. Classroom libraries are stocked with books from around the world, and students are encouraged to share their reading experiences and insights. This not only enhances their enthusiasm for reading but also fosters empathy and a broader understanding of diverse perspectives.
Furthermore, technology integration is strategically used to bolster reading skills. Digital tools and resources provide interactive experiences and allow for personalized learning paths. Programs designed to support reading comprehension and fluency are integrated into daily instruction, and students are encouraged to use these tools both in and out of the classroom.

Classrooms for grades 3-5 at Somerset Preparatory Academy North Carolina continue the commitment to global learning and literacy through a comprehensive, research-based approach. By integrating advanced structured literacy techniques, fostering critical thinking, and promoting cultural empathy, we prepare our students not only to be adept readers but also informed, compassionate global citizens.

Megan Carter

Comments :

- Instructional design offers clear details on the basic learning curriculum offered.
- The applicant should consider using its curriculum framework as values to the school's purpose, aligning it with the school's mission, and concentrating it to support the target student population.

Q130.**Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.**

At Somerset Preparatory Academy North Carolina, the integration of STEM elements into the classroom structures for grades K-5 is a strategic embodiment of our school's mission and vision. This approach, tailored to encourage young minds from early on through their elementary years, emphasizes global awareness, literacy, and prepares students to thrive in a diverse and interconnected world.

Our mission focuses on fostering academic excellence and the preparation of students to become, engaged global citizens. By introducing STEM at an early stage and continuing this focus into grades 3-5, we build upon foundational skills such as critical thinking, problem-solving, and analytical reasoning. These skills are essential for academic success across all disciplines and are further developed as students grow.

As students advance, the complexity of STEM projects increases, which enhances their ability to apply knowledge in new and challenging contexts, thereby fostering a deeper learning experience. The literacy component of our curriculum is integrated with STEM activities, ensuring that students not only refine their reading and writing skills but also comprehend complex concepts and communicate their understanding effectively. This holistic approach supports our vision by blending technical knowledge with essential literacy skills, cultivating students who are well-rounded and capable of multidimensional
thinking.

STEM education at Somerset Prep is not confined to isolated subjects but is connected with global themes and real-world applications. From studying environmental science to understand global ecosystems, to exploring architectural designs from around the world, our students learn to apply STEM in diverse contexts. This global perspective is vital as it helps students see the relevance of their learning beyond the classroom, fostering an understanding of their role in a globalized society.

Moreover, our interdisciplinary approach highlights the interconnectedness of knowledge. By linking STEM with subjects like social studies and the arts, we encourage students to see the overlap between different fields of study. This prepares them for the complexities of real-world problems, which often require a broad base of knowledge and the ability to think across disciplines.

The curriculum also emphasizes innovation and curiosity. Through projects that challenge them to design solutions to real-world problems, such as creating sustainable energy solutions or engineering safer transportation methods, students learn to think critically and innovate. This not only aligns with our mission to nurture academic excellence but also instills a mindset of ongoing inquiry and adaptability, which is essential for lifelong learning.

Our STEM education fosters a sense of community and environmental responsibility. Projects often focus on solving problems that affect both local and global communities, teaching students about sustainability and their responsibilities toward the planet. This aspect of learning is essential in nurturing responsible and aware global citizens, fulfilling our vision at Somerset Preparatory Academy.

The integration of STEM into our K-5 curriculum at Somerset Preparatory Academy North Carolina aligns perfectly with and actively promotes our school's mission and vision. It does so by creating an enriching learning environment that not only fosters academic skills and global awareness but also inspires a lifelong passion for learning and responsibility towards the wider world.

Somerset Academy's approach to class size, structure, and comprehensive educational strategies aligns well with the North Carolina School Accountability Model, which emphasizes performance standards, accountability, and the provision of quality education that prepares students for college and career readiness.

Specifically, our model addresses the following elements:
• Focus on Performance: North Carolina's accountability model assesses schools based on student performance on standardized tests, growth metrics, and other performance indicators. The structure of Somerset Academy, with tailored class sizes and rigorous academic focus, aims to meet and exceed these performance standards by fostering an environment conducive to high achievement. Smaller class sizes
in the early elementary grades allow for individualized attention and a strong foundation in essential skills, aligning well with North Carolina's emphasis on early literacy and numeracy as key predictors of later academic success.
• Student Growth and Development: North Carolina assesses schools not only on absolute performance but also on students' growth over time. Somerset's responsive and adaptive educational model, with support mechanisms like tutoring and counseling, helps ensure that all students, regardless of their starting point, have the potential to make significant academic progress. This focus on both individual and collective student growth is a key component of the accountability model in North Carolina.
• Holistic and Well-rounded Education: The North Carolina School Accountability Model also considers factors such as school quality and student success, which includes attendance rates, access to advanced coursework, and postsecondary readiness. Somerset's emphasis on a holistic education ensures that students are not only academically prepared but also develop essential life skills. Programs like dual enrollment contribute to college readiness, while a strong integration of technology, arts, and physical education prepares students for a diverse range of pathways post-graduation. Although the school is an
elementary school, the preparation for these accelerated courses of study begins long before a child enters high school. Ensuring a strong foundation and a critical thinking mindset is the key to unlocking these options in their future.
• Community and Stakeholder Engagement: Part of the North Carolina accountability framework involves stakeholder feedback and participation, which includes how schools engage with parents and the community. Somerset Academy's active collaboration with families and community members enhances the educational ecosystem, aligning with North Carolina's goals of creating community-engaged schools that reflect and meet the needs of their populations.
• Continuous Improvement and Adaptability: Finally, the North Carolina model encourages continuous improvement based on data and outcomes. Somerset's commitment to regular assessments and adaptability in teaching strategies ensures that the school remains aligned with state standards, responds effectively to student needs, and continually seeks to enhance educational outcomes. At Somerset Preparatory Academy North Carolina, a culture of data analysis is deeply embedded into our school's educational framework, complementing our strong commitment to STEM education and holistic
development. This data-driven culture is fundamental in tailoring education to meet the individual needs of each student and ensuring our teaching methods are both effective and reflective of our educational goals.

Overall, Somerset Academy's strategies and educational philosophy are well-suited to meet the expectations and requirements of the North Carolina School Accountability Model. By focusing on academic rigor, student growth, holistic development, community engagement, and continuous improvement, Somerset is poised to contribute positively to the educational landscape in North Carolina as a charter school operator.

Megan Carter

Comments :

- The applicant does not mention STEM within this mission and/or vision statement.
- The applicant does explain how STEM-integrated curriculum will foster academic excellence and prepare to engage global citizens.

Q131. **Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.**

Improving primary literacy rates is crucial for setting the foundation for lifelong learning and academic success. Research has identified several evidence-based methods that are effective in enhancing literacy skills among primary school students. Some of the key strategies include:
• Systematic Phonics Instruction: Phonics instruction teaches children the relationships between the letters of written language and the sounds of spoken language. Systematic phonics instruction, where phonics elements are taught in an organized and sequential manner, has been proven to enhance reading accuracy and fluency, particularly for early readers. This method helps students decode words and understand the structure of language, facilitating better reading comprehension.

• Multi-sensory Learning: This approach integrates visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language. Techniques such as tracing letters in sand, using letter tiles, or engaging in interactive online games that require hearing sounds while manipulating letters, can significantly aid in reinforcing phonics and spelling skills.
• Language-rich Classroom Environments: Creating a language-rich environment that promotes a love of reading and an appreciation for literature can significantly impact literacy development. This includes having a diverse and accessible classroom library, frequent read-aloud sessions, storytime, and discussions about books. Exposure to a wide range of vocabulary and regular opportunities for listening and speaking activities can enhance linguistic proficiency.

• Vocabulary Development: Explicit vocabulary instruction is fundamental to reading comprehension. Teaching vocabulary in context while reading, and through specific vocabulary lessons, helps children understand the meaning of new words and how to use them correctly in various contexts. Techniques such as semantic mapping or using graphic organizers can help students visually organize relationships among words and ideas.

• Guided Reading: This strategy involves the teacher working with a small group of students who demonstrate similar reading behaviors and can read similar levels of texts. The teacher guides or coaches the students as they read aloud from these texts, which are appropriately challenging for their proficiency level. This dynamic allows for immediate feedback and tailored instruction that meets each group's specific needs.

• Regular Monitoring and Assessment: Continuous assessment of reading skills is crucial to identify students who are struggling and to provide timely interventions. Methods such as running records, oral reading fluency tests, and regular check-ins can help teachers adjust instruction based on individual student progress and introduce targeted interventions when necessary.

• Focused Writing Activities: Writing activities that integrate reading texts can enhance comprehension and fluency. Activities like journaling about a story, writing summaries, and creating responses to literature
allow students to process what they have read and apply their own understanding and critical thinking.

• Family and Community Engagement: Engaging families in literacy activities can extend learning beyond the classroom. Programs that involve parents in reading with their children, workshops that equip parents with strategies to support their children's literacy development, and community reading events can bolster a child's progress.

These research-based methods underscore a comprehensive approach to literacy education that is tailored to individual learning styles and needs. By implementing these strategies, the school can effectively support and enhance literacy development in primary students and throughout elementary school.
While the school would seek to attract applicants with an extensive background in these areas, the likelihood exists that professional development would be required in the time leading up to and throughout the school year. Thus, the school would seek partnerships with colleges and universities to support the growth of its faculty in specific areas, including but not limited to:
Somerset Preparatory Academy North Carolina emphasizes a comprehensive and nuanced approach to instruction that incorporates a blend of evidence-based educational strategies. The primary instructional strategies that the school expects its
teachers to master include differentiated instruction, inquiry-based learning, technology integration, collaborative learning, and the application of the science of reading. These strategies are tailored specifically to cater to the developmental and educational needs of students in different grade spans, ensuring targeted and enhanced academic achievement.

For Grades K-2:
• Differentiated Instruction: Recognizing the diverse learning styles, abilities, and paces of young learners, differentiated instruction is crucial. By customizing learning activities to meet the individual needs of each student, educators can ensure that all children, regardless of their starting point, can master foundational skills in reading, writing, math, and critical thinking. With differentiated instruction and technology integration, learning experiences are tailored to meet the needs of each student, boosting engagement and efficacy in learning.
• Science of Reading: This approach is pivotal in early literacy and involves teaching reading through explicit instruction in phonics, phonemic awareness, vocabulary, fluency, and comprehension strategies.

Mastery of these techniques will directly result in improved reading abilities, which is foundational for academic success across all subjects. By focusing on the science of reading, students gain strong literacy skills early on, which is a critical determinant of academic success across all subjects.
• Inquiry-Based Learning: Even in the early grades, fostering curiosity and the ability to ask questions and seek answers through simple exploration and guided discovery supports cognitive development and critical thinking skills. Inquiry-based and collaborative learning strategies keep students engaged and motivated. When students are interested, they are more likely to invest effort and achieve better
academically. Critical thinking skills are nurtured through inquiry-based learning and collaborative projects, preparing students to think critically and solve problems, an essential part of successful learning and testing strategies.

For Grades 3-5:
• Inquiry-Based Learning: At this stage, the strategy shifts towards more structured inquiry, where students engage in deeper exploration of subjects, particularly in science and social studies. This method promotes higher-order thinking skills, problem-solving abilities, and independent learning-all crucial for academic success.• Collaborative Learning: As students grow older, the ability to work effectively in groups becomes more important. Collaborative projects and group problem-solving sessions help students develop soft skills such as communication, leadership, and teamwork, while academically, they encourage deeper understanding and retention of subject matter.
• Technology Integration: Utilizing technology to enhance learning through interactive tools, simulations, and global connectivity not only makes learning more engaging but also equips students with essential 21st-century skills. In these grades, technology can facilitate more advanced educational interactions, such as coding, which integrates math, logic, and technology skills. Integrating technology not only supports current learning but also prepares students for future academic and career endeavors in an increasingly digital world.

Implementing these instructional strategies in a cohesive manner ensures that Somerset Preparatory Academy not only raises academic achievement in core subjects but also develops well-rounded individuals capable of critical thinking, collaboration, and effective communication. This comprehensive educational approach is geared towards producing students who are not only test-ready but prepared for lifelong success.

By mastering these instructional strategies, teachers at Somerset Preparatory Academy will be well-equipped to deliver a robust, dynamic, and effective education that meets the diverse needs of students, ensuring high levels of academic achievement as they progress through different grade levels.

Megan Carter

Comments :

- The applicant demonstrates an understanding of general instructional strategies and shows evidence of grade-level progression.

Q132. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

At Somerset Preparatory Academy North Carolina, the educational journey is meticulously crafted to ensure smooth transitions for students as they progress from one grade to the and ultimately prepare for the challenges beyond their current grade span. The school's instructional plan and graduation requirements are central to this purpose, championing a comprehensive approach that nurtures academic proficiency, practical skills, and a well-rounded character. The instructional plan and graduation requirements are achieved through the purposeful analysis of data and vertical planning in the elementary school.

The school adopts Differentiated Instruction across all grade levels. This method is pivotal in recognizing and addressing the unique learning profiles of each student. Teachers at Somerset are skilled in adjusting their teaching strategies to match the diverse abilities and interests within their classrooms. This personal approach ensures that no student feels left behind or unchallenged, promoting continuous and consistent academic growth. As students move from grade to grade, the foundation laid in earlier years through personalized learning experiences supports a seamless transition, with each academic year
building on the previous one.

Sequential Development of Core Skills, particularly evident in the school's literacy and numeracy programs, follows a carefully designed progression. Starting from the primary grades, where the focus is on reading, students develop robust literacy skills fundamental to all learning areas. As students advance, these skills are expanded and intertwined with more complex subjects, including science and math, where inquiry-based learning becomes prominent.

This educational scaffold not only enhances understanding but also ensures that each student is adequately prepared for more rigorous academic demands in subsequent grades.

STEM Integration plays a crucial role in the curriculum from the earliest grades. Initially, students engage in simple, hands-on STEM activities that spark curiosity and introduce basic scientific and mathematical concepts. As students progress through the grade levels, these activities become more complex, involving greater use of technology and more sophisticated mathematical models, ensuring that students develop both a theoretical understanding and practical skills essential for modern educational and career paths.

To ensure that students are thoroughly prepared for each transition, Somerset Preparatory Academy employs stringent graduation requirements in alignment with the pupil progression plan. These are not just about completing a set checklist of courses but achieving mastery in key competencies across various subjects. Students must demonstrate not only their knowledge but also their ability to apply this knowledge
effectively in diverse contexts.

Through this holistic educational approach, Somerset Preparatory Academy ensures that its students are not only ready for academic transitions but are also prepared to face future educational and professional challenges. This careful planning and execution reflect the academy's commitment to developing lifelong learners who are competent, confident, and responsible members of society.

Assessment and Data:
At Somerset Preparatory Academy North Carolina, assessments play a crucial role in ensuring that each is ready to progress to the next grade level. These assessments are thoughtfully designed to measure a wide range of competencies, reflecting the diverse skills and knowledge that students are expected to acquire at each stage of their educational journey.

Formative Assessments: These are conducted regularly throughout the academic year and are crucial in providing ongoing feedback to both students and teachers about how well the students understand the material. Formative assessments help identify areas where students may need extra help long before final evaluations, allowing for timely intervention and support. This continuous feedback loop ensures that learning objectives are being met progressively, paving the way for successful grade transitions.

• Summative Assessments: At the end of each unit or term, summative assessments are employed to evaluate student learning more comprehensively. These include tests, projects, and presentations that require students to synthesize and apply their knowledge in substantial ways. The results of these assessments indicate whether students have achieved the mastery necessary to move forward confidently.

• Standardized Testing: In addition to in-house exams, standardized tests provide a benchmark to measure Somerset students against state or national education standards. These tests are instrumental in assessing students' readiness in core academic areas and critical thinking skills required at the next grade level. These may be used as summative assessments or as progress monitoring.

• Performance-Based Assessments: These involve real-world tasks that require students to apply their skills and knowledge in practical contexts. Performance tasks in STEM subjects, arts, and humanities are particularly telling of a student's ability to integrate and apply learning creatively and effectively, which is indicative of their readiness for more challenging material.

The data from these diverse assessments provide a multifaceted picture of student achievement and areas needing improvement. Based on assessment outcomes, teachers adjust their teaching methods to better suit the learning needs of their students. This might involve more personalized instruction, changes in lesson pacing, or the introduction of additional resources to address learning gaps.

Assessment results are shared with parents during conferences and through regular communications, allowing them to understand their child's progress and how they can support their learning at home. Students who may not be ready to transition due to gaps in their learning receive targeted interventions, whereas those who excel may receive enrichment opportunities to further challenge and engage them.

The insights gained from end-of-year assessments help in setting realistic and challenging goals for students in the upcoming year, ensuring a continuous and coherent educational growth trajectory. By integrating these comprehensive assessment strategies, Somerset Preparatory Academy ensures that all students are accurately evaluated and supported in their readiness to advance to the next grade, fully
prepared to meet its challenges and opportunities.

Vertical Alignment
At Somerset Preparatory Academy North Carolina, vertical alignment is a critical component of the curriculum design, particularly within the elementary school grades. This approach ensures a seamless and coherent educational journey from kindergarten through fifth grade. Vertical alignment involves the strategic organization of curriculum content, skills, and learning objectives across consecutive grade levels, so each year builds upon the previous one without unnecessary repetition or gaps.
• Curriculum Mapping: The process starts with detailed curriculum mapping where educators outline what is taught and when it is introduced throughout the elementary grades. This map ensures that as students progress, they encounter increasingly complex concepts and more advanced skills development, strategically layered to enhance learning retention and understanding.

• Skills Progression: Skills critical to academic success, such as literacy, numeracy, and problem-solving, are developed progressively. For instance, reading instruction begins with phonemic awareness in kindergarten and evolves into comprehensive reading comprehension and analysis by fifth grade. Similarly, math instruction starts with basic number sense and advances to complex problem-solving involving
fractions and geometry.

• Collaboration Among Teachers: Teachers across different grade levels work closely together to ensure a unified approach to teaching methodology and content delivery. This collaboration fosters a deep understanding among faculty members of what has been taught previously and what needs to be introduced and reinforced in each subsequent grade. Regular meetings and professional development workshops help maintain this continuity and allow teachers to share insights and strategies for effective teaching.

• Feedback Mechanisms: Effective vertical alignment relies on robust mechanisms for feedback and communication. Teachers assess students' readiness to transition to the next grade level

based on established benchmarks and communicate these evaluations during transitional planning sessions. This ongoing feedback ensures that any necessary adjustments to the curriculum or instructional techniques are made timely, keeping the educational pathway clear and well-directed.

• Alignment with Standards: The curriculum is not only internally consistent but also aligned with state and national standards. This alignment guarantees that students at Somerset Preparatory Academy are not only prepared for the next grade but are also on par with or exceeding external academic benchmarks.

The benefits of a well-implemented vertical alignment system in elementary education are manifold. Students experience a structured learning environment where each year serves as a building block to the next, promoting long-term academic success and a deep, enduring understanding of key concepts. Additionally, this continuity helps reduce student anxiety related to transitioning between grades, as each step in their educational progression is predictable and grounded in their previous learning experiences.

Moreover, vertical alignment facilitates the early identification and intervention for students who may struggle with foundational concepts, as teachers across grades are well-aware of the curriculum trajectory and can pinpoint where support is needed for individual student success.
By adopting a vertical alignment approach, Somerset Preparatory Academy ensures that its elementary students are not only meeting educational milestones each year but are also accumulating the skills and knowledge necessary to flourish in middle school and beyond.

Q133. **Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.**

At Somerset Preparatory Academy North Carolina, the design of the yearly academic calendar is thoughtfully aligned with the school's mission and educational strategic goals, particularly emphasizing the delivery
of targeted instruction, aligned learning standards, quality assessments, and effective interventions. Here's how this alignment manifests throughout the academic year:

Beginning of the Academic Year
• Setting Learning Targets and Standards Alignment: At the start of the academic year, teachers set clear, measurable learning targets based on aligned standards. This period is critical as it lays the groundwork for what students are expected to achieve by the end of the year. These targets are communicated to students and parents, ensuring that everyone involved is aware of the expectations and the academic goals.
• Professional Development: Before classes begin, teachers participate in professional development workshops focused on effective instructional strategies, differentiation techniques, and data analysis. These sessions equip teachers with the necessary tools and knowledge to meet the diverse needs of their students and to tailor lessons to promote maximum engagement and learning.

During the Academic Year
• Implementation of Quality Assessments: Throughout the academic year, a variety of formative and summative assessments are strategically administered to monitor student progress toward their learning targets. These assessments provide essential data that helps in adjusting teaching methods and strategies as needed.
• Data Analysis and Response to Intervention: Regular data analysis sessions are held to evaluate student performance across different metrics. This analysis helps in identifying students who may need additional support. The academy implements a comprehensive Response to Intervention (RTI) model, where students receive tailored instructional interventions based on their specific needs. This could range from remedial instruction to advanced enrichment activities to ensure all students are moving toward grade-level proficiency.

Mid-Year
• Mid-Year Reviews and Adjustments: Midway through the year, a detailed review of academic progress is conducted. This involves reassessing student growth against the original learning targets and making necessary curriculum adjustments. This period may also involve additional professional development for teachers, particularly in areas where student data indicates a need for instructional improvement or new strategies.
• Continued Enrichment and Intervention: Regular enrichment sessions continue, providing 20-30 minutes per day, three days a week, dedicated to addressing both remedial and advanced student needs. These sessions are crucial for reinforcing basic skills and extending learning beyond the standard curriculum.

End of the Academic Year
• At the academic year's end, final assessments are proctored to measure student achievement relative to the set learning targets. These assessments help determine the effectiveness of the instruction and the intervention strategies used throughout the year.
• Teachers and administrative staff reflect on the past year's successes and challenges. Insights gained from these discussions are used to plan for the next academic year, with an aim to continuously improve instructional practices and student outcomes.

The structure of the academic calendar at Somerset Preparatory Academy ensures that every part of the year is strategically utilized to foster student growth, consistently track progress, and make informed adjustments to teaching and learning processes. This systematic approach is in perfect harmony with the academy's mission to provide a high-quality, differentiated educational experience that prepares all students for academic and life success. Through ongoing assessment, targeted interventions, and continuous professional development, the academy upholds its commitment to educational excellence and
equity.

Megan Carter

Comments :

- Will the applicant be using NC-Check-Ins as a part of its assessment?

Q134. **Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.**

At Somerset Preparatory Academy North Carolina, the structure of the school and week is carefully designed to meet state regulations and optimize learning opportunities for elementary school students. The daily and weekly schedules are crafted to ensure that each student receives a balanced education with ample time dedicated to core subjects, enrichment activities, and personal development.

The proposed school has an instructional day running from 8:00 A.M. and ending at 3:00 P.M., making the total duration 7 hours per day, or a minimum of 360 minutes per week of core instruction. In accordance with North Carolina regulations, the school would operate 185 school days, totaling 1025 hours of instruction. Thus, the following time allocations are designed to represent a minimum daily focus and provide a comprehensive educational experience in all core academic areas; as you will see below the table, different grade levels will require different times for different subjects.

Instructional Minutes for Core Subjects

Reading/English Language Arts 90 minutes/day

Mathematics 60 minutes/day

Science 30 minutes/day

Social Studies 30 minutes/day

In Somerset Academy, as in North Carolina, and many other educational systems, there is a specific emphasis on early literacy that is frequently addressed through the implementation of uninterrupted literacy blocks, especially in grades K-2. These literacy blocks are designed to provide young learners with dedicated time to focus on developing fundamental reading and writing skills, which are crucial for their future academic success. The reason for the distinction between the early grades (K-2) and upper elementary grades (3-5) in the duration and focus of the literacy block revolves around the developmental stages of children:

In the early grades, the focus is on phonics, phonemic awareness, and fluency - the building blocks of reading. Children at this stage are just beginning to read and need substantial support and instruction to become proficient readers. As students enter the intermediate elementary grades, the goal is to shift from learning to read to reading to learn. They use their reading skills to access content across all subjects
and are now expected to think critically about texts and express themselves more complexly in writing.

For kindergarten through 2nd grade, the uninterrupted block is typically longer and more focused. This is because these early years are critical for establishing the basics of phonemic awareness, phonics, decoding, vocabulary, and fluency in reading. The literacy block in these grades often ranges from 90 to 120 minutes. This extended period allows for a variety of activities including guided reading, shared reading, read-alouds, and independent reading, as well as integrated writing instruction. The goal is to build a strong foundation in literacy that will support all other areas of learning.

As students progress into grades 3 through 5, the structure of the literacy block might evolve, although it remains a significant part of the daily schedule. In these grades, while the block may still last approximately 90 minutes, the focus shifts slightly towards more advanced competencies such as reading comprehension, critical analysis of texts, and more sophisticated writing tasks. Students are expected to apply their foundational reading skills to explore more complex material and demonstrate deeper understanding through written and oral communication.

It's important to note that within these structures, adaptability to meet diverse student needs is crucial. Teachers may differentiate instruction within the literacy block, providing small group or individual instruction tailored to students' specific literacy levels and challenges. This could involve targeted interventions for students struggling or enrichment for those excelling.

By tailoring the uninterrupted literacy blocks to the developmental needs of students at different grade levels, Somerset Preparatory Academy ensures that all students develop strong literacy skills that are essential for academic success and lifelong learning. This structured approach aligns with educational best practices and state standards, maximizing the efficacy of literacy education throughout the elementary
grades.

Q135. **Describe a typical day for a teacher and a student in the school's first year of operation.**

In the first year of operation at Somerset Preparatory Academy in North Carolina, both teachers and students will engage with a new environment full of promise and learning opportunities. A typical day at the academy is carefully planned to optimize educational experiences, foster community integration, and build a strong for the school's long-term success. Here's what a typical day might look like for both teacher and a student:

Teacher's Day
7:20 AM - Arrival and Preparation
Teachers arrive at school early to prepare classrooms for the day's activities. This includes reviewing lesson plans, preparing materials, and setting up any necessary technology. It's also a time to check emails and communicate with colleagues.

7:45 AM - Morning Greeting
Teachers stand at the door to greet students as they arrive, helping to build a warm, welcoming environment and connect with students from the start.

8:00 AM - Classes Begin
The day starts with a homeroom period where attendance is taken, and the day's schedule is reviewed. Teachers might also use this time for a morning meeting to set the tone for the day, build classroom community, and discuss any important announcements.

8:30 AM - Core Academic Blocks
Teachers lead students through blocks of core academic subjects: Language Arts, Mathematics, Science, and Social Studies. Each block is interspersed with short breaks or transition times. Instruction may include direct teaching, group work, individual assignments, and hands-on activities.

12:00 PM - Lunch and Recess
Teachers supervise students during lunch and recess, interacting informally with them, which helps in building rapport and managing the social dynamics of the class.

1:00 PM - Enrichment and Intervention
Post-lunch hours may be reserved for enrichment activities like arts, music, or physical education. Teachers either lead these sessions or use the time for planning while students are with specialist instructors. This time might also be used for targeted interventions or additional support for students needing help.

3:00 PM - Dismissal
Teachers oversee the orderly dismissal of students, ensuring that each child is accounted for and safely on their way home.

3:15-4:00 PM - Professional Development (2 x per month), PLCs (2 x per month) and Faculty Meetings (1 x per month)
Post-dismissal time may be used for faculty meetings, professional development activities, collaborative planning, and reflection on the day's lessons. Teachers may also use this time to communicate with
parents or update student records.

3:20 or 4:00 PM - End of the Day (depending on PD commitments)
Teachers wrap up any remaining tasks and head home, though many teachers often spend additional time preparing for the next day or week.

Student's Day

8:00 AM - School Begins
Students start their day with a homeroom period where they prepare for the day, participate in a morning meeting, and make sure they have everything needed for their classes.

8:30 AM - Academic Blocks
Students attend various classes where engaging and interactive lessons are delivered. These might include reading stories, solving math problems, conducting experiments, or exploring historical events.

12:00 PM - Lunch and Recess
Students have time to eat and then play outside, giving them a necessary break from academic work and a chance to socialize with peers.

1 :00 PM - Enrichment Activities
Students participate in enrichment classes, which may include art, music, PE, or technology. These activities help to cultivate a well-rounded educational experience.

3:00 PM - School Ends
Students pack up their belongings, say goodbye to their teachers and friends, and head home to rest and prepare for the next school day.

The structure of the day at Somerset Preparatory Academy is designed to provide a balance of rigorous academic instruction, enrichment opportunities, and essential social interactions, ensuring that both teachers and students have a productive and enjoyable day filled with learning and growth. This typical day showcases the school's commitment to creating an inclusive, supportive, and effective educational environment from the very first year of operation.

Megan Carter

Comments :

- The applicant mentions morning meetings around 8AM, but is the the applicant considering an social-emotional program within its school day or will this be an incorporation of the global and cultural responsive parts integrated within the curriculum?

Q136. **Will this proposed school include a high school?**

- ○ Yes
- ◉ No

Q142. **Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).** One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

☑ Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 5

Applicant Evidence :

Curriculum Outline Somerset PANC.pdf

Uploaded on **4/16/2025** by **Karina Iber**

Q143.**Attach Appendix D: Yearly Academic Calendar** (minimum of 185 instructional days or 1,025 hours)

Upload Required **File Type:** pdf, image, word **Max File Size:** 30 **Total Files Count:** 3

Applicant Evidence :

27-28 Draft Calendar.pdf

Uploaded on **4/25/2025** by **Frankie Mestre**

Q144.**Attach Appendix E: Daily and Weekly Schedule** Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 15

Applicant Evidence :

Master Schedule NC.xlsx

Uploaded on **4/16/2025** by **Frankie Mestre**

10.2. Special Populations and "At-Risk" Students

Q145.Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

Teachers will Differentiate Instruction (DI) to reach all learners by factoring students individual learning styles and levels of readiness first before designing a lesson plan. Research on the effectiveness of differentiation shows this method benefits a wide range of students: from those struggling, those found eligible for special education or a Section 504, to those considered high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

Teachers will practice differentiation in their classrooms by: Designing lessons based on students' learning styles; Grouping students by shared interest, topic, or ability for assignments; Assessing students' learning using formative assessment; Managing the classroom to create a safe and supportive environment; and continually assessing and adjusting lesson content to meet student's needs.

For students that may require additional support, specific diagnostic assessments in reading and mathematics will be used to assess a student's current knowledge base. The goal will be to capture a picture of where the student currently stands academically. Benchmark assessments will also be used to evaluate students against specific grade-level standards and learning goals rather than simply taking a quick pulse of
understanding. The data from both these types of assessments will be used to: assist student learning; identify students' strengths and weaknesses; assess the effectiveness of a particular instructional strategy; assess and improve teaching effectiveness; monitor progress; and provide data that assist in decision-making.

For a student struggling with behavioral issues, teachers will use strategies to either head off or to provide consequences for their misbehavior. These strategies include: Breaking student tasks into manageable chunks; Rearranging student seating or classroom set-up; Offering choice and help strategies; and Previewing rules/behavioral expectations. The School will obtain consent for a Functional Behavioral Assessment (FBA) and create a Behavior Intervention Plan (BIP) for a student who demonstrates a need for targeted and specific behavioral support.

For students who continue to demonstrate vulnerability academically and behaviorally, the School will implement the Muti-tiered System of Support (M-TSS). M-TSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. M-TSS has three important components: (1) Identify students; (2) Intervene; (3) Analyze. The School will employ this systems approach using data-driven problem-solving to maximize growth for all. The use of M-TSS will support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need. The interventions will be implemented via Response to Intervention (RtI) tiers. RtI refers to the practice of providing effective instruction and intervention across three tiers to all students. Assessment, progress monitoring. and data-driven decision making will ensure successful implementation of the tiers.

Note: At any time throughout this process, students suspected of a disability may be provided a psychoeducational evaluation with parental consent. Parents may request a psychoeducational evaluation, or the school can initiate a Child Study Team (CST) meeting to discuss student progress data, teacher observations, and request parental consent. Procedural Safeguards will be provided at the meeting.

Tier 1: Research-Based Core Instruction
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 North Carolina State 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. Behavioral, social, and emotional deficits will be addressed through explicitly teaching behavioral expectations, implementing positive reinforcement systems, consistent consequences for rule violations, and participation in a Social-Emotional Learning (SEL) curriculum all which will be progressed monitored.

Tier 2: Targeted Intervention
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. Behavioral, social, and emotional deficits will be addressed through the use of check-in/check out contacts, behavior contracts, small group interventions focused on social skills, self-regulation, or conflict resolution, targeted SEL instruction, proximity control, transition support, all which will be progressed monitored with point sheets or behavior rating scales.

Tier 3: Intensive Intervention
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). Behavioral, social, and emotional deficits will be addressed through Functional Behavior Assessments (FBA) to identify the root causes of behavior, Behavior Intervention Plans (BIP) tailored to student needs, Wraparound services involving mental health professionals, one-on-one mentoring or counseling, highly structured environments with frequent feedback, and crisis intervention plans, all which will be progressed monitored with point sheets or behavior rating scales. 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, the School will implement various interventions and increase the amount of instructional minutes provided.

The following interventions may be made available:

Intervention	Description
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 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.

A Progress Monitoring Plan (PMP), which describes the current level of the students based on data from their assessments, the targeted interventions needed, the frequency in which the interventions will be administered, and the expected outcome or goal of the intervention will be created for students in Tiers 2 and 3. At the classroom level, each teacher will be responsible for implementing and overseeing the PMPs for their students. At the School level, the Principal or Assistant Principal will be responsible for overseeing the PMPs. PMPs will be reviewed at least quarterly at M-TSS meetings to monitor progress and
review the plan, which also adds another layer of oversight for the benefit of the students. Parents, teachers, and administrators will: hold a meeting to create and sign the PMP; reconvene at

least quarterly to monitor progress and review the plan; refer for possible special education placement if little to no progress is made. Teachers may also be asked to provide more frequent updates through parent conferences, informal conversations, and graded assignments.

Intervention programs utilized will be evidence-based as per Every Student Succeeds (ESSA) Act. An activity, strategy, or intervention is evidence-based by demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes based on:
• strong evidence from at least one well-designed and well-implemented experimental study;
• moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
• promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
• demonstrating a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and • including ongoing efforts to examine the effects of such activity, strategy, or intervention.

The M-TSS Team members may include:

M-TSS Team Member	Function
Administrator	Provides leadership and ensures alignment with school goals Allocates resources (staff, time, materials) Supports policy enforcement and team decisions
M-TSS/RtI Coordinator or Intervention Specialist	Oversees the MTSS process Coordinates data collection and intervention planning Facilitates meetings and documentation
General Education Teacher	Provide insight into classroom performance and instructional strategies Implement Tier 1 and Tier 2 interventions Share academic and behavioral observations
Special Education Teacher	Brings expertise in differentiation and accommodations Helps determine if students may need evaluation for special education Supports development of intervention plans
School Psychologist	Conducts assessments (academic, behavioral, cognitive) Assists with functional behavior assessments (FBAs) Helps with data interpretation and decision-making
School Counselor or Behavior Specialist	Supports social-emotional and behavioral interventions Provides insight into family dynamics, attendance, or trauma Facilitates small group or individual counseling Offers strategies for behavioral intervention and classroom management Supports Tier 2 and Tier 3 behavior plans
Reading/Math Interventionist or Instructional Coach	Provides expertise in evidence-based academic interventions Supports teachers in implementing targeted strategies
Parent	Shares important background about the child Participates in planning and monitoring interventions

Other possible members may include a Speech-Language Pathologist (SLP), English Language Learner (ELL/ESOL) Specialist, or a Nurse (for students with health-related needs).

The Administration will train the staff on the implementation of support during preplanning days and review ongoing through monthly faculty meetings. The training will include the school's M-TSS policies and procedures. Correspondingly, M-TSS is a continuous improvement process of Plan → Implement → Monitor → Adjust. These efforts will support school improvement as they focus on data-driven decision-making to identify gaps, allocate resources, and adjust instruction/interventions, leading to more informed and strategic improvement. M-TSS will ensure equity and access for all students, regardless of background or ability, so that they may have access to appropriate support. As M-TSS acts as an organizing framework that aligns academic, behavioral, and social-emotional initiatives, this will improve implementation and increase impact.

Tracee McManus

Comments :

The plan provides a detailed outline of a tier process to meet the learning needs of students performing below grade level. It also includes progress monitoring and programs to be used throughout.

Q146. **Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, MLs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.**

Three of the founding board members of Somerset Academy—Annaliet Echaniz, Jorge Rivas, and Reyna Fernandez-Romani—each bring a unique set of skills and experiences that, when combined, create a robust leadership team capable of successfully launching and managing the proposed charter school when it comes to providing support for special populations in a school setting.

Annaliet Echaniz has extensive experience working with special populations as a school site administrator. Her role primarily involves overseeing the implementation of the Individuals with Disabilities Education Act (IDEA) and ensuring her students with disabilities receive a Free Appropriate Public Education (FAPE). This includes ensuring compliance with IDEA, supporting the IEP process, promoting the Least Restrictive Environment (LRE), and providing training to faculty and staff on special education laws, instructional strategies, accommodations, and behavior management. Her experience ensures she can handle disputes by addressing concerns raised by parents regarding special education services in a timely and respectful manner. She has ample experience managing diverse learning needs, including students with disabilities, students with 504 Plans, multilingual learners, and gifted students. Her proactive approach in implementing attendance interventions also highlights her commitment to dropout prevention strategies, showcasing her ability to engage students and reduce absenteeism.

Jorge Rivas brings an additional level of experience to the board being a school leader for over 15 years. His background as a school counselor allows him to understand the variety of needs students of all different backgrounds need to be successful and to understand their mental wellbeing. Additionally, he has served as a principal in multiple areas and grade level ranges, allowing him to have the understanding to provide support for any situation that may arise. As a school leader, his responsibility is to oversee the implementation and compliance of the Individual with Disability Act (IDEA), while managing the diverse learning needs of his student population. This allows him to ensure each student on his campus receives the best education possible. He fully understands the legal mandate of FAPE and can provide guidance on monitoring and evaluating services. This includes the provision and quality of special education and related services and addressing any service delivery issues. His experience ensures he can handle disputes raised by parents regarding special education services in a timely and respectful manner, and he understands how to follow the due process procedures if disagreements arise. His additional experience in student services will enable him to serve as a liaison between parents, teachers, service providers to ensure clear, ongoing communication about student progress and any changes to the IEP.

Reyna Fernandez-Romani, a seasoned educator and former classroom teacher, brings valuable frontline teaching experience, especially in managing classrooms with diverse and special populations. She has implemented and developed educational plans tailored for students covered under EC, 504, and ELL frameworks. She also recognizes the school's federal responsibility of FAPE and can provide guidance in maintaining documentation and records in an accurate and confidential manner. She will be of great assistance as the school prepares for audits or reviews related to FAPE, 504, and ELL compliance. Her teaching experience in schools with a significant percentage of multilingual students has provided her with a deep understanding of culturally responsive teaching and the importance of language support.

Together, these three form a team of layered support for the school, if needed. Their combined skills cover the entire spectrum of school leadership and administration, richly informed by their direct experiences with regulatory compliance, special education, and operational management of educational institutions. They possess the collective expertise in curriculum development, inclusive instruction, assessment, and performance management essential for adapting to diverse student needs and ensuring equitable learning opportunities. Moreover, their understanding of community engagement and parental involvement will be instrumental in building strong collaborative relationships essential for the school's success.

This synergy of skills and experiences among the Somerset Academy's founding board members makes them exceptionally qualified to lead the charter school from its foundational stages to becoming a thriving educational institution. Their leadership promises not only to uphold high educational standards but also to foster an inclusive, responsive, and engaged school community.

Tracee McManus

Comments :

The board has several members who have had experience with students with disabilities. The charter school also has a plan for providing services to students with disabilities.

Q147. **Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:**
1. Methods for identifying ML students (and avoiding misidentification).
2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.
3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
4. Means for providing qualified staffing for ML students.

The goal of the School for Multilingual Learners (ML) is to help students develop language skills necessary to be successful students and members of society. This will be accomplished by developing proficiency in the English language and reaching a level of proficiency in reading, writing, speaking, and listening as outlined in the North Carolina State Standards. The School will also nurture self-pride and self-identity in each student's linguistic and cultural heritage by:

Maintaining high standards and demonstrating high expectations for all ethically, culturally, and linguistically diverse students; Showing students teachers care by getting to know their individual needs and strengths and sharing their concerns, hopes, and dreams; Understanding students' home cultures to better comprehend their behavior in and out of the classroom; Tapping into students' backgrounds to enhance learning; Choosing culturally relevant curriculum and instructional materials that recognize, incorporate, and reflect students' heritage and the contributions of various ethnic groups; Creating culturally compatible learning environments; Teaching language through subject matter rather than specific linguistic skill exercises, and adopting sheltered English strategies. The School Principal may assign the Assistant Principal or a Lead Teacher to coordinate the school's ML Program. ML will be identified in the initial assessments administered upon enrollment and through a Home Language Survey. (HLS). This is the first step for ML identification. HLS will be administered to all students upon initial enrollment. The purpose of the survey will be to gather information about the languages(s) spoken in the home. This information will be used to determine English as a second Language (ESL) instruction or bilingual education. Students will be selected to take the assessment if they are foreign-born or do not speak English in the home.

If students are language-minority students, they will be scheduled to be administered the WIDA within 30 calendar days of enrollment and the parent will be notified. If a student is tested and determined to be limited English proficient, the student will be tested annually. Once the assessment results are collected, an instructional plan for students who qualify will be created, including the integration of scaffolding methods to address the ML student, and setting goals for achieving mastery of the North Carolina English Language Proficiency Standards.

As prescribed by law, intervention that facilitates growth in English mastery while promoting content knowledge will be administered. To support literacy and proficiency, the ML program will provide English language development instruction that is age and grade appropriate and tailored to the student's English proficiency level. The ML program will be conducted in a climate that not only stimulates listening, speaking, and reading, but also writing.

A Structured English Immersion (SEI) classroom will be used to fulfill these goals. ML students will be offered instructional services through an English Immersion program mainstream/ inclusion instructional delivery model. This type of instruction has as its orientation the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content emphasizes the English language itself. The structure of the SEI classroom will include classroom content, student grouping, and Differentiating Instruction (DI).

The content will be a minimum of four hours daily of English Language Development (ELD). This instruction will focus on phonology (pronunciation - the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). This focus will be applied to all other subject areas to ensure ML students are receiving instruction in all subjects. In regards to student grouping, if there are enough MLs by proficiency level within a specific grade, overall proficiency level within a grade will be the method used for student grouping. If there are not enough MLs by proficiency within a grade, then proficiency levels will be banded together within a grade. If there are not enough proficiency level bands within a grade, then MLs from different grade levels may be combined into an SEI classroom.

Regardless of the SEI Classroom configuration, pre-emergent and emergent MLs shall be grouped together and provided targeted interventions for 30 minutes at least 3-4 times weekly. The service delivery of mainstream/inclusion in the SEI classroom will be taught by the student's language arts teacher or by a push in model by a dedicated ML teacher if hired by the School based on actual enrollment. DI will be a requirement throughout the school day as the teacher(s) attend to the learning needs of MLs to maximize student growth and individual success. Mainstream/inclusion instruction will be provided to ML students equal in amount, sequence, and scope to the instruction provided to non-ML students at the same grade levels, while also includes specific accommodations and modifications to the curriculum.

The Personal Literacy Plan (PLP) will be used to show the areas of success and growth that the student maintains. The instructional plans will be created by the student's language arts teacher and/or the dedicated ML teacher if hired by the School based on actual enrollment. The PLPs will be created by the student's language arts teacher or the dedicated ML teacher if hired by the School based on actual enrollment. The ML strategies will be documented in the teacher's lesson plan as well as in the students' PLP and ML folder. These may include:

• Making all instructional materials visual;
• Building into teacher lesson plans more group work or cooperative learning;
• Consulting with the Multilingual Teacher;
• Allowing some scaffolding with the native language;
• Using sentence frames to give students practice with academic language;
• Pre-teaching whenever possible;
• Learning about the cultural background of the students; and
• Purchasing supplemental text and materials to compliment the curriculum.

The WIDA will be administered yearly to assess ML student's language proficiency. Once a student reaches proficiency in all four language domains of the assessment, as determined by the Department of Instruction, he or she will exit the program. The student's academic progress will be regularly monitored after exiting from the ML program. Documentation, including the monitoring form and tool, will be placed
in the student's ML file. The language arts teacher will indicate if the student is making appropriate progress or if an ML committee meeting needs to be held. During the ML committee meeting, recommendations regarding the student's progress, including placing the student back into the ML program, may be made.

The School will provide qualified staffing for ML students by hiring teachers with: 1) an ESL bachelor's or master's degree through a state-approved educator preparation program; 2) a teacher with a bachelor's or master's degree in elementary, secondary, or special education that has completed the required ESL education through a track, minor, or concentration; or 3) a current North Carolina licensed teacher with an
add-on ESL license.

Q148. **Explain how the school will identify and meet the needs of gifted students, including the following:**

1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

The School recognizes the special needs of gifted learners and is committed to offering programs that provide maximum development of each student's academic talents. Instructional programs for gifted students emphasize acceleration and enrichment based on students' strengths and needs as indicated by their giftedness. The philosophical focus of the gifted program promotes increased access, rigor, and achievement. The Academically or Intellectually Gifted (AIG) Program will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or social science. Such a differentiated curriculum provides for in-depth consideration of topics and concepts beyond the requirements of regular courses, and therefore, is designated as an academically accelerated program. The School Principal may assign the Assistant Principal or a Lead Teacher to coordinate and monitor the School's AIG program.

The School will implement NC Article 9B AIG students as they serve as the statewide framework and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs. Recently revised in June 2021, these standards reflect Article 9B and nationally-accepted best practices in gifted education. Furthermore, the AIG Program Standards help ensure that the needs of AIG students are met and the potential of AIG students is optimally developed. These standards include: 1) Student Identification, 2) Comprehensive Programming within a Total School Community, 3) Differentiated Curriculum and Instruction, 4) Personnel and Professional Development, 5) Partnerships, and 6) Program Accountability.

AIG form a diverse group of students with a variety of academic, intellectual, social, and emotional needs different than those of other children of their age, experience, and environment; therefore, they require appropriate identification and a range of service options within a comprehensive program. Gifted learners possess the ability to think with more complexity and abstraction and learn at faster rates; therefore, they require challenging, differentiated curriculum and instruction which are developmentally appropriate and will prepare them for the 21st century. Gifted learners have different learning needs; therefore, they require time with others who are similar to themselves in order to establish cognitive relationships and to facilitate their academic, intellectual, social, and emotional growth. Gifted learners have unique social and emotional needs; therefore, they require access to appropriate support systems and counseling to assure their affective well-being. Gifted learners have needs different than others of their age, experience or environment; therefore, they require teachers and other personnel involved in their education who have the necessary knowledge, skills, and understandings to meet those needs.

During the school year, the school will screen for potential AIG students. Screening involves the use of a combination of measures of potential and performance. General screening occurs in grades K-3. Students will participate in differentiated activities that indicate the potential for gifted services as part of the screening process. Documentation from the screening process may result in a nomination to the School Based Committee for Gifted Education (SBCGE) for further consideration for gifted services. Parents will be requested to complete a Parent Checklist as part of the informal indicators. The student's classroom teacher will also complete a Teacher Checklist. All data collected will be used as part of the screening process. Classroom teachers and AIG teachers will collect portfolio samples for referred students. AIG Program Brochures and Parent Guide will be provided to all families. These guides will outline gifted screening, referral, and identification processes and procedures for school personnel, parents/families, and students to communicate effectively with these stakeholders. If the student is identified for differentiated services and a Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) is recommended, a parent meeting will be held to complete required documents and create a DEP/IDEP. The DEP is a specific plan agreed on by the student, parent, and school that is tailored to meet the individual needs of the learner. The plan will be considered a legally binding document that defines how the learner's needs will be met through differentiation strategies. Students will also engage in goal setting and tracking progress towards their goals. The plan will be reviewed annually and discussed on a regular basis. Parents do have the right to waive Gifted Services and/or DEP for their child, but this decision must be documented and discussed with the school's administration.

The School will implement the Co-Teaching and Collaborative Consultation model for students with a DEP. Commonly referred to as push-in, this model will provide benefits to meet the needs of a diverse student population. Two teachers in a classroom will improve the teacher-to-student ratio. Additionally, both co--teaching and consultation will offer opportunities for diversifying classroom instruction and methodology. The best approach to implementing this model will be to use a continuum of services depending on the needs of student populations, teacher skills in co-teaching and instructional strategies, and other influencing factors such as, but not limited to, social and emotional needs of the students. In this fluid and flexible process, each student will receive instruction in the regular classroom to address his or her unique learning needs.

Flexible grouping is an example of one instructional strategy that may be used to facilitate appropriate instruction. Grouping is used to facilitate appropriate instruction. Flexible groups allow for modification of curricula and instruction according to common ability, readiness levels, learning styles, and/or interest of students. Identified students will have opportunities to be grouped flexibly without being separated from the rest of their classmates. This may include flexible in-class or across-class groupings for differentiated activities or units. Students may be pre-assessed to form groups based upon common and specific needs in specific curricular areas. Groups will be formed, as needed, to assist differentiated curricula and instruction. Teachers will meet regularly with the AIG Teacher to plan for flexible grouping instruction. AIG teachers will work in collaboration with regular education teachers to develop resources, procedures, processes, and to implement strategies that provide challenge and enhance the quality of curriculum for gifted and highly capable students. Teachers will enrich and extend the curricula to facilitate higher-level learning goals aligned with the North Carolina State Standards.

Additional strategies and opportunities the School will implement to enhance the School's AIG program may include:

· Compacting the curriculum and providing enrichment activities;

· Implementing a multi-level and multi-dimensional curriculum;

· Being flexible with the curriculum;

· Making the curriculum student-centered;

· Allowing students to pursue independent projects based on their own individual interests;

· Allowing gifted children to assume ownership of their own learning through curriculum acceleration;

· Instilling high expectations to maximize students' potential by expecting them to do their best;

· Encouraging students to advance as quickly as they can;

· Teaching interactively;

· Exploring many points of view about contemporary topics and allowing opportunity to analyze and evaluate material;

· Providing opportunities for gifted children to interact with other gifted children across grade levels and schools through competitions or collaborative projects;

· Encouraging gifted students to participate in extracurricular activities that involve academic skills;

· Involving gifted students in academic contests (Duke TIP, Odyssey of the Mind);

· Allowing gifted children to create and publish a class newspaper to distribute;

· Setting individual student goals;

· Considering parental input about the education of their gifted children;

· Addressing the counseling needs of each student to support emotional growth, as needed;

· Recognizing that gifted children may not excel in all areas;

· Providing plenty of opportunities for gifted children and average children to engage in social activities; and

· Recognizing that implementing some of these strategies will benefit all of the children in the classroom, not just the gifted ones.

The School's effectiveness in serving AIG students will be evaluated in the ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's DEP. In addition, data from State, district and school based assessments (baseline, screening, progress monitoring and diagnostic) will be collected and monitored regularly by the student's teachers to measure growth and determine if identification in new enrichment areas is needed. Parents will be notified of student progress on a quarterly basis, at minimum, and DEPs may be adjusted as needed to foster student success.

The School will provide qualified staffing for AIG by hiring teachers who hold a clear license issued by the state of North Carolina whom have obtained the AIG Add-On Licensure.

10.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities.* ***All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.*** *Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Q149.**Identification and Records** Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

The School will identify students who are eligible for special education service or are protected under Section 504 of the Rehabilitation Act by utilizing the Every Child Accountability and Tracking System (ECATS), or a comparable state system which tracks student information across school and district boundaries within NC; or requesting copies of IEP/504 and asking families to self-identify during the enrollment process; or requesting complete academic records from the prior school to review for indicators of EC/504 designation. Authorization for Mutual Exchange of Information forms will be included in the Enrollment packet to facilitate the request of pertinent student records.

The school will use the MTSS/RtI as previously detailed in the Special Programs and "At-Risk" Students answer.

Interventions that are implemented and monitored at Tier 3 interventions will be monitored and data collected for a minimum of every two weeks. Parents will be notified of intervention implementation and student progress over time. If the focused, evidence-based interventions attempted at all tiers do not produce a satisfactory level of progress, as evidenced by review of the RtI data and an analysis of any existing barriers to learning, interventions are modified and a comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress monitoring, become part of the referral packet.

A referral for students suspected of having a disability will be initiated by school personnel with supporting documentation when the following determinations have been made:

1. The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student.

2. The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that the School conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education intervention procedures will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.

3. Significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan will be developed as the child awaits the psychoeducational evaluation.

4. A referral can also be made by an outside agency such as a doctor's office which is considered a third-party referral.

The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student.

The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that the School conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education intervention procedures will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.

Significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan will be developed as the child awaits the psychoeducational evaluation.

If a student is suspected of having a disability, the School will follow the NC State Policy 1503 (Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements) procedures found in the Policies Governing Services for Children with Disabilities (https://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities/policies-children-disabilities.pdf (https://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities/policies-children-disabilities.pdf)) and it's addendum, Policies Governing Services for Children with Disabilities (https://ec.ncpublicschools.gov/2020PolicyAddendum.pdf (https://ec.ncpublicschools.gov/2020PolicyAddendum.pdf)). After obtaining parental consent, a comprehensive evaluation will be conducted by certified/licensed professionals who may be contracted for services. Testing may include all areas related to the suspected disability, such as cognitive functioning, academic achievement, psychological processing, speech/language skills, medical information, social/emotional functioning, and results from vision and hearing screenings. The School will work collaboratively with all stakeholders to determine eligibility for a special program for children with a disability. This eligibility will be determined after the completion of the comprehensive evaluation and the activities described in the general education interventions procedures are completed. An Individualized Education Plan (IEP) will be created for a student found eligible in any of the 14 categories identified in the Individual with Disabilities Education Act (IDEA). The written IEP for each student will include:

- Measurable annual learning/behavioral goals that may involve the evaluation of behavior through a Functional Behavioral Assessment (FBA) and development of a Behavior Intervention Plan (BIP)
- Program Components
- Goals: S Specific, M Measurable, A Use Action Words, R Realistic and relevant, T Time-limited (SMART)
- Progress reports to parents
- Diploma options
- Curriculum (Standard or Modified)
- Assessment
- Supplementary aides and services
- Accommodations.

In addition to cumulative files, separate files will be maintained for EC records and 504 Plans in a fireproof file cabinet within a secure area of the school. These files will be accessible only by authorized individuals in accordance with state and federal policy. EC files will be organized with the most current IEP forms on top. The previous year's forms will be arranged chronologically in descending order, with initial placement documentation at the bottom of the file. A Special Education Audit Folder Checklist will be created by the School's Administration, and the checklist will be completed annually to ensure all records and files are available and current.

Record request forms will be used to request records from previous schools. Once the enrollment employee receives this signed form from the parent, it will be faxed/scanned to the previous school. If the records are not received in a timely manner, a follow-up process will be followed with documentation of contact attempts. Student records will be maintained in locked fireproof cabinets in a secure area of the school. The School will comply with Family Educational Rights and Privacy Act (FERPA) (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)) and state policies related to reading, inspecting, and copying a student's educational records. All school employees will receive training, at least annually, related to the confidential nature of student records. The School's EC contact will receive training on the use of the Program Compliance Review (PCR) procedures (https://ec.ncpublicschools.gov/reports-data/cipp-monitoring/monitoring-program-compliance-review/monitoring-tools-program-compliance-review (https://ec.ncpublicschools.gov/reports-data/cipp-monitoring/monitoring-program-compliance-review/monitoring-tools-program-compliance-review)) and use this procedure as a self-evaluation tool. Should areas of non-compliance be noted, the School will take necessary steps to correct them.

Tracee McManus

Comments :

An efficient process of identifying students that have previously been found to be eligible for special education services must be established.

Q150. **Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to**

include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

The Child Find mandate is a legal requirement under the federal Individuals with Disabilities Education Act (IDEA) and state policies. It obligates public school units (PSUs) to identify, locate, and evaluate all children from birth through age 21 who may have disabilities and are in need of special education and related services. Child Find ensures that children with suspected disabilities are identified and evaluated, regardless of the severity of their disability. This includes children who are homeless, wards of the state, attending private or home schools. Highly mobile such as migrant or foster care, or children not yet enrolled in school. If a student is suspected of having a disability, the school will follow the NC State Policy 1503 (Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements) procedures found in the Policies Governing Services for Children with Disabilities and its addendum, Policies Governing Services for Children with Disabilities.

The school will implement Child Find activities, such as:

Raise Awareness	**Train staff** (teachers, counselors, nurses, etc.) on the Child Find mandate and referral process. **Distribute flyers or brochures** for parents explaining developmental milestones, early signs of disabilities, and how to request an evaluation. Post **Child Find information on the school website** and in family handbooks.
Screen and Monitor All Students	Use **universal screening tools** (e.g., vision/hearing, academic benchmark assessments, behavior checklists). Implement **developmental screening** for preschool and kindergarten students. Use **progress monitoring** to track academic and behavioral concerns.
Establish a Clear Referral Process	Create a **referral form** and process for staff or parents to express concerns. Provide **referral training** so all staff know how to respond when they suspect a disability. Ensure referrals are followed up with **timely evaluations** per IDEA timelines.
Involve Families	Communicate with families about their child's progress and any concerns. Educate families about their rights under IDEA and how to request evaluations. Host **information sessions** or parent nights about Child Find and special education.
Use M-TSS and RtI Systems Effectively	Ensure struggling students receive **tiered academic and behavioral supports.** Collect data from interventions to help determine whether a referral for special education is appropriate. Document all interventions and their outcomes as part of the evaluation process.
Collaborate with Community Partners	Partner with local preschools, daycares, pediatricians, and social service agencies to **share information about Child Find.** Collaborate with the **NC Infant-Toddler Program** for children under age 3. Help transition children from early intervention (Part C) to preschool services (Part B).
Follow legal timelines and Procedures	Keep thorough documentation of all Child Find activities, screenings, and evaluations. Ensure eligibility meetings and IEP development are compliant with state/federal laws.

For students who continue to demonstrate vulnerability academically and behaviorally, the School will implement the Muti-tiered System of Support (M-TSS). M-TSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. M-TSS has three important components: (1) Identify students; (2) Intervene; (3) Analyze. The School will employ this systems approach using data-driven problem-solving to maximize growth for all. The use of M-TSS will support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need. The interventions will be implemented via Response to Intervention (RtI) tiers. RtI refers to the practice of providing effective instruction and intervention across three tiers to all students. Assessment, progress monitoring, and data-driven decision-making will ensure successful implementation of the tiers.

Note: At any time throughout this process, students suspected of a disability may be provided a psychoeducational evaluation with parental consent. Parents may request a psychoeducational evaluation, or the school can initiate a Child Study Team (CST) meeting to discuss student progress data, teacher observations, and request parental consent. Procedural Safeguards will be provided at the meeting.

After obtaining parental consent, a comprehensive evaluation will be conducted by certified/licensed professionals who may be contracted for services. The response to notification will be no longer than 30 days.

The School will develop and implement Individualized Education Programs (IEPs) for each student with a disability. The IEP will be tailored to the student's unique strengths, needs, goals, and learning preferences. The IEP will provide specialized instruction and related services based on the student's needs, such as speech therapy, occupational therapy, behavioral interventions, and assistive technology. Specifically, the School will utilize Universal Design for Learning (UDL) principles to create flexible and accessible learning environments that accommodate diverse learning needs and styles. This may involve using varied instructional methods, materials, and assessments. The School will ensure that these services are delivered in a manner that promotes inclusion and access to the general education curriculum. It is important to note that the School will incorporate transition planning into the IEP process to prepare students with mild, moderate, and severe disabilities for post-secondary education, employment, and independent living. The School will collaborate with community agencies and stakeholders to support a smooth transition.

- To avoid misidentification of special education students, the School will implement several strategies:

Provide early intervention programs and screenings to identify students who may need special education services at an early age;

• Conduct a thorough and comprehensive evaluation process that includes input from teachers, parents, and specialists in various areas of disability, such as speech-language pathology, psychology, and occupational therapy;
• Utilize multiple measures and assessment tools to gather information about a student's strengths, needs, and learning profile. This can include standardized assessments, observations, work samples, and input from various stakeholders;
• Consider cultural and linguistic factors when evaluating students, ensuring that assessments are valid and reliable across diverse populations;
• Implement a Response to Intervention (RTI) framework to provide early and targeted interventions to students who are struggling academically or behaviorally. Monitor their progress and adjust interventions as needed;
• Foster collaboration and open communication between teachers, special education staff, administrators, and parents to ensure that information is shared effectively and decisions are made collaboratively;
• Provide ongoing professional development and training for educators on best practices in identifying and supporting students with diverse learning needs; and
• Regularly review and monitor the identification and placement of special education students to ensure that they receive appropriate services and supports based on their individualized needs.

The specific considerations that will be used when advancing from grade to grade on highly mobile (migrant) children include academic, social-emotional, and behavioral. For example, academic considerations may include maintaining accurate records, assessing for learning gaps or accelerations, ensuring students receive proper credit for coursework completed elsewhere, and language screenings and support. Social-emotional and behavioral considerations may include orientation and integration support, counseling and support services, and ensuring teachers use trauma-informed practices. The school will prioritize prompt enrollment and access, reach out to families proactively to build trust and maintain communication, and most importantly be aware of the student's background and potential language or cultural transitions.

Tracee McManus

Comments :

- The narrative provides a clear outline of the school's Child Find process.
- MTSS is explained.
- Suspicion of disability is explicitly addressed with what the school will do to ensure a student does not get "caught up" waiting for interventions.
- The narrative includes pre-assessments to identify the academic performance of students.
- PSU includes policy to address locating, identifying and evaluating all children with disabilities in need of special education and related services.
- Processes described in narrative include all of the following:
  - Response to notification: 30 days
  - Procedures used to identify students suspected of a disability and in need of specially designed instruction
  - Consideration of children advancing from grade to grade/highly mobile (migrant) children
  - Procedures that requirement to determine whether or not to refer the student to special education
  - Parent referral procedures

Q151.**Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:**
1. Requesting Records from previous schools
2. Record Confidentiality (on-site)
3. Record Compliance (on-site)

The school will create a chart to track students enrolling (student name, placement, records/receipt of records). Record Request forms will be used to request records from previous schools. Once the enrollment employee receives this signed form from the parent, it will be faxed/scanned to the previous school. If the records are not received in a timely manner, a follow-up process will be followed with documentation of contact attempts. School employees will be trained on a yearly basis on procedures to access records. Student records will be maintained in locked fireproof cabinets in a secure area of the school. School employees will sign records in and out on a log located in the Principal's office. School employees must return the student records within the school day as no student records can be left outside of the locked fireproof cabinets overnight.

A specific sign in/out sheet will be included in each Exceptional Children record. EC records will also be stored in a locked fireproof cabinet. Administration and the EC Director will have access to the keys. The access will only be granted to staff with a legitimate educational interest. Any sharing of documents will require parents' consent. The EC Director will review compliance of documents on a yearly basis. Each individual folder should include evaluation reports, eligibility determination forms, IEPs, meeting notices and parent consents, progress reports and service logs, and Behavior Intervention Plans (BIPs), are applicable.

The School will comply with Family Educational Rights and Privacy Act (FERPA) and state policies related to reading, inspecting, and copying student's educational records. All school employees will receive training, at least annually, related to the confidential nature of student records. The Schools' EC contact will receive training on the use of the Program Compliance Review (PCR) procedures and use this procedure as a self-evaluation tool. Should areas of non-compliance be noted, the school will take the necessary steps to correct them.

Tracee McManus

Comments :

- The plan provides clear information on Requesting records procedures, Records confidentiality and Record Compliance.
  - Chart to track students enrolling (student name, placement, records request/receipt of records)
  - Process to follow-up with sending school or PSU is non-responsive to records request
  - Need to make a specific statement of assurance of special education services on Day 1
- Compliance review process is in place

Q152.**Exceptional Children's Programming** **Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.**

The School will meet the learning needs of students with mild, moderate, and severe disabilities in the Least Restrictive Environment (LRE) by implementing several key strategies and considerations. To begin with, the School will adopt a collaborative team approach that involves educators, special education professionals, related service providers, parents, and the student (when appropriate). The School's goal will be to collaborate to identify and implement strategies that support the student's learning and participation in the LRE. This will be accomplished by using data to inform instructional decisions and monitor the student's progress towards their Individualized Education Programs (IEPs) goals. All stakeholders will collect and analyze data regularly to make data-driven adjustments to instruction and interventions. The School will promote inclusive practices that foster the participation and engagement of students with disabilities in general education settings to the maximum extent appropriate. This includes providing
accommodations, modifications, and supports as outlined in the student's IEP.

Second, the School will develop and implement Individualized Education Programs (IEPs) for each student with a disability. The IEP will be tailored to the student's unique strengths, needs, goals, and learning preferences.

Specifically, strategies for mild, moderate, and severe students will include:

Mild (Average or near-average intelligence, struggles with reading, writing, math, organization, or attention)	Explicit instruction, graphic organizers, scaffold assignments, preferential seating, environmental modifications, checklists and planners, and positive behavior supports (Can be educated in general education settings with supports)
Moderate (Limited academic functioning, often below grade level, needs consistent routines and visual supports)	Functional academics, alternative curriculum, visual schedules and picture supports, task analysis, hands-on and repetitive practice, peer support and small group instruction, communication supports, and assistive technology (May require more structured environments and hands-on learning)
Severe (Significant cognitive and/or physical impairments, may have limited communication and mobility)	Individualized and functional instruction, alternative curriculum, use of assistive technology, multi-sensory approaches, one-on-one or very small group instruction, routine-based teaching, and collaboration with related services (Requires extensive, individualized support across all areas)

In addition, the IEP will provide specialized instruction and related services based on the student's needs, such as speech therapy, occupational therapy, behavioral interventions, and assistive technology. Specifically, the School will utilize Universal Design for Learning (UDL) principles to create flexible and accessible learning environments that accommodate diverse learning needs and styles. This may involve using varied instructional methods, materials, and assessments. The School will ensure that these services are delivered in a manner that promotes inclusion and access to the general education curriculum. The school will adjust and amend instruction on an IEP based on student progress and data. This may include the use of differentiating instruction by varying content, process, product, and adjusting complexity, pacing and delivery methods. Modifications may be added such as reduction on the number of questions and simplified reading assignments.

Lastly, ongoing professional development and training for educators and staff on evidence-based practices for meeting the needs of students with disabilities in inclusive settings will build capacity among educators to implement inclusive, effective strategies and supports.

Tracee McManus

Comments :

- The plan provides a detailed approach to how the school will serve students with mild, moderate, or severe disabilities.
- The narrative includes consideration of the least restrictive environment for students with disabilities.
- The narrative includes staffing considerations (including teachers and related service providers) as well as mentions adherence to the least restrictive environment expectations.

Q153. **Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?**

The School will ensure a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. Students with disabilities whose IEPs demonstrate the need for special education or related services will be served in the regular classroom or Exceptional Children (EC) setting, as determined by the IEP Team through consideration of the LRE based on the individual student's need. The Lead EC Teacher will ensure that students are scheduled in a manner that allows for implementation of the services identified on each student's IEP based on North Carolina Standards.

Students are educated in an EC setting only if the nature and severity of the student's disability is such that education in general education classes with the use of supplementary aides and services cannot be achieved satisfactorily. The School may provide the following educational programs and comparable services based on the IEPs and composition of the school's master schedule:

- General Education Classroom: Student receives all instruction in the regular classroom with accommodations and/or support services.
- General Education with Push-In Support: Special education staff or related service providers assist the student within the general ed classroom.
- Resource (Pull-Out Services): Student is pulled out for part of the day for specialized instruction in a smaller setting.
- Self-Contained Classroom: Student receives most or all instruction in a separate special education classroom.
- Home or Hospital Instruction: For students unable to attend school due to medical or severe behavioral needs.

The service delivery may include:

- Consultation: The general education teacher and Special Education (SPED) teacher meet face-to-face based on the frequency of services on the IEP to plan, implement, and monitor instructional alternatives designed to ensure that the student with a disability is successful in the general education classroom.
- Support Facilitation: Services are provided via an "in class one-on-one SPED teacher". Teacher provides services to an individual or small group of students within the general education classroom but not as a co-teacher.
- Co-Teaching: The general education and SPED teacher are providing instruction through co-teaching.
- Resource/Pull Out: A resource room is a separate classroom where the SPED teacher will provide specially designed instruction in the specific subjects as per the IEP.
- Self-Contained: Self-contained classrooms are classrooms specifically designated for children with more serious disabilities.

Students with disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, the School will commit to the following strategies and/or supports that will incorporate specialized instruction. Specialized instruction adapts as appropriate to the student's needs the content, methodology, or delivery of instruction which ensures access to the LRE. The School will determine what makes this student different from typical learners and how the School will teach this student in order to meet his needs.

- An IEP, which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards;
- Teachers who maintain a culture of rigor and high expectations in alignment with the NC Standards expectations;
- Instructional accommodations in materials or procedures, which do not change the standards but allow students to learn within the framework of the NC Standards;
- Accommodations include, but are not limited to the following: the use of visual cues, visual schedules, preparing for transitions, breaking tasks into subtasks with clear deadlines, use of a timer, and color coding. NOTE – this list is not exhaustive and the School, may in its discretion, offer additional strategies and accommodations;
- Assistive technology devices and services to ensure access to the general education curriculum and the NC Standards;
- Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression; and
- Instructional strategies used to present information in a manner that achieves learning. Strategies include, but are not limited to the following: direct instruction, teaching social skills, self-monitoring strategies, organizational strategies, time management strategies, and the use of metacognitive modeling. NOTE – this list is not exhaustive and the School, may in its discretion, offer additional strategies and accommodations.
- Supplementary aids and services categorized by four categories: (1) Environmental/Physical accommodations; (2) Instructional; (3) Social/Behavioral/Interventions Supports; (4) Staff Supports/Collaboration, and (5) Testing.
- Testing accommodations will be implemented based on the NC Testing Students with Disabilities North Carolina Testing Program as identified in the IEP.

Based on NC 1501-3.1 LRE Requirements, the School will ensure that-- (i) To the maximum extent appropriate children with disabilities, are educated with children who are nondisabled; and (ii) special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The LEA will ensure that all IEPs are written, implemented, reviewed and revised periodically, but not less than annually, to determine whether the annual goals for the child are being achieved. The LEA and/or the Special Education teacher will be responsible for making the IEPs, but all of the IEP Team members will participate to review their data on the student to ensure the IEP goals are appropriate and that the supplementary aides and services enable the child to access FAPE. NOTE: A draft of an IEP may be prepared in advance of an IEP meeting, but all IEP team members will contribute to the development and the final IEP will be implemented. All efforts to avoid predetermination will be utilized such as avoiding pre-writing of the entire IEP, labeling drafts as working documents, and being clear that nothing is final until the IEP team agrees. The School, teachers and EC service providers will be responsible for implementing each student's IEP. Providers will maintain service logs to reflect the delivery of services indicated on each student's IEP. Teachers and service providers will be involved in progress monitoring to assess the progress each student is making toward his/her IEP goals. This information will be communicated quarterly to the students parent/guardian or more frequently if feedback is requested.

The School will ensure that appropriate personnel will be trained in using the IEP management system. The School will designate a school employee who is a member of the IEP Team, to also serve as the LEA representative (based on criteria from NC's Policies Governing Services for Children with Disabilities). The LEA will ensure that the IEP Team for each child with a disability includes--
(1) The parent(s) of the child;

(2) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);

(3) Not less than one special education teacher of the child, or where appropriate, not less than

one special education provider of the child;

(4) A representative of the LEA who -

(i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

(ii) Is knowledgeable about the general education curriculum; and

(iii) Is knowledgeable about the availability of resources of the public agency.

(5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team;

(6) At the discretion of the parent(s) or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and

(7) Whenever appropriate, the child with a disability.

The School will take whatever action is necessary to ensure that the parents and the student, beginning at age fourteen (14), understand the proceedings at a meeting, including arranging for an interpreter for parents and students who are deaf or whose native language is other than English. The School will identify individuals/companies who can serve as interpreters.

Decisions as to which particular teacher(s) or special education provider(s) are members of the IEP team will be made by the School in accordance with NC State Policy 1500.

In the case of a transition meeting, the LEA must invite a child with a disability to attend the IEP Team meeting if the purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the child does not attend the IEP Team meeting, the LEA must take other steps to ensure that the child's preferences and interests are considered. To the extent appropriate, with the consent of the parent(s) or a child who has reached the age of majority, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Input from all team members and student data will be used to create an IEP. The School will work to identify any additional team members that may need to be present at an IEP meeting. The School will establish procedures that provide for parents, guardians, surrogate parents, or persons acting in loco parentis to participate in decisions concerning the IEPs. Parents of each student with a disability will be members of any group that makes decisions for their child. In order to ensure that parents are present at each meeting, or are afforded the opportunity to participate at each meeting: (a) parents will be notified of the meeting at least ten days prior to set meeting to ensure that they have an opportunity to attend; (b) the meeting will be scheduled at a mutually agreed upon time and place; (c) a written notice to the parent will indicate the purpose; time; location of the meeting; who, by title or position, will be in attendance; and will include a statement informing the parents that they have the right to invite individuals with special knowledge or expertise about their child. If neither parent can attend, the School will seek other possible methods that can to ensure parent participation (e.g., individual or conference telephone calls or video conferencing. NOTE - A meeting may be conducted without a parent in attendance if the parent indicated in the notification of meeting that they will not be able to attend and gives permission to proceed without or the school is unable to obtain the attendance of the parent. In this case, the School will maintain a record of its attempts to arrange a mutually agreed upon time and place and share those attempts with the Compliance Department if requested.

A member of the IEP team is not required to attend an IEP team meeting, in whole or in part, if the parent of a student with a disability and the School agree, in writing, that the attendance of the member is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting. A member of the IEP team also may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the parent, in writing, and the School consent to the excusal and the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting. If a required IEP team member is unable to attend the meeting as scheduled, the parent can agree to continue with the meeting and request an additional meeting if more information is needed, or request that the meeting be rescheduled.

Timelines for IEPs include an IEP will be developed within ninety (90) calendar days following the determination of a student's eligibility for special education and related services and be in effect prior to the provision of these services. A meeting shall be held at least annually to review, and revise, as appropriate, each IEP.

The IEP team will consider the following factors in the development, review, and revision of the IEP:

- Strengths of the student and concerns of the parents for enhancing the education of their child;
- Results of the initial or most recent evaluation or reevaluation;
- As appropriate, results of the student's performance on state or district-wide assessments; and/or academic, developmental, and functional needs of the student;
- In the case of a student whose behavior impedes the student's learning or the learning of others, strategies, including the use of positive behavioral interventions, supports, and other strategies to address that behavior;
- In the case of a student with limited English proficiency, the language needs of the student as related to the IEP;
- In the case of a student who is blind or visually impaired, provision of instruction in Braille and the use of Braille;
- The communication needs of the student;
- Whether the student requires assistive technology devices or services;
- At least annually, whether Extended School Year (ESY) services are necessary for the provision of FAPE to the student. And
- If, after considering all the factors mentioned above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other modification, in order to receive FAPE, the IEP includes a statement to that effect.

Each IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general curriculum.
- A statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum.
- A description of benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability, at the discretion of the IEP team.
- A statement of the special education and related services, and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student.
- A statement of the classroom accommodations, modifications, or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals.
- An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class or in the activities described above.
- A statement addressing any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the student on the State or district assessments.
- If the IEP team determines that the student will take an alternate assessment instead of the regular state or district assessment of student achievement, the IEP must include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.
- The projected date for the beginning of the special education, services, accommodations, and modifications described and the anticipated frequency, location, and duration of those services.
- A statement of how the student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals will be provided.

Based on NC 1501-3.4 Nonacademic Settings, in providing or arranging for the provision of nonacademic and extracurricular services and activities (including meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the School, and referrals to agencies that provide assistance to individuals with disabilities), the School will ensure that each SWD participates with students who are not disabled to the maximum extent appropriate to the needs of the student. This will be reflected in the School's documents, master schedule, logs, rosters, and list of referrals. The School will make adaptations to school facilities, to the maximum extent appropriate and within provisions of the law, the Americans with Disabilities Act of 1990 (ADA), to ensure that students with disabilities enrolled in the School will be educated in the LRE.

Testing accommodations will be implemented based on the NC Testing Students with Disabilities North Carolina Testing Program (http://www.ncpublicschools.org/docs/accountability/policyoperations/tswd/tswdguide1516.pdf (http://www.ncpublicschools.org/docs/accountability/policyoperations/tswd/tswdguide1516.pdf)) as identified in the IEP.

In providing or arranging for the provision of nonacademic and extracurricular services and activities (including meals, recess periods, counseling services, athletics, transportation, health

services, recreational activities, special interest groups or clubs sponsored by the School, and referrals to agencies that provide assistance to individuals with disabilities) the School will ensure that each student with a disability participates with students who are not disabled to the maximum extent appropriate to the needs of the student. This will be reflected in the School's documents, master schedule, logs, rosters, and list of referrals.

The School will make adaptations to school facilities, to the maximum extent appropriate and within provisions of the law, the Americans with Disabilities Act of 1990 (ADA), to ensure that students with disabilities enrolled in the School will be educated in the LRE.

Tracee McManus

Comments :

- The plan provides a thorough explanation of how the school will provide services across the continuum.
- The narrative includes a plan of collaboration among staff and families.

Q154. **Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).**

In order to ensure students with disabilities receive FAPE in the LRE, the School will determine to the maximum extent appropriate, that children with disabilities are educated with children who are nondisabled.

A school district shall use the term 11 inclusion" to mean:• that a student is receiving education in a general education regular class setting reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within
the school community;

- a student with a disability is a valued member of the classroom and school community;
- the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and
- a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

The School will adopt NC 1501-1 FAPE Requirements. FAPE will be made available to all EC students attending the School. The methods and support systems that will be in place include finding a child eligible for special education under the 14 categories in IDEA, creating an IEP to meet the unique needs of the child, and implementing the IEP which will provide the student special services at no charge. These services may include accommodations for children who use adaptive equipment, services for academic needs such as specially designed instruction, related services (speech or language therapy), and modifications to make a learning environment more comfortable for children with disabilities. This may also include transportation to and from the School regardless of adaptive needs and providing the Least Restrictive Environment for the child to learn in.

A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability, should initially be referred to the School Support Team. Parents may also request a consideration of 504 eligibility.

The School will collaborate with the School Psychologist to seek guidance and assistance on 504 eligibility determinations. Eligibility/ineligibility is based on a variety of sources and the School's EC will determine which sources will be needed to assist in meeting eligibility and obtain them for the meeting. (These may include teacher observations, information from parents, and information from medical providers, standardized test scores, grades, or other pertinent information.) The School will ensure parents receive notice of the Section 504 meeting and are invited to attend. Parents and students will be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section 504 teams that convene for annual or interim meetings will consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor. If eligibility is determined, the Section 504 accommodations that may be considered fall under the categories of instructional, testing, organizational and study skills supports, schedule and timing, physical and environmental, behavioral and social-emotional supports, health-related, and technology supports.

The implementation of IEPs will be monitored every 9 weeks to ensure students are receiving their services. This timeline will align with the school's grading periods.

The school will implement support systems to ensure students are receiving FAPE. These include the EC Coordinator having specific job responsibilities that include:

- Supporting staff member schedules to ensure alignment with the service delivery on all student IEPs.
- Reviewing student schedules weekly and documentation on the service logs biweekly

(Service logs will include student name, services provided, date/time, and initials of service provider).

Ultimately, the school principal will ensure IEP services are being provided through data chats, teacher observations, and classroom walkthroughs.

Tracee McManus

Comments :

- The narrative should include details of methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).
- The narrative should include details of methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).
- The narrative provides a clear explanation of FAPE. How will the school ensure students receive needed services on their IEP on Day 1 of school?

Q155. **Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.**

The School will ensure that the IEP team revises the IEP as appropriate to address:

- Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate;
- Results of any reevaluation conducted;
- Information about the student provided to or by the parents;
- The student's anticipated needs or other matters; and/or
- Parent requests for revisions of the student's IEP.

Generally, changes to the IEP will be made by the entire IEP team at an IEP team meeting and may be made by amending the IEP rather than by redrafting the entire IEP (interim IEP). An IEP must be in effect before special education and related services are provided to an eligible student and will be implemented as soon as possible following the IEP team meeting. In addition, the IEP will be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. All teachers and providers will be informed of their specific
responsibilities related to the implementation of the IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. The School will make substantial efforts to assist the student in achieving the goals and objectives or benchmarks listed on the IEP.

Apart from providing the specific services listed in a student's IEP, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed and students not making adequate progress towards mastery of the North Carolina Standard Course of Study and North Carolina Extended
Content Standard may be provided with appropriate supports and interventions as follows:

- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students with additional practice in addition to those taught during Reading/Language Arts classes.
- Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.
- For all students showing deficiencies in any of the content areas, the IEP team will reconvene to review the current IEP and modify the goals, accommodations in an effort to remediate the student and provide the most appropriate educational plan of action.

The school's effectiveness in serving special education students will be evaluated in the ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP. In addition, data from State, district, and school-based assessments (baseline, screening, progress monitoring and diagnostic) will be collected and monitored regularly by the EC and General Education teachers to measure growth and determine if accommodations to instruction and testing/assessments are needed. Similarly, to these goals, data from district and state assessments will be used to determine whether students' needs are being met. Parents will be notified of student progress on a quarterly basis, at minimum, through a Status Report on such goals. In addition, feedback from the Sponsors annual EC compliance review will also help the School to measure its effectiveness in serving student's needs.

Tracee McManus

Comments :

- The school provides a clear explanation on how the implementation of the IEP will be monitored and communicated with parents.
- The narrative mentions the use of a "compliance" tool to ensure the IEP meets federal regulations. Need to provide explicit examples of the compliance tool and how it will be used.
- The narrative provides an explanation as to how the IEPs and student progress will be monitored and communicated with teachers.

Q156. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

The School will adopt and implement NC 1501-12.2 Personnel Qualifications. Teachers with NC Exceptional Children certification will serve students meeting the eligibility criteria for EC as specified in the students' IEP. Based on the enrollment of students with disabilities, the School will hire and train the appropriate number of teachers/paraprofessionals to ensure adherence to federal and state guidelines for class size and caseload and ensure all necessary IEP services are being implemented. Licensed/certified vendors will be contracted to provide special education and related services. The students IEPs will determine the specific services that will be contracted. All clinicians will comply with FERPA and provide a range of services including evaluation, participation in team meetings, development and generation of the IEP/Section 504 plan, treatment and remediation, and collaboration with school staff. All contracted providers will be required to be appropriately certified/licensed based on State Board of Education requirements. In addition, contracted providers will be required to maintain professional liability insurance. During the summer prior to Schools opening, IEPs of enrolled students will be reviewed to determine which of these EC contracted services will be needed and to finalize contracts to allow services to be in place at the start of the school year.

Tracee McManus

Comments :

The plan provides an explanation as to how the school will provide adequate staffing to serve students with disabilities as well as contracting/hiring related service providers.

10.4. Student Performance Standards

Q157. Describe the student performance standards for the school as a whole.

In order to ensure seamless alignment with the North Carolina accountability system, Somerset Preparatory Academy North Carolina has meticulously integrated state-specific standards and benchmarks into our comprehensive framework of student performance standards. The alignment with the accountability system ensures that our measures not only foster general academic competencies but also adhere to the
specific requirements set forth by the state to gauge educational progress and attainment efficiently.

Key Areas of Focus

- Reading and Math Proficiency:
  - Performance Standard: By the end of grade 5, students are required to demonstrate proficiency in reading comprehension and mathematical problem-solving skills. This includes the ability to:
    - Interpret and infer meaning from various texts, drawing conclusions and making predictions based on explicit and implicit information.
    - Solve multi-step math problems using concepts of arithmetic, geometry, fractions, and data interpretation.
  - Alignment: North Carolina's annual testing in reading and math for elementary grades, aiming for proficiency levels that meet or exceed Grade Level Proficiency (GLP) and College and Career Readiness (CCR) benchmarks.
- Science Understanding:
  - Performance Standard: By the end of grade 5, students should understand foundational scientific concepts, including life sciences, physical sciences, and earth sciences, demonstrating the ability to apply scientific methods to experimental inquiries.
  - Alignment: Corresponds with the NC end-of-grade tests in science administered in fifth grade, ensuring students achieve proficiency as measured by standardized state assessments.
- Writing and Language Application:
  - Performance Standard: Students must be able to write clearly and cohesively for a variety of purposes and audiences, and effectively use the conventions of Standard English.
  - Alignment: Supports the NC readiness for middle school language arts, which emphasizes writing skills and comprehensive grammar application, preparing students for more advanced literacy and language assessments.
- Graduation and Beyond Readiness:
  - Performance Standard: Prepare students with the critical thinking, problem-solving, and collaborative skills essential for success in higher education and future careers.
  - This is a function of a variety of other performance categories that include:
    - Critical thinking and problem solving
    - Effective communication
    - Digital literacy
- Civic engagement and responsibility, among others
  - Alignment: Adheres to long-term goals of the NC accountability system by fostering skills that are critical for success in college and career readiness assessments in high school.
- Digital Literacy and Technology Use:
  - Performance Standard: Students must be proficient in using technology and digital tools effectively for research, communication, and presentation.
  - Alignment with NC: Enhances students' preparedness for technology-integrated learning and assessments, aligning with the NC digital learning competencies for K-12 students.
- Social Studies and Civic Understanding:
  - Performance Standard: Students are expected to have a foundational understanding of American history, world history, and civics, including the functions of government and economic systems.
  - Alignment: Ensures students are prepared for social studies content in middle school and contributes to a well-rounded knowledge base, supporting NC's focus on creating informed and active citizens.

Continuous Monitoring and Assessment

Somerset Preparatory Academy employs a robust system of continuous monitoring and formative assessments to ensure that all students are progressing according to these standards. This includes regular benchmark assessments, teacher observations, and student portfolios, which are analyzed to provide timely interventions and support where needed. Summative assessments are aligned with state testing formats to familiarize students with the testing procedures and expectations they will face in state evaluations.

By aligning our performance standards with the NC accountability system, Somerset Preparatory Academy ensures that our educational offerings are not only comprehensive and challenging but also directly tailored to meet and exceed the benchmarks that define educational success in North Carolina. This strategic alignment enables our academy to provide a top-tier educational experience that prepares students effectively for academic advancement and lifelong success.

Q158. **Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.**

To effectively evaluate and enhance the educational approach and outcomes at Somerset Preparatory Academy, we utilize a comprehensive suite of evaluation tools that extend beyond state-mandated assessments. These tools are integral to our proactive data culture, ensuring that we not only meet but anticipate the educational needs of our students.

Proprietary Evaluation Tools for Staff and Administrators

- Teacher Evaluation Tool: This tool is tailored specifically to the unique environment and objectives of Somerset Academy. It assesses various dimensions of teaching effectiveness, including instructional delivery, classroom management, engagement strategies, and the integration of technology in lessons. Feedback from these evaluations is used to provide targeted professional development and one-on-one coaching sessions.
- Principal Evaluation Tool: Our principal evaluation framework focuses on leadership effectiveness, particularly in areas of school management, staff development, student achievement, and community engagement. This tool helps ensure our leaders are effective agents of the school's mission and educational goals.

Diagnostic and Progress Monitoring Assessments

- Internal Assessments: Regularly administered throughout the academic year, these assessments provide real-time data on student mastery of subjects. These are crucial for identifying learning gaps and successes at an individual and classroom level.
- Program-specific Diagnostic Assessments: These assessments are tailored to specific educational programs or interventions (i.e., i-Ready). They help in measuring their effectiveness and provide insights into areas requiring adjustments or enhancements.

Data Culture and Analysis Practices

- Regular Data Reviews: Data collected from various assessments are reviewed regularly in scheduled data chats, which occur at both macro (whole-school) and micro (classroom-specific) levels. These
discussions enable educators and administrators to share insights, strategize interventions, and refine teaching methods based on empirical evidence.
- Root Cause Analysis: When data does not reflect expected trends or outcomes, root cause analysis is employed to delve deeper into underlying reasons. This analytical approach is critical for implementing
effective remedial actions that address the core issues rather than just the symptoms.
- Action Steps from Data: Specific action steps are developed and implemented to address the identified issues. These actions are monitored for effectiveness, with adjustments made as necessary, ensuring a
dynamic and responsive educational strategy.

Continuous Improvement Loop

The tools and practices at Somerset Academy create a continuous loop of assessment, analysis, action, and re-assessment. This dynamic process ensures that our educational strategies remain aligned with best
practices and responsive to the needs of our students. By employing a rigorous and reflective approach to evaluation, we foster an environment of continuous improvement and exceptional educational
outcomes.

By integrating these extensive evaluation tools and fostering a robust data culture, Somerset Preparatory Academy NC is committed to maintaining high standards of educational excellence. These efforts ensure that we not only comply with state mandates but also go beyond to provide a holistic and adaptive learning environment for all students.

Q159. **Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.**

At Somerset Preparatory Academy, we are committed to ensuring that all students, including those with special needs, are provided the support and criteria needed for successful promotion from one grade level to the next. Our policies and standards for promotion are designed to align with our educational goals, ensuring that students are adequately prepared for the challenges of subsequent grade levels.

Promotion Policies and Standards:

- Academic Performance: Students must achieve a satisfactory level of performance in their coursework and assessments throughout the year. This includes obtaining a minimum grade point average (GPA) set by the school, which reflects proficiency in core subject areas.
- Skills Competency: Promotion standards include both academic knowledge and key skills competencies such as critical thinking, problem-solving, and effective communication. Assessments of these skills are integrated into various subjects and contribute to the promotion decision.
- Attendance and Participation: Regular attendance and active participation in class activities are crucial for student progress. Students must meet the attendance requirements specified by the school policy, emphasizing the importance of consistency in education.

Special Needs Considerations:

- For students with identified special needs, Individualized Education Programs (IEPs) or 504 plans outline specific learning objectives and accommodations considered in the promotion process. The IEP or 504
team, including educators, parents, and specialists, regularly reviews the student's progress toward these goals.
- Promotion decisions for special needs students take into account their ability to meet modified or accommodated standards, as specified in their IEPs or 504 plans, ensuring that these decisions are fair and supportive of the students' educational development.

Our school is committed to adhering to all Individualized Education Plans (IEPs) and guidance on the promotion of Exceptional Children not only at the North Carolina State level but also federally. We recognize the critical importance of aligning our strategies and practices with the latest local, state, and federal statutes (see attached promotion document). This commitment ensures that our approaches and educational plans for exceptional children are not only compliant but also reflect the most current requirements and best practices. As such, we continually evaluate and update our processes as required to ensure that they meet or exceed both the state mandates and federal regulations. This meticulous adherence supports the goal of providing the highest standard of education to all students, ensuring that their unique needs are met and that their educational rights are fully respected.

Communication of Promotion Criteria:

- At the Beginning of the Academic Year: During the first month of the school year, Somerset Preparatory Academy communicates the promotion criteria to parents and students. This is achieved through parent-teacher meetings, student handbooks, and detailed guides provided both in print and on the school's digital platforms.
- During Parent-Teacher Conferences: Promotion criteria are discussed in detail during parent-teacher conferences, which are held at least twice a year. These conferences allow parents and teachers to discuss the student's progress in the context of the promotion standards and address any concerns or questions.
- Continuous Updates: Parents and students receive regular updates on academic progress and standings through report cards, progress reports, and online parent portals. This ensures that families are continually aware of the student's academic status in relation to the promotion criteria.
- Special Meetings for Students with Special Needs: Additional meetings are arranged for the parents and guardians of students with special needs to discuss adaptations or updates to IEPs or 504 plans, ensuring that promotion criteria are personalized and communicated clearly.
- End of Year Reviews: At the end of the academic year, prior to any promotion decisions, a final review is communicated to students and parents detailing the student's performance across the board and any considerations that might impact promotion decisions.

By implementing and communicating clear, fair, and supportive promotion criteria, Somerset Preparatory Academy ensures that all students, including those with special needs, have a transparent path toward academic advancement. This structured approach fosters an environment where students are motivated and equipped to progress successfully through their educational journey.

Tracee McManus

Comments :

- The plan provides a clear explanation for promoting students with special needs from one grade to the other.
- Information in this section includes consideration of students with special needs.

Q160.**Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.**

For an optimal transition to the North Carolina Standard Course of Study, particularly focusing on a 6th-grade level as described in the North Carolina State Board of Education Department of Public Instruction Quick Reference Guides, Somerset Preparatory Academy North Carolina's exit standards for graduating 5th graders would encompass a comprehensive range of skills and knowledge bases. These standards would ensure not only academic preparedness but also socio-emotional readiness for the rigors of middle school.

They include:

Academic Standards

- English Language Arts:
- Read and comprehend informational texts and literature at or above a 5th-grade level.
- Write clear and coherent text with appropriate grade-level vocabulary and grammar.
- Successfully engage in group discussions, presenting ideas and listening to peers.

Mathematics:

- Demonstrate proficiency in basic arithmetic (addition, subtraction, multiplication, division).
- Understand the concepts of fractions, basic geometry, and introductory algebraic thinking.

Science:

- Grasp foundational concepts in life, earth, and physical sciences.
- Engage in basic scientific inquiry and experiments to understand scientific methods.

Social Studies:

- Have a basic understanding of American history, world geography, and civics.
- Arts Education:
- Display basic knowledge and skills in visual arts, music, theater, and dance appropriate for entering middle school.
- Health and Physical Education:
- Understand the importance of physical fitness and maintain a basic level of physical health.
- Recognize the principles of healthful living and personal well-being.

Socio-Emotional and Behavioral Standards

- Self-Management:
- Demonstrate age-appropriate responsibility for personal actions and learning.
- Display basic organizational skills, such as managing assignments and personal schedule.

Social Skills:

- Effectively collaborate with peers.
- Show respect for diverse viewpoints and cultures.

Emotional Awareness:

- Identify and manage emotions in a socially acceptable manner.
- Develop coping strategies for handling stress and peer pressure.

Support for At-Risk Students

- Early Identification and Intervention:
  - Implement an ongoing monitoring system to identify students at risk of academic failure or dropping out.
  - Provide targeted interventions such as tutoring, counseling, and personalized academic support plans.
- Engagement Strategies:
  - Foster strong relationships with students through mentoring programs.
  - Involve parents and guardians in the educational process and provide them with resources to support their children at home.
- Curriculum Adaptation and Support:
  - Offer adaptive learning environments and differentiated instruction to meet diverse learning needs.
  - Integrate technology and practical learning experiences to engage students actively in their learning process.
- Transition Programs:
  - Implement transition programs that help students understand what to expect in 6th grade, including orientation sessions, middle school visits, and peer mentoring.
- Career and Life Skills Education:
  - Introduce basic concepts of career education and life skills to help students understand the relevance of education to future success.

By setting these comprehensive exit standards, Somerset Preparatory Academy North Carolina will equip students with the necessary skills and knowledge to transition smoothly into the 6th grade, as per the North Carolina Standard Course of Study, while also providing critical support to those at risk of dropping out.

10.5. School Culture and Discipline

Q161. **Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.**

At Somerset Preparatory Academy NC, the culture or ethos is deeply rooted in fostering an environment of excellence, inclusivity, and lifelong learning. Our school's ethos is centered around the concept of Empowering Minds, Building Futures, highlighting our commitment to cultivating not only academic skills but also the personal development necessary for our students to thrive in various aspects of life. In alignment with the vision and purpose of the school, Somerset Preparatory Academy NC is committed to enhancing its culture of inclusivity and collaboration by embedding global learning dimensions into the core of its educational ethos. This further enriches the environment in which intellectual and social development are fostered, preparing students to thrive and actively contribute in an interconnected world.

Key Elements of Our School Culture:

• Academic Excellence: We aim to maintain high academic standards and rigorous curriculum tailored to meet the needs of all students. This is supported by skilled educators committed to continuous
professional development and innovative teaching strategies. Our culture praises hard work, resilience, and persistence, encouraging students to strive for their best and recognize learning as a journey, not just an outcome.
• Respect and Inclusivity: Our school promotes a respectful and inclusive environment where differences are celebrated, and every individual feels valued. Diversity training, multicultural events, and a
curriculum that reflects a wide range of perspectives and histories are integral to fostering an understanding and appreciation of global cultures and identities.
• Collaborative Learning: Somerset believes in the power of collaborative learning and teamwork. Group projects, peer-to-peer tutoring, and cooperative learning strategies are embedded into our curriculum. This not only enhances academic learning but also improves social skills, preparing students for the collaborative nature of the modern workplace.
• Social and Emotional Development: Students' social and emotional well-being is paramount. Our school implements programs such as social-emotional learning (SEL) curriculums, mindfulness activities, and counseling services to support emotional development and mental health. These programs help students manage their emotions effectively, develop empathy for others, and make responsible decisions.
• Leadership and Responsibility: We encourage students to take on leadership roles within the school, whether in student government, extracurricular activities or community service projects. Leadership
education helps students to develop a sense of responsibility and a drive to make positive changes in their communities.
• Community Engagement: Strong ties with the community are essential. Somerset fosters these connections through service projects, partnerships with local businesses and organizations, and events that invite community participation. This not only enriches learning but also helps students understand the role they play within their community.
• Encouragement of Curiosity and Innovation: Curiosity and innovation are at the heart of our teaching ethos. We offer ample opportunities for students to engage with technology, arts, and sciences in
innovative ways. Programs like maker fairs, coding bootcamps, and science labs are designed to spark curiosity and encourage innovative thinking.
• Healthy Environment: Promoting a healthy physical environment is also central to our ethos. This includes providing nutritious meal options, physical education, and outdoor activities that keep our students physically active and engaged.
• Promotion of a Positive Academic Environment: To promote a positive academic environment, Somerset Preparatory Academy ensures that each aspect of the school's culture works synergistically. The respect and support cultivated through our inclusivity efforts create a safe space for all students to express themselves and engage deeply with their learning tasks. The focus on both academic and social-emotional facets ensures that students are not only intellectually capable but also emotionally resilient.
• Empathy and Cultural Sensitivity: Programs and curricula are structured to deepen students' empathy and understanding of different cultural, social, and personal contexts. This is facilitated through storytelling, cultural exchange programs, and immersive learning experiences that expose students to various global narratives and lifestyles. By promoting an empathetic understanding, students learn to appreciate differences and foster a genuine respect for people from other cultural backgrounds.

In essence, the ethos of Somerset Preparatory Academy is designed to cultivate an environment where students are continuously inspired to learn, grow, and become responsible, well-rounded individuals ready to contribute positively to society. This approach not only reinforces intellectual development but also enriches students' social capabilities and overall well-being, essential for their future success.

Q162. **Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.**

Creating and implementing the globally aware and inclusive culture of Somerset Preparatory Academy requires a strategic and comprehensive approach that engages all stakeholders, including students,
teachers, administrators, and parents, from even before the first day of school. Acculturating new students who join mid-year also demands a focused integration plan. Here's how we address these priorities:

Initial Implementation and Ongoing Development:

• Orientation and Training Programs:
◦ For Teachers and Administrators: Before the school year begins, a series of professional development sessions will be held focusing on the school's ethos, teaching strategies aligned with our global and inclusive curriculum, and effective communication and conflict resolution techniques. This training ensures that staff are well-prepared to foster and model the school's values from day one.
◦ For Students and Parents: Orientation sessions at the beginning of the school year will introduce families and students to our school culture, expectations, and the importance of global awareness and
inclusivity. These orientations will include interactive workshops that allow students and parents to experience our educational approach actively.
• Regular Communication: Maintaining regular communication through newsletters, meetings, and social media to keep all stakeholders informed and engaged with the school's activities and ethos. Special attention will be given to celebrating cultural diversity and global learning achievements to reinforce the school's commitment to these values.
• Incorporation of Global Learning in Curricula: From the first day, curricula are embedded with global awareness components such as projects on global issues, collaborative activities with international schools, and multicultural events. This provides continuous reinforcement of the school's ethos in everyday learning.
• Community Involvement: Encouraging active participation from parents and community members in cultural and global learning activities, such as guest lectures, cultural fairs, and international days. This involvement helps enhance the educational experience and anchor the school within the broader community context.

Acculturating Mid-Year Entrants:

• Individualized Orientation Sessions: Offering personalized orientation sessions for students and their families who join mid-year, providing them with a comprehensive overview of the school's culture,
expectations, and resources available.
• Buddy System: Assigning a buddy from the existing student body who can help the new student navigate the school, understand the culture, and integrate socially. This buddy would be a peer who exemplifies the school's ethos and has been trained to assist new students effectively.
• Involvement Opportunities: Encouraging immediate involvement in school activities such as clubs, sports, and projects that can help new students connect with peers who share similar interests, fostering quicker and deeper integration into the school community.

By systematically implementing these strategies, Somerset Preparatory Academy aims to cultivate a nurturing, inclusive, and globally aware environment from the outset. This preparation and dedication ensure that all students, regardless of when they join, are welcomed and supported as they become integral parts of our vibrant educational community.

Q163.Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:
1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

At Somerset Preparatory Academy, the governance of student conduct is rooted in our overarching mission to empower students academically and socially, nurturing responsible, globally-aware citizens who respect themselves and others. Our discipline policy not only aligns with this mission but also echoes our educational plan by emphasizing positive behavior reinforcement, clear communication, and respect for individual differences.

Practices to Promote Effective Discipline:

- Restorative Practices: Instead of solely focusing on punishment, we use restorative practices that aim to repair harm and rebuild relationships. This approach encourages accountability and facilitates a better understanding of the impact of one's actions.
- Positive Behavioral Interventions and Supports (PBIS): PBIS is implemented to create a positive school culture and reduce behavioral problems. This framework helps in reinforcing positive behaviors through recognition and rewards.
- Conflict Resolution Training: Students receive training in conflict resolution techniques to equip them with skills necessary for managing interpersonal conflicts constructively.
- Clear Communication of Expectations: Regular assemblies, classroom discussions, and accessible written materials ensure that students understand what behaviors are expected of them and the
consequences of deviating from these expectations.
- Counseling and Support Services: Providing robust support services to address behavioral issues contextually, understanding underlying causes, and working on sustainable personal development.

List of Offenses and Definitions Leading to Suspension or Expulsion:

- Severe Disruption of School Operations: Actions that significantly interrupt the functioning of school activities or jeopardize the safety of other students.
- Bullying and Cyberbullying: Engaging in repeated aggressive behavior, in-person or online, that intentionally harms another student physically or emotionally.
- Possession or Use of Weapons or Drugs: Bringing to school or using any form of weapon, illegal drugs, or alcohol on school property.
- Theft or Vandalism: Unauthorized taking of school or personal property or causing deliberate damage to the same.
- Physical Assault: Engaging in behavior that causes or intends to cause physical injury to another person.

Accommodations for Students with Disabilities:
Somerset Preparatory Academy adheres to all applicable laws and ensures that the rights of students with disabilities are protected concerning disciplinary actions.

- Individualized Consideration: Each incident involving a student with disabilities is considered on an individual basis, taking into account the nature of the disability and how it may have influenced the behavior in question.
- Collaboration with Special Education Team: Before any disciplinary action is determined, the student's special education team will assess whether the behavior is a manifestation of the student's disability and if the current educational plan adequately addresses the student's needs.
- Appropriate Modifications: Adjustments to disciplinary actions may be made to ensure they are fair, with a focus on providing support and minimizing disruption to the student's education.

Due Process Rights and Procedures:

- Notification: Students and parents will be notified in writing of any disciplinary actions being considered, with a clear explanation of the alleged misconduct.
- Right to Hearing: Students have the right to a disciplinary hearing where they can present their case, accompanied by their parents and other advocates.
- Appeal Process: An appeal process is available to students and parents who contest the disciplinary decisions. Details of how to appeal and the timelines involved are clearly communicated.
- Grievance Procedures: Procedures for grievances related to disciplinary measures are to be outlined in the student handbook and on the school's website. This includes steps for filing a grievance, levels of review, and expected response times.

Compliance and Flexibility in the Code of Conduct:

Note that the offenses and disciplinary procedures outlined above do not constitute an exhaustive list. Somerset Preparatory Academy NC is committed to creating a comprehensive code of conduct that addresses a broad spectrum of behaviors and scenarios encountered in a school environment. Our school's policies and disciplinary measures will always align with the regulations set forth by the Local Education Authority (LEA) and any applicable state laws. This ensures that our practices are not only educationally sound but also legally compliant.

The school's governing board regularly reviews and adopts policies that enhance our educational environment. Any changes to the code of conduct or disciplinary policies will be made in consultation with the governing board, ensuring that they reflect both our educational mission and legal requirements. We recognize that our policies must evolve in response to new challenges and insights. Therefore, our code of conduct is reviewed annually to incorporate feedback from the community, changes in law, and educational best practices. This ongoing process of evaluation and adaptation helps ensure that our disciplinary policies effectively support our educational objectives and the well-being of all students.

Changes to the code of conduct and disciplinary policies are communicated clearly and promptly to students, parents, and staff through various channels. This transparency helps ensure that all members of the school community understand the expectations and the rationale behind disciplinary measures. By maintaining a proactive, responsive and compliant approach to student conduct, Somerset Preparatory Academy NC aims to foster an environment where educational and personal growth is supported by a fair, consistent, and legally sound disciplinary framework.

Particular Considerations for Exceptional Children
In order for the School to deliver an exceptional educational experience that engages students in rigorous learning, it is necessary that the school provides a safe environment that will foster academic success.

The School will set rules and adhere to consequences that will allow for students to focus primarily on exceling academically. Students and parents will be provided with the Code of Student Conduct prior to the start of the school year to ensure that all families are aware of the behavioral expectations and consequences. Students who violate the rules will face the possibility of the following consequences:

- Parent Contact
- After School Detention
- Saturday Detention
- Indoor Suspension
- Loss of Privileges (i.e. field trips, activities)
- Recommendation for Counseling Session
- Recommendation for alternative education
- Outdoor Suspension
- Contract
- Expulsion.

Depending on the severity of the case the following offenses are subject to consequences such as suspension or expulsion:

- Leaving class without permission
- Insubordination

- Inappropriate item of school property
- Falsification item on school property
- Falsification of information
- Bullying/CyberbullyingInappropriate language/disrespect
- Disruptive behavior
- Repeat offender
- Being an authorized area
- Insubordination
- Unlawful activity
- Being in an unauthorized area
- Theft
- Extortion
- Honor code violation
- Misuse of school technology
- Inappropriate items on school property
- False fire alarm
- Aggressive behavior
- Sexual offense

The School will not only focus on disciplining student offenders, but also acknowledges those students who adhere to the rules while displaying values that the schools' mission hopes to empower. The School will be a part of the districts initiative to promote the SPOT success program which allows for staff members to recognize and reward exemplary student behavior. Ways to acknowledge the students will be providing a certificate, allowing for field trips, letters to parents, pictures on the school website, prizes, etc.

One specific example of an initiative that will be led by the Student Services Department is the "Character of the Month" Award. This program will identify students who display civic, moral and ethical values and encourages a positive and supportive school climate. Teachers will be asked to submit one nominee per month by completing a Character of the Month recommendation form. Students will then be selected by teachers and then have their picture taken to display on the "Character of the Month" bulletin board. This will create a school culture where students respect their peers who show integrity and strive to succeed both academically and as citizens of the community.

The School will abide by all federal and state laws regarding discipline of all students, including students protected under IDEA and S04 legislation. Procedures listed on the NC Compilation of School Discipline
Laws and Regulations will be upheld by the School and are listed below:
- Provide student with an opportunity for a hearing with principal
- Principal must provide notice to students parent of suspension and description of the alleged offense
- If English is not the predominate language at home, written documentation should be provided in the primary language of the parent
- No meeting permitted if the opportunity creates a direct and immediate threat to the safety of other students or staff
- Provide description of procedure to request a hearing to contest the decision
- Notice that the parent has the right to hire an attorney to defend charges - Notice that the parent has the right to hire an attorney to defend charges against student
- Long-term suspension hearings shall be conducted in accordance with policies adopted by the board of education
- Provide student with the right to appeal a suspension of more than 10 days
- The decision of the Board of Education will be pro provided to the parent/guardian in writing within 7 to 10 days of the hearing.

A manifestation determination meeting will be held for students with an IEP or a 504 who receive more than 10 days of out of school suspension consecutively or cumulatively in the school year. The purpose will be to determine whether the student's behavior was caused by or directly related to their disability. The school's process will be:

1. Convene an IEP/504 meeting to include the special education teacher, general education teacher, school administrator, parent/guardian, and other relevant professionals (psychologist, counselor).
2. The team will discuss two key questions:
◦ Was the conduct caused by, or did it have a direct and substantial relationship to the student's disability?
◦ Was the conduct a direct result of the school's failure to implement the IEP?
3. The team will review progress on IEP behavioral goals, if applicable the Behavior Intervention Plan (BIP), teacher and staff observations, information provided by the parents, and details of the incident.
4. If the behavior was a manifestation of the disability, then the disciplinary removal will not proceed in the same way as it would for a student without a disability. The team must conduct a Functional Behavioral Assessment (FBA) if not already done, develop or revise a Behavior Intervention Plan (BIP), and return the student to the previous placement unless the parent and the school agree otherwise.
5. If the behavior was NOT a manifestation, the school will discipline the student as it would any other student (suspension, expulsion). In addition, the student must still receive services to progress toward IEP goals during the removal.
6. NOTE – a student with an IEP may be placed in an interim alternative educational settings up to 45 school days, even if the behavior was a manifestation, if the incident involves a weapon, illegal drugs, or serious bodily injury.

The school's process to conduct a FBA is:

1	Define the behavior	Observable and measurable terms
2	Gather data	Use multiple tools (teacher/student/parent interviews, observations, ABC data)
3	Analyze data	Look for patterns or triggers, determine the function of the behavior (gain attention or avoid/escape)
4	Form a hypothesis	Write a statement about why behavior is occurring based on data

The school's process to create a BIP is:

1	Target behavior	Clearly define the behavior that needs to be reduced
2	Function of behavior	Include the hypothesis from the FBA

3	Prevention strategies	Modify the environment to reduce triggers (provide breaks, change seating, pre-teach expectations)
4	Replacement behaviors	Teach and reinforce **positive behaviors** that serve the same function *(asking for help instead of yelling)*
5	Reinforcement plan	Identify how and when the student will be **rewarded for positive behavior**
6	Response to problem behavior	Outline consistent, **non-punitive responses** (redirection, loss of privilege)
7	Progress monitoring	Define how data will be collected and who is responsible

If there is a change of placement due to discipline, the student will be served virtually.

Tracee McManus

Comments :

The plan provides a clear explanation for addressing behaviors that could lead to suspension or expulsion for students with disabilities. The narrative provides an outline of how the school plans to teach proper student conduct. The narrative lacks an explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may result in suspension or expulsion of students.

10.6. Certify

Q164.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q165.Explanation (optional):

Section

Megan Carter

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

- How does the Florida school model translate to North Carolina's context? Explain either: (1) how data-driven instructional design has enhanced individual student learning in the Florida model, or (2) why this particular approach is specifically appropriate for Union County if the contexts differ.
- The applicant has identified a clear process for identifying "at-risk" students, Multilingual (ML) students, and intellectually gifted students.
- A clear process for identifying students with disabilities.
- The applicant outlines a clear vision for its ethos that will promote a positive academic environment.

Tracee McManus

Ratings

Exceeds the Standard — The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.

Comments :

The information presented regarding students with disabilities was very thorough and detailed. There are very few adjustments that need to be made.

11. Governance and Capacity

11.1. School Governing Body

Q166.Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

The physical address of Somerset Academy, Inc. is
20801 Johnson Street
Pembroke Pines, FL 33029.

The organization's address in North Carolina has not yet been established.

11.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Q167.Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 3

Resources

Initial Members of the Nonprofit Organizati...

Applicant Evidence :

Somerset NC Initial Members of the Nonpr...

Uploaded on **4/24/2025** by **Frankie Mestre**

Q168.Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.

Somerset Academy of North Carolina, Inc., hereinafter called "The Governing Board," is a non-profit organization established in North Carolina with the primary mission of launching and managing the proposed charter school. As the ultimate policy-making entity, the Governing Board is tasked with the comprehensive oversight of the school, ensuring its success through sound governance and strong leadership.

The Governing Board fulfills several critical functions and responsibilities that are vital to the smooth operation and academic excellence of Somerset Academy:

• Policy Oversight: The Board is responsible for formulating, approving, and overseeing the implementation of operational, academic, and financial policies that align with the school's mission and educational objectives.
• Budget Management: Annually, the Board adopts and maintains an operating budget that supports the school's academic programs and operational needs while ensuring financial sustainability.
• Operational Oversight: The Board exercises continuous oversight of the charter school's operations, ensuring that the administration adheres to established policies and achieves the set objectives efficiently.
• Progress Reporting: A commitment to transparency and accountability underpins the Board's duty to report annually on the school's progress to all stakeholders, including parents, staff, and regulatory
bodies.
• Principal Evaluation: The performance of the Principal is evaluated yearly to ensure leadership effectiveness in managing the school's daily operations and educational delivery.
• Audit Oversight: Ensuring financial integrity, the Board mandates an annual audit conducted by a certified public accountant, followed by a thorough review and approval of the audit reports, findings, and recommendations.
• Monitoring Financial Health: If applicable, the Board monitors any financial recovery plans to ensure strict compliance and restoration of fiscal stability.
• Annual Reporting: Producing a detailed annual report that includes student achievement data, financial status, facility usage, and personnel information, further supports the Board's role in maintaining
comprehensive oversight.
• Recruitment, Hiring, and Supervision of the Lead Administrator (Principal)

Upon getting the necessary approvals to operate the school, the Governing Board, alongside designated support staff, will initiate the process to recruit and hire the school's Principal. This process is outlined as follows:

Talent Recruitment: The Board aims to attract highly qualified individuals who possess a deep understanding of instructional strategies, educational administration, and school-site management. The
recruitment strategy includes sourcing candidates from within the Somerset Academy network and the broader educational community.

• Advertising and Outreach: The position will be advertised through various channels, including local social media, the school's official website, and popular job boards and platforms like Linked In and
Indeed.com. This broad approach ensures a diverse pool of applicants.
• Selection and Hiring: Candidates will undergo a rigorous selection process involving interviews, performance assessments, and reference checks. The final hiring decision, made by the Governing Board, will focus on finding a leader whose vision aligns with that of Somerset Academy.
• Supervision and Support: Once hired, the Principal will operate under the direct supervision of the Governing Board. Regular performance reviews, coupled with ongoing support and professional development opportunities, will be provided to ensure the Principal leads the school effectively towards achieving its educational goals.

Through these meticulous processes, the Governing Board of Somerset Academy of North Carolina ensures that the school not only adheres to the highest standards of educational excellence but also operates within a framework of strict governance and accountability that supports its long-term success.

Megan Carter

Comments :

Q169. **Describe the size, current and desired composition, powers, and duties of the governing board.**

The Founding Governing Board of Somerset Academy of North Carolina, Inc. is structured to ensure exemplary governance and oversight of the school's operations and educational direction. The Board is composed of five individuals with a breadth of expertise across various professional arenas including non-profit organizations, K-12 education, human resources, finance, and legal. This unique fusion of individuals in the Board's membership is crucial as it brings a range of perspectives and skills necessary for comprehensive school governance. The desired composition aims to maintain and increase diversity, actively seeking members who can contribute unique insights and experiences that align with the school's mission and vision. The board ensures it represents a balance of educational insight and operational acumen, ideally positioning it to oversee both the academic and business dimensions of the school effectively.

The Governing Board of Somerset Academy of North Carolina, Inc., through its diverse and skilled composition, plays a critical role in shaping the school's success. By blending educational leadership with strategic business management, and delegating operational tasks to capable hands, the board ensures that Somerset Academy not only upholds its mission but thrives as an educational institution.

This structure allows for effective and efficient educational programming, ultimately benefiting all stakeholders in the school community.

Powers and Duties
The Governing Board serves as the ultimate policymaking body of Somerset Academy. Its responsibilities are extensive and include but are not limited to:

- Academic Direction and Curriculum: The board sets the overarching academic standards and approves the curriculum, ensuring it meets both the educational needs of the students and compliance with state and federal educational standards.
- Budgetary Functions: It oversees the financial health of the school, including budget approval and financial planning, to ensure resources are used efficiently and effectively in support of educational
objectives.
- Operational Oversight: The board oversees the school's operations, ensuring that they align with the mission and vision of Somerset Academy. This oversight includes regular reviews and audits of the school's operational practices and outcomes.
- Contractual Management: The Governing Board of Somerset Academy of North Carolina, Inc. has the crucial role of maintaining comprehensive oversight over all contractual relationships that pertain to the school's operations. This responsibility includes the careful review, negotiation, execution, and, when necessary, the dissolution of contracts. These contracts can range from those with service providers and vendors to employment contracts and agreements with educational and operational partners. One of the most significant contractual relationships managed by the board is with the Educational Service Provider (ESP). The ESP plays a pivotal role in supporting the school's operational needs, thus allowing educational staff to focus on direct student engagement and instructional leadership.
- Review and Negotiation: The board actively reviews the terms and conditions proposed by the ESP to ensure they align with the school's mission, financial constraints, and operational requirements. This process may involve negotiating terms to better suit the school's needs and strategic goals.
- Contract Approval and Execution: Once the board is satisfied that a contract with an ESP meets all necessary criteria and serves the best interest of the school, it formally approves and enters into the agreement. This approval process is guided by the board's commitment to transparency, fiscal responsibility, and educational excellence.
- Ongoing Monitoring and Evaluation: After the execution of the contract, the board remains actively involved in monitoring the ESP's performance against contractual obligations. This ensures that the ESP consistently delivers high-quality services and adheres to the agreed-upon standards and metrics.
- Dissolution and Transition: If it becomes necessary to dissolve the contract with the ESP-due to underperformance, financial considerations, or strategic realignment-the Governing Board manages this
process to ensure a smooth transition and minimal disruption to school operations_ The board would also oversee the selection and integration of a new ESP if required.

Additional Contractual Relationships
Beyond the ESP, the Governing Board also handles various other contracts related to the operational and educational functioning of the school. This includes, but is not limited to, contracts for:

- Technology and Equipment: Ensuring students and staff have access to up-to-date and effective learning tools.
- Facilities Management: Overseeing agreements related to the physical maintenance and security of school properties.
- Professional Services: Engaging experts for legal, financial, or educational consultancy services as needed.

The board's rigorous approach to contract management ensures that all partnerships and agreements foster a supportive and effective educational environment, serve the school's financial interests, and adhere to relevant laws and ethical standards. This comprehensive management strategy is vital for maintaining the operational integrity and educational quality of Somerset Academy of North Carolina, Inc. While the board retains responsibility for the school's affairs, the day-to-day management is delegated to on-site administration (including the principal, an assistant principal, and/or a lead teacher) and the CMO, Somerset Academy, Inc. See the section regarding governance and Board responsibilities in the selection and evaluation of the Principal.

Megan Carter

Comments :

- The applicant has outlined roles and responsibilities of the governing board.

Q170. **Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.**

The founding board members of Somerset Academy of North Carolina—Annaliet Echaniz, Uka Onuoha, Jorge Rivas, Malcolm Ray, and Reyna Fernandez-Romani—bring together a powerful and diverse set of skills and experiences ideally suited to launching, governing, and advancing the proposed charter school.

Annaliet Echaniz

Ms. Annaliet Echaniz is the Principal of Doral Academy of North Carolina with extensive experience as a school leader. As principal, she oversees all aspects of the school's daily operations, with a strong focus on supporting students with diverse learning needs. She has managed programs for students with disabilities under the Individuals with Disabilities Education Act (IDEA), ensured compliance with state and federal guidelines, and supported students with 504 Plans, multilingual learners, and gifted students. Her proactive work on attendance interventions and dropout prevention showcases her commitment to student engagement and success. Ms. Echaniz played a crucial role in founding Doral Academy of North Carolina, guiding the school through the complexities of state and local regulations, and ensuring that its curriculum and culture matched the needs and values of the local community. She led efforts to hire talented staff who shared the school's vision, promoted ongoing professional development, and fostered a supportive, innovative work environment. A cornerstone of Ms. Echaniz's leadership is her ability to build strong relationships with families and community partners. She actively promotes dialogue and collaboration between the school and local stakeholders, making the school a true centerpiece of its community. Drawing from her leadership as principal, Ms. Echaniz brings invaluable insight to her role as a founding member of the Governing Board of Somerset Academy of North Carolina. Her deep understanding of local educational policies, community expectations, and the needs of diverse learners equips her to help the board make well-informed, relevant decisions. Ms. Echaniz's experience ensures that the school's mission stays aligned with the aspirations of North Carolina families, and her commitment to excellence and community engagement continues to drive the school's success.

Ukachukwu (Uka) Onuoha

Uka Onuoha brings a critical legal and governance perspective to the Somerset Academy of North Carolina board, underscoring the team's capacity for strong organizational oversight, compliance, and strategic leadership. As a licensed attorney and a former Trademark Examining Attorney with the United States Patent & Trademark Office, Uka's career demonstrates exceptional proficiency in interpreting and applying complex federal and state regulations, drafting and reviewing policy documents, and ensuring organizational adherence to rigorous compliance standards. His unique combination of legal acumen and scientific training—holding an undergraduate degree in Biological Sciences—provides him with superb analytical and problem-solving skills, enabling him to contribute meaningfully to evidence-based decision-making and performance management at the school level. Uka has a proven ability to navigate regulatory frameworks, making him invaluable as the board oversees charter compliance, the protection of student rights, and the implementation of fair and transparent governance practices. Additionally, Uka's experience working across diverse professional environments has equipped him with advanced communication, negotiation, and team-building skills. These qualities position him as a resourceful advocate for accountability, organizational ethics, and community trust—essential pillars for fostering strong school-parent partnerships and a responsive, high-performing school culture. Uka's capacity to blend legal, analytical, and collaborative expertise ensures that Somerset Academy of North Carolina will benefit from sound, forward-thinking governance and a solid foundation for long-term success

Jorge Rivas

Jorge Rivas brings a profound depth of educational leadership to the Somerset Academy of North Carolina board, rooted in over 38 years of distinguished service as an educator in both public and charter school environments. His career began in the classroom as a high school teacher, where he developed a keen understanding of student needs and the direct impact of high-quality instruction. Throughout his journey, Jorge has held a variety of pivotal roles—including coach, guidance counselor, district program lead, and, for the past 17 years, a highly effective school principal. As a principal, Jorge has been responsible for setting strategic direction, managing daily school operations, developing and evaluating curriculum, overseeing budgeting and resource allocation, and supervising faculty and staff. His background as a district leader in Miami-Dade County Public Schools also endowed him with significant experience supporting student academic, social, and emotional development at scale and collaborating with leadership teams across multiple schools. Jorge's expertise extends to performance management, student services, and the implementation of guidance and counseling programs that prioritize equity and student well-being. He is renowned for his ability to build cohesive teams, nurture positive school cultures, and forge lasting partnerships with parents and the broader community. Committed to educational excellence and accessibility for all students, Jorge's leadership philosophy centers on empowering individuals to reach their fullest potential. His visionary approach, combined with hands-on operational know-how, makes him an indispensable asset to the board, ensuring Somerset Academy is grounded in best practices, innovation, and a deep commitment to the community it serves.

Reyna Fernandez-Romani

Ms. Reyna Fernandez-Romani brings valuable teaching and leadership experience to the Governing Board at Somerset Academy of North Carolina. As a former teacher at Somerset South Miami, a National Blue Ribbon school and one of Florida's highest-performing schools, she has firsthand experience working in a highly successful academic environment. In this role, Ms. Fernandez-Romani managed classrooms with diverse and special populations, developing and implementing educational plans for students receiving Exceptional Children (EC) services, 504 Plans, and English Language Learner (ELL) support. Her experience in schools with large numbers of multilingual learners helped her develop a strong understanding of culturally responsive teaching and the importance of language support.Ms. Fernandez-Romani's time at Somerset South Miami allowed her to grow as a leader and gain expertise in curriculum development—skills she is now bringing to Somerset Academy of North Carolina. Her insights from working in a Blue Ribbon school help guide the board in setting high standards for curriculum and instruction, ensuring students receive a top-tier education. Beyond her classroom achievements, Ms. Fernandez-Romani is recognized for her strengths in community development, leadership, outreach, non-profit involvement, and team building. These skills allow her to help foster an inclusive and supportive school environment and build strong connections with families and community partners. Ms. Fernandez-Romani's professional diversity and direct experience in outstanding educational settings give the board a practical perspective on what promotes school excellence. Her ability to engage both educational professionals and the broader community ensures the Board's decisions are well-rounded and responsive to stakeholder needs. With her knowledge and dedication, she is helping establish Somerset Academy as a high-performing school that is truly connected to its community.

Malcolm Ray

Malcolm Ray offers the Somerset Academy of North Carolina board deep financial expertise, strategic acumen, and a commitment to data-driven decision making—all essential to the effective governance and long-term sustainability of the school. Raised in New York City and later relocating to North Carolina, Malcolm brings a blend of cultural awareness and regional insight. He holds a Bachelor of Business Administration in Finance from Campbell University and is currently pursuing an MBA at UNC Kenan-Flagler Business School, further strengthening his leadership and analytical skills. Malcolm's professional background includes impactful roles at major financial institutions such as Wells Fargo, Bank of America, and Vanguard, where he developed core competencies in financial analysis, risk assessment, portfolio management, and client advisory. Currently serving as Regional Director at Dimensional Fund Advisors, he collaborates with institutional investors to craft tailored, evidence-based investment strategies—an experience that translates well to overseeing the fiscal responsibility and resource allocation required of a charter school board. Malcolm's practical, data-driven approach to financial stewardship is matched by his ability to communicate complex information clearly to diverse audiences, including families and community stakeholders. As a dedicated husband and father of two young children, Malcolm recognizes the importance of high-quality educational opportunities and is deeply invested in advancing educational excellence and equity. His background in finance, leadership, and community engagement ensures that Somerset Academy of North Carolina will benefit from rigorous fiscal oversight, strategic planning, and a steadfast focus on the school's mission and the needs of its students and families.

Megan Carter

Comments :

- The identified board members bring a diversity of backgrounds to the governing board.

Q171.**Explain how this governance structure and composition will help ensure that**
1. The school will be an educational and operational success;
2. The board will evaluate the success of the school and school leader; and
3. There will be active and effective representation of key stakeholders, including parents.

The governance structure and composition of the Governing Board of Somerset Academy of North Carolina, Inc., are meticulously designed to ensure the school's effectiveness in various critical areas. By
integrating educational expertise from multiple prestigious backgrounds, the board is strategically positioned to drive both the educational quality and operational success of the school, evaluate the performance of the school and its leader effectively, and ensure robust representation and engagement of key stakeholders, including parents.

Educational and Operational Success

- Diverse Educational Expertise: The board is constituted of individuals who bring a wealth of educational experience from various prestigious institutions and systems. This includes expertise from Somerset Academy, Inc., an acknowledged National Blue Ribbon School, experience in Department of Defense Education Activity (DoDEA) schools, and insights from within North Carolina's own educational system. This mixture of perspectives ensures a comprehensive approach to educational excellence, blending nationally recognized educational strategies with local insights and priorities.
- Strategic Oversight: Armed with a diverse array of educational insights, the board oversees the strategic planning of the school, encompassing educational goals, financial planning, resource allocation, and infrastructure development. Their governance ensures the school not only meets but exceeds the operational standards required to deliver high-quality education.
- Regulatory Compliance: Members of the board ensure that the school adheres to all applicable federal and state educational laws and regulations. Their diverse backgrounds enable a more nuanced
understanding of compliance, ensuring the school maintains exemplary standards and practices.

Evaluation of School and School Leader

- Performance Metrics: The board establishes clear and measurable performance indicators that reflect the high standards expected from their diverse educational experiences. These metrics evaluate both the school's output and the principal's leadership in aspects such as academic performance, resource management, and stakeholder engagement.
- Regular Review and Feedback Mechanisms: With regular assessments and structured feedback mechanisms, the board maintains a rigorous evaluation process. These reviews foster a culture of transparency and accountability, ensuring that the school's and principal's performances align with the strategic goals.
- Development and Support: The board's commitment extends beyond evaluation to include the professional development of the school leader. This proactive support facilitates the principal's growth in areas identified during evaluations, which directly benefits the school's operational and educational quality.

Representation of Key Stakeholders

- Inclusive Board Composition: The board's composition reflects a broad spectrum of stakeholders, including parents and community representatives. This diversity ensures that all decision-making processes benefit from a range of perspectives, particularly those that directly affect the school community.
- Open Communication Channels: The board prioritizes open lines of communication with all school stakeholders through regular meetings, surveys, and forums. This engagement is crucial for understanding and addressing the needs and concerns of parents and community members.
- Parental Involvement in Committees: Encouraging active parental involvement in various school committees allows for direct input into areas such as curriculum and community engagement. This involvement ensures that decisions reflect the community's values and priorities, enhancing the school's relevance and effectiveness.

The Governing Board of Somerset Academy of North Carolina, Inc., with its strategic and diverse composition, plays a pivotal role in steering the school towards achieving and surpassing its educational and operational objectives. By leveraging a broad spectrum of educational experiences and maintaining an inclusive approach towards stakeholder engagement, the board ensures a dynamic, responsive, and high-performing educational environment.

Q172.**Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?**

The procedure to recruit and select founding board members for Somerset Preparatory Academy North Carolina involved a deliberate approach aimed at establishing a diverse and effective governance
structure. This process is designed to ensure that the board is well-equipped to fulfill its responsibilities in guiding the school through its foundational stages and beyond. Should a position become vacant, a systematic method is employed to recruit and add new members, maintaining the board's effectiveness and diverse expertise.

Recruitment and Selection of Founding Board Members:

• Defining Board Requirements: Initially, the specifications for the board composition are established. This includes defining the roles, expertise needed (educational, financial, legal, community relations, etc.), and the overall objectives of the board. Emphasis is placed on diversity in educational experience, including insights from nationally recognized institutions, local schools, and education systems.
• Sourcing Candidates: Potential board members are identified through a variety of sources to ensure a wide pool of qualified candidates. This may include professional networks, educational institutions,
community organizations, and industry contacts. Particular focus is given to individuals who have demonstrated a commitment to education and have relevant expertise.
• Screening and Evaluation: A screening committee, typically composed of some of the initial stakeholders or an external advisory group, reviews the applications. Criteria include experience, commitment to the school's mission, and potential for contributing to strategic educational and operational goals.
• Interviews: Shortlisted candidates are interviewed to further assess their alignment with the school's vision, their potential contributions, and their ability to collaborate within a governance structure. These interviews also clarify the expectations and responsibilities of board membership.
• Selection: Based on interviews and evaluations, the best candidates are selected to form the board. The selection is aimed to balance expertise and perspectives, ensuring a comprehensive approach to
governance.
• Onboarding: New board members undergo an orientation process, which includes a detailed review of the school's mission, strategic plans, and operational guidelines, and educational governance training.
Procedure for Filing Vacant Positions:
• Notification and Assessment: Upon a board position becoming vacant, the board assesses the current composition and identifies the specific expertise and qualities needed to maintain a balanced and effective board.
• Candidate Recruitment: Utilizing similar sourcing strategies as in the initial recruitment (networking, advertisements, and contacts within relevant industries), potential candidates are identified. The timeline for this phase typically spans 1-2 months to ensure a thorough search.
• Screening and Interviews: Candidates go through a screening process followed by interviews, conducted over 1-2 weeks, to ascertain their fit concerning the specific needs identified by the board.
• Selection and Approval: The board selects the candidate believed to be most suitable. The selection is then ratified through a formal vote during a board meeting.
• Onboarding: Similar to the induction of original members, the new member undergoes an orientation program to ensure they are well-prepared to contribute effectively to the board's activities.
This structured approach to recruiting and selecting both founding and subsequent board members ensures that the Governing Board of Somerset Academy of North Carolina, Inc., remains robust, diverse, and well-equipped to oversee the school's mission and strategic goals effectively. By maintaining a clear procedure for addressing vacancies, the board ensures continuity and stability, crucial for the school's long term success.

The connection between the Governing Board of Somerset Academy of North Carolina, Inc., and the target community is critical for the effective governance and operation of the school. The board has been deliberately structured to include members who possess not only broad educational and professional expertise but also a deep understanding of the local context and the specific needs of the community in which the school operates. This local insight is brought to the board in part by three key local board members, whose backgrounds and knowledge of the local school systems are instrumental in aligning the school's offerings with the community's expectations and needs.

Local Board Members' Backgrounds and Contributions
1. Annaliet Echaniz - This member has a history of involvement in the local educational sector, uniquely qualified as a founding school administrator within the North Carolina charter school system. With a deep understanding of the educational landscape of North Carolina, this member brings valuable insights into state educational standards, local curriculum specifics, and community engagement strategies. Their professional network within the local education community enables the Board to forge strategic partnerships that benefit the school. They play a pivotal role in policy-making processes, ensuring that the school's educational programs meet state standards and refiect the community's educational expectations. They also help in liaising with local authorities and educational bodies, facilitating compliance and representation in regional educational discussions.

2. Ukachukwu Onuoha: Since relocating to Union County in 2023, Uka and his wife have become enthusiastic and engaged members of the local community. Their commitment to fostering a vibrant and connected neighborhood is reflected through their active participation in community organizations; he proudly serves on the board of our Homeowners' Association, helping to shape the vision and well-being of their neighborhood, while his spouse contributes her time and creativity as a valued member of the social committee, fostering unity and organizing events that bring our neighbors together. They are also dedicated members of our local church, where they have built meaningful relationships and participate in various church activities and outreach efforts. Through these roles and our broad network of friends spread throughout Union County, we have developed a deep-rooted connection to the area and remain dedicated to making a positive impact within our community.

3. Malcolm Ray: Malcolm Ray has been a proud resident of Union County since 2021, having chosen to relocate his family specifically for the area's strong sense of community, abundant parks, and access to excellent educational opportunities. Both of Malcolm's young children are currently enrolled in local Union County schools, deepening his investment in the community's success and educational landscape. A resident of the greater Charlotte area since 2015 and North Carolina since 2005, Malcolm has developed long-standing ties to the region. Beyond his professional expertise, Malcolm is an active volunteer with Junior Achievement of Central Carolinas, where he works with underprivileged children to promote the importance of financial literacy. His direct involvement in the community and his commitment to service reflects his dedication to building a successful school for current and future generations.

The inclusion of these local board members ensures that the governing board remains connected and responsive to the local environment. Their roles involve not just oversight and advisory but active participation in aligning the school's objectives with community needs and expectations. Regular community forums, surveys, and open days facilitated by these local members provide the community with opportunities to voice their needs and feedback, ensuring the school remains a community-focused entity. They help design and implement educational programs and community initiatives that reflect local values and cater to regional priorities, promoting wider community support and involvement.

The integration of board members with substantial local knowledge and ties into the community is crucial for Somerset Academy of North Carolina, Inc. It ensures that the school not only thrives as an educational institution but also as a community partner, responsive and attuned to the needs and aspirations of the people it serves. These local board members embody the link between the school and its community, fostering an environment where education is both a reflection of and a contributor to the local community's well-being.

Q173. **Describe the group's ties to and/or knowledge of the target community.**

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professional network within the local education community enables the Board to forge strategic partnerships that benefit the school. They play a pivotal role in policy-making processes, ensuring that the school's educational programs meet state standards and reflect the community's educational expectations. They also help in liaising with local authorities and educational bodies, facilitating compliance and representation in regional educational discussions.

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Q174. **Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.**

To ensure effective governance and oversight, the Governing Board of Somerset Academy of North Carolina, Inc., will adhere to a strategic meeting schedule as outlined in the bylaws, which are modeled on those used by Somerset Academy, Inc. This structured approach facilitates regular and timely reviews of school operations, educational standards, and other critical matters, maintaining a rigorous governance routine that aligns with the best practices established by Somerset Academy, Inc., and upholds the highest standards of legal compliance with North Carolina statute regarding Administration and Governance (NCGS § 11 SC-218.15), Open Meetings and Public Records (Chapter 132 of the North Carolina General Statutes and Chapter 143, Article 33C (Open Meetings Law)), Ethical Standards(State Government Ethics Act (NCGS § 138A)), and Financial Accountability (NCGS § 11 SC-218.100 and§ 11 SC-218.105).

Strategic Board Calendar Overview:

Monthly Board Meetings:

- Frequency: Held once a month
- Purpose: These meetings serve to review the month's activities, discuss ongoing projects, and make decisions on various administrative and operational issues. They also provide a platform for discussing immediate challenges and opportunities.
- Key Agenda Items: Student performance reviews, operational updates, financial status reports, and discussions on any immediate administrative issues.

Quarterly Strategic Reviews:

- Frequency: Held once every quarter
- Purpose: These meetings focus more on the strategic direction of the school rather than on operational details. The board reviews performance against the school's strategic goals and adjusts plans
accordingly to ensure alignment with long-term objectives.
- Key Agenda Items: Strategic performance metrics review, adjustment of strategic goals, resource allocation for upcoming projects, and in-depth reviews of educational programs.

Annual General Meeting (AGM):

- Frequency: Held once a year
- Purpose: The AGM is a comprehensive review of the year's activities and a crucial meeting for setting the tone for the next academic year. This meeting involves not just the board but also invites participation
from stakeholders including parents, faculty, and community members.
- Key Agenda Items: Annual financial report, yearly performance summary, election of new board members (if applicable), and open forums for stakeholder feedback.

Emergency Meetings:

- Frequency: As required
- Purpose: To address any urgent issues that arise unexpectedly and require immediate board attention and resolution. These are convened at short notice and focus on specific issues.
- Key Agenda Items: Crisis management, urgent financial issues, or sudden changes in legislation affecting school operations.

Committee Meetings:

- Frequency: As per the requirements of each committee
- Purpose: Most board-related work happens in committees which might include finance, audit, human resources, curriculum development, etc. These committees meet as needed to manage detailed aspects of
their respective areas effectively.
- Key Agenda Items: Specific to the committee's focus area, such as detailed financial analysis in the finance committee or curriculum adjustments in the education committee.

Implementation and Compliance:

- Advance Notifications: All board members receive notifications and agenda items well in advance of each meeting, allowing ample time for preparation.
- Documentation and Minutes: Detailed minutes of each meeting are recorded and archived for accountability and future reference in accordance with state and local regulations regarding transparency, and open meetings and public records.

Attendance: All board members are expected to attend each scheduled meeting barring unforeseen circumstances, with provisions for teleconferencing if necessary. This structured calendar not only ensures regular and systematic governance but also promotes transparency and accountability within the board operations at Somerset Academy of North Carolina, Inc. By adhering to these guidelines, the board can effectively oversee the school's administration, review its progress against strategic goals, and ensure its alignment with the broader educational objectives and community expectations. To ensure full compliance and responsiveness to the dynamic educational landscape, the Governing Board of Somerset Academy of North Carolina, Inc. is committed to adapting its policies, practices, and the strategic board calendar as necessary to align with all relevant state and local regulations regarding school governance. The board will proactively monitor changes in legislation and make appropriate adjustments to its operations and meeting schedules to remain compliant with legal requirements and best serve the community's educational needs.

Ensuring Compliance:

- Regular Legal Reviews: The board will schedule regular reviews of state and local regulations to ensure all board activities are compliant with current laws. This will involve consultation with legal experts in educational law.
- Flexible Adaptation: The strategic board calendar, including the frequency and focus of meetings, will be adjusted as required to incorporate changes in regulations and to address any compliance-related issues that may arise.
- Communication: Any changes to the board's operating procedures or meeting schedules as a result of new regulations will be clearly communicated to all stakeholders, including board members, staff,
parents, and the community, ensuring transparency and understanding.

This commitment to adaptability and legal compliance is crucial for maintaining the integrity and effectiveness of the board's governance, and ensures that Somerset Academy of North Carolina, Inc. continues to provide high-quality education in adherence to legal standards and community expectations. The Board is committed to responsible oversight of the proposed school and compliance with all local and state regulations surrounding said oversight, such as NCGS § 11 SC-218.1 to 11SC-218.110, and all relevant statutes.

Q175. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

New and existing members of the Governing Board of Somerset Academy of North Carolina will undergo a structured and comprehensive training program designed to ensure they are well-equipped to fulfill their duties effectively. This program aligns with the school's commitment to maintaining high standards of governance and accountability, and it adheres to state laws and regulatory requirements.

Orientation and Training for New Board Members:
Upon appointment, new board members will participate in an orientation program. This will typically occur within the first month of their term to allow them to become effective contributors as quickly as possible. The orientation will cover crucial areas such as non-profit board governance principles, North Carolina's Open Meetings Requirements, the North Carolina Charter School Law, and the North Carolina.

Public Records Law. The new members are also provided bylaws, existing agreements, and charter contract for review and understanding.

Ongoing Professional Development for Existing Board Members:
A continuing education program will be offered to existing board members in addition to the initial orientation. This program provides members with a refresher and update on changes in the regulatory
environment or best practices in school governance once a year, preferably before the start of the academic year. Topics may include advanced governance strategies, financial oversight, performance evaluation techniques, and updates on educational policies and laws.

Both the initial training session for new members and the ongoing development sessions for existing members will be mandatory. The goal is to ensure that all members are consistently aligned with the legal requirements and governance best practices necessary to ensure Somerset Academy's effectiveness.

The purpose of this structured training and development plan is not only to enhance the board's effectiveness, but also to ensure that Somerset Academy operates in compliance with relevant laws and adheres to the highest standards of educational governance. This commitment to professional development underpins the school's ability to oversee the school's progress toward achieving its mission and educational goals effectively.

Megan Carter

Comments :

- Who will be responsible for onboarding new governing members?

Q176. **Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.**

Somerset Academy of North Carolina directors are expected to adhere to high ethical standards by avoiding conduct that could raise conflicts of interest. In accordance with N.C.G.S. Section SSA-8-31 (and State Government Ethics Act (NCGS § 138A)), they must adhere to the legal provisions governing conflicts of interest. While the existence of a conflict of interest does not automatically disqualify an individual from serving on the charter school's board of directors, it is essential that all activities are conducted in accordance with the charter school's conflict of interest policy and applicable legal requirements. Additionally, employees of for-profit organizations providing substantial services to the charter school in exchange for fees are not permitted to hold positions on the governing board.

Definitions for Clarity in this Policy:
Interested Person: Any director, principal officer, or committee member of the Governing Board who has a direct or indirect financial interest.
Financial Interest: An individual has a financial interest if:
They have an ownership or investment interest in any entity engaged in transactions or arrangements with the School.
They have a compensation arrangement with the School or any entity or individual that the School transacts with.
They hold a potential ownership or investment interest, or compensation arrangement with any entity or individual in negotiations with the School.
The term compensation refers to both direct and indirect compensation, as well as significant gifts and favors.
A financial interest does not automatically equate to a conflict of interest; such a determination is made by the Governing Board following disclosure of the interest.
Procedures for Managing Conflicts of Interest:

Duty to Disclose: Any interested person must disclose all relevant details of their financial interest to the Governing Board or the appropriate committee with delegated powers from the Governing Board.
Determining the Existence of a Conflict: After the financial disclosure, the interested person will leave the meeting, allowing the remaining board or committee members to determine if there is a conflict of interest.

Addressing the Conflict:
At the meeting, the interested person may provide information.
The chairperson may assign an impartial person or committee to review alternative transactions or arrangements.
Following due diligence, the board or committee evaluates whether a more advantageous option devoid of conflicts is available.
If no better option exists, the most disinterested directors must decide if the current transaction or arrangement serves the best interest of the school and is fair and reasonable.
Violations of the Policy: Should there be a reasonable belief that a member has not disclosed a conflict, the board or committee will notify the member of this belief and provide an opportunity for explanation.

In accordance with the school's commitment to uphold integrity in its operations, this comprehensive policy framework ensures that all board actions are conducted transparently and ethically.

Q177. **Explain the decision-making processes the board will use to develop school policies.**

Somerset Academy of North Carolina is committed to establishing robust school policies guided by structured and strategic procedures, as recommended in the "Charter Schools Trustee Guide" by Marci Feist Cornell.
The process of developing, reviewing, and implementing new policies involves a systematic approach to ensure they adequately meet the school's operational and educational needs while adhering to
best practices and legal standards.
Procedure for Developing New School Policies:

- Board-Level Discussion: The process begins with a full board discussion to acknowledge the need for a new policy. During this initial discussion, the board sets out the general considerations and objectives that the new policy should address.
- Assign a Drafting Team: Responsibility for drafting the new policy is assigned to a board-staff team, which may include assistance from the Charter Management Organization (CMO). This team is crucial as they bridge the gap between board-level strategic overview and operational execution. The Governing Board communicates clearly any specific concerns, preferences, or directions that need to be considered in the draft.
- Draft the Policy: The designated team develops a first draft that addresses the identified needs and considerations. While drafting, the team may look at existing policies from other charter schools for
inspiration but should ensure the policy remains general enough to avoid micromanagement, thus respecting the distinction between governance and administration.
- Legal Review: Depending on the policy, the draft may require review by legal counsel. This step is essential for policies that have significant legal implications to ensure compliance with applicable laws and regulations. Not every policy will need a legal review, but it is crucial for those that involve complex legal concerns.
- Board Review and Approval: The draft policy is first presented during a board meeting for initial feedback, known as the first reading. This step provides an opportunity for the Governing Board to offer
informal feedback and suggestions. Incorporating the board's feedback, the drafting team prepares a final draft. This version is presented at a subsequent board meeting for formal adoption.
- Ongoing Review and Revision: The policy development process does not end with adoption. To remain effective and relevant, policies must be periodically reviewed and revised in response to new
challenges, feedback from the school community, and changes in the educational landscape.

This structured policy development process ensures that Somerset Academy of North Carolina's policies are thoughtfully crafted, legally compliant, and aligned with the school's mission and operational needs. By involving various stakeholders, including the Governing Board, staff, and legal counsel, the school establishes policies that are both effective and grounded in broad-based input.

Q178. **Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.**

The Organizational Chart reflects the entities providing organizational support and/or educational resources to Somerset Academy of North Carolina, Inc. Somerset Academy of North Carolina, Inc. is the nonprofit governing board opening the charter school, Somerset Academy of North Carolina. Advisory bodies: Somerset Academy, Inc., the Charter Management Organization (CMO). The CMO will provide academic and operations support to the school. The CMO will also partner with Academica, an Education Service Provider to Somerset Academy, Inc. schools. Academica will assist the CMO with "back office" business services such as accounting, payroll, human resources support, etc. Additionally, the school will have a School Advisory Council (SAC), consisting of parents, local community and/or business members, students and representatives from the faculty and administration. A SAC allows their members to represent the various stakeholder groups in the building community engagement in the school.

Applicant Evidence :

Somerset NC Org Chart-2.pdf

Uploaded on **4/17/2025** by **Frankie Mestre**

Megan Carter

Comments :

- The applicant's proposed structure is likely to ensure effective governance and meaningful oversite of school performance, operations, and finances. The governing board should consider metrics for weighing the CMO's performance is continues to help with the academic professional developments and operational areas for the proposed school.

Q179. **Discuss the school's grievance process for parents and staff members.**

Positive relations between the school and its parents and families are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined in order to facilitate resolution of issues -
Parents: If a parent or student disagrees with any policy or procedure within the classroom, the first level of grievance is their students Teacher. If the student/parent is not satisfied with the teachers response, they should then set a meeting with the schools Principal. Similarly, if a parent/student disagree or have an issue with a policy or procedure at the School, the parent/ student should set a meeting with the Principal. If the parent/student feels that their issue is still a concern after meeting with the Principal and the issue meets the definition of a grievance set forth below, the parent/student may initiate the grievance procedures as described below. Step 1: If the parties are not satisfied with the decision of the Principal, and the grievance meets the definition set forth, the parent/student must submit a letter in writing stating the School policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The written letter should be submitted to the Chair of the Governing Board of Directors. If the Principal of the School is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair of the Governing Board of Directors. Step 2: The Governing Board will review the facts and notify the parties in writing (email accepted) if further action is necessary. If the Governing Board considers the matter should be heard, the parties will be called to meet with the
Governing Board. After the hearing, any decision of the Governing Board will be communicated to the Principal and the parent/student who filed the grievance within five school days, The Governing Boards decision concerning the grievance is final.

Staff: It is expected that any employee with an issue should try to resolve the issue by using open communication with their supervisor. If an employee feels that their issue is still a concern after speaking to their supervisor and that the issue has risen to the level of a grievance, then the employee may initiate the grievance procedures as described below.
o Step 1: To file a grievance, an employee must submit a letter in writing (email accepted) stating the School policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The written letter should be submitted to the Principal or the Chair Vice-Chair of the Governing Board.
o Step 2: The Principal shall have up to five business days from the time they receive the formal grievance to respond to the grievance in writing. If the employee is satisfied with the decision after they receive the response from the Principal, the issue is considered resolved.
o Step 3: If the employee is not satisfied with the response from the Principal, the employee may file an appeal by submitting a letter in writing (email accepted) stating the School policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. This must be done within 5 business days of the initial response from the Principal.
o Step 4: Where the grievance is filed directly with the Governing Board as set forth above or after receiving the appeal letter, the appeal shall be considered by the Governing Board at its next regularly
scheduled monthly meeting provided such meeting is more than seven days after the filing, or the Chair of the Governing Board of Directors may call a special meeting of the Governing Board to consider the appeal in accordance with the Schools bylaws. The Governing Board will consider and discuss the grievance at the meeting in accordance with Open Meetings laws.

Q180.**Attach as Appendix G Organizational Chart**

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 5

Applicant Evidence :

Somerset NC Org Chart-2.pdf

Uploaded on **4/17/2025** by **Frankie Mestre**

Megan Carter

Comments :

- The organizational charter overlaps in a couple of areas from oversite from the Administrations to the CMO. These areas are school operations, professional development, data analysis, school improvement, and budget. Can the applicant identify the oversight and differences in responsibilities in these areas as both are identified as being overseen by both the school administration and CMO?
- Can the applicant identify SAC? Is this a form of the parent teacher organization?

Q181.**Attach as Appendix H Charter School Board Member Information Form and Resume**

- A **one-page** resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required **File Type:** pdf, excel, word **Max File Size:** 30 **Total Files Count:** 50

Resources

2024 Charter School Board Member Inform...

Applicant Evidence :

Malcolm - 2024 Charter School Board Mem...	MJR Resume.pdf	R. Fernandez 2024 Charter School Board M...	Reyna G Fernandez-Romani_Resume (2).pdf
Uploaded on **4/24/2025** by **Frankie Mestre**	Uploaded on **4/24/2025** by **Frankie Mestre**	Uploaded on **4/24/2025** by **Frankie Mestre**	Uploaded on **4/24/2025** by **Frankie Mestre**
A. Echaniz 2024 Charter School Board Mem...	NC Echaniz Resume (2).pdf	2024 Charter School Board Member Inform...	Uka O. Professional Resume.pdf
Uploaded on **4/22/2025** by **Frankie Mestre**	Uploaded on **4/22/2025** by **Frankie Mestre**	Uploaded on **4/22/2025** by **Frankie Mestre**	Uploaded on **4/22/2025** by **Frankie Mestre**
Charter School Member Information Form....	Jorge A. Rivas Resume 2024.pdf		
Uploaded on **4/22/2025** by **Frankie Mestre**	Uploaded on **4/22/2025** by **Frankie Mestre**		

Q182.**Attach Appendix I For Each Board Member**
1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 40 **Total Files Count:** 50

Resources

2024 Charter School Board Member Backgr...

Applicant Evidence :

Jorge Charter School Board Member Backgr...	Jorge Federal Criminal History Background ...	Echaniz Charter School Board Member Bac...	Echaniz Background Check (2).pdf
Uploaded on **4/22/2025** by **Frankie Mestre**	Uploaded on **4/22/2025** by **Frankie Mestre**	Uploaded on **4/22/2025** by **Frankie Mestre**	Uploaded on **4/22/2025** by **Frankie Mestre**
Somerset Background Check Uka Onuoha.p...	Uka Background Check Report.pdf	Background Check Form_Fernandez Roman...	R. Gaby Fernandez-Romani__Background C...
Uploaded on **4/22/2025** by **Frankie Mestre**	Uploaded on **4/24/2025** by **Frankie Mestre**	Uploaded on **4/24/2025** by **Frankie Mestre**	Uploaded on **4/24/2025** by **Frankie Mestre**
Malcolm - 2024 Charter School Board Mem...	Malcolm - Background Results.pdf		
Uploaded on **4/25/2025** by **Frankie Mestre**	Uploaded on **4/25/2025** by **Frankie Mestre**		

Q183.**Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality** The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 3

Applicant Evidence :

Somerset COI .pdf	Revised Somerset Academy NC Bylaws 5-21...
Uploaded on **4/17/2025** by **Frankie Mestre**	Uploaded on **4/17/2025** by **Frankie Mestre**

Q184.**Attach Appendix K Articles of Incorporation or Municipal Charter**

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 5

Applicant Evidence :

Somerset Articles (1).pdf

Uploaded on **4/17/2025** by **Frankie Mestre**

11.3. Staffing Plans, Hiring, and Management

Q185.**Projected Staff** Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 10

Resources

Staffing Chart Template.xlsx

Applicant Evidence :

Staffing Chart Template (2).xlsx

Uploaded on **4/25/2025** by **Sarah Fye**

Q186.**Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.

Somerset Preparatory Academy North Carolina of North Carolina, Inc. with the CMO's nationwide network support the school in the recruitment and hiring of personnel who are not only suitably but also committed to advancing the school's mission. This collaborative effort is essential for maintaining educational excellence and fostering a supportive academic environment.

To recruit qualified candidates, Somerset Preparatory Academy North Carolina employs a variety of strategies. The school actively participates in local and national job fairs, providing a platform for direct interaction with potential candidates and allowing for a firsthand assessment of their compatibility with the school's culture and needs. Additionally, the school forms partnerships with postsecondary educational institutions. This approach not only supports training future educators but also helps the school evaluate potential staff members in a teaching environment. Recognizing the need for specialized knowledge in certain academic areas, the school also focuses on attracting in-field experts to enhance the delivery of complex subject matter. This is achieved through targeted recruitment efforts that include advertising on the school's website, utilizing social media platforms, and engaging in community outreach through presentations and flyer distribution at local universities.

Word-of-mouth recommendations are also leveraged, tapping into personal networks to find candidates who align with the community's values. To ensure the retention of high-quality staff, Somerset Preparatory Academy North Carolina provides competitive benefits and comprehensive employee services. The school's professional development plan will serve to enhance each employee's experience at the school, including opportunities for growth and advancement through an Aspiring Assistant Principal and Principal development programs (offered through the Somerset Academy Leadership Institute). By creating a rewarding and supportive work environment, the school not only ensures that its staff are well compensated but also fosters a sense of value and motivation among the team. This focus on retention is crucial for maintaining continuity in the educational program and supporting the school's long-term success. The school will also offer Support for Beginning and Struggling Teachers, wherein observation of new and struggling teachers by mentor veteran teachers will occur as a means to identify support strategies and assistance that can be offered as a means to assist them in developing their craft of teaching.

Through these concerted recruitment and retention efforts, Somerset Preparatory Academy North Carolina underscores its commitment to excellence in education and to fostering a stable, supportive learning environment for both students and staff.

Q187. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

At the time of application and charter contract approval, the Governing board, alongside support personnel, will begin identifying the school leader. The school principal will be hired by the board and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. To recruit the most qualified individual who will carry out the mission and vision of the school, the Governing Board will evaluate administrators/assistant principals within the network to identify any possible candidates who are prepared and qualified for a principal position at the new school and who have expressed an interest in such a position. Also, the board may ask the CMO to help recruit the school leader to reach a broader pool of possible candidates and to assist with advertising the new position.

At minimum, the Governing Board will seek an individual who has extensive administrative and teaching experience; Leadership Certification; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of student population; positive evaluations from previous administrative position(s); letters of recommendation; excellent communication skills; and demonstrated capacity to meet and or exceed National Principal Leadership Standards.

The job description for the School Principal will be one who reports to the School Governing Board and supervises all staff within the school. The role encompasses a wide range of responsibilities aimed at fostering a high-quality educational environment for students. These duties include overseeing the instructional program, managing the school's finances, facilities, and resources, communicating with various stakeholders, and ensuring compliance with educational standards and laws. The Principal is also responsible for the implementation and evaluation of the School Improvement Plan, staff hiring and evaluations, and maintaining a safe and nurturing school environment. The role requires a master's degree, and ideally at least five years of school experience with a minimum of three years in a leadership role, and certification as a School Principal.

Q188. If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

☑ Upload Required **File Type:** pdf, excel, word, text **Max File Size:** 30 **Total Files Count:** 5

Applicant Comments :
The school has not identified a school leader.

Q189. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The Somerset Preparatory Academy North Carolina Governing Board has an oversight role with respect to the charter school principal. The principal, in turn, hires, supervises, evaluates and makes compensation decisions regarding staff within the salary schedules, budgets and personnel policies set by the Board and approved in the school's annual budget. Notwithstanding, the Governing Board is the ultimate employer of the School Principal and through the Principal, of the faculty and staff, through creation and implementation of personnel policies and procedures. The School commits to engaging in an annual review using a state-approved evaluation tool. Teachers will be evaluated annually by School Admin and the School Principal would have their annual review conducted by the Board. Additionally, the Board gives final approval of wage and salary schedules, including benefit programs, leave benefits, and the like.

Q190. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The employment relationship at the school is at will, meaning both the employer and employee enter it voluntarily based on state laws. Employees are expected to meet high standards in both job performance and professional behavior. If these standards are not met, the school may choose to terminate the employment or, alternatively, offer a chance to address and correct the issue. If the employee does not make the necessary improvements after being given this opportunity, further disciplinary actions, including termination, may be pursued.

For teaching staff, there are two main types of contracts: a probationary contract for those new to the profession or district, and an annual contract for those who have completed the probationary period or are already under an annual contract. The contracts are designed to establish just cause for suspension or dismissal during their term. At the end of a probationary period, the Governing Board may or may not offer an annual contract, with or without specific reasons. Teacher evaluations will be conducted following the guidelines set by NC State Statutes.

Furthermore, both instructional and non-instructional personnel, and members of the Governing Board, must undergo Criminal Background Checks aligning with Union County Public Schools. This also includes all board members, the school Principal, Teachers, and Support Staff.

Additionally, volunteers and all contracted personnel, such as those in Transportation, Exceptional Children's Services, and Food Service, must also complete Criminal Background Checks.

Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.

The school will be a not-for-profit, private employer, and will not participate in the North Carolina Retirement System. Full-time, salaried employees will be entitled to Health Insurance and other benefits as detailed below. The school plans to use of a professional employer organization which allows the staff of the school to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401 k plans).

Compensation structure
The proposed school will adopt Governing Board's a performance-based salary schedule for instructional personnel and school administrators. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators align with the pay scale of the local school district in which the school is located. This is to ensure the school is able to be competitive in hiring and recruiting teachers.

Employee Benefits
Employee health benefit options are structured as follows:

*Embeded deductible health plan; the policy will have two deductibles; the individual deductible for each family member and a family deductible. When a family member meets his/her individual deductible, the insurance company will begin paying according to the plan's coverage for that member. The individual deductible will also go toward the family deductible so your insurance will start paying for medical care earlier for all covered members.

The compensation and benefits structure mentioned above offers teachers and staff with an attractive program which the school believes contributes to their high teacher/staff retention rate. For example, teachers may participate in a 401 K in which they are immediately 100% vested in any employer contributions and those related earnings, there is no vesting period. Contribution is optional. The employee may roll over his/her 401 K plan or roll it over into an IRA should they change or leave jobs. Said benefits offer the employee lower co-pays, lower family plan rates, low out of pocket maximum and desirable coinsurance rates.

Benefit Comparison 2025

Carrier	**UNITED HEALTHCARE**							
Plan Name	**UHC CP EC68/Q90S**	**UHC CP EDA3/Q91S**	**UHC/EPO EC8Y/Q92S**	**UHC-CP EC9D/ L81S**				
1000/80%	**2500/80%**	**4000/80%**	**3300 Embeded***					
Plan Type	Choice Plus	Choice Plus	EPO	**High Ded Health Plan**				
must meet the deductible before the								
Coverage Areas	**Nationwide**	**Nationwide**	**Nationwide**	**Nationwide**				
In vs. Out of Network	In	Out	In	Out	In	Out	In	Out
Preventive Care	$0	40% after ded	$0	50% after ded	$0	Not Covered	$0	50% after ded
Primary Care Copay	$25	40% after ded	$30	50% after ded	$30	Not Covered	$30 after ded	50% after ded
Specialist Copay	$50	40% after ded	$30/$60	50% after ded	$60	Not Covered	$60 after ded	50% after ded
Virtual (Telehealth)	$0	Cost share	$0	Cost share	$0	Not Covered	$0 after ded	Cost share
Referrals Required	No	No	No	No	No	Not Covered	No	No

Hospital Inpatient Deductible/Copay	20% after ded	40% after ded	$500 & 20% after ded	50% after ded	20% after ded	Not Covered	$500 after ded	50% after ded
Hospital Outpatient Deductible/Copay	20% after ded	40% after ded	$250 & 20% after ded	50% after ded	20% after ded	Not Covered	$300 after ded	50% after ded
Calendar Year Ded Individual	$1,000	$2,000	$2,500	$5,000	$4,000	Not Covered	$3,300	$5,000
Calendar Year Ded Family	$3,000	$6,000	$5,000	$10,000	$8,000	Not Covered	$6,600	$10,000
Calendar Year Out of Pocket Max - Individual (inc. ded)	$4,000	$6,250	$6,000	$10,000	$7,900	Not Covered	$6,000	$10,000
Calendar Year Out of Pocket Max- Family (inc. ded)	$8,000	$12,500	$12,000	$20,000	$15,800	Not Covered	$12,000	$20,000
Diagnostics (X-Ray & Lab)	DSGND Lab $25 INN Lab 50% X-ray $25	40% after ded	DSGND Lab $25 INN Lab 50% X-ray $25	50% after ded	DSGND Lab $25 INN Lab 50% X-ray $25	Not Covered	DSGND Lab $0 after ded INN Lab 50% after ded X-ray 0% after ded	50% after ded
Imaging (CT/PET/MRI)	DSGND 20% after ded INN 50% after ded	40% after ded	DSGND 20% after ded INN 50% after ded	50% after ded	DSGND 20% after ded INN 50% after ded	Not Covered	DSGND $300 after ded INN $750 after ded	50% after ded
Prescriptions Tiers	$5 / $35 / $90	$10/ $45 / $90	$15/$50/$100	Not Covered	$10 / $35/ $60 after ded			
Emergency Room Copay	$500	$500	$500		$500 after ded			
Urgent Care Copay	$75	40% after ded	$75	50% after ded	$75	Not Covered	$75 after ded	50% after ded
Health Savings Plan	N/A	N/A	N/A	$45 monthly employer contribution				

*Embeded deductible health plan; the policy will have two deductibles; the individual deductible for each family member and a family deductible. When a family member meets his/her individual deductible, the insurance company will begin paying according to the plan's coverage for that member. The individual deductible will also go toward the family deductible so your insurance will start paying for medical care earlier for all covered members.

Applicant Evidence :

Benefit Comparison for North 2025.pdf

Uploaded on **4/21/2025** by **Frankie Mestre**

Q192.**Provide the procedures for handling employee grievances and/or termination.**

The School adheres to the Employee Grievance Policy and Procedures as approved by the governing board and reviewed by NC Office of Charter Schools. When it comes to the termination of employment, there are both voluntary and involuntary options available:

Voluntary Termination:
An employee is considered to have voluntarily terminated their employment under the following conditions:
• The employee resigns from the school.
• The employee fails to return from an approved leave of absence on the specified return date.
• The employee does not report to work for three consecutive days without notifying the school.
Involuntary Termination:
The school retains the right to terminate employment for cause while complying with the laws of the State of North Carolina and the United States. The process for termination is designed to be thorough, consistent, and fair. In cases of involuntary termination, employees will be paid all earned wages up until the next regular pay period. Reasons for involuntary termination include, but are not limited to:
• Exceeding a leave of absence for more than 180 days.
• Demonstrating incompetency, misconduct, or other violations of the school's employee conduct rules.
For serious offenses such as misconduct or significant performance deficiencies, the school may bypass earlier disciplinary steps and move directly to a written reprimand or termination if deemed appropriate. If a principal recommends dismissal, they must propose this action at a Governing Board meeting. The employee will then have the chance to contest the dismissal, presenting testimony or evidence in their defense during the board meeting.

Q193.**Identify any positions that will have dual responsibilities and the funding source for each position.**

We will hire cross-certified teachers at an average salary of $48,115 each, plus benefits. These teachers hold certifications in multiple subjects (e.g., math and science) and in special education, allowing them to teach core classes while providing accommodations and modifications for students with IEPs or 504 plans. Our budget prioritizes cross-certified teachers to create a flexible, inclusive learning environment where all students, including those with special needs, can succeed. By investing in versatile staff, technology, and specialized services, we reduce costs associated with separate special education programs while ensuring compliance with IDEA and NC DPI regulations. This model supports our goal of personalized education, fosters innovation in teaching, and maximizes resources to benefit our diverse student population. All positions may by funded through the operating budget of the school or through a federal grant.

Q194.**Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.**

The School is committed to supporting students with disabilities by employing properly certified teachers. To achieve this goal, the School has allocated a budget for hiring an EC Specialist and certified EC Teachers, as outlined in the staffing plan. These professionals will be recruited based on their proven experience in assisting students with disabilities. To maintain the highest level of support, the School will adjust its staffing based on the actual enrollment of students with exceptional needs. The aim is to ensure that each student receives the specialized instruction required by their Individualized Education Plan (IEP) and in compliance with federal mandates.

To identify and hire qualified candidates for these roles, the School utilizes Teacher Match, a tool supported by the North Carolina Department of Public Instruction (NCDPI). This resource helps in finding teachers who are specifically skilled in Exceptional Children's Services.

Furthermore, the School benefits from the expertise provided by the Academica Director for Special Education and Student Support. This role is crucial in overseeing the provision of services and support for students with special needs.

Lastly, all personnel involved in delivering related services to these students are required to meet all relevant licensure and certification requirements, ensuring a high standard of care and support for all students with disabilities, English Language Learners and Gifted students.

Q195.**Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).**

At our institution, the Board of Directors places a high priority on assembling a team with clearly defined roles, responsibilities, and requisite qualifications to ensure the effective functioning of the school. Each position, from administrative staff to instructional personnel, is critical for fostering an educational environment that promotes excellence and accountability.

Administrative Staff
• Principal: The principal serves as the chief instructional leader and is responsible for the comprehensive day-to-day administration of the school. This includes enforcing the Board's operating policies, adhering to district, state, and federal guidelines, staffing, and evaluating faculty and staff. The principal also manages curriculum, instruction, classroom management, discipline, data analysis, testing, support services, parental communication, and community outreach. Regular reporting to the Board on school operations and finances is required. Qualifications for this role include a Master's degree, a minimum of five years of
school experience, and a preferred valid NC Certification in Educational Leadership or School Administration.
• Administrative Assistant(s): Administrative Assistants ensure the smooth daily operations of the school by implementing policies and procedures as directed by administration. They also manage data and interact with state information management systems. A Bachelor's degree and at least one year of previous school work experience, particularly in registration procedures, are preferred.
• Registrar: The Registrar handles a variety of clerical duties including student registration and the maintenance of student records. This position requires a high school diploma or GED and prefers one year of experience in a similar role within a school setting.
• Clerical Staff: Clerical staff members perform essential support duties such as tracking attendance, absences, and tardiness, and managing data entry into student information systems. A high school diploma or GED is required for this position.
Instructional Staff
• Teachers: Teachers are expected to create and maintain a classroom environment of high expectations, infusing curriculum with critical thinking, interpersonal skills, and technology to drive measurable
student achievement. They should be adept at employing differentiated instruction and other instructional strategies. A Bachelor's degree and a valid North Carolina certification in the relevant field are
mandatory.
• Substitute Teachers: In the absence of regular classroom teachers, substitutes assist students and maintain the continuity of instructional services. An Associate's Degree and experience working with children are required.
• Paraprofessionals: Paraprofessionals support teachers and administrators in delivering quality educational programs. They typically hold an Associate's Degree and have experience working with children.
Pupil Personnel Services
• ESE Teacher(s)/Specialist: These specialists support and provide services to students with disabilities and gifted students, ensuring compliance with individual education plans (IEPs). A Bachelor's degree is required, a Master's degree is preferred, along with certification in special education and appropriate North Carolina Teaching Certifications in Special Education.
• School Counselor: School Counselors facilitate student support through classroom guidance, individual academic planning, and responsive services. They play a pivotal role in schedule creation, student
advising, and parent engagement. A Master's degree and NC certification in Guidance and Counseling are required.
Media Services
• Media Specialist: The Media Specialist addresses the informational needs of students and faculty, developing engaging programs to foster literacy and multimedia engagement. A Bachelor's degree and a valid North Carolina certification in the field are required, with two years of experience in Media Services preferred.
• Instructional IT: This role supports the integration of technology in teaching and learning, managing IT resources and assisting with technical operations. A Bachelor's degree in IT, Computer Science, or a related field is preferred.

Each of these roles is vital for the operational success of our school, requiring specific qualifications and licenses to ensure that our staff is equipped to provide the highest level of education and support to our students. The Board of Directors is committed to maintaining rigorous hiring standards to fulfill these needs efficiently and effectively. To ensure compliance and uphold the highest standards of educational excellence and integrity, we will adhere stringently to all state and local regulations surrounding hiring practices and qualifications. Our institution is committed to upholding a rigorous vetting system that consistently evaluates and updates the required standards and qualifications in alignment with evolving industry standards and certifications. This approach guarantees that our hiring practices not only meet but often exceed the expectations and requirements set forth by regulatory authorities, ensuring that our educational environment remains cutting-edge, compliant, and conducive to high-quality learning.

Furthermore, we place a particular emphasis on ensuring that all our teaching staff meet or exceed North Carolina standards for teacher certification. This commitment underscores our dedication to providing students with thoroughly qualified educators equipped to deliver curriculum that is both robust and in strict adherence to the state's educational requirements. By maintaining alignment with North Carolina certification standards, we uphold our promise of delivering exceptional educational quality and accountability.

Megan Carter

Comments :

- The staffing chart template outlines an assistant principal in Year 1. What will be the expected duties of the Assistant Principal.
- Can the registrar and clerical staff be considered one role as the responsibilities outlined are fairly similar?

11.4. Staff Evaluations and Professional Development

Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.

The Principal and admin team will maintain responsibility for overseeing teacher licensure requirements and administering required and respective professional development activities to maintain appropriate certification to teach in-field.

Q197. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Somerset Academy, Inc. will provide direct support to the School regarding mentoring, retaining and evaluating school personnel in keeping with the school's mission and vision as outlined in the CMO
Agreement.
Teacher Mentoring: Annually, teachers will report to School a week in advance of their students. The school principal, leadership team, and support staff will hold workshops to target the diversified needs of teachers, such as beginning teachers, teachers new to Somerset Preparatory, the entire faculty, each with a set of criteria to be addressed. This approach sets the tone for all faculty and staff, that the school is not only data rich, but driven to guide even their improvement. During pre-school activities, teacher mentors will also be assigned.
New teachers will have the opportunity to participate in Professional Development Mentoring Sessions specific to their needs, and/or to provide tools such as classroom management techniques, strategies for effective communication with parents, best practices and effective classroom strategies, and how to access student data and grade books. These teachers will also be provided with a

Somerset Preparatory
Academy orientation to help acquiesce them to the policies and procedures of their specific campus. These teachers meet for several days before the rest of the faculty returns. Additionally, the administration would also determine (based on classroom/teacher data reports, observations and classroom walk-throughs) which teachers need additional support (and/or perhaps they may have been a previous-year struggling educator) and provide professional development, mentoring and support accordingly. A plan for the teacher/ class would be implemented and documented through the teachers lesson plans. Teachers would be expected to implement corrective action/change in intervention or content in the classroom with support from the administration. The goal of teacher mentoring is to provide support and increase professional growth opportunities in a collegial environment where both the mentor and mentee can both grow professionally.

Teacher Retention: The School will provide an attractive benefits package and ample employee services that encourage continuous employment of faculty and staff. The School will be responsive to employee concerns and offer professional development with the aim of enhancing each employees experience at the School and demonstrate a commitment to their respective individual development as professionals as previously described herein this petition.

Teacher Evaluation: The School will utilize the NC Educator Evaluation System (NCEES), including the self-assessment, goal-setting, observations and conferencing, planning professional development, and summary evaluation components in determining an educators effectiveness. The teachers will be rated against a rubric to determine if they are developing, proficient, accomplished, and/or distinguished. All teachers will be formally evaluated on an annual basis by the School Principal and/or his/her designee in accordance with NCEES parameters. Non-instructional staff, such as clerical staff will also be evaluated and receive feedback on their performance via in-house assessment tools and individual conferences with the principal or designee, also visiting the attainment of their Individual Professional Growth Plan goal(s).

The evaluation systems for school faculty and staff will:
• Be designed to support effective instruction and student learning growth, and performance evaluation results will be used when developing school level improvement plans.
• Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results will be used when identifying professional development.

Megan Carter

Comments :

- The applicant identifies using the NCEES system as a part of the teacher evaluation which aligns with self-assessment, goal-setting, and observation time-lines.
- The applicant mentions attractive benefits package for teacher retention but without specific information.
- The applicant vaguely mentions professional development opportunities to enhance teacher retention through career development. This is only mentioned within the mentoring section for help with beginning teachers.

Q198. **Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.**

In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive Professional Development Plan. The school will support the professional development needs of all professional staff by facilitating the attainment of continuing education credits and offering trainings. Professional development will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as leader/trainer to the remainder of the staff upon their return to the School.

Appropriate and relevant school wide Professional Development will also occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for Professional Development, and a member of the administrative team will coordinate, assist and monitor the Professional Development process. Somerset Academy, Inc. (CMO) may also prepare staff development meetings in which the School will participate. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

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

Megan Carter

Comments :

- The applicant does not mention any specific goals towards ongoing professional development tied to its mission or any of the literacy trainings or STEM PDs that could be offered. The "core" components of the professional development plan does not make a clear connection to the educational mission or targeted population of the proposed school.

Q199. **Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**

Preparations that take place before classes commence is a crucial time for both new and returning faculty. This serves as an opportunity for teachers to come together, form connections, and engage in a series of enriching professional development activities designed to enhance teaching and learning.

During this preparatory period, all staff members will partake in the Opening of Schools presentations, a foundational event that sets the tone for the year. Here, the discourse extends beyond standard greetings and dives into a profound exploration of our school's mission and vision. This session is aimed at aligning all staff with the school's core philosophy and educational programs, setting a unified direction for the year ahead.

Following the opening presentations, teachers will break into department-specific sessions focusing on curriculum implementation. These training sessions are meticulously tailored to address the nuances of North Carolina Standards and statewide assessment implementation, with a special focus on integrating digital resources effectively.

A significant highlight of the week is the introduction to the School Literacy Plan. Here, teachers will learn targeted strategies for differentiating and individualizing instruction. The goal is to craft lessons that not only increase student achievement but also maximize instructional time effectively.

Data-driven decision-making is another critical component of our pre-school activities. Administrators and staff collaborate to analyze and interpret school data from various sources. The insights gained are pivotal in crafting robust school improvement plans and driving student success.

Practical guiding sessions on lesson planning form part of the agenda, where teachers refine their skills in drafting detailed plans that include clear objectives, strategies, and learner accommodations.
Safety and security training ensures that every staff member is equipped with knowledge and skills to maintain a safe learning environment. This includes understanding daily safety procedures, emergency response strategies, and recognizing potential threats.
Financial stewardship and activity planning are also covered, with the activities director outlining essential procedures and financial documentation required for school events.

Discipline within the classroom and school-wide procedures are revisited to ensure a consistent approach to maintaining a conducive learning environment.
The week also emphasizes the support structures in place for our diverse student body. This includes detailed sessions on managing Individual Education Plans (IEPs) for Exceptional Children strategies for supporting English Language Learners (ELL) students, and crisis management techniques.
Moreover, faculty will be introduced to the Response to Intervention/ Multi-Tier System of Supports (RtI/MTSS) framework, an essential model that addresses the academic and behavioral needs of all students.

As a proud member of Somerset Academy, Inc., our school benefits from access to network-wide in-house training on best practices. This includes comprehensive reading strategies, effective teaching methods for students with special needs, tailored strategies for English Language Learners, differentiated instruction techniques, and alignment of curriculum pacing.
Each session throughout this preparatory week is crafted to empower our teachers with knowledge, strategies, and a renewed zeal to address the varied needs of our learners. It's a time of learning, growth, and community building, setting the stage for a successful academic year ahead.

Q200. **Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.**

At Somerset Academy, we recognize the pivotal role that professional development (PD) plays in enhancing educational outcomes. Consequently, we've crafted a comprehensive and dynamic PD plan that intertwines seamlessly with our academic calendar, particularly during teacher planning dates.

Our approach to professional development is methodical and reflective. We aim for it to be ongoing, relying on sustained, inquiry-based learning that builds on previous knowledge. This ensures that our learning is deep and focused, ultimately translating into tangible improvements in student performance. To aid in this ongoing endeavor, a needs assessment will be initially conducted by our school, and subsequently by Somerset Academy Inc. across the network. This dual-layer assessment helps us pinpoint trends and allocate resources effectively to address any deficiencies.
We also commit to regular reviews and updates of our PD plan. This iterative process allows us to adapt to new educational insights and shifts in student data, ensuring that our professional development remains effective and relevant.

Throughout the academic year, we have scheduled several key professional development sessions:
• School-wide Data Chats (approx. 4 Hours): At strategic points in the school year-such as the start, after interim assessments, and following state and internal assessments-staff will engage in data chats.
These sessions will focus on analyzing current student progress, determining necessary interventions, and establishing follow-up plans.
• Literacy Plan and School Initiatives (approx. 6 Hours): These sessions will delve into our school literacy plan, explore reading focus calendars across content areas, and share best practices and effective
instructional strategies.
• Student Support (approx. 3 Hours): This will cover updates and overviews of processes related to exceptional children (EC), English Language Learners (ELL) students, response to intervention (RtI), and other crucial support mechanisms including counseling and crisis intervention.
• Curriculum (approx. 6 Hours): Departmental meetings will focus on evaluating data and discussing trends, strategies, and instructional focuses which adhere to pacing and standards.
To support these initiatives, in-house workshops will be conducted monthly. These not only foster support and communication among staff but also provide a platform for team planning and addressing any concerns. Additionally, early release days are designed to facilitate extensive collaboration, allowing teams to discuss student progress and engage in meaningful planning sessions both vertically across grade levels and horizontally within grade bands.

For our administrators, professional development is equally robust, covering a gamut of essential areas:
• NCEES Teacher Evaluation and Classroom Walk-through Training: These sessions equip school leaders with strategies for effective classroom observation and feedback.
• Budget Training and Master Scheduling: Tailored to ensure financial prudence and effective scheduling in compliance with national, state, and district regulations.
• School Improvement Plan Development: Focuses on creating strategic plans based on detailed data analysis and reflective practices.
• Principals Meetings and Leadership Institutes: These provide avenues for discussing emerging educational trends and sharing best practices.

Moreover, our administrators have opportunities to engage in broader educational dialogues through conferences and workshops hosted by national bodies like Cognia and the Association for Supervision and Curriculum Development. By integrating these comprehensive professional development endeavors, Somerset Academy not only stays ahead of educational trends but also ensures our staff are well-prepared to meet the diverse needs of our students.

Megan Carter

Comments :

11.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Q201.**Marketing Plan** Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

Target Population
The school aims to serve families with children aged 5-10 in Union County, emphasizing the importance of a diverse student community reflective of the local demographics and socio-economic statuses (SES) in the area.
Outreach Plan
To ensure accessible application and enrollment opportunities for all potential students, the school will implement a robust outreach strategy, beginning with community engagement initiatives and utilizing local resources and leaders from the Union area. Key methods include social media platforms, the school website, and various community-based events.
Grassroots Campaign
The campaign will involve discussions with community stakeholders and leaders, especially from African American and Latino communities, to spread awareness and build relationships. Information sessions will be held at accessible venues like the YMCA, catered to various schedules and featuring an introduction to the school's programs. Local officials and community leaders will be encouraged to share information via their networks.
Public Awareness Campaigns
The school will conduct direct mail campaigns targeting households within a five-mile radius and utilize digital marketing strategies to reach a broader audience. Promotional materials will be multilingual and distributed across community channels, ensuring inclusivity for all family structures and socio- economic backgrounds.
Digital Presence
A user-friendly, multilingual website will detail essential information such as enrollment processes, school programming, school hires, and facility updates. Social media campaigns will be conducted to reach a wide audience, including platforms like Facebook, Instagram, and Google Ads.

Megan Carter

Comments :

- How will the applicant do a mail campaign within a five-mile radius if a location is not determined yet for the school's potential facility?

Q202.Describe how parents and other members of the community will be informed about the school.

As outlined in question 201, the school's recruitment strategy embodies a comprehensive approach that integrates grassroots efforts, traditional print campaigns, and a robust digital presence. This multi- faceted tactic ensures that a wide array of prospective parents and community members are kept informed and engaged with developments regarding the new school.
Grassroots Initiatives:
Local community leaders and organizations will play a critical role in our strategy. By collaborating directly with these community stakeholders, the school aims to foster genuine relationships and encourage local advocacy. These partnerships will facilitate a series of community engagement events such as meet-and-greets, forums, and workshops that are designed to not only inform but also gather input and build excitement about the school. These events will be especially pivotal in reaching non- digital native populations who benefit from face-to-face interaction.
Print Campaigns:
To complement digital efforts, the school will deploy print media campaigns that include flyers, posters, and direct mailers. These materials will be distributed in high-traffc areas such as community centers, local businesses, libraries, and places of worship, ensuring visibility across different segments of the community. Recognizing the diverse linguistic landscape of the targeted community, all print materials will be available in multiple languages, ensuring inclusivity and accessibility.
Digital Presence:
The school's digital strategy will encompass an informative and interactive website, active social media channels, and an email newsletter. The website will serve as a central hub for all essential information, including detailed descriptions of the educational programs, enrollment instructions, FAQs, and a calendar of upcoming events. Regular updates will keep the site dynamic and a reliable resource for prospective families. Social media platforms will be used to share timely updates, success stories, and engage with the community through polls and live sessions.
Engagement through Newsletters:
Parents and community members will be encouraged to subscribe to a regular email newsletter. This newsletter will serve as a direct line of communication to share ongoing updates about the school's progress, highlights from school events, milestones, and reminders about application deadlines and upcoming meetings. It aims to keep the community informed and involved throughout the school year.
Informational Meetings, Open Houses, and School Tours:
To provide hands-on experiences and personal interaction, the school will host a series of informational meetings, open houses, and guided school tours. These events will be strategically scheduled to
accommodate various family schedules and will include evening and weekend options. Informational meetings will feature presentations from school leadership and faculty, offering insights into the curriculum, teaching methodology, and extracurricular activities. Open houses and school tours will give prospective families an opportunity to explore the facilities, meet current students and staff, and get a feel for the school environment. This direct engagement is crucial for families making informed decisions about their children's education.
Through this multi-prong approach, the school aims to build a foundation of trust and transparency, ensuring that all families-regardless of their preferred mode of communication-have access to consistent and clear information about the school. This strategy not only informs but also actively involves parents and community members in the journey toward the school's opening and beyond.

Megan Carter

Comments :

- The applicant has provided a budgetary line item for marketing.

Q203.Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

During the planning year, the school marketing team, inclusive of the school leader and other Somerset Academy Leadership, will be actively engaged in public presentations, discussions and feedback sessions with the community. The school will also connect with the current Somerset Preparatory Academy North Carolina of North Carolina school to share the news of a new campus opening and promote the school to students on the waitlist.
Timeline and Benchmarks for Recruitment/Engagement and Enrollment
July 2025 - June 2026 - Initial Outreach and Engagement
• Update and launch the multilingual school website.
• Start social media campaigns and engage with local online communities.
• First community engagement events in collaboration with local leaders. Benchmarks: Website receiving 200 visits per day.
January 2026- June 2026 - Intensified Recruitment Efforts
• Host monthly informational sessions at various community locations.
• Send out the first wave of direct mail to households within a five-mile radius.
• Participate in community fairs and educational expos.
• Benchmarks: Social media engagement doubled.

July 2026 - December 2026: Closing Gaps
• Evaluate progress and address any demographic or outreach gaps.
• Host targeted follow-up events in underrepresented communities.
• Begin the application process.
• Send out reminder communications and final calls for enrollment.
• Benchmarks: 40% of projected student enrollment reached, high attendee turnout at all events.
January 2027 - August 2027- Enrollment Finalization and Feedback Collection
• Host open houses and school tours.
• Finalize student enrollment, conduct lottery if necessary and waitlist management.
• Collect feedback from enrolled families to improve future recruitment efforts.
• Benchmarks: Enrollment finalized with a diverse student body reflecting the community demographics, positive feedback from families on the recruitment process.
Throughout the year, the recruitment team will monitor performance against these benchmarks and adjust strategies as necessary to ensure a successful and inclusive enrollment process. This plan prioritizes community engagement and digital accessibility to attract a diverse group of students and to establish a strong foundation for the school community.

Megan Carter

Comments :

- The applicant has outlined a strategic timeline of opportunities for community recruitment and engagement.

Q204. **Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.**

In accordance with federal and state anti-discrimination laws the School will not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability against a student in the
admission process. Somerset Preparatory Academy North Carolina makes great efforts to reach families reflective of the demographic of Union County and Wesley Chapel community as a whole.

As stated in question 201, a comprehensive advertising and promotional plan will include the use of digital and print media to disseminate information about the School and open enrollment periods.
Examples of social and digital marketing/ads include: Google ads, Facebook/Instagram Ads. Site signage will be placed with relevant information including grade levels and website URL. Promotional flyers and/or postcards will be distributed via direct mail, relevant community publications, and/or directly to community groups through partners in the community, to ensure that harder-to-reach families are aware of the School and their eligibility to apply for enrollment.

The School will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the School and its programs. This information will also be posted in local public facilities such as community centers, local churches, parks/recreation centers, libraries and other locations of public access as permitted by local regulations.

The School will also capitalize upon the success and presence of the Somerset Academy brand in the Union County community and tap the word of mouth and social media frenzy that has already embraced the Somerset Academy brand.

The goal is to reach parents by using various means and formats of information delivery. Also, in order to best reach out to the county's growing diverse population, informational materials will be available in multiple languages, as needed.

The School will make a concerted effort to make this educational option known and available to the harder-to-reach families, including families living in poverty, academically low-achieving students; students with disabilities and English Learner students.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about Somerset Academy and its programs. Local elected officials and community leaders will be invited to visit the School. They will also be given an update on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

Q205. **What established community organizations would you target for marketing and recruitment?**

To effectively market and recruit for a school like Somerset Academy in the Union Wesley Chapel area of North Carolina, it's critical to engage with well-established community organizations that are intricately woven into the social, cultural, and educational fabric of the region. Targeting these organizations can help build strong relationships, enhance the school's visibility, and attract students and families who are looking for quality opportunities. The targeted organizations include:

• Charlotte-Mecklenburg Schools Foundation - Collaborating with this foundation could provide opportunities for partnership in various educational initiatives and programs, helping to raise the school's profile among families involved in the public school system.

• Read Charlotte - Partnering with initiatives focused on improving child literacy rates, like Read Charlotte, can position the school as a supportive community player in critical educational areas.

• Wesley Chapel Community Center - Engaging with local community centers, which are focal points for family and youth activities, can be effective for hosting informational sessions and school events.

• Union County Community Arts Center- Collaborating for events or art-based educational programs can help tap into the networks of families interested in arts, potentially drawing creative students and their families to the school.

• Union West Regional Library- Libraries are key resources in communities, ideal for hosting educational workshops, parent information sessions, and children's book fairs that can also serve as recruitment platforms.

• Local Churches and Temples - Churches and other places of worship often hold significant influence and can disseminate information quickly through their extensive networks. Establishing connections with local congregations such as Siler Presbyterian Church can aid in reaching a broad audience.

• Union County Chamber of Commerce - Engaging with the local Chamber of Commerce can facilitate partnerships with local businesses and entrepreneurs who might be interested in educational programs for their employees' families or in contributing to the school's development through funding or resources.

• Wesley Chapel Weddington Athletic Association (WCWAA) - Sports associations are excellent for reaching families. Participating in events or sponsoring teams can increase visibility in a positive, community oriented way.

• Local PTA Chapters - These organizations are directly linked to parents who are deeply invested in educational issues. Networking with PTAs can help in understanding community needs and preferences regarding schooling.

• Matthews Free Medical Clinic - Partnering for health and wellness programs can broaden the school's community engagement, appealing especially to parents interested in comprehensive child development.

• Latin American Coalition - Engaging with groups representing diverse communities can help in reaching a more diverse student body and signifies the school's commitment to inclusivity.

Targeting these organizations will involve strategic planning to ensure interactions are mutually beneficial. By aligning the school's educational goals with the community's needs and interests, partnerships can be formed that enhance both the school's and the community's development. Effective communication, regular engagement, and community-centered activities will be key to successful marketing and recruitment efforts in the Union-Wesley Chapel-Charlotte Mecklenburg area.

11.6. Parent and Community Involvement

Q206. **Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.**

To effectively communicate with and engage parents and community members from the approval of the school through its opening, we have developed a comprehensive plan to ensure everyone is informed, involved, and excited about our new educational endeavor. Here's an updated outline of our approach:

Initial Announcement and Ongoing Communication

• Press Release and Media Outreach: Issue a press release and engage local media upon school approval to share the vision and future plans.

• Social Media and Website: Launch and maintain active social media accounts and a detailed website to provide continuous updates and resources.

• Regular Newsletters: Distribute a monthly newsletter via email and on our website to keep stakeholders informed of progress and events.

Community Meetings and Workshops

• Town Hall Meetings: Host regular meetings in community centers and online to present plans, introduce the leadership team, and field community queries.

• Educational Workshops (Parent Universities): Conduct workshops to help parents prepare for active roles in their children's education, covering topics from curriculum support to home learning strategies.

Direct Engagement Initiatives

• Coffee with Admin: Organize informal meetings where parents and community members can meet with school administrators to ask questions and discuss their thoughts and ideas over coffee. These sessions will help build trust and open lines of communication.

• Facilities Tours: As the school building progresses, offer guided tours for prospective families to see the facilities firsthand, helping them visualize the learning environment their children will be part of.

Involvement in Sister School Events

• Community Events Participation: Invite prospective families to participate in community events hosted by our sister school, Somerset Preparatory Academy North Carolina of North Carolina, such as Spring

Carnivals and Fall Festivals. This participation will allow parents and students to start becoming acquainted with the Somerset Academy community, fostering a sense of belonging and excitement.

Stakeholder Participation In Planning

• Advisory Committees: Establish committees, including a diverse group of stakeholders, to provide input on various aspects of school operations and community engagement.

• Feedback Surveys: Regularly issue surveys to gather input on community expectations and suggestions for the school's development.

Volunteer Program and Training

• Volunteer Opportunities Listing: Publicize a comprehensive list of volunteer roles available, encouraging early community involvement.

• Volunteer Training Sessions: Provide training to prepare volunteers effectively for their roles, ensuring they contribute meaningfully from the start.

Regular Updates and Transparent Communication

• Progress Reports: Keep the community informed about ongoing developments, including construction and staffing.

• Responsive Communication: Ensure a responsive communication strategy to address community inquiries and feedback promptly.

By incorporating these strategies, including welcoming prospective families to existing Somerset Academy community events and providing various platforms for direct communication and engagement, we aim to build a solid foundation of support and enthusiasm for the new school. This approach will not only foster a strong initial connection with the community but also encourage long-term involvement and partnership.

Q207. **Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.**

Parental and community engagement is a core element of the philosophy and operations at Somerset Preparatory Academy North Carolina. The school promotes active participation from parents in their child's education, which helps foster community ownership of a high-quality educational program and instills civic-mindedness and social responsibility in students. Parents and community members are given many opportunities to be involved in various aspects of the school.
Engagement opportunities include participating in the parent/teacher group, the School Improvement Team, and other committees. The faculty and staff are expected to embrace and promote the charter school concept by actively involving parents in the educational process. The school commits to maintaining open lines of communication through several initiatives:
• Parental Service Contracts: Parents commit to volunteering in their child's classroom or participating in school activities.
• School Improvement Team: Comprising school personnel, parents, students, local business, and community members, this team regularly offers suggestions on school matters and helps uphold and execute the school's vision.
• Quarterly Parent/Teacher Conferences: Scheduled in the evenings, these conferences allow parents to discuss their children's educational progress.
• Open Houses, Career Fairs, and Family Day: Events aimed at attracting new students and enhancing communication and involvement with the local community.
• School Website, Newsletters, and Event Calendar: These resources are regularly updated to share information and maintain open community communication.
• PTSA (Parent Teacher Student Association): Coordinates extracurricular events that involve the community.
• Community Service Projects: Engage students, faculty, and parents in activities that contribute to and connect with the community.
• Parent Workshops and Parent Universities: Quarterly events where parents can learn valuable tools to support their scholars at home. Topics include raising a reader, curriculum resources tutorials, creating a family charter, exploring STEM at home, and testing strategies for success.
• School-wide Events: Parents will participate in engaging and interactive events such as color runs, field day, Holidays Around the World, Pastries with Parents, seasonal concerts, and more.
• Volunteer Opportunities: There are abundant opportunities throughout the year, detailed in newsletters, the school website, emails, and calls home. Volunteer roles include chaperoning field trips, assisting with classroom and community service projects, helping in the library, participating in Career Week and Family Day, and helping with the school store.
Through these varied initiatives, Somerset Preparatory Academy North Carolina fosters a deeply integrated and cooperative environment where the educational community actively contributes to and benefits from the school's success.

Q208.If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

Integrating the outlined programs within the context of a STEM (Science, Technology, Engineering, and Mathematics) global learning focused educational approach not only enhances the vision of the school but also emphasizes a comprehensive, interdisciplinary, and interactive learning environment. Here's how each of these programs supports the STEM and global learning vision, while incorporating a strong emphasis on early literacy and literacy-at-home initiatives:

Educational Workshops (Parent University)
These workshops not only help parents understand the integrated STEM curriculum, but also emphasize the importance of early literacy, providing parents with tools and strategies to support reading and writing at home. Workshops such as Exploring STEM at Home and Curriculum Resources Tutorials are complemented by sessions like Literacy in a STEM World which demonstrate how literacy skills are foundational to engaging effectively with STEM subjects. This holistic educational approach ensures that learning extends beyond the classroom, fostering an environment where students can apply both STEM concepts and literacy skills in their daily lives.

Coffee with Admin and Facilities Tours
During "Coffee with Admin" sessions and facilities tours, school leaders not only discuss the school's STEM focus and global learning curriculum but also highlight how literacy is integrated into every subject area.

Tours of facilities like libraries and reading centers underscore the importance of literacy as the foundation of all learning, showing how these resources support an integrated learning approach that includes both STEM and literacy development.

Volunteer Programs and Training
Volunteers are trained not only to assist in STEM activities but also in supporting literacy programs such as reading camps and book clubs. This training ensures that volunteers are prepared to help students with reading strategies, comprehension skills, and encourage a love for reading alongside their STEM learning. This integration helps reinforce the interconnectedness of literacy with all other areas of learning, enhancing the educational experience through a multidisciplinary approach.

Advisory Committees and Feedback Mechanisms
The advisory committees consider curricula that incorporate both STEM and literacy goals, ensuring that students are not only becoming proficient in technical areas but also developing strong reading and writing skills. Feedback from these committees helps the school to adapt its educational offerings to better integrate literacy within STEM projects, reflecting the necessity of strong communication skills in a globally connected world.

Community Engagement and Events
Community events such as book fairs, storytelling sessions, and author visits are organized alongside STEM expos and science fairs. These literacy events emphasize reading's role in understanding complex scientific concepts and engaging with global issues. By celebrating literacy through community involvement, the school demonstrates its commitment to developing well-rounded students who are capable of excelling in both STEM disciplines and literacy.

Regular Updates and Transparent Communication
Communications about the school's progression in STEM also include highlights from literacy achievements and initiatives. This consistent messaging underlines the dual emphasis on STEM and literacy
education, reinforcing the idea that competency in reading and writing is essential for success in all other academic and life pursuits. Sharing resources and tips for literacy at home further engages parents in their child's comprehensive education.

By integrating these elements, the school not only reinforces its commitment to a robust STEM education but also ensures that literacy is recognized as a critical part of learning across all disciplines. This
comprehensive strategy prepares students not only as problem solvers and creators in technical fields but also as articulate communicators and avid readers ready to navigate and contribute to the global community.

11.7. Admissions Policy

Q209.**Weighted Lottery** Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:
1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall

give admission preference to students who reside within the former attendance area of the school (G.S. 115C- 218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

- ○ Yes
- ◉ No

Q213. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:
1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.
2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.

Somerset Academy North Carolina, as a North Carolina charter school, is proposed as a tuition-free public school open to any child residing in the state of North Carolina. Somerset Academy North Carolina does not limit admission on the basis of intellectual ability, measures of achievement or aptitude, disability, race, creed, gender, national origin, religion, or ancestry. It is the intention of the school to reflect the community it serves and is open to any student residing in North Carolina. Enrollment preference is given to those populations as referenced in statute:

(f) The charter school may give enrollment priority to any of the following:

(1) Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.

(1a) Siblings who apply to the charter school for admission beginning in the same school year, such as when a sibling was not initially admitted due to grade level capacity.

(2) Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.

(2a) A student who was enrolled in a preschool program operated by the charter school in the prior year.

(2b) Limited to no more than ten percent (10%) of the school's total enrollment, a student who was enrolled for at least 75 consecutive days in the prior semester in a preschool program operated by an entity other than the charter school and the charter school has a written enrollment articulation agreement with the program operator to give the program's students enrollment priority.

(3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the Review Board, the following:

1. Children or grandchildren of persons (i) employed full time by the charter school or (ii) working full time in the daily operation of the charter school, including children of persons employed by an education management organization or charter management organization for the charter school.
2. Children or grandchildren of the charter school's board of directors.

(4) A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.

(5) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.

(6) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level and both of the charter schools have an enrollment articulation agreement to accept students or are governed by the same board of directors.

(7) A student who was enrolled in another charter school in the State in the previous school year.

(8) A student whose parent or legal guardian is on active military duty.

As stated under statute, the enrollment of children of full-time school staff and the schools board of directors will not make up more than 15% of the schools total enrollment unless granted a waiver by the State Board of Education.

Open Enrollment and Lottery Process

The Open Enrollment Period will begin on the first Monday in November of each school calendar year and end on the first Monday in February of each school calendar year. All applications received during the "Open Enrollment" period will be eligible for the lottery, if necessary. If the number of applications does not exceed the number of spaces available, all applicants will be accepted to the school. At that time, the school will continue to receive applications on first come-first served basis. Notwithstanding any law to the contrary, a charter school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.

In the event that the number of applications exceeds the number of available spaces for any grade level, a Lottery will be held to determine who is offered a seat and establish the Wait List for each grade. The lottery will be conducted by grade level and then a numbered waiting list will be established for each grade level to fill slots that may become available during the academic year. The Lottery will be an open public meeting on the first Saturday in March immediately following the end of the "Open Enrollment" Period.

At the time of the Lottery, school officials will enter one surname for all of the children/siblings applying to the school. When a surname is drawn, all children with the surname are admitted simultaneously, if space is available.

According to charter school General Statute, a sibling is defined as half siblings, step-siblings, and children residing in a foster home. In the case of multiple births, one surname will be placed in the lottery. If the multiple birth siblings are in different grades, the parents will select the grade to place the surname. If the multiple birth surname is drawn, all multiple birth siblings will be admitted simultaneously, regardless of grade placement, space available.

Lottery results will be posted, utilizing an assigned numeric system for each surname, on the schools website. An official offer will be extended to the applicants selected in the lottery process via letter, email, or phone call. They will have one week (7 days), starting from their offer date, to either accept or decline the extended offer. Applicants who are not selected in the Lottery are automatically placed on the Wait List. All surnames are called during the Lottery. Wait List numbers are assigned to those surnames not selected during the Lottery due to space availability. As seats become available, applicants on the Wait List will receive offers from the school. Families will be contacted via phone, email, and/or letter.

If a family would like to withdraw or transfer from the school, the school will request the reasoning for the withdraw or transfer. After evaluation, the school will use the feedback to make improvements to the school if possible.

Megan Carter

Comments :

- The applicant should make mention that the lottery will follow open meetings laws.
- Consider including a procedure for lottery errors whether it is school/parent.
- Consider adding that a waitlist should consist of received applications, include time-stamps, and should be recorded in alignment with the policies and procedures of the school. It should be clear how priorities and/or weighted lotteries impact waitlists.
- Should include identified roles and responsibilities of individuals for the lottery process.
- School is encouraged to mention any attempt will be made using any possible mode of communication with families before withdrawing a student or give a longer timeframe but continue to try and reach out to families using all forms of communication for enrollment intention if selected.

11.8. Certify

Q214.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q215.Explanation (optional):

Section

Megan Carter

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

- The applicant has provided some evidence of a plan towards professional development.
- The applicant has outlined various partnerships within the community that would help and foster student retention and community support. The school should consider identifying a location for its school when potentially marketing as families will inquire as to the general location.
- Enrollment policy is in line with NC state law, SBE policy and the Charter Agreement. A few best practice items were included as feedback for consideration.

12. Operations

12.1. Transportation Plan

Q216.Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:
1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

Based on the extensive experience of the school leadership and governing board, as well as the insights gained from Somerset Academy's operations across the country, Somerset Academy will devise a
comprehensive transportation plan. This plan will aim to eradicate transportation barriers that may prevent economically disadvantaged students and families from accessing academy. Drawing on the proven practices within the Somerset network, the school leader will initiate a thorough transportation needs assessment via a survey hosted on the school's website.

Upon gathering and analyzing the data from the assessment, the school administration will collaborate with the school's PTO, parents, local churches, and other community organizations to formulate a plan for carpool or shuttle options. One potential strategy might involve establishing a centralized pick-up point that is conveniently accessible to families living within a two-mile radius of the school, thereby facilitating easy transportation to and from the designated location. This plan will be clearly communicated to all enrolled families well ahead of the school year's start.

While evidence from network schools suggests that economically disadvantaged students have successfully accessed educational facilities through family-organized carpools and other shuttle arrangements, Somerset Academy remains open to exploring busing solutions. Should the preliminary transportation options prove insufficient, the school will engage a district-certified and licensed school bus provider to contract or purchase one bus. At the time of this application, with the partnership with Somerset CMO and the CSP funding they have been granted, there is allocation designated for bussing should it be required. If the needs exceed one bus, a second will be subsequently contracted or purchased. Importantly, any contracted transportation provider must demonstrate full compliance with all relevant U.S. Department of Transportation rules and regulations, as well as state laws governing vehicle safety, equipment, inspection, and licensing.

The school plans to limit transportation services primarily to students who reside within a 2- to 4-mile radius of the school or those facing hazardous walking conditions. However, transportation may be extended to students outside this radius if necessary to ensure they have access to adequate educational facilities and opportunities that would otherwise be unavailable.
Further, transportation will be provided as needed for students with disabilities as stipulated by their Individualized Education Plans (IEP). In compliance with the McKinney-Vento Homeless Assistance Act, transportation will also be available for homeless students enrolled at the academy, contingent upon parental consent.

For local field trips, Somerset Academy will contract with third-party vendors who are in stringent compliance with all applicable U.S. Department of Transportation rules, state laws, and regulations regarding vehicle safety, equipment, inspection, and licenses. This detailed approach underscores Somerset Academy's commitment to ensuring all students, regardless of their economic status or physical abilities, have reliable access to quality education through safe and secure transportation solutions.

To ensure the effectiveness and compliance of our transportation plan, Somerset Academy will continuously update the plan to align with the specific needs of the eventual school site and fully adhere to all relevant regulations governing transportation. This adaptive approach will allow us to address the unique geographic, demographic, and regulatory challenges associated with the chosen location, ensuring that our transportation services remain efficient, accessible, and lawful. By maintaining flexibility to adjust our strategies in response to site-specific conditions and regulatory requirements, we commit to providing a sustainable and compliant transportation system that supports all students' ability to access their education seamlessly.

Megan Carter

Comments :

- What evidence does the applicant have to support that economically disadvantaged students have successfully accessed educational facilities through family-organized carpools and other shuttle arrangements? Based on the following written explanation: "While evidence from network schools suggests that economically disadvantaged students have successfully accessed educational facilities through family-organized carpools and other shuttle arrangements, Somerset Academy remains open to exploring busing solutions?"
- The budget provided does not include a line item for transportation fees for field trips unless the applicant is including that with the contract bus company services. Can the applicant clarify where the funds will be pulled from in accordance with the budget?
- The applicant provides a comprehensive transportation plan but does not specifically address which staff member will oversee the daily oversight of transportation services over the course of the school year.
- How will the applicant manage the budget if there are more needs for special transportation services? How will the budget change to accommodate this?

12.2. School Lunch Plan

Q217.Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:
1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

Somerset Preparatory Academy North Carolina, leveraging the extensive experience of the CMO in managing educational programs, is dedicated to offering hot lunch and breakfast for every student enrolled at the school. To ensure accessibility for all students, the school will participate in the National School Lunch Program and the National Breakfast Program, providing Free or Reduced Lunch to eligible students based on federal criteria.

Given the anticipated percentage of students qualifying for subsidized meals combined with those expected to purchase their meals, revenue generated will support the sustainability of our full-time meal program. The choice between preparing meals on-site or contracting with an external vendor will be made once the school facility has been secured, considering factors such as kitchen facilities, expected student numbers, and cost-effectiveness.

Should the decision to contract with a vendor be necessary, a Request for Proposal (RFP) will be issued in accordance with the school's procurement policy. The objective is to select a food service provider who can deliver a nutrition program that meets all federal, state, and local regulations as mandated by the National School Lunch and Breakfast Programs. The selected provider must ensure that all meals meet the nutritional standards set by the USDA, which will qualify the school for USDA reimbursement rates.

Compliance with meal pricing, eligibility determination, nutritional content, and reporting requirements is essential. All food service subsidy revenues received from these federal and state meal programs will be strictly used to provide meals to eligible students. To manage these operations effectively, a cafeteria manager along with necessary staff will be employed. Their responsibilities will include overseeing food receipt, managing inventory and equipment, and ensuring meals meet the strict compliance standards of School Nutrition guidelines.

The school will adhere to all necessary health and safety regulations, securing health inspections, food service permits, and maintaining documentation required to operate as its own School Food Authority (SFA).

Staff members within the SFA will be required to undergo training courses relevant to their roles to ensure high standards of food service management. Moreover, at least one staff member will be required to obtain and maintain a SERV Safe food handling certification.

In setting meal prices for students and adults, the SFA will adhere to all applicable state and federal regulations, ensuring that our meal programs are both accessible and compliant. Through such structured and regulatory-aligned practices, Somerset Preparatory Academy North Carolina aims to provide not only educational excellence but also nutritional support that contributes to the health and well-being of all students.

Megan Carter

Comments :

- The applicant addressed and covers the compliance measures associated with offering a lunch meal plan.
- The plan address how it will meet the needs of low-income students.
- The applicant did not identify the process it will go about to determine the eligibility process for free and reduced-price meals.
- The applicant has funds available within the proposed budged for child nutrition.

12.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars ($1,000,000) per occurrence;
2. General Liability: one million dollars ($1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars ($250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars ($1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q218.**Attach Appendix L: Insurance Quotes**

• The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 5

Applicant Evidence :

HUB Insurance Document - Somerset Acad...

Uploaded on **4/16/2025** by **Frankie Mestre**

Megan Carter

Comments :

- The applicant has secured a letter of assurance for civil liability and insurance from HUB.

12.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q220.We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

Signature

12.5. Start-Up Plan

Q221.**Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).**

The startup plan for Somerset Preparatory Academy North Carolina serves as an initial framework outlining essential tasks, demonstrating the foundational steps necessary to launch the school successfully.

However, this attached plan is not rigid; it is a dynamic outline that allows for adjustments and flexibility to ensure full compliance with Local Education Agency (LEA) and state guidelines. As circumstances and regulatory requirements evolve, the team is prepared to adapt strategies and operations accordingly. This agility is crucial for adhering to educational standards and meeting the specific needs of the community the school serves.

The execution of this startup plan is a collaborative effort, involving a partnership between the principal and the administrative team, the Charter Management Organization (CMO), and the Board. Each party brings unique expertise and perspectives, ensuring a comprehensive approach to task completion. This team effort not only fosters a unified approach to school planning and management but also enhances the ability to navigate challenges and integrate feedback from various stakeholders.

By working together, the team ensures that every decision and adjustment made aligns with the school's mission and educational goals, while still staying within the regulatory framework set by the LEA and state.

This collaborative and flexible approach is key to establishing a resilient and adaptive foundation for the school.

Applicant Evidence :

Somerset Prep NC start up plan.pdf

Uploaded on **4/16/2025** by **Frankie Mestre**

Megan Carter

Comments :

- The applicant has set timeframes by quarter. It is encouraged to set specific timelines and deadlines to ensure follow through with all involved.
- The applicant is encouraged to revise the start-up plan with specific individual responsibilities. Currently, there are no identified individuals or names assigned to particular responsibilities aligned to the start-up plan.

Q222.**Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.**

Starting a new school presents several challenges, and the Board is well aware of the patterned, but unpredictable challenges that come with the opening of a new school. Among the anticipated issues are enrollment and recruitment, facility management, curriculum development, budget constraints, staff hiring and retention, and ensuring compliance with regulatory requirements, among others. Below is an outline of how the Board expects to address these challenges:

1. Enrollment and Recruitment: Attracting enough students to ensure financial viability is crucial. The board plans to implement a comprehensive marketing strategy, leveraging digital platforms and community.
engagement to promote the school and its unique offerings. Engaging with local communities through workshops and information sessions will help raise awareness and stimulate interest.
2. Facility Management: Securing a suitable facility that meets all educational standards and regulatory requirements can be challenging. The Board will work with real estate experts and local authorities to identify appropriate properties. Once a facility is secured, regular maintenance and updates will be scheduled to ensure a safe and conducive learning environment.
3. Staff Hiring and Retention: Recruiting qualified and passionate teachers and administrative staff is fundamental to the school's success. The board plans to offer competitive salaries, professional development opportunities, and a supportive work environment to attract and retain high-quality staff. Regular evaluations and feedback mechanisms will be implemented to ensure ongoing professional growth and satisfaction.
4. Community Engagement and Support: Gaining the support of the local community is vital for the school's success. The Board will initiate outreach programs and collaborate with community leaders, local businesses, and other educational institutions. These relationships will support the school's growth and integration into the community.
By addressing these challenges proactively, the Board aims to establish a resilient foundation for the new school, ensuring it delivers high-quality education and becomes a valued community asset.
While this does not represent a comprehensive list of challenges by any means, the invaluable experience of the CMO and it's legacy of successfully opening and operating over 75 charters and the support and opportunities provided by the federal CMO grant gives credence to the belief that the Board will be well supported in facing whatever challenges come its way.

Megan Carter

Comments :

- The applicant demonstrates awareness of start-up challenges and shows evidence of strategic thinking to address those potential issues.
- The applicant has identified on relying on the CMO's experience to help with providing support.
- The applicant should develop a Year 0 budget to comprehensively account for all budgetary components and to identify potential funding sources for any necessary fiscal adjustments that may arise during the start-up phase.

12.6. Facility

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

Q223.**What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.**

Somerset Academy benefits from extensive expertise in real estate related to educational facilities. This includes experience in leasing, acquiring, developing, constructing, owning, and managing such properties.

With their deep-rooted knowledge of potential sites, Somerset Academy North Carolina, Inc is looking for a site in Union County Public Schools.
To facilitate the development of the school's facilities, the Board will partner with a seasoned charter school facilities provider. This provider will assist with site acquisition, planning, permitting, design, and construction, leveraging relationships with experienced design and engineering firms and construction contractors known for completing projects on time.
Post site plan and charter approval, the acquisition will be undertaken by the facility provider. The school is planned to be developed in phases to meet growing student enrollment needs. Initially, existing buildings on the site will be renovated to support student capacity for the school's first three years. Future construction phases will be added as necessary.

A long-term, build-to-suit, triple-net lease agreement with the facilities provider will enable the Board to concentrate on its primary mission of providing quality education. This outsourcing strategy not only augments operational efficiency but also ensures the school infrastructure meets all required building codes, operational needs, and life-safety standards.

Timeline:
- By January 19, 2026: Site identification, selection of charter facility provider, and site control via a Purchase Sale Agreement.
- By May 19, 2026: Approval of site planning and design.
- May 19 - Nov 19, 2026: Execution of the lease, site permitting, and building permitting processes.
- Nov 19 - May 20, 2026-2027: Site acquisition, preparation, and facility construction.
- End of May 20, 2027: Completion of final facility preparations, issuance of the Educational Certificate of Occupancy, safety inspections, and formal occupancy authorization.
This timeline and approach will ensure the facilities are optimally designed and constructed to provide a conducive learning environment, aligning with the School's educational objectives and growth projections.

Q224.**Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.**

The School's facilities are meticulously planned to ensure they meet the specific educational and operational needs. The board plans that the ultimate site for the school will allow each student station to span a minimum of 60 square feet. The design incorporates a variety of essential spaces including advanced computer labs, STEM lounge, a range of traditional and specialized classrooms, a cafeteria complemented by food prep areas, and outdoor spaces dedicated to recreational activities. Additionally, the layout will ensure secure and efficient drop-off and pick-up zones to facilitate smooth daily operations.

The school hopes to find a property which can be grown into and will hold the potential for the construction of a full campus for our students to enhance the School's capacity and facilities as the student population grows or as new educational needs emerge.

This strategic selection and planning of the school site ensure a foundation that supports both immediate operational needs and future growth, aligning with the long-term educational mission and expanding the capacity to serve more students effectively.

Megan Carter

Comments :

- Has the applicant identified any prospective properties or sites for potential acquisition?

Q225.**Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.**

The design of our elementary school facility caters specifically to young learners, ensuring spaces are safe, engaging. and appropriately equipped to facilitate an enriching educational experience. Here's a detailed breakdown of each required facility:
1. Computer Lab/STEM Room: A modern computer lab with age-appropriate technology will support digital literacy. The lab should include computers with educational software, internet access, and visual aids for teacher-led instruction.
2. Cafetorium and Outdoor Play Areas: The cafetorium may accommodate physical education classes and school events, equipped with appropriate sports gear for younger children. This location may hold lunch
services along with a space for school gatherings and performances. Additionally, secure outdoor playgrounds with play structures and safety surfacing are important for physical activity and recess.
3. Main Office and Satellite Offices: The main office will be positioned to easily monitor school entrances and exits with a single point of entry for families.
4. Supplies/Storage: Ample storage spaces are required across the school for classroom materials, physical education equipment, and maintenance supplies. These should be easily accessible yet secure.
5. Teacher Workrooms: Teacher workrooms should provide a comfortable environment for planning and collaboration, equipped with necessary resources and technology such as copiers to aid in preparing
educational content.
6. Other Spaces: Additional facilities might include a cafeteria with a kitchen for meal preparations, special education rooms equipped for diverse learning needs and interventions.
These facilities should all comply with safety standards suitable for young children and include features that promote accessibility for all students. The design should also consider environmental sustainability, making use of natural light, energy-efficient systems, and safe, durable materials.

Megan Carter

Comments :

- If the applicant plans to design a combined gymnasium/cafeteria space, please note that physical education classes will need to be relocated to alternative venues during meal service times.

Q226.What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

The school plans on entering a triple net lease where in year one; the lease will be about $16-$18 per SF, and that lease would be inclusive of land development and any construction that needs to be done on the property.

Q227.Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

The board plans to finalize and commence work with a distinguished charter school facilities provider in the first half of 2026 to manage the site acquisition and oversee the initial phase of construction. To safeguard against potential complications in acquiring the preferred site, the Board has wisely looks to identify alternative or temporary locations within the Union County Public School. This strategic planning ensures that the project remains on schedule even if initial plans need adjustment. Should there be any indications that the development milestones, including the issuance of an Educational Certificate of Occupancy, might be delayed past the target date of May 1, 2027, the Board is prepared to take decisive action. In such scenarios, or if any other unforeseen delays arise, the Board is committed to securing alternative facilities. These temporary locations will be equipped to support all school programs comprehensively, ensuring no disruption to the educational offerings until the permanent site is ready for occupancy. This approach guarantees that the educational mission of the school continues without interruption, reflecting the Board's dedication to providing a stable and conducive learning environment regardless of circumstances. This proactive and meticulous planning exemplifies robust governance and a student-centric focus, crucial for the success of the new school's launch and ongoing operations.

Q228.Describe the board’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The board through the partnership with Somerset Academy, Inc. have extensive experience in identifying facilities and facilities developers, and has successfully assisted other charter school applicants in securing state-of-the-art charter school campuses. The CMO works with reputable and experienced charter property developers, who have access to a network of financial institutions ready to commit the necessary capital for build-to-lease facilities. The developers have also demonstrated abilities in securing the necessary local governmental approvals for charter school purposes and required financing. They have relationships with award-winning design and engineering firms, as well as contractors with a track record of timely completion of excellent facilities meeting the needs of the School.

12.7. Certify

Q229.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- (●) Yes
- ( ) No

Q230.Explanation (optional):

Section

Megan Carter

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

- The applicant has identified plans and will arrange transportation for special needs students where necessary.
- The applicant should identify a school staff member who is responsible for the daily oversight of transportation needs.
- Adequate funds within the proposed budget have been set aside for child nutrition. The applicant will need to clarify how it will identify its free and reduced lunch students.
- The applicant has identified in its plans that it will work to ensure compliance with applicable state and federal regulations.
- The applicant should work on specifying tasks and timelines within its start-up plan.
- The applicant has identified a timeline plan for identifying, and financing for a facility.

13. Financial Plan

13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Q230.**If applicable, attach as Appendix M: Revenue Assurances.** Assurances are needed to confirm the commitment of any additional sources of revenue.

The only additional revenue stream to be considered outside of typical state and local funding would be the attached Award Notification of Somerset Academy, Inc., the CMO's CSP Federal Grant Award Notification (GAN), which was awarded in April 2024 and is already secured and earmarked for this potential site.

Applicant Evidence :

GAN_S282M240009.1.1 CMO Award letter.pdf

Uploaded on **4/22/2025** by **Frankie Mestre**

Megan Carter

Comments :

Q231.**Attach as Appendix N: Proposed Budget for Year 1 through Year 5** Click here to access and download the Budget Template (https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment) "Please be advised that Google Sheets is not supported for use with the NC charter budget template. Additionally, due to the functions running on the back end of the workbook, it is required that applicants use:
Excel 2021 or later (PC and Mac)
Excel for Microsoft 365 Subscriptions (PC and Mac Versions)
Excel Online"

Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 5

Applicant Evidence :

2025 NC Charter Application Budget Templ...

Uploaded on **4/24/2025** by **Sarah Fye**

Megan Carter

Comments :

- The applicant has identified on the Personnel Budget sheet that there will be ten Administration and Support Personnel, but only seven of these members will be offered health insurance, and one will be offered retirement, Medicare, and social security from Year 1 to Year 5. This is the similar for the Instructional and Personnel Benefits. There is an identified number of 23 instructional personnel, only 22 will receive health insurance, while 1 will be offered retirement, Medicare, and social security from Year 1 to Year 5.
- How will the applicant modify the budget to remain competitive in teacher recruitment when the proposed Year 1 base salary of $48,115 may not be sufficient to attract qualified educators?

13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q233.How was the student enrollment number projected?

The student enrollment projection is based on the typical growth of schools that Somerset Academy Inc has had success within other schools opening. When budgeting, we consider the area, the typical population growth and the need for student seats. In order to ensure the school can maintain a healthy budget, the budget was created at 95% of the projected enrollment.

Q234.Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

From our market research we know that the population in Union County, has been increasing steadily over the past several years and there is a clear need for additional student seats. The school's ramp up plan is gradual and will build from the primary grades up. From the market research and the district's publications from February 2024 (UCPS Enrollment Forecast, https://www.ucps.k1 2.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=S 170&dataid= 73524&FileName=021624_Forecast.pdf) (https://www.ucps.k12.nc.us/site/ handlers/filedownload.ashx?
moduleinstanceid=5170&dataid=73524&FileName=021624_Forecast.pdf), there are 7 elementary schools forecasted to be overenrolled in the 2027-2028 school year. Somerset Preparatory Academy NC's projected enrollment of 400 students at that same time would not only provide an excellent option for parents in the area, but it would also alleviate the overcrowding of Union County Schools. During the 2023- 2024 School Year, 7 elementary schools were overenrolled as reflected in the ADM report from Union Schools (https://www.ucps.k12.nc.us/site/handlers/filedownload.ashx?
moduleinstanceid=S 170&dataid= 73525&FileName=2023_20th%20Day%20Data%20w%20Capacities.pdf and the ADM for Wesley Chapel, specifically, indicated their day 20 ADM to be at 133% when the state and local averages were at 90% ADM on the 20th day, further indicating the need for elementary school options in this targeted area. The construction of a Somerset Academy in this area would provide a welcome respite to the over-enrollment problem as well as excellent educational options for the growing population and families in need.

Q235. **Provide the break-even point of student enrollment.**

The school is projected to break even at 175 students enrolled. This budget does not consider the CSP CMO funds that Somerset Academy Inc was recently awarded. Somerset CMO is currently in the post award budget review process. With the startup costs accounted for through the CMO, the school projects that it will meet its budget-based on 300 students and the state and local funds it receives.

Q236. **Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**

The school is supported with the CSP CMO grant which will offset many startup costs. If the school needs additional funding, the school can receive a recoverable loan from a larger organization. Enrollment is closely monitored, and budget is adjusted throughout the summer and early fall as the opening of school approaches. This allows school leadership and board to discuss and make cuts if needed as early as possible. If revenue is still not enough to cover general operating costs, then the school may work with Somerset Inc to request a recoverable grant or loan. Somerset Academy, Inc. has a strong history of financial stability and uses a portion of its collected fees to provide recoverable grants and loans to struggling schools.

Q237. **Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.**

The budget does include funds from the federal government CSP CMO grant that Somerset was awarded up to $2 million to open this school. The funds are already allocated, and the grant is awarded. The budget allocates $500,000 of the grant for startup costs and $750,000 for each of the first two years.

Q238. **Provide the student to teacher ratio that the budget is built on.**

Ratio is built on 25 to 1 student-to-teacher ratio.

Q239. **Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.**

The board overseeing Somerset Academy boasts a diverse blend of expertise and experience, creating a solid foundation for the successful implementation of the school's financial plan. Each member brings a unique skill set that is vital overseeing the school's fiscal responsibilities, ensuring transparency, accountability, and sound financial management. The board has ultimate authority in approving the budget.

The board includes members who have held administrative positions in educational institutions. Their familiarity with school operations and budgeting for educational programs is invaluable in aligning financial decisions with educational outcomes. As such, the board thusly contains members who are versed in legal matters, the board is well-equipped to navigate the complexities of educational laws and finance-related regulations. This ensures compliance with state and federal laws, minimizing risk and safeguarding the school's reputation.

Board members with business backgrounds contribute strategic thinking and innovation to the financial planning process. Their experience in scaling operations and managing resources efficiently helps in optimizing budgets and exploring new funding opportunities. Members who have strong ties to the community and experience in stakeholder engagement help in fostering relationships that can lead to financial support through partnerships, donations, and grants.

As a collective entity, the board's capacity to implement the school's financial plan is rooted in its comprehensive approach to oversight and strategic direction:

- Strategic Oversight: The board sets clear financial goals aligned with the school's mission and strategic objectives. It actively monitors financial performance against these goals, adjusting strategies as
necessary.
- Risk Management: With a keen understanding of potential financial risks, the board implements robust risk management practices. This includes regular financial audits, reviews of internal controls, and
contingency planning to handle unexpected financial challenges.
- Resource Allocation: The board ensures that resources are allocated efficiently, prioritizing spending that directly enhances student learning and school operations. This involves critical evaluation of budget proposals and making tough decisions to ensure financial sustainability.
- Transparency and Accountability: Maintaining openness about the school's financial status with all stakeholders is a priority for the board. Regular financial reporting and open board meetings foster a culture of transparency and accountability.
- Continuous Improvement: The board is committed to continuous improvement in financial management by staying informed of best practices in school finance and adapting to changing financial landscapes.

Professional development in finance for board members is a regular part of this commitment.

The collective efforts of the board, grounded in diverse expertise and a shared commitment to the school's mission, form a robust foundation for the successful implementation of Somerset Academy's financial plan. This ensures that the school not only achieves its educational objectives but does so on a stable and sustainable financial basis.

Q240. **Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.**

The school recognizes that supporting one or more high-needs students with disabilities can significantly impact a school's budget due to the need for specialized personnel, services, and equipment (paraprofessionals, therapists, or assistive technology). To meet these needs effectively, the school will build flexibility into its budget by allocating contingency funds and exploring additional funding sources such as federal IDEA grants or Medicaid reimbursements. The school will collaborate with community partners that can help share resources and reduce costs. The school will also work with DPI to access grants for high needs students. The school commits to regularly reviewing IEPs to ensure that services are both appropriate and cost-effective. By proactively planning and maintaining open communication with support teams and the school's board, the school will better respond to unexpected needs while continuing to provide high-quality support to all students.

Q241.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

Somerset Preparatory Academy North Carolina has contracted with Somerset Academy, Inc., a Charter Management Organization (CMO), which works in conjunction with Academica, an Educational Service Provider (ESP), to manage key financial management areas, including payroll, benefits, audits, fundraising, and accounting. This partnership allows our school to leverage the expertise of established organizations with a proven track record in charter school operations, ensuring efficiency, compliance, and fiscal responsibility. We have a process for vendor selection and the mechanisms by which our board will oversee these outsourced activities to ensure fidelity and compliance with all applicable laws, regulations, and the terms of our charter.

Q242.Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

Yes the school will outsource some services. Somerset Inc has policies and procedures in place that align with following proper procurement for goods and services. The final step after following the procurement process is the board will choose the most appropriate vendor.

Q243.Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.

The budget aligns with the school's mission and vision because it is designed around students needs first. The budget takes into account all areas that school needs to address for students success. Both the schools curriculum plan and transportation plan are support by the CSP CMO grant award as these cost were already budgeted in the grant application.

Q244.What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

The schools goal is 4 percent in the general fund balance. The school will balance the budget to have a 4 percent remaining balance after all expenses are accounted for. It is incorporated into the budget planning process and the school does periodic budget review to ensure adherence to the board approved budget. After the first 20 days count the principal, Somerset Inc budget representative and the school administration meet to review how enrollment affects funding and adjust the budget as needed.

Megan Carter

Comments :

- The ADM requirements has changed within North Carolina to no longer include the first 20 day count.

Q245.Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

Somerset Academy North Carolina does not currently have a site identified; however, the standard operating procedure is to identify a site with our educational support provider (ESP). The school then plans on entering into a triple-net lease leases the building to the school. With a standard lease. Typical lease rates are no more than 20% of state funding. Other asset financing, if needed, will be interest free through Somerset Inc or with a bank.

Megan Carter

Comments :

- How has the applicant advertised to North Carolina families if a site hasn't been established? Has this impacted potential enrollment from families?

Q246.Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

The school has not built the budget relying on any asset's donations. Somerset received the CMO grant which will fund most asset purchases at the school. Asset purchases not funded through Somerset CMO grant may be financed with a bank loan or with a recoverable grant or loan from Somerset Academy, Inc.

13.3. Financial Compliance

Q247.How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

A school's Governing Board is ultimately responsible for ensuring that its finances are managed appropriately. Board members will contract with an Education Service and Support Provider (ESP) who will assist the Board and the School Principal with the preparation and reporting of school finances. Somerset Academy, Inc. has established sound financial policies and accounting procedures to safeguard its financial assets. Governing Board shall adopt and maintain an operating budget annually, retain the services of an auditor or certified public accountant for the annual independent financial audit, and will approve the audit report including audit findings and recommendations. A meeting of the Governing Board of the School will be held at least once a quarter to review and monitor the School's financial statements.

The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the School's authorization and recorded correctly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state, and local laws and standards, including:

- Accounts receivable, revenues, and cash receipts
- Expenditures, accounts payable, and cash disbursements, Budgets and financial statements
- Risk management
- School inventory & capital assets, student records
- Employment records.

There will be standard procedures in place to ensure sound internal accounting and a system of checks and balances. For receivables, all cash payments will be logged, coded by source and deposited on time. Deposits will be reconciled to cash receipt logs. Disbursements will be made only to approved vendors and appropriately authorized. Disbursement voucher packages will be prepared at the school site and must be authorized by the school principal. The vouchers for disbursements will be submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose, and amount of the disbursement. Two signatures are required for all disbursements. The bank statements will be reconciled on a monthly basis. Separation of duties relating to financial controls The school principal will be responsible for all aspects of school operations within the boundaries of operating policy and budgetary approval by the governing board. School administration, faculty, and staff will report directly to the Principal, who then reports to the Governing Board. In accordance with the contract, the ESP will provide bookkeeping and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will oversee:

- reviewing and approving an annual budget prior to the beginning of the fiscal year;
- reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
- annually adopting and maintaining operating budget for the school
- retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
- reviewing and approving the audit report, including audit findings and recommendations; and
- reporting to all applicable legal agencies including the charter schools sponsor
- overseeing the schools principal and all financial matters delegated to the principal, and
- reviewing and approving the monthly financial statements submitted to the school board. The governing board may review/approve all monthly financial statements for the months between two successive board meetings. The governing board will record the review/approval of statements (month/year indicated) in its minutes.

Q248. **Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).**

The board is not aware of any current or contemplated related party transactions.

Q249. **Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.**

Rebekah Barr, CPA, PC
(252) 294-6920

contact@rbarrcpa.com
Address:
2505 B Nash Street N.
Wilson, NC 27896

13.4. Certify

Q249. **I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- (●) Yes
- ( ) No

Q250. **Explanation (optional):**

Megan Carter

Comments :

Section

Megan Carter

Ratings

Does Not Meet the Standard	The response is significantly incomplete; demonstrates lack of preparation; is not aligned to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Comments :

- The applicant should clarify why only one staff member from either the instructional or administrative personnel will receive retirement, Medicare benefits, etc.
- Has the applicant leveraged the base pay of a Union County teacher to make it competitive for teachers applying to Somerset?
- The applicant has identified using the grant as a way to offset start up, and instructional curriculum costs.

14. Other Forms

Q252. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required **File Type:** pdf, image **Max File Size:** 30 **Total Files Count:** 2

Resources

2025 Charter School Required Signature Ce...

Applicant Evidence :

2025 NC Charter School Required Signature...

Uploaded on **4/24/2025** by **Frankie Mestre**

Megan Carter

Comments :

- The applicant has the required signature of certification complete.

Section

Megan Carter

Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

15. Third-party Application Preparation

Q253. **Was this application prepared with the assistance of a third-party person or group?**

- (●) Yes
- ( ) No

Q254. **Give the name of the third-party person or group:**

Academica

Q255. **Fees provided to the third-party person or group:**

$0

Section

Megan Carter

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

The applicant has identified Academia as a third-party to help with the application preparation.

16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a $1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.*Application Note: **The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.**
Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

☑ I understand

Resources

2025 Payment Form.pdf

Section

Megan Carter

Ratings

Meets the Standard — The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

17. Signature page

Q257.Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required **File Type:** pdf, image **Max File Size:** 30 **Total Files Count:** 1

Resources

Signature Page.docx

Applicant Evidence :

Somerstet Preparatory Academy North Car...

Uploaded on **4/22/2025** by **Frankie Mestre**

Q258.Board chair, please digitally sign your application here.

Signature

Section

Megan Carter

Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Final Status

Reject Approve

Approver Comments

BYLAWS

OF

SOMERSET ACADEMY NORTH CAROLINA, INC.

A North Carolina Not-For-Profit Corporation

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

ARTICLE I
PURPOSE AND RESTRICTIONS

1.1 Purpose.

(a) Somerset Academy 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 officerof 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 Somerset Academy, Inc., provided that at the time of such distribution Somerset 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 Somerset 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

2.1 Membership. The Corporation shall have one (1) member (the "Member") which shall be Somerset Academy, Inc., a North Carolina not for profit corporation.

2.2 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.

2.3 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 altercation 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 (for the avoidance of doubt, this provision shall not apply to compensation of Directors, who under these bylaws and under applicable law cannot receive compensation for their services);

(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 three (3) 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 (3). 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 Compliance with Open Meetings Law. All meetings of the Board of Directors shall comply with the North Carolina Open Meetings Law (N.C. Gen. Stat. § 143-318.9 et seq.). The Board shall provide proper notice of all meetings, keep minutes, and make them available to the public as required by law.

3.9 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.

3.10 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.

3.11 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.

3.12 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.

3.13 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.

3.14 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.

3.15 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. This Section 3.14 shall not be interpreted so as to supersede the Open Meetings and Public Records legal requirements to which the Board is subject as per N.C. Gen. Stat. § 115C-218.25.

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

3.17 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.

3.18 Conflict of Interest and Anti-Nepotism Policy.

SECTION I
DEFINITIONS

1.1 Interested Person. An "Interested Person" is any person serving as a member of this Board who, as of the date of discussion or action by the Board, either: (i) has a direct or indirect Financial Interest, as defined in Section 1.2 below, or (ii) intends, or understands it to be more probable than not, that he or she will acquire such a direct or indirect Financial Interest at any time during the pendency of the proposed transaction or arrangement.

1.2 Financial Interest. A "Financial Interest" is an interest, whether through business, investment, or immediate family (spouse, children and parents), which can be described as one or more of the following:

i. an ownership or investment interest in any entity with which Somerset Academy North Carolina, Inc. has a transaction or arrangement, or

ii. a Compensation Arrangement with Somerset Academy North Carolina, Inc. or with any entity or individual with which Somerset Academy North Carolina, Inc. has a transaction or arrangement, or

iii. a potential ownership or investment interest in, or Compensation Arrangement with, any entity or individual with which Somerset Academy North Carolina, Inc. is negotiating a transaction or arrangement.

A Financial Interest need not be held as of the date of discussion or action by the Board; rather, it is sufficient, for purposes of this Policy, if, as of the date of discussion or action by the Board, the Interested Person intends, or understands it to be more probable than not, that he or she will acquire a Financial Interest at any time during the pendency of the proposed transaction or arrangement that is the subject of discussion or action by the Board. For purposes of this Policy, a person shall be deemed to have a Financial Interest with respect to Somerset Academy North Carolina, Inc. if such person has a Financial Interest with respect to any other organization that controls, is controlled by, or is under common control with Somerset Academy North Carolina, Inc.

1.3 Compensation Arrangement. Any agreement or understanding pursuant to which a person may or shall receive, either directly or indirectly, money or property from another person or organization, irrespective of whether such money or property is paid in consideration for the performance of services or the provision of other value.

1.4 Conflict of Interest. With respect to a matter for discussion or action by the Board, any circumstance under which an Interested Person, by virtue of a Financial Interest, may be influenced, or may appear to be influenced, either in whole or in part by any purpose or motive other than the success and well-being of Somerset Academy of North Carolina, Inc. and the achievement of its exempt purposes.

SECTION II
DISCLOSURE OF FINANCIAL INTEREST AND DETERMINATION OF CONFLICT

2.1 Disclosure of Financial Interest. If, at any time, an Interested Person becomes aware that the Board may or shall discuss or act upon any transaction or arrangement which may have any bearing of any kind upon, or may relate in any manner to, a Financial Interest of the Interested Person, such Interested Person shall disclose such Financial Interest to the Board as follows:

i. the Interested Person shall provide to the Board, in advance of such discussion or action by the Board, written disclosure of the existence, nature and extent of the Interested Person's Financial Interest, or

ii. the Interested Person shall verbally inform the Board of the existence, nature and extent of the Interested Person's Financial Interest during the Board meeting in advance of such discussion or action by the Board.

Any and all written or verbal disclosures of Financial Interests shall be made a formal part of the minutes of the Board.

Notwithstanding the foregoing, an Interested Person shall not be required to disclose pursuant to this Section 2.1 any Financial Interest which, in the exercise of such Interested Person's reasonable judgment, is so de minimal that it would not under any circumstances influence, or appear to influence, the Interested Person's judgment or actions with respect to the proposed transaction or arrangement to be discussed and/or acted upon by the Board. 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.

2.2 Recusal by Interested Person. In connection with an Interested Person's disclosure of a Financial Interest pursuant to Section 2.1 above, an Interested Person may determine that such Financial Interest creates a Conflict of Interest with respect to the proposed transaction or arrangement to be discussed or acted upon by the Board. In such circumstances, the Interested Person may voluntarily recuse himself or herself from discussion or action by the Board, at such time and in such form as is used by the Interested Person to disclose such Financial Interest pursuant to Section 2.1 above.

2.3 Determination of Conflict of Interest. Where an Interested Person has provided advance written disclosure of a Financial Interest but has not voluntarily recused himself or herself from discussion of or action upon the proposed transaction or arrangement, the Board shall, prior to commencing its discussion or taking action, determine whether the Financial Interest creates a Conflict of Interest, as defined above. The Interested Person shall not participate in any discussions or vote related to this determination, except to the extent necessary to fully explain the Financial Interest and the manner in which the proposed transaction or arrangement to be discussed or acted upon by the Board may or will bear upon or relate to the Financial Interest. Acting either at the request of any member of the Board or in his or her individual discretion, the President may direct that the Interested Person leave the meeting room for all or any part of the discussion or vote related to the determination of whether the Financial Interest creates a Conflict of Interest.

SECTION III
PROCEDURES UPON DETERMINATION OF A CONFLICT OF INTEREST

3.1 Exclusion from Discussion and Vote. In circumstances where the Board has determined that a Conflict of Interest exists, the Interested Person shall not participate in any discussion or vote regarding the transaction or arrangement at issue, and shall not be present in the meeting room for any part of the discussion or vote relating to the transaction or arrangement.

3.2 Action by Board. With respect to any transaction or arrangement with regard to which the Board has determined that a Conflict of Interest exists, the Board shall discuss such transaction or arrangement as appropriate, but shall not formally approve such transaction or arrangement unless and until the non-interested members of the Board have decided, by majority vote, that the transaction or arrangement is in the best interests of and for the benefit of Somerset Academy North Carolina, Inc., and is fair and reasonable thereto in all respects. In complying with this Section 3.2, the Board shall recognize that, under certain circumstances, a decision made pursuant to this Section may necessitate an investigation of alternatives to the proposed transaction or arrangement, and/or a determination as to whether a more advantageous transaction or arrangement might be obtained with reasonable efforts under the circumstances.

SECTION IV
DOCUMENTATION OF DISCLOSURE AND PROCEDURES

4.1 Meeting Minutes. Minutes of meetings of the Board shall include copies of all written disclosures of Financial Interests, and shall describe all verbal disclosures thereof. Such minutes shall further reflect the determination of the Board as to whether a Conflict of Interest exists, and the objection of the Interested Person, if any, to such determination. Where a Conflict of Interest has been determined to exist, the minutes should reflect the Board's compliance with the procedures described in Sections 3.1 and 3.2 above. With respect to any transaction or arrangement with regard to which a Conflict of Interest has been determined to exist, meeting minutes shall describe the substance of the discussions relating to the transaction or arrangement, and who was present for such discussions. In addition, minutes should identify the members who were present for any and all votes upon such transaction or arrangement, along with a record of the final vote.

SECTION V
WRITTEN ASSENT BY MEMBERS

5.1 Written Acceptance. At the first meeting of the Board subsequent to the annual election of members of the Board, or, if elected less frequently, then at least once per year, each member of the Board shall sign a written statement certifying to all of the following:

i. he or she has received a copy of this Policy;

ii. he or she has read and understands this Policy;

iii. he or she agrees to comply with this Policy;

iv. he or she understands that this Policy applies to all committees having board-delegated powers; and

v. he or she understands that Somerset Academy North Carolina, Inc. is a tax-exempt organization and, in order to maintain the tax-exempt status of Somerset Academy North Carolina, Inc. under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, Somerset Academy North Carolina, Inc. must continuously engage primarily in activities which accomplish its tax-exempt purposes.

Any member of the Board who refuses or fails to sign such a statement shall be prohibited from participating in discussion or action by the Board.

5.2 Failure to Disclose Financial Interests. If it is determined at any time that an Interested Person has negligently or intentionally failed to disclose a Financial Interest, the Board shall consider the imposition of such sanctions as the Board may deem appropriate.

SECTION VI
Anti-Nepotism

6.1 Conflict of Interest and Anti-Nepotism. (1) The requirements of Chapter 55A of the General Statutes related to conflicts of interest. (2) A requirement that before any immediate family, as defined in G.S. 115C- 12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ immediate family of any member of the board of directors or a charter school employee with supervisory authority. (3) No teacher or staff member that is immediate family of the chief administrator shall be hired without the Board evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the Department, with evidence, that this process occurred. (4) A requirement that a person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy established as provided in this subsection and applicable law.

3.19 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 for their services, directly or indirectly, from charter school operations or as otherwise may be prohibited by applicable law or the terms of a 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.

4.7 Compliance with Open Meetings Law. All committee meetings shall comply with the North Carolina Open Meetings Law (N.C. Gen. Stat. § 143-318.9 et seq.). Committees shall provide

proper notice of all meetings, keep minutes, and make them available to the public as required by law.

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 North Carolina 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.

5.1 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. However, no Director shall receive any compensation for their services, even if they may also serve as an officer of the Corporation.

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 comply with all provisions of these laws, including providing proper notice of all meetings, keeping minutes, and making them available to the public. 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.

NORTH CAROLINA
Department of the Secretary of State

To all whom these presents shall come, Greetings:

I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

SOMERSET ACADEMY NORTH CAROLINA

the original of which was filed in this office on the 19th day of April, 2024.

Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 19th day of April, 2024.

Elaine F. Marshall

Secretary of State

SOSID: 2830262
Date Filed: 4/19/2024 1:35:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C2024 107 06445

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Somerset Academy North Carolina.

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Corporation Service Company.

4. The street address and county of the initial registered agent's office of the corporation is:

   Number and Street: 2626 Glenwood Ave Ste 550

   City: Raleigh State: NC Zip Code: 27608 County: Wake

   The mailing address ***if different from the street address*** of the initial registered agent's office is:

   Number and Street or PO Box: 2626 Glenwood Ave Ste 550

   City: Raleigh State: NC Zip Code: 27608 County: Wake

5. The name and address of each incorporator is as follows:

Name	Address
Ana Mendez	6340 Sunset Drive Miami FL, 33143-4836 United States
Suzette Ruiz	6340 Sunset Drive Miami FL, 33143-4836 United States
Todd German	6340 Sunset Drive Miami FL, 33143-4836 United States

6. (Check either "a" or "b" below.)

   a. ☐ The corporation will have members.

   b. ☑ The corporation will not have members.

7. ☑ Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. ☑ Attached are provisions regarding the limitation of activities of the corporation.

9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (305) 669-2906

Number and Street: 6340 Sunset Drive

City: Miami State: FL Zip Code: 33143-4836 County: Dade

The mailing address ***if different from the street address*** of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

11. Principal Office Email Address: Privacy Redaction

12. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title

13. **(Optional):** Please provide a business e-mail address: Privacy Redaction.
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 16th day of April ,2024.

_____
Incorporator Business Entity Name

Todd German
Signature of Incorporator

Todd German Incorporator
Type or print Incorporator's name and title, if any

NOTES:
1. Filing fee is $60. This document must be filed with the Secretary of State.

Purpose of Corporation
The corporation is organized for the following purpose(s): (check all that apply):

- ☐ Religious
- ☐ Charitable
- ☑ Educational
- ☐ Testing for public safety
- ☐ Scientific
- ☐ Literary
- ☐ Fostering national or international amateur sports competitions, and/or
- ☐ Prevention of cruelty to children or animals.

The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

The Limitation of Activities Clause

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 services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

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

Suzette Ruiz - 6340 Sunset Drive Miami FL, 33143-4836 United States
Signature: Suzette Ruiz
Todd German - 6340 Sunset Drive Miami FL, 33143-4836 United States
Signature: Todd German

As of the submission of this application (April 25, 2025), the Board will be applying for and submit for 501 (c)(3) status from the IRS. The CMO, Somerset Academy. Inc. currently holds and maintains status, and thus we expect the process to be completed well within the deadline outlined in this application.

SOMERSET
PREPARATORY
ACADEMY
NORTH CAROLINA

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,1,2	300
Year 2	K,1,2,3	400
Year 3	K,1,2,3,4	500
Year 4	K,1,2,3,4,5	600
Year 5	K,1,2,3,4,5	600

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

SOMERSET ACADEMY, INC.
CHARTER SCHOOL SYSTEM MEMBERSHIP, LICENSING, AND CMO AGREEMENT WITH SOMERSET PREPARATORY ACADEMY NORTH CAROLINA .

This Charter School Network Membership and Licensing Agreement (this "***Agreement***") is entered into effective as of [MONTH, DAY, YEAR] ("***Effective Date***") by and between Somerset Academy Inc., a Florida not-for-profit corporation organized and operated exclusively for 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 20803 Johnson Street Pembroke Pines, FL 33029 ("***SOMERSET***" or the **"CMO"** as defined below)) and Somerset Academy North Carolina , Inc. ("***MEMBER SCHOOL***"), a North Carolina not-for-profit corporation established to operate a public charter school in North Carolina, whose address is [****].

WITNESSETH:

WHEREAS, Somerset is a charter operator and management organization that has established and operates a network of high performing charter schools referred to as the Somerset System and each school accepted as a Member of the Somerset System is currently accredited by the Cognia® Global Accreditation Commission ("Cognia"); and

WHEREAS, the CMO 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, CMO has created a membership program for public charter schools located, or to be located, outside the State of Florida, and to replicate and develop high performing charter schools through membership in the Somerset System; and

WHEREAS, as a member of the Somerset System, a school receives, subject to compliance with all applicable responsibilities of membership, including applicable North Carolina law, that may exist from time to time, certain rights and privileges, including, (i) access to educational Materials, programs and curriculum which shall be aligned to the North Carolina standards, procedures for marketing, advertising, promoting , financial reporting and budgeting, signage and other branding techniques and materials, and other items created over time and approved for use within the Somerset System, (ii) the right to conduct operations of the school as a "A Somerset Academy School", (iii) access and eligibility to an accreditation process by Cognia as a member of the Somerset System, and (iv) access to and assistance in accessing financial assistance such as grants and other possible benefits; and

WHEREAS, MEMBER SCHOOL either holds or has applied for a Charter for a public school to be known as Somerset Preparatory Academy North Carolina (the "***Charter School***") in the 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 Somerset System; and

WHEREAS, MEMBER SCHOOL understands and acknowledges (i) the strict rules and guidelines associated with Somerset System membership, including the requirements to conduct

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a self-study, attend required meetings and training sessions, formulate school improvement plans (SIP) for continuous improvement in student performance, meet Cognia Standards for Quality, and comply with the terms and conditions of this Agreement; and (ii) that the CMO is investing substantial resources of time and monies for the development of Member School in reliance on the foregoing.

NOW, THEREFORE, in consideration of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency 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 Somerset System that is not commonly known by or available to the public, including, without limitation, Educational Programs, Oversight Programs, Proprietary Somerset materials and other Somerset System or CMO Program software and 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; or (v) information deemed public under applicable State law.

(b) "***Educational Programs***" shall mean educational activities and programs developed by or for use within the Somerset System, 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: "Somerset Academy®"; "The Somerset Academy®"; "The Somerset 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 Somerset

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System and CMO.

(d) "***Somerset System and CMO Program IP***" shall mean and include all tangible or intangible proprietary information and Materials made available for members of the Somerset System 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 Somerset System or by the CMO, 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 Somerset System 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 Somerset System and CMO 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.

(h) ***"Territory"*** shall mean North Carolina.

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

2. <u>Somerset SYSTEM MEMBERSHIP, OBLIGATIONS AND REQUIREMENTS</u>.

2.1 <u>Membership</u>. Upon execution of this Agreement by Somerset and MEMBER SCHOOL, the Charter School shall become a member of the SOMERSET SYSTEM 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), SOMERSET shall submit, or shall cause to be submitted, an application and supporting information as requested, for Cognia accreditation for the Charter School as a member of the SOMERSET SYSTEM. MEMBER SCHOOL shall cooperate and provide supporting information as requested by SOMERSET. The Charter School shall commence operations as a member of the SOMERSET SYSTEM upon approval of the application by Cognia. MEMBER SCHOOL may choose to apply for a new charter for an additional public

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school or schools in the Territory, if allowed by state law. 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 SOMERSET 180 days written notice of its intention to apply for the additional charter school; and (2) all existing Charter Schools are performing in compliance with this Agreement. MEMBER SCHOOL shall not operate any public charter school except in accordance with the terms of this Agreement and as a member of the SYSTEM.

2.2 Compliance with SOMERSET SYSTEM Standards; General. MEMBER SCHOOL acknowledges that (a) MEMBER SCHOOL must comply with all Cognia Standards of Quality (including those for Schools, School Systems and Corporations); (b) MEMBER SCHOOL has reviewed and is familiar with all Cognia Standards of Quality; (c) Somerset developed the Educational Programs, Somerset System and CMO Program IP, Oversight Programs and Proprietary Materials for use within the SOMERSET SYSTEM, and to satisfy Cognia Standards of Quality and to obtain accreditation of the SOMERSET SYSTEM from SACS CASI; and (d) the importance of strict compliance with all SOMERSET SYSTEM standards by MEMBER SCHOOL in that those Standards are intended to satisfy Cognia accreditation standards and Standards of Quality. Accordingly, MEMBER SCHOOL shall strictly comply, and shall cause the Charter School to strictly comply, with all SOMERSET SYSTEM requirements, specifications, standards, guidelines, operating procedures and rules (each, a "***Standard***") set forth in this Agreement, in applicable SOMERSET SYSTEM and CMO manuals, and in other writings supplied to MEMBER SCHOOL by SOMERSET 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 "CMO Manuals"). MEMBER SCHOOL acknowledges SOMERSET and its affiliates may change or modify SOMERSET SYSTEM and CMO 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 SOMERSET SYSTEM programs, comply with Cognia Standards of Quality, or other reasons. MEMBER SCHOOL shall accept and promptly implement any such changes in, or additions to, the SOMERSET SYSTEM and CMO 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 SOMERSET SYSTEM and CMO Standards; Specific Compliance Requirements. Without limiting the terms of Section 2.2, MEMBER SCHOOL shall, and shall cause the Charter School during the Membership Term to:

(a) strictly comply with all applicable federal, state and local laws, including all laws relating 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 SOMERSET SYSTEM;

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(c) brand and operate the Charter School as a "A Somerset Academy School" in full compliance with this Agreement;

(d) comply with all SOMERSET SYSTEM and CMO Standards identified by the CMO in CMO Manuals, including Standards identified in: Somerset Academy Inc. By-Laws, Somerset Academy Inc. CMO Strategic Plan, Somerset Academy Inc. Board Policies and Procedures, Somerset Academy Inc. Employee Handbook, Somerset Academy Inc. Academic Policies and Procedures; and such other policies that shall be adopted by SOMERSET SYSTEM or CMO for the operation of the System and its Members; subject to all applicable laws (Charter School shall identify any Standards that conflict with applicable law, so the Parties can endeavor to resolve or other address such conflict.

(e) maintain all insurance and payroll programs required by law, the Charter School's Charter, SOMERSET SYSTEM and CMO Standards, and this Agreement;

(f) meet all financial obligations associated with membership in the SOMERSET SYSTEM;

(g) participate in and cooperate with a multi-day formal school evaluation conducted from time to time by a team designated by the CMO, which will, among other reasons, assess the quality of MEMBER SCHOOL's academic program and its compliance with the requirements of this Agreement and SOMERSET SYSTEM and CMO Standards;

(h) collect and maintain data on the academic achievement level of its students sufficient to allow CMO 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 CMO. MEMBER SCHOOL shall promptly provide SOMERSET with any and all Data upon SOMERSET's reasonable written request; ***for the avoidance of doubt, SOMERSET and the CMO 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, and shall take all action required to comply with 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 SOMERSET SYSTEM and CMO 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 CMO, upon reasonable written request, all information and documents relating to complaints subject to review by MEMBER SCHOOL's Board of Directors;

(j) provide CMO, upon reasonable written request, any other information related to Educational Programs, Somerset System and CMO Program IP, Oversight

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Programs and Proprietary Materials at the Charter School, including financial information;

(k) promptly notify CMO 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 CMO, 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 Cognia accreditation standards, which will likely include, but not be limited to, the following:

(n) provide no less than six (6) hours of instruction each school day for all students;

(o) provide a minimum of 185 full days of instruction per school year and provide CMO with the Charter School's calendar of activities and programs;

(p) comply with all applicable curriculum requirements for graduation/earning credits for a standard and/or advanced diploma, including those promulgated by applicable North Carolina law and North Carolina State Board of Education;

(q) 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 applicable North Carolina law and North Carolina State Board of Education policies;

(r) provide CMO with a monthly attendance report;

(s) 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 SOMERSET SYSTEM and CMO Standards;

(t) implement SOMERSET SYSTEM's and CMO's licensed, standards-based curriculum with fidelity;

(u) participate in all progress monitoring assessments in accordance with CMO, and North Carolina State Board of Education guidelines;

(v) participate in all CMO continuous improvement and quality assurance programs;

(w) maintain a qualified and degreed instructional staff and provide the CMO 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;

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(x) participate in all of SYSTEM's teacher and administrator evaluation systems and implement same with fidelity;

(y) maintain the correct number of faculty and staff members per grade level;

(z) require all head and full-time administrators to participate in CMO'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 CMO, including the Somerset CMO Administrators' Workshop and Leadership Retreat;

(aa) administer all assessments required by the CMO and the North Carolina State Board of Education;

(bb) provide adequate space, buildings, grounds, and facilities to accommodate the curriculum offered and to qualify for accreditation;

(cc) develop and review annually short term and long-term goals for facilities;

(dd) 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 CMO by the due date established by law or reasonably established by CMO in consultation with MEMBER SCHOOL. The school improvement plan shall contain measurable objectives for the subsequent school year

(ee) develop a school technology plan and review annually progress in technology;

(ff) timely provide to CMO all information, data, reports and forms reasonably required by CMO to comply with requirements of law or of accreditation, or otherwise reasonably required by SOMERSET SYSTEM or CMO;

(gg) attend all meetings and professional development events conducted by CMO as required by law, by accreditation by CMO Standards, or otherwise reasonably required by CMO, including the SOMERSET SYSTEM CMO Annual Meeting, Somerset CMO Administrators' Workshop, Leadership Retreat, Somerset CMO meetings, leadership training and workshop programs, and the like; and

(hh) uphold the Cognia standards for accreditation and Standards of Quality applicable to the SOMERSET SYSTEM and to Charter School.

2.5 Institutional Integrity and Substantive Change. Without limiting the terms of Section 2.2, Section 2.3, or Section 2.4, MEMBER SCHOOL shall, and shall cause the Charter School to, comply with all Cognia accreditation standards related to Institutional Integrity and Substantive Change. Member School shall represent itself truthfully and accurately in all aspects. Member School shall not make misrepresentations of fact to the SOMERSET SYSTEM or the public, shall not maintain any condition which may be detrimental to stakeholders, such as students, parents, regulators and Somerset, and shall always accurately report its compliance with the policies and standards contained herein. Member School shall provide thirty (30) days advanced written notice to SOMERSET SYSTEM prior to the occurrence of any Substantive Change (i.e., any change

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defined as a Substantive Change in Cognia accreditation standards and any change that alters or modifies the scope of, and/or has an impact on Member School's ability to meet, the Cognia Performance Standards and the Cognia Policies and Procedures for Accreditation and Certification), including but not limited to changes in or caused by the following:

(a) Governance structure of the Member School, including without limitation, any changes to the corporate structure, change in ownership, articles of incorporation, bylaws, board policies and procedures, governing board composition, the appointment of Directors, the nomination of prospective Directors, and the designation of Officers;

(a) Members, issuance of new or additional membership interests, or withdrawal of any member;

(b) Restructuring, consolidating, reorganizing, merging, or closing of Member School within its jurisdiction or with or into any other entity, or of any other entity with or into Member School;

(c) Dissolution or liquidation of Member School;

(d) Mission and purpose of Member School;

(e) Grade levels served by Member School;

(f) Staffing, including administrative and other non-teaching professional personnel;

(g) Available facilities, including upkeep and maintenance;

(h) Level of funding for Member School;

(i) Schedule for the school day or school year of Member School;

(j) Location of Member School, including establishment of an additional location geographically apart from the current location of the Member School;

(k) Student population that causes program or staffing modification(s);

(l) Available programs, including fine arts, practical arts and student activities;

Member School's failure to comply with institutional integrity or the failure to give the notice required by this section shall be considered a breach of this Agreement and shall constitute good cause for termination.

2.6 Somerset Obligations. SOMERSET shall, and shall cause the SOMERSET SYSTEM 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 CMO'S continuing obligations to maintain Cognia Standards of Quality and to maintain the SOMERSET SYSTEM accreditation;

(c) provide MEMBER SCHOOL access to SOMERSET SYSTEM leadership training and workshop programs for MEMBER SCHOOL administrators;

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(d) apply to Cognia for accreditation of Charter School and provide such certifications required by the CMO for accreditation of Charter School;

(e) provide MEMBER SCHOOL reasonable access to CMO 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 SOMERSET SYSTEM Standards or agreed in writing by the parties;

(ii) on site professional development for school instructional faculty as required by SOMERSET SYSTEM Standards or agreed in writing by the parties;

(iii) SOMERSET SYSTEM and CMO Standards and CMO's best practices regarding classroom management and student assessment;

(iv) SOMERSET SYSTEM and CMO Standards and CMO'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 SOMERSET SYSTEM;

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

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

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

SOMERSET will identify to the MEMBER SCHOOL the SOMERSET SYSTEM and CMO'S model textbooks, 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 SOMERSET determines in its reasonable discretion or otherwise learns that MEMBER SCHOOL has failed to comply with any of its obligations in this Section 2, SOMERSET 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 SOMERSET 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

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Proprietary Materials. Unless otherwise stated, SOMERSET's advice or guidance is advisory in nature and shall in no way relieve MEMBER SCHOOL of its obligations under this Section 2. CMO Standards represent SOMERSET's best understanding of what is required to satisfy Cognia accreditation standards, but ultimately accreditation is determined by Cognia. MEMBER SCHOOL is responsible for complying with Section 2 and Cognia accreditation standards. MEMBER SCHOOL shall hold SOMERSET and its representatives harmless from any liability that results in connection with any advice and guidance given under this Section.

3. CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT

SOMERSET shall provide, or cause to provide, Educational Services and Support to MEMBER SCHOOL. SOMERSET operates a network of public charter schools and has contracts ("ESP Contracts") with for profit educational service providers (the "ESP") to provide educational services and support to the public charter schools which it operates and that operate within the Somerset System Somerset intends to enter into an ESP Contract in order to provide Educational Services and Support identified in this Agreement to Member School. Member School has actual knowledge of the ESP and the ESP Contract relating to Member School and accepts to work with Somerset and the ESP in relation to all services described in this Section and the terms of this Agreement. Notwithstanding the delivery of such Educational Services and Support, the Parties acknowledge that the 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. SOMERSET shall provide, or cause to be provided through the ESP, professional services, academic support, related administrative services and support, to ensure that MEMBER SCHOOL is operated in accordance with the requirements of its Charter, all applicable State and Federal laws, as well as all applicable local, municipal and/or county ordinances, such services include, but are not limited to, the following:

3.1 Duties.

SOMERSET will coordinate the educational and administrative services required to support MEMBER SCHOOL and the Charter School. SOMERSET 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. SOMERSET 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. Such 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 and act upon them in accordance with the Board's independent judgment and decisions.

3.2 Board of Directors Meetings.

SOMERSET will assist in the coordination of and attend the meetings of the Board. Unless otherwise instructed by the Board, SOMERSET 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.

3.3 Record Keeping.

SOMERSET will maintain the records of the Charter School at the location designated by the

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Board, and in compliance with the State and Charter requirements for record keeping, including public records laws. In addition, SOMERSET 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.

3.4 Bookkeeping.

SOMERSET 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.

3.5 Staff Administration.

MEMBER SCHOOL or Board and/or its delegate will make all hiring decisions for the Charter School in accordance with law. SOMERSET shall not be considered a delegate of MEMBER SCHOOL or Board for this purpose. SOMERSET 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 SOMERSET or the ESP. 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 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 required by State law. At the request of the Board, SOMERSET will, assist in the preparation of employment contracts for review and approval by the Board or its delegate. Upon Board request, SOMERSET 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, SOMERSET will assist in the coordination of these services. SOMERSET 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 or the Board.

3.6 Financial Projections and Financial Statements.

SOMERSET 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 any standard state codification of accounts required by applicable State law, including the Uniform State Accounting System as applicable, 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 Community School Contract or 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. SOMERSET 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

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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 Community School Contract and law. These reports will be prepared by a qualified independent, certified public accounting firm. SOMERSET 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 Community School Contract or 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.

3.7 Grant Solicitation.

In consultation with the Board, and with Board approval, SOMERSET will solicit, or assist Member School in soliciting, 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.

3.8 Financing Solicitation and Coordination.

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

3.9 Other Funding Sources.

If authorized by the Board, SOMERSET will coordinate the solicitation of Capital Outlay Funds, if available, from the appropriate state and/or local agencies. Similarly, as authorized by the Board, SOMERSET 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.

3.10 Annual Reporting.

SOMERSET 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, SOMERSET will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

3.11 Student Assessment.

Upon the approval of the Board, SOMERSET 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. SOMERSET will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for Board approval.

3.12 School Board Representation.

SOMERSET will serve as a liaison with the Sponsor and its officials on behalf of MEMBER SCHOOL and the Charter School. SOMERSET's representatives will attend required meetings and

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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.

3.13 Governmental Compliance.

SOMERSET 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, SOMERSET 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. SOMERSET will also advise MEMBER SCHOOL and the Charter School regarding MEMBER SCHOOL's and the Charter School's compliance with its Community School Contract or Charter, the terms of which are incorporated by reference.

3.14 Community School Contract or Charter Renewal Coordination.

SOMERSET 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. SOMERSET 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.

3.15 Curriculum Development.

As authorized by the Board, SOMERSET 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, and Cognia standards. All curricula shall be approved by the Board prior to use.

3.16 School-Site Identification.

SOMERSET shall coordinate with the Board for the purpose of identifying MEMBER SCHOOL's school-site and facilities needs from year-to-year. SOMERSET shall assist the Board in identifying potential new school sites and potential expansion of existing sites and facilities. SOMERSET 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 SOMERSET or its principals, such relationship will be disclosed to the Board. At the Board's request, SOMERSET 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.

3.17 Systems Development.

SOMERSET will identify a school information system whether proprietary or developed by a third party or affiliate 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 and their use and implementation must be reviewed and approved by the Board.

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3.18 Additional Services.

SOMERSET 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 SOMERSET or part of SOMERSET's network of consulting professionals.

3.19 Conflicts of Interest.

SOMERSET will comply with the Conflicts of Interest policies set out in the Bylaws and the Charter. In addition, if there exists some relationship between SOMERSET, its officers, directors or principals and any other person or entity providing goods or services to the Charter School, SOMERSET shall disclose the relationship to the Board. No Somerset or ESP officer, director, employee, member or principal shall serve as an officer, director, or employee of Member School or the Charter School.

4. RIGHTS TO USE SOMERSET SYSTEM AND CMO PROGRAM IP.

4.1 Rights To Use SOMERSET SYSTEM AND CMO Program IP. As of the Effective Date, and subject to the terms and conditions of this Agreement, as a member of the Somerset System 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 Somerset System and CMO Program IP solely in connection with its operation of the Charter School as a member of the Somerset System and solely in the Territory.

4.2 Form of Use. MEMBER SCHOOL shall, and shall cause, the Charter School to only use the Marks and other Somerset System and CMO 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 SOMERSET. In no event shall MEMBER SCHOOL or the Charter School remove any legends or intellectual property rights notices from any Somerset System and CMO Program IP or any other materials provided or made available to MEMBER SCHOOL or the Charter School in connection with this Agreement.

4.3 No Other Rights to Somerset System and CMO 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 Somerset System and CMO 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 Somerset System and CMO Program IP provided above, SOMERSET reserves all right, title, and interest in and to the Marks, Proprietary Materials and other applicable Somerset System and CMO Program IP.

4.4 Cooperation. MEMBER SCHOOL shall, and shall cause the Charter School to, reasonably cooperate with SOMERSET with respect to the perfection, enforcement or acquisition of SOMERSET's rights, titles and interests in the Marks, Proprietary Materials

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or any other applicable Somerset System and CMO 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 Somerset System and CMO Program IP, and to report promptly to SOMERSET any infringement or claims of infringement of any of the Marks, Proprietary Materials or other Somerset System and CMO Program IP of which it has become aware.

4.5 Inurement; No Sublicense. All use of the licensed Marks, Proprietary Materials and other Somerset System and CMO Program IP shall, as between the parties, inure solely to the benefit of, and on behalf of, SOMERSET. 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 Somerset System and CMO Program IP, in whole or in part, without the prior written approval of SOMERSET. MEMBER SCHOOL agrees that it shall not apply for registration of any of the licensed Marks or any other Somerset System and CMO Program IP or for any trademark, name, logo or other designation that SOMERSET 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.

4.6 Importance of Protecting Goodwill and Reputation. MEMBER SCHOOL acknowledges the importance to SOMERSET 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 Somerset System and CMO 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 Somerset System and CMO 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 SOMERSET, its affiliates, the CMO, the Marks or any other Somerset System and CMO 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.

4.7 Approval of Branded Items. MEMBER SCHOOL shall, at MEMBER SCHOOL's sole cost and expense, provide, and cause the Charter School to provide, SOMERSET with samples, copies or pictures of 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 Somerset System and CMO 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 Somerset System or CMO uses the Marks. Prior to the use of the Marks or any other Somerset System and CMO Program IP in any advertisement, marketing, goods, packaging and the like, MEMBER SCHOOL shall obtain written approval from SOMERSET. Any subsequent alteration, modification, or change in any use following such approval must be reviewed and approved by SOMERSET prior to implementation of such alteration, modification, or change. SOMERSET 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 SOMERSET.

4.8 Prominent Disclosure of Member of CMO. On all of its correspondence, documents,

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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 Somerset Academy School", or as otherwise expressly agreed upon in writing by the parties.

4.9 No Impairment of Goodwill or Somerset System and CMO 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 SOMERSET's or its affiliates' ownership or other rights, title or interest in the Marks, Proprietary materials and any other applicable Somerset System and CMO 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.

4.10 No Limitation of Rights and Remedies. MEMBER SCHOOL acknowledges and agrees that SOMERSET has, shall retain, and may exercise, both during the term of this Agreement and thereafter, all rights and remedies available to SOMERSET, 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 Somerset System and CMO Program IP, or any other use of the Marks or any other applicable Somerset System and CMO Program IP by MEMBER SCHOOL or the Charter School which is not expressly permitted by this Agreement.

5. DEVELOPMENTS.

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

6. ANNUAL CMO MEMBERSHIP FEE.

6.1 Annual Fee. MEMBER SCHOOL shall pay an annual membership fee equivalent to seven hundred fifty dollars **($750)** per pupil per annum of the final adjusted total

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enrollment of the school for the final snapshot reported to the State, 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 school year following the effective date of this Agreement. Thereafter, the Annual Fee shall be due and payable for each applicable School Year within thirty (30) days following MEMBER SCHOOL'S report of the final snapshot to the State. Along with each payment of the Annual Fee, MEMBER SCHOOL shall provide SOMERSET supporting documentation with respect to determination of the Annual Fee, and any other document reasonably requested by SOMERSET.

6.2 Interest on Non-Payment. If MEMBER SCHOOL fails to timely pay any part of the Annual Fee, SOMERSET may, in its sole discretion and upon written notice, assess interest on the unpaid amounts owed at the rate of 6% per annum but not to exceed the maximum permitted under applicable law. Notwithstanding any designation by MEMBER SCHOOL, SOMERSET has the right to apply any payments it receives from MEMBER SCHOOL to any past due indebtedness of MEMBER SCHOOL and accrued interest thereon.

6.3 Taxes. MEMBER SCHOOL shall pay to SOMERSET 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 SOMERSET under or in connection with this Agreement at the same time as MEMBER SCHOOL remits such fees to SOMERSET.

7. DURATION AND TERMINATION.

7.1 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 (5^{th}) ***full*** School Year under this Agreement; and, if a charter is issued to an additional public school in accordance with Section 2.1 during the Initial Term, then this Agreement shall remain effective through the fifteenth (15^{th}) full School Year from the issuance of that new charter (the "***Initial Term***"). Provided further, that if Somerset, or any affiliate of Somerset, loans or provides a recoverable grant to any Member School or otherwise allocates, arranges, facilitates, or supports the issuance of any government or third party grant funds to any Member School for the expansion or replication of a high-quality charter school, including a Somerset branded or named school, during the Initial Term, then at the end of the then existing Initial Term, the Initial Term shall be extended for an additional fifteen School Years.

7.2 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 for succeeding five-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 three hundred and sixty-five (365) days prior to the expiration of the then-current Initial or Renewal term. The term of this Agreement, as extended or otherwise renewed, shall be referred to as the "***Membership Term***".

7.3 SOMERSET Termination for Convenience. SOMERSET 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.

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7.4 Termination Upon Loss of Charter. This Agreement shall terminate automatically with respect to any individual Charter School operated by MEMBER SCHOOL, upon the expiration or termination of the charter contract for the Charter School.

7.5 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 SOMERSET which is not cured within thirty (30) days of written notice from MEMBER SCHOOL to SOMERSET 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 as long as SOMERSET continuously and diligently prosecutes such cure.

(b) In furtherance of this provision, MEMBER SCHOOL shall cause evaluation of the performance of the duties set forth in Section 3 of this Agreement on an annual basis. The evaluation instrument implemented by MEMBER SCHOOL shall contain measurable objectives to evaluate performance of the duties 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 SOMERSET of such breach and providing SOMERSET a reasonable opportunity to cure.

7.6 SOMERSET Termination for Cause. In addition to SOMERSET's other rights of termination set forth in this Agreement, during the Initial Term or any Renewal Term, SOMERSET 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 Somerset System or CMO 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 Somerset System and CMO 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 Somerset System and CMO Program IP, as applicable, or (ii) would reasonably be expected to impair the goodwill associated with any of the Marks or any such other Somerset System and CMO Program IP, as applicable;

(b) MEMBER SCHOOL discloses, duplicates or otherwise uses in an unauthorized manner any material portion of the Somerset System and CMO Program IP or any other information provided by SOMERSET or otherwise made available to MEMBER SCHOOL as a member of the Somerset System;

(c) MEMBER SCHOOL attempts to assign, sub-license, transfer or otherwise convey, without first obtaining SOMERSET's written consent, any of the rights granted to MEMBER SCHOOL by or in connection with this Agreement;

(d) Without limiting SOMERSET's rights to termination immediately for the reasons described in Section 7.6(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 SOMERSET's rights to termination immediately for the reasons

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described in Section 7.6(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 SOMERSET, Somerset System, Cognia 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 CMO; or

(g) MEMBER SCHOOL winds up, sells, consolidates or merges its operations or otherwise ceases to conduct operations of the Charter School as "A Somerset Academy School".

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

(a) MEMBER SCHOOL's rights to use the Marks and any other Somerset System and CMO Program IP will terminate immediately, and MEMBER SCHOOL shall immediately cease and desist from all use of the Marks and Somerset System and CMO 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 Somerset System, including, without limitation, removing all applicable signage and other identifying symbols from the Charter School, and any CMO Licensed Educational materials, unless expressly agreed to in writing by SOMERSET, 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 SOMERSET ownership of any registered names including or having a connection to SOMERSET 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 SOMERSET or destroy (as certified by MEMBER SCHOOL), at SOMERSET's direction, all Confidential Information including (all of which is acknowledged by MEMBER SCHOOL to be SOMERSET's property);

(e) MEMBERS SCHOOL shall pay all sums owing to SOMERSET 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 SOMERSET 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 provided for in this Agreement, including reasonable attorneys' fees with respect to litigation and other proceedings, unpaid Annual Fees, and any other amounts due to SOMERSET, including but limited to loans and recoverable grants; 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

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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.

7.8 EARLY TERMINATION BY MEMBER SCHOOL. Member School recognizes that Somerset is entering into this Agreement in order to replicate high performing public charter schools, expand its network of high performing charter schools, and grow the Somerset SYSTEM in accordance with the philanthropic mission and public service of Somerset and its affiliates. Somerset and its affiliates have invested and will continue to invest monies, time, intellectual property, expertise, opportunities and other resources in the development of MEMBER SCHOOL and any charter schools operated by MEMBER SCHOOL all as a part of the Somerset network and SYSTEM. Somerset and its affiliates derive benefit, value and good will from the Somerset network and the network derives benefit, value and good will from the inclusion of MEMBER SCHOOL in the network and from the operation of MEMBER SCHOOL in accordance with the terms of this Agreement and the standards of the SYSTEM. The Initial Term and any Renewal Term provide material consideration to Somerset for this Agreement. The parties acknowledge that it would be difficult, impractical or impossible to quantify the damages Somerset and the Somerset System would suffer if MEMBER SCHOOL and any Charter School leave the SYSTEM or otherwise terminate this Agreement before the expiration of the Initial Term or any Renewal Term. The parties cannot quantify the annual fees that Somerset would receive during the life of this Agreement because they cannot predict the number of schools, the number of students educated, and the revenue to be received for educating each student through the end of the Membership Term. The parties cannot quantify the damages or missed opportunities that Somerset would suffer from facilitating grants for MEMBER SCHOOL that might have been facilitated for other schools that could have remained in the Somerset network and SYSTEM. The parties agree that those damages are not and will not be readily ascertainable. Thus, if MEMBER SCHOOL terminates this Agreement for any reason other than breach by Somerset before the expiration of the Initial Term or any Renewal Term, then Member School agrees to pay Somerset, in addition to all sums identified in section 7.7(e), a separation fee or liquidated damage equal to $10,000.00 for each month of the duration of the then unexpired Initial Term or Renewal Term for each Charter School MEMBER SCHOOL removes from the SYSTEM, commencing at the end of the then current school year.

7.9 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.

7.10 Accrual of Fees. Except as provided in Section 7.8, if SOMERSET terminates this Agreement during a School Year other than for convenience, SOMERSET 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 SOMERSET 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.

8. RECORDS AND REPORTING OBLIGATIONS.

8.1 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 SOMERSET, including Somerset System Standards. MEMBER SCHOOL shall make such books, records and accounts available to SOMERSET 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

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Charter School including, without limitation, enrollment records, purchase orders, invoices and cash receipts and disbursement journals, general ledgers, and any other records designated by SOMERSET or required by law.

8.2 Audit Rights. At any time during the Membership Term and for a period of two (2) years thereafter, SOMERSET 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 Somerset System 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 SOMERSET payments under this Agreement or (b) MEMBER SCHOOL's compliance with its obligations under this Agreement. The foregoing shall include the right for SOMERSET 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 SOMERSET have been underpaid, then MEMBER SCHOOL shall immediately pay to SOMERSET 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). The foregoing remedies shall be in addition to any other remedies SOMERSET may have.

8.3 Guidance. In addition, SOMERSET 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. SOMERSET's advice or guidance is generally based upon the experience of SOMERSET and its affiliates in operating charter schools and MEMBER SCHOOL shall hold SOMERSET and its representatives harmless from any liability that results in connection with any such advice and guidance.

9. 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.

10. 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

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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 SOMERSET, 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 SOMERSET CONTROL OR INFLUENCE.

11. 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. The parties waive any and all objections and defenses to jurisdiction and venue in Miami-Dade County, Florida.

12. 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.

13. INDEMNIFICATION AND INSURANCE.

13.1 SOMERSET Indemnity. SOMERSET 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 SOMERSET's breach of its obligations under this Agreement.

13.2 MEMBER SCHOOL Indemnity. To the extent permitted by law, in addition to any other obligations under this Agreement, MEMBER SCHOOL agrees to indemnify and hold harmless SOMERSET, Somerset System, and ESP, 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,

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that, in no event shall SOMERSET, Somerset System, and ESP 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 SOMERSET, CMO, and ESP their respective members, directors, officers, employees, and agents.

13.3 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. This Agreement shall not be deemed to waive any rights of Somerset under Section 768.28, Florida Statutes

13.4 Survival. The indemnity obligations in this Section 12 and otherwise stated in this Agreement shall survive the expiration or termination of this Agreement.

13.5 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 Somerset System, 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 Somerset System or CMO (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 SOMERSET. SOMERSET, CMO, and ESP 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 Somerset Academy School, and shall be maintained in force, without interruption, until this Agreement is terminated, for a period of two (2) years thereafter.

13.6 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 OR TO THE LIQUIDATED DAMAGES PROVIDED FOR IN SECTION 7.8. Somerset does not waive any rights provided to it under Section 768.28 of the Florida Statutes.

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14. CONFIDENTIALITY.

To the extent permitted by law, including the Public Information Act, MEMBER SCHOOL acknowledges that SOMERSET 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 CMO. 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 SOMERSET, its affiliates and the Somerset System, 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 SOMERSET prompt notice of such order, cooperate with SOMERSET 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 SOMERSET and which is identified as "CONFIDENTIAL", SOMERSET 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. SOMERSET 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 SOMERSET 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 SOMERSET pursuant to this Agreement.

15. 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

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third-party beneficiary of this Agreement), this Agreement is not intended to create any rights of a third-party beneficiary.

16. 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.

17. 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.

18. 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.

19. 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 SOMERSET:
Somerset Academy, Inc.
6340 Sunset Drive
Miami, FL 33143
Attn: Todd German, Chair
Attn: Collette Papa

If to MEMBER SCHOOL:
Somerset Academy North Carolina, Inc.
Attn: Annaliet Echaniz
Board Chair
[****]
[****]

With a copy to:

[****]
[****]
[****]

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

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(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.

20. EQUITABLE RELIEF.

Each party acknowledges that an actual or threatened violation of the covenants contained in Section 14 of this Agreement, as they related to both parties, or Section 2, 4, and 5, 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.

21. 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.

22. 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.

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[Signature Page to Follow]

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

Somerset Academy, Inc.

By: _____

Print: _____

Its: _____

WITNESSED:

By: _____

(Print): _____

By: _____

(Print): _____

Somerset Academy of North Carolina, Inc.

By: _____

Print: _____

Its: _____

WITNESSED:

By:

(Print):_____

By:

(Print):_____

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FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

KATHLEEN SHANAHAN, Chair
ROBERTO MARTÍNEZ, *Vice Chair*

Members
GARY CHARTRAND
DR. AKSHAY DESAI
BARBARA S. FEINGOLD
JOHN R. PADGET

John L. Winn
Commissioner of Education

Just Read, Florida!

July 29, 2011

Ms. Andreina Figueroa, Board Chair
c/o Michael Diaz de la Portilla
Somerset Academy Charter School (06-5141)
6340 Sunset Drive
Miami, Florida 33413

Dear Ms. Figueroa:

This letter serves as notification that the Department of Education has verified that Somerset Academy Charter School (06-5141) currently meets the criteria for high-performing charter school status pursuant to s. 1002.331, F.S.

If you have any questions, please contact the Office of Independent Education and Parental Choice at (850) 245-0502, or via e-mail at charterschools@fldoe.org.

Thank you for your continued participation in our mission to improve the quality of educational options for Florida's students.

Sincerely,

John L. Winn

Cc: Mr. Donnie Carter, Superintendent
Ms. Jody Perry, Charter School Liaison

SOMERSET ACADEMY OF NORTH CAROLINA
CONFLICT OF INTEREST AND ANTI-NEPOTISM

SECTION I
DEFINITIONS

1.1 Interested Person. An "Interested Person" is any person serving as a member of this Board who, as of the date of discussion or action by the Board, either: (i) has a direct or indirect Financial Interest, as defined in Section 1.2 below, or (ii) intends, or understands it to be more probable than not, that he or she will acquire such a direct or indirect Financial Interest at any time during the pendency of the proposed transaction or arrangement.

1.2 Financial Interest. A "Financial Interest" is an interest, whether through business, investment, or immediate family (spouse, children and parents), which can be described as one or more of the following:

(i) an ownership or investment interest in any entity with which Somerset Academy North Carolina, Inc. has a transaction or arrangement, or

(ii) a Compensation Arrangement with Somerset Academy North Carolina, Inc. or with any entity or individual with which Somerset Academy North Carolina, Inc. has a transaction or arrangement, or

(iii) a potential ownership or investment interest in, or Compensation Arrangement with, any entity or individual with which Somerset Academy North Carolina, Inc. is negotiating a transaction or arrangement.

A Financial Interest need not be held as of the date of discussion or action by the Board; rather, it is sufficient, for purposes of this Policy, if, as of the date of discussion or action by the Board, the Interested Person intends, or understands it to be more probable than not, that he or she will acquire a Financial Interest at any time during the pendency of the proposed transaction or arrangement that is the subject of discussion or action by the Board. For purposes of this Policy, a person shall be deemed to have a Financial Interest with respect to Somerset Academy North Carolina, Inc. if such person has a Financial Interest with respect to any other organization that controls, is controlled by, or is under common control with Somerset Academy North Carolina, Inc. .

1.3 Compensation Arrangement. Any agreement or understanding pursuant to which a person may or shall receive, either directly or indirectly, money or property from another person or organization, irrespective of whether such money or property is paid in consideration for the performance of services or the provision of other value.

1.4 Conflict of Interest. With respect to a matter for discussion or action by the Board, any circumstance under which an Interested Person, by virtue of a Financial Interest, may be influenced, or may appear to be influenced, either in whole or in part by any purpose or motive other than the success and well-being of Somerset Academy of North Carolina, Inc. and the achievement of its exempt purposes.

SECTION II
DISCLOSURE OF FINANCIAL INTEREST AND DETERMINATION OF CONFLICT

2.1 Disclosure of Financial Interest. If, at any time, an Interested Person becomes aware that the Board may or shall discuss or act upon any transaction or arrangement which may have any bearing of any kind upon, or may relate in any manner to, a Financial Interest of the Interested Person, such Interested Person shall disclose such Financial Interest to the Board as follows:

(i) the Interested Person shall provide to the Board, in advance of such discussion or action by the Board, written disclosure of the existence, nature and extent of the Interested Person's Financial Interest, or

(ii) the Interested Person shall verbally inform the Board of the existence, nature and extent of the Interested Person's Financial Interest during the Board meeting in advance of such discussion or action by the Board.

Any and all written or verbal disclosures of Financial Interests shall be made a formal part of the minutes of the Board.

Notwithstanding the foregoing, an Interested Person shall not be required to disclose pursuant to this Section 2.1 any Financial Interest which, in the exercise of such Interested Person's reasonable judgment, is so de minimal that it would not under any circumstances influence, or appear to influence, the Interested Person's judgment or actions with respect to the proposed transaction or arrangement to be discussed and/or acted upon by the Board. 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.

2.2 Recusal by Interested Person. In connection with an Interested Person's disclosure of a Financial Interest pursuant to Section 2.1 above, an Interested Person may determine that such Financial Interest creates a Conflict of Interest with respect to the proposed transaction or arrangement to be discussed or acted upon by the Board. In such circumstances, the Interested Person may voluntarily recuse himself or herself from discussion or action by the Board, at such time and in such form as is used by the Interested Person to disclose such Financial Interest pursuant to Section 2.1 above.

2.3 Determination of Conflict of Interest. Where an Interested Person has provided advance written disclosure of a Financial Interest but has not voluntarily recused himself or herself from discussion of or action upon the proposed transaction or arrangement, the Board shall, prior to commencing its discussion or taking action, determine whether the Financial Interest creates a Conflict of Interest, as defined above. The Interested Person shall not participate in any discussions or vote related to this determination, except to the extent necessary to fully explain the Financial Interest and the manner in which the proposed transaction or arrangement to be discussed or acted upon by the Board may or will bear upon or relate to the Financial Interest. Acting either at the request of any member of the Board or in his or her individual discretion, the President may direct that the Interested Person leave the meeting room for all or any part of the discussion or vote related to the determination of whether the Financial Interest creates a Conflict of Interest.

SECTION III
PROCEDURES UPON DETERMINATION OF A CONFLICT OF INTEREST

3.1 Exclusion from Discussion and Vote. In circumstances where the Board has determined that a Conflict of Interest exists, the Interested Person shall not participate in any discussion or vote regarding the transaction or arrangement at issue, and shall not be present in the meeting room for any part of the discussion or vote relating to the transaction or arrangement.

3.2 Action by Board. With respect to any transaction or arrangement with regard to which the Board has determined that a Conflict of Interest exists, the Board shall discuss such transaction or arrangement as appropriate, but shall not formally approve such transaction or arrangement unless and until the non-interested members of the Board have decided, by majority vote, that the transaction or arrangement is in the best interests of and for the benefit of Somerset Academy North Carolina, Inc., and is fair and reasonable thereto in all respects. In complying with this Section 3.2, the Board shall recognize that, under certain circumstances, a decision made pursuant to this Section may necessitate an investigation of alternatives to the proposed transaction or arrangement, and/or a determination as to whether a more advantageous transaction or arrangement might be obtained with reasonable efforts under the circumstances.

SECTION IV
DOCUMENTATION OF DISCLOSURE AND PROCEDURES

4.1 Meeting Minutes. Minutes of meetings of the Board shall include copies of all written disclosures of Financial Interests, and shall describe all verbal disclosures thereof. Such minutes shall further reflect the determination of the Board as to whether a Conflict of Interest exists, and the objection of the Interested Person, if any, to such determination. Where a Conflict of Interest has been determined to exist, the minutes should reflect the Board's

compliance with the procedures described in Sections 3.1 and 3.2 above. With respect to any transaction or arrangement with regard to which a Conflict of Interest has been determined to exist, meeting minutes shall describe the substance of the discussions relating to the transaction or arrangement, and who was present for such discussions. In addition, minutes should identify the members who were present for any and all votes upon such transaction or arrangement, along with a record of the final vote.

SECTION V
WRITTEN ASSENT BY MEMBERS

5.1 Written Acceptance. At the first meeting of the Board subsequent to the annual election of members of the Board, or, if elected less frequently, then at least once per year, each member of the Board shall sign a written statement certifying to all of the following:

(i) he or she has received a copy of this Policy;

(ii) he or she has read and understands this Policy;

(iii) he or she agrees to comply with this Policy;

(iv) he or she understands that this Policy applies to all committees having board-delegated powers; and

(v) he or she understands that Somerset Academy North Carolina, Inc. is a tax-exempt organization and, in order to maintain the tax-exempt status of Somerset Academy North Carolina, Inc. under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, Somerset Academy North Carolina, Inc. must continuously engage primarily in activities which accomplish its tax-exempt purposes.

Any member of the Board who refuses or fails to sign such a statement shall be prohibited from participating in discussion or action by the Board.

5.2 Failure to Disclose Financial Interests. If it is determined at any time that an Interested Person has negligently or intentionally failed to disclose a Financial Interest, the Board shall consider the imposition of such sanctions as the Board may deem appropriate.

SECTION VI
Anti-Nepotism

6.1 Conflict of Interest and Anti-Nepotism. (1) The requirements of Chapter 55A of the General Statutes related to conflicts of interest. (2) A requirement that before any immediate family, as defined in G.S. 115C-12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ immediate family of any member of the board of directors or a charter school employee with supervisory authority. (3) No teacher or staff member that is immediate family of the chief administrator shall be hired without the Board evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the Department, with evidence, that this process occurred. (4) A requirement that a person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy established as provided in this subsection and applicable law.

ETHICS

It is the policy of Somerset Academy North Carolina, Inc. that its employees and board members uphold the highest standards of ethical, professional behavior. To that end, these employees and board members will agree to commit themselves to carrying out the mission of this organization and shall:

- Be mindful of and honor the safety, health and welfare of the public in the performance of professional duties.
- Act in such a manner as to uphold and enhance personal and professional honor, integrity and the dignity of the profession.
- Treat with respect and consideration all persons, regardless of race, religion, gender, sexual orientation, marital or family status, disability, age or national origin.
- Engage in carrying out Somerset Academy's mission in a professional manner.
- Collaborate with and support other professionals in carrying out Somerset Academy's mission.
- Build professional reputations on the merit of services.
- Recognize that the mission of Somerset Academy at all times is the effective education of children and the development of institutions to foster that mission.
- Keep up to date and informed on emerging issues and business of the Board, and to conduct themselves with professional competence, fairness, impartiality, efficiency and effectiveness.
- Uphold and implement policies adopted by the Board of Directors.
- Keep the faculty, parents, students and community informed about issues affecting them.
- Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication and compassion.
- Exercise whatever discretionary authority they have under the law so as to carry out the mission of the organization.
- Serve with respect, concern, courtesy, and responsiveness in carrying out the organization's mission.
- Demonstrate the highest standards of personal integrity, truthfulness, honesty and fortitude in all activities in order to inspire confidence and trust in such activities.
- Avoid any interest or activity that is in conflict with the conduct of official duties.
- Respect and protect privileged information to which they have access in the course of their official duties.
- Strive for personal and professional excellence and encourage the professional development of others.

Dear North Carolina Department of Public Instruction,

My name is David Wideman, and I am writing to you as a proud resident of Charlotte, NC, currently enjoying retirement after a fulfilling career as an Executive Pastor at a church in Coral Gables, FL. It is with great enthusiasm that I support the establishment of a new Somerset Academy in the Union/Charlotte Mecklenburg/Wesley Chapel area.

During the latter part of my tenure in Florida — spanning the last 8 to 10 years — our church had the honor of housing a Somerset Charter School. This collaboration brought numerous benefits, not just to our church but also to the surrounding community. The ESP, Academica, along with the school leaders, showcased utmost diligence and cooperation, effectively maneuvering aspects such as parking, traffic control, logistics between church and school activities, financial arrangements, and fostering community involvement.

The school quickly set itself apart as the “gold standard” for elementary education in our area. Our experience with Somerset Academy was profoundly positive, marked by their high standards and commitment to excellence, which seamlessly aligned with our church’s mission and values.

Given this firsthand experience, I am confident that introducing Somerset Academy to our community in North Carolina will bring similar benefits. I am excited about the potential for local families to access the exceptional educational opportunities that Somerset Academy offers.

Please feel free to contact me at djamfam@aol.com should you have any questions or need further insights based on my experiences. I am more than willing to share how such an institution can positively transform a community.

Thank you for considering this transformative opportunity for our area.

Sincerely,

David Wideman

[redacted]

Jenny Rodriguez
[redacted]
Jennyp001@live.com
[redacted]

April 9, 2025

North Carolina Department of Public Instruction
Somerset Academy
North Carolina

Dear North Carolina Department of Public Instruction,

I am writing to express my strong support for Somerset Academy as a prospective parent who is deeply committed to the quality of educational opportunities in our community. In exploring schools that emphasize both academic excellence and community engagement, Somerset Academy, part of the distinguished Somerset Academy network—emerges as an outstanding choice.

I can personally attest to the quality of education provided by Somerset Academy. My son graduated from Somerset Academy Bay in Miami, Florida, and is now thriving academically at Cardinal Gibbons High School in Raleigh, North Carolina, where he is enrolled in advanced courses. His smooth transition and continued academic success are a direct reflection of the strong foundation he received at Somerset.

Somerset Academy is well known for offering a well-rounded education through its “Global Mind, Local Impact” philosophy. This approach not only equips students with a rigorous academic curriculum but also encourages them to apply their knowledge to make meaningful contributions to their communities.

As a parent, I value a school that aligns with my expectations for both academic excellence and character development. Somerset Academy's proven track record of fostering intellectual growth and personal responsibility gives me full confidence in its ability to deliver the kind of education I want for my child.

Additionally, the school's strong commitment to community involvement is deeply admirable. By actively engaging students in service and local initiatives, Somerset Academy cultivates civic responsibility and prepares students to be thoughtful, engaged citizens.

I truly believe Somerset Academy represents a unique and valuable educational opportunity for families in our area. Its combination of academic rigor and real-world engagement is essential to preparing students for future success. Thank you for considering my perspective, and for your continued dedication to supporting high-quality educational options in our state.

Sincerely,

Jenny Rodriguez

To whom it may concern:

My name is Amanda Galindo, and I am a devoted parent to four wonderful children, ranging in age from 6 to 15. As a resident of North Carolina and a charter school parent, I have a vested interest in the educational options available in our community. I am writing to express my enthusiastic support for the opening of a new Somerset Academy in the Union/Charlotte Mecklenburg/Wesley Chapel area.

Before having my own children, I had the incredible experience of living near Somerset schools in Miami, FL, for over 20 years. I have personally observed the tremendous growth and success of these institutions and the positive impact they've had on their communities and families. The vision and mission of the Somerset network resonate with me profoundly, not only as an observer but also as a parent who understands the importance of quality education.

The family satisfaction levels, the academic success of the students, and the overall community benefits that come with a Somerset Academy are truly commendable. As a charter school parent, I am excited about the possibility of bringing such high standards of education and community engagement to our area.

I firmly believe that a Somerset Academy would be an excellent addition to the Wesley Chapel area and would provide invaluable educational opportunities for many families. It would offer a diverse array of resources and learning experiences that would significantly enhance our children's educational landscape.

Thank you very much for considering this opportunity to enrich our community. I am hopeful and eager to see a Somerset Academy flourish in North Carolina in the near future.

Warm regards,

Amanda Galindo

[redacted]

Sarah Sullivan
[redacted]

April 23, 2025

Dear NC Department of Public Instruction,

I am writing to express my support for Somerset Academy as a parent and member of the community. Somerset Academy prioritizes academic excellence and community engagement. I am invested in the educational options in our community and would like to see Somerset Academy network become part of Union County.

Somerset Academy schools have built a strong reputation for delivering a well-rounded education through their innovative "Global Mind, Local Impact" philosophy. This approach combines academic rigor with real-world application, encouraging students to use what they learn to make meaningful contributions in their communities. With a proven track record of promoting both academic achievement and personal growth, I'm confident that the school can bring the kind of educational excellence our community deserves.

I also deeply admire the school's strong focus on building connections with the local community. By involving students in meaningful community initiatives, Somerset Academy fosters a sense of civic responsibility and encourages them to grow into thoughtful, engaged citizens. I believe Somerset Academy offers an exceptional opportunity for families in our area—combining academic excellence with a strong commitment to community involvement. Thank you for considering my perspective, and for your ongoing dedication to expanding quality educational options in our community.

Sincerely,

Sarah Sullivan

Maritza Cannady

[redacted]

April 24, 2025

North Carolina Department of Public Instruction

Somerset Academy of North Carolina

Dear NC Department of Public Instruction,

As an individual invested in the educational options available in my community, I strongly support and look forward to the Somerset Academy network of schools coming to Union County.

The Somerset Academy schools are known for providing a well-rounded education through their innovative "Global Mind, Local Impact" philosophy. Their methodology not only ensures that students receive a rigorous academic curriculum but also their students are encouraged to make meaningful contributions within the community by employing their knowledge. The Somerset Academy schools has a proven track in fostering both academic success and personal development, which gives me confidence that Somerset Academy can offer the educational excellence required in our communities.

Additionally, the Somerset Academy schools commitment to nurturing a strong connection with the local community is indeed a significant factor in my appreciation for this organization. By actively engaging students in community initiatives, Somerset Academy cultivates a sense of civic responsibility and empowers students to become thoughtful, engaged citizens.

I believe that Somerset Academy represents an outstanding opportunity for families in our area, offering a blend of academic rigor and community involvement that is essential for preparing students for future success.

Thank you for considering my perspective and for your continued dedication to providing quality educational choices in our community.

Sincerely,

Maritza Cannady

Sandy Sprinkle

[redacted]

Dear NC Department of Public Instruction,

I am writing to express enthusiasm in hearing that Somerset Academy may be an educational option available in our community. Somerset Academy prioritizes academic excellence and community engagement, and I look forward to the esteemed Somerset Academy network, coming to Union County.

I understand the Somerset Academy schools are known for their reputation in providing a well-rounded education through their innovative philosophy. This approach not only ensures that students receive a rigorous academic curriculum but also encourages them to apply their learning to make meaningful contributions within the community. The proven track record of Somerset Academy schools in fostering both academic success and personal development gives me confidence that Somerset Academy can offer the educational excellence needed for our community.

Additionally, by actively engaging students in community initiatives, Somerset Academy cultivates a sense of civic responsibility and empowers students to become thoughtful, engaged citizens.

I believe that Somerset Academy represents an outstanding opportunity for families in our area, offering a blend of academic rigor and community involvement that is essential for preparing students for future success. Thank you for considering my perspective and for your continued dedication to providing quality educational choices in our community.

Sincerely,

Sandy Sprinkle

Sandy Sprinkle

Community Interest

School Interest Form

PARENTS NAME	Grade Level
Renee	Second Grade
Melissa	Third Grade
Rocio	Kindergarden
Amanda	Third Grade
Savannah	Fourth Grade Kindergarden
Kaitlin	Kindergarden
Mirella	Third Grade
Ada	Third Grade
Lianny	Fifth Grade
Laura	Fourth Grade
Deanna	First Grade
Tiffany	Second Grade
Sarah	First Grade
Anne	Second Grade Kindergarden
Reyna	Fourth Grade
Tracey	Second Grade
Ana	Second Grade
Monika	First Grade
Ania	
Tanya	
May	
Andrea	
Leigh	Kindergarden
Sabra	Kindergarden
Mary	Kindergarden
Denisse	Kindergarden
Marylu	Kindergarden
Tracy	Fourth Grade
Nathalle	Fourth Grade
Emily	Kindergarden
Leydys	Fifth Grade
Gabriela	Third Grade
Samantha	Second Grade
Stephanie	Fourth Grade
Kaylan	First Grade
Jenny	Fifth Grade
Sheena	Fifth Grade
Aimee	Fifth Grade
Christina	Third Grade

Jay [redacted]	Kindergarden
Juan [redacted]	Fourth Grade
Raylonda [redacted]	Kindergarden
Alyssa [redacted]	Second Grade
Krystal [redacted]	Kindergarden
Demario [redacted]	Second Grade
Ashia [redacted]	Kindergarden
Victoria [redacted]	Second Grade
Brian [redacted]	Kindergarden
Melinda [redacted]	Third Grade
Vidya	Kindergarden
April [redacted]	Third Grade
Brooke [redacted]	Kindergarden
Jami [redacted]	Kindergarden
Sarayu	First Grade
Vimalkumar [redacted]	First Grade
Serah [redacted]	second_grade
Tanima [redacted]	second_grade
Elizabeth [redacted]	second_grade
Maylin [redacted]	kindergarden
Tai P. [redacted]	third_grade
Charita [redacted]	kindergarden
Brittany [redacted]	second_grade
Wong [redacted]	third_grade
Crystal [redacted]	fourth_grade
Judy [redacted]	fourth_grade
Michelle [redacted]	fourth_grade
Tábata [redacted]	kindergarden
Kimberly [redacted]	third_grade
Denise [redacted]	third_grade
Sherrice [redacted]	fourth_grade
Roshi [redacted]	kindergarden
Brittany [redacted]	kindergarden
Natasha [redacted]	first_grade
Amanda [redacted]	fifth_grade
Mike [redacted]	fifth_grade
Melissa [redacted]	Second Grade
Ashley [redacted]	Kindergarden
Leigh [redacted]	Kindergarden
Elizabeth [redacted]	Kindergarden
Terra [redacted]	Fifth Grade
Victoria [redacted]	Second Grade
Briana [redacted]	Fifth Grade

Sean [redacted]	First Grade
Cindy [redacted]	Kindergarden
Rashid [redacted]	Kindergarden
Alicia [redacted]	Kindergarden
Ril [redacted]	Third Grade
Jana K. [redacted]	Third Grade
Kimberly [redacted]	Second Grade
Kelly [redacted]	Third Grade
Melissa [redacted]	Third Grade
Pallavi [redacted]	Third Grade
Dora [redacted]	Second Grade
Liz [redacted]	Fourth Grade
Mona [redacted]	Second Grade
Cate [redacted]	Kindergarden
Satya [redacted]	Second Grade
Robin [redacted]	Fifth Grade
Whitney [redacted]	Kindergarden
Hema [redacted]	Kindergarden
Jeimy [redacted]	Fourth Grade
Bianca [redacted]	Fourth Grade
Sheetal [redacted]	First Grade
Luz [redacted]	Kindergarden
Sara [redacted]	Second Grade
hiren	Fourth Grade
Michael [redacted]	Kindergarden
Wilson [redacted]	Kindergarden
Antwanette [redacted]	Kindergarden
Tina [redacted]	Third Grade
Vaishali [redacted]	Fifth Grade
J.J. [redacted]	First Grade
Kiera [redacted]	Fourth Grade
Rhina [redacted]	First Grade
Irasema [redacted]	Second Grade
Emily [redacted]	Third Grade
Demario [redacted]	Kindergarden
Tommy [redacted]	Kindergarden
Alisia [redacted]	Third Grade
Meritiana [redacted]	Third Grade
Haneen [redacted]	Kindergarden
Jennifer [redacted]	Fifth Grade
Megan [redacted]	Fifth Grade
Maria [redacted]	Third Grade
Gauri [redacted]	Kindergarden

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As a Matter of Fact:

The National Charter School Study III 2023

LAST UPDATED 6/19/2023

As a Matter of Fact: The National Charter School Study III 2023

Executive Summary

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CREDO, the Center for Research on Education Outcomes at Stanford University, aims to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policy makers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policy makers strengthen their focus on the results of innovative programs, curricula, policies, and accountability practices.

Acknowledgments

CREDO gratefully acknowledges the support of the state education agencies that contributed their data to this partnership. Our data access partnerships form the foundation of CREDO's work, without which studies like this would be impossible. We strive daily to justify the confidence placed in us.

The research presented here uses confidential data from state departments of education. The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. In addition:

- The research presented here utilizes SLDS Data from the Idaho State Board of Education (SBOE) and the Idaho State Department of Education. Any research errors are the sole responsibility of the author(s).
- This research result used data structured and maintained by the MERI-Michigan Education Data Center (MEDC). MEDC data is modified for analysis purposes using rules governed by MEDC and is not identical to data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, MDE and CEPI or any employee thereof.
- Data for this report was provided by the Missouri Department of Elementary and Secondary Education.
- The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study. All errors are attributable to the authors.

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Project Description

As a Matter of Fact: The National Charter School Study III 2023 (NCSSIII) is the third national study by CREDO evaluating the academic progress of students enrolled in charter schools in the United States. The current report presents findings from 2014 to 2019, which yields four periods of year-to-year student growth as measured by state achievement tests. It includes data from 29 states plus Washington, D.C., and New York City, which for convenience we report as 31 states. In addition, because we have used a common methodology across the three studies, we can combine results into trends to support insights of the performance of students enrolled in charter schools over the past 15 years.

To organize the extensive body of this current research effort, CREDO separated the analysis into two parts and produced two reports: (1) Charter School Performance in 31 States (CSP31) and (2) Charter Management Organization 2023 (CMO23). CSP31 examines the performance of the full set of charter school students and schools, while CMO23 analyzes the difference in academic growth between students attending charter schools associated with charter management organizations (CMOs) and those attending stand-alone charter schools (SCS).[1] We present this combined Executive Summary for both reports as well as common Summary of Findings, Conclusions and Implications to ensure we present the fullest picture of performance in charter schools.

Our work deliberately focuses on a specific outcome: the annual progress that students make over an academic year. In this report, we look at students in charter schools compared to the experience they would have had in the traditional public schools (TPS) they would otherwise have attended. One notable limitation of this approach is that we have limited line of sight "under the hood" and into the role that localized environmental, regulatory and organizational factors play on individual school performance. Our contribution to the K-12 education research and practice landscape is to test fundamental questions of the effectiveness of charter schools and highlight outcomes and trends rooted in academic progress.

A study of the academic impacts of charter schools on their students is timely. Insights about the educational effectiveness of schools, school operators, K-12 academic programs and education policy are valuable today more than ever. The 2022 results from the National Assessment of Educational Progress removed any ambiguity about student learning after the COVID-19 pandemic. As a country, student academic performance has regressed by two decades in math and fallen steeply in reading, with the most severe performance declines found among minority, poverty and special needs populations that were already struggling before the pandemic. The need for evidence-backed approaches to sustained academic success for students transcends demographic, economic and political divides. As school and district leaders, policy makers, teachers, families and philanthropists build and implement plans to address pandemic-accelerated declines in student learning, they need analysis of school and system achievement presented here to guide and support their efforts.

1 The CMO study does not include Idaho, Maryland, and Ohio.

Methodology

This research depends on data-sharing partnership agreements with state education agencies. One common requirement across all agreements is that the processing, analysis and security of the student-level data must meet the Federal Education Rights and Privacy Act (FERPA) requirements. This study complies with FERPA regulations as interpreted by each state providing data.

Using both student and school level data, our resulting data set included 81 percent of tested public school students in the United States, making it one of the largest data sets of student-level observations created to date. We used this information to create a matched student data set with over 6,500,000 student-level observations from over 1,853,000 charter students and a matched comparison group.

To create rigorous tests of our research questions, we need to compare charter school students' experience with an alternative, in this case the learning that occurs in nearby TPS. We match each charter student whose records appear in the data with records of traditional public school students with identical traits and aligned prior test scores who enrolled in schools that the charter student would have attended if not at their charter school. This approach, the Virtual Control Record protocol, creates a "virtual twin" to a charter school student. For research purposes, the virtual twin differs from the charter student only in the school attended.

This study approach mirrors the one used in the 2009 and 2013 studies. The only change to the method was to rematch the charter school students to a new set of TPS students each year.[2] The data collected for this study consisted of student-level demographics, school enrollment and achievement test scores in reading/ English language arts (ELA) and math To assure accurate estimates of charter school impacts, we use statistical methods to control for differences in student demographics and eligibility for categorical program support such as free or reduced-price lunch eligibility and special education. In this way, we have created the analysis so that differences in the academic growth between the two groups are a function of which schools they attended.

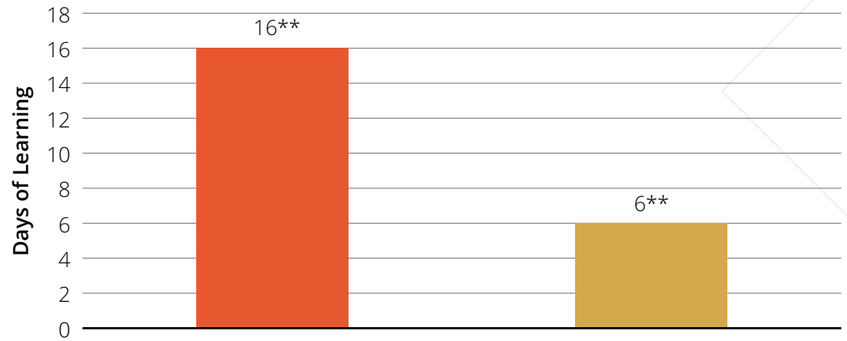
In these 2023 studies, we present our findings about learning outcomes measured in days of learning. The measure uses a benchmark of learning: the average student in TPS will obtain a year's learning in a year's time. Computationally, the benchmark student attends school for 180 days in a year and advances their learning by 180 days. If another student makes more (or less) progress in the same period of time, we present that as additional (or fewer) days of learning.

2 This change meets the new standards of the What Works Clearinghouse at the National Center for Education Evaluation.

Summary of Findings

Looking at year-to-year academic progress from 2015 to 2019, **the typical charter school student in our national sample had reading and math gains that outpaced their peers in the traditional public schools (TPS) they otherwise would have attended.** We report these differences as marginal days of additional (or fewer) days of learning on a learning benchmark of 180 days of learning each school year for matched TPS students. In math, charter school students, on average, advanced their learning by an additional six days in a year's time, and in reading added 16 days of learning.

Figure 1: Annual Academic Growth of Charter School Students, Reading and Math



** Significant at $p \leq 0.01$
Figure above originally appears as Figure 1.7 in CSP31.

These average effects are across all students, all schools, for all time periods. There is considerable variation around these averages and this variation forms the foundation for additional analyses and findings in our two papers.

This growth represents accelerated learning gains for tens of thousands of students across the country. Each student and each school is a proof point that shows that it is possible to change the trajectory of learning for students at scale, and it is possible to dramatically accelerate growth for students who have traditionally been underserved by traditional school systems.

Do All Students Benefit?

When we probe these results to determine if all students benefit, we find positive results are not only present in the aggregate, but also across student race/ethnicity groups:

- **Black and Hispanic students** in charter schools advance more than their TPS peers by large margins in both math and reading.
- **Multiracial, Native American, and White students** in charter schools show equivalent progress to their TPS peers in reading, but had weaker growth than their TPS peers in math.
- **Asian students** in charter schools showed similar growth to their TPS peers.

When we examined academic growth for special populations of students, we found that, compared with their TPS peers:

- Charter school **students in poverty** had stronger growth
- **English-language learner students** attending charter schools had stronger growth
- **Students receiving special education services** had significantly weaker growth in both math and reading on average, though CMO-affiliated students with Special Education needs have learning on par with their TPS Special Education peers.

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. In some cases the claim focused on students having more motivated parents. Another version suggests targeting behavior on the part of the school results in a student body that is better prepared academically, a practice commonly referred to as "cherry picking" or "cream skimming". If true, the students in charter schools would show higher academic achievement at the point of enrollment. In multiple analyses, we do not see significant evidence of an undue advantage to charter schools. In fact, we find the opposite is true: charter schools enroll students who are disproportionately lower achieving than the students in their former TPS.

Where Is Positive Academic Growth Happening?

Deeper into our analysis, we examine *where student learning gains are occurring*, and find that positive and strong effects exist in charter schools that vary widely by location and configuration.

- **States** – 18 states in the NCSS3 study produced significantly stronger growth for students enrolled in their charter schools when compared with their TPS peers; in 12 states, growth was similar to TPS peers. Students attending charter schools had weaker reading growth than their TPS peers in only one state, Oregon. In 12 states, charter school students had significantly stronger growth in math than their peers in TPS. In 16 states, math growth was similar between charter students and their TPS peers. Only three states showed weaker growth for charter students compared to their peers.
- **Locale** – compared to their TPS peers, urban charter school students had 29 additional days of growth per year in reading and 28 additional days of growth in math, both of which were significant. Suburban charter school students also had stronger growth in reading (+14 days) and in math (+3 days). Rural students enrolled in charter schools had the equivalent of five additional days of learning in reading, but 10 days less growth in math than their TPS peers. These results are strongly hampered by the performance of virtual charter schools; despite having only six percent of charter school students enrolled, their impact on student progress of 58 fewer days of learning in reading and 124 fewer days in math has damaging consequences for students and exerts a outsized drag on overall national results.
- **Grade configuration** – charter schools serving elementary, middle, and high school students had statistically positive growth in both reading and math. Results for multilevel charter schools were negative in math and similar to the TPS comparison groups in reading. Seeing growth in all grade spans helps us understand that trends in the national aggregate performance are not concentrated in particular grades.
- **Continuous Enrollment** – charter students overcome an initial learning dip associated with a school change, and by their fourth year in their charter school, they show 45 days stronger growth in reading than their TPS peers and 39 additional days of learning per year in math. The longer a student stays enrolled in a charter school, the better the student's academic outcomes are.
- **School Management** – students who attend a charter school that is part of a charter management organization (CMO) experience significantly accelerated growth compared to students enrolled in stand-alone charter schools (SCS). Even so, CMO schools and SCS provide stronger learning than TPS in reading, and CMOs do so in math. CMO-affiliated students advanced by 27 additional days in reading and 23 more days in math over TPS, both of which are statistically significant. Stand-alone charter schools still grew significantly more than TPS in reading by 10 additional days of learning, but were no different in math. Given that SCS serve two-thirds of all students enrolled in charter schools, soft math performance in these schools taints the otherwise decisive results in other parts of the study.

Figure 2: Annual Academic Growth of Charter School Students by Charter School Type, Reading and Math

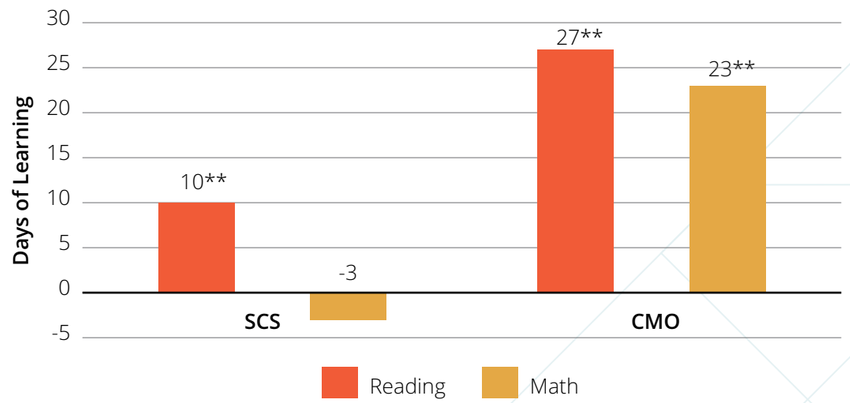


Figure above originally appears as Figure 2.4 in CMO23.

What Can We Learn from CMOs?

Comprising one-quarter of the schools, but serving 37 percent of students in our national data set, Charter Management Organizations (CMOs) are producing much of the learning gains we observed for charter school students.

As with our national top-line results, we find robust results for CMOs when we grouped their students by race/ethnicity, special populations, where the CMOs are located, grade spans of the schools in the network and how long a student enrolls in the school. As with all schools, there is a range of performance for CMOs, and we share their student impacts in Appendix A.

Our analysis uncovered additional ways that CMOs are returning more positive, and often gap-busting, results:

- **New CMOs and new schools in existing CMOs** open with strong results, in both cases delivering stronger average gains for their students than their local TPS. The student gains in new CMOs are not as strong initially as their older CMO peers. New schools started by mature CMOs deliver positive gains in their early years that were none the less smaller than the older CMO schools.
- **Size or age of a CMO does not relate to their quality**, which means some CMOs are growing poorly performing networks of schools.
- **Clustering of CMOs' schools within a single state** returns significantly more days of learning for their students than in CMOs that operate schools in more than one state.
- **CMOs that took on "turn-around" schools**, absorbing those schools into their portfolios, positively impacted results for students who remained enrolled in the turn-around school. In addition, the balance of the CMO portfolio did not experience a downturn in student learning.
- **The Charter School Growth Fund** serves as a case study of charter school growth accelerators. CMOs that the Growth Fund chooses to support have dramatically larger pre-funding learning gains than other CMOs. The schools that existed at the time of selection remain strong. New CMO schools also open with dramatically larger learning gains in both subjects judged against their TPS comparisons.
- **Excellence at Scale** puts dozens of CMOs at the forefront of efforts to provide education that is both equitable and effective in moving student achievement to give their students full preparation for their next steps.

Variations in Charter School Performance

In our reports, we analyze school-level performance, in addition to student-level performance, continuing to report on growth as the outcome variable. Not every charter school provides quality academic programming or an effective learning environment for students. Across all charter schools in our study, 36 percent have greater growth, 47 percent have equivalent growth and 17 percent have lower growth relative to their local TPS. CMO-affiliated charter schools display stronger performance, with 43 percent having greater growth, 42 percent having equivalent growth, and 15 percent having lower growth in comparison to their local TPS. Stand-alone charter schools have slightly more moderate results.

Figure 3: Academic Growth of Charter Schools Compared to Their Local TPS, Reading

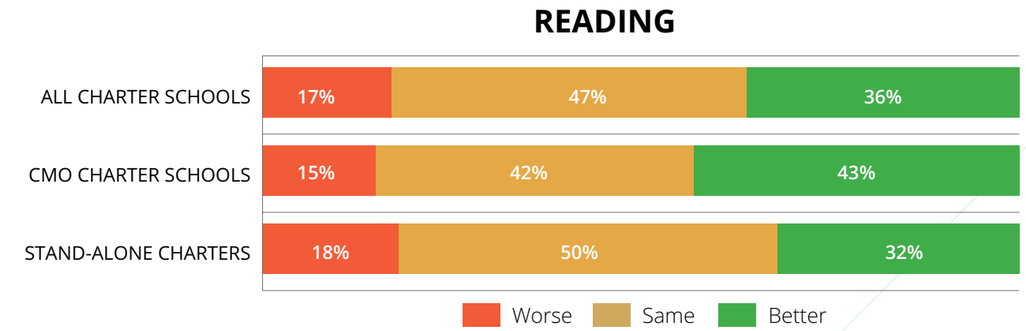


Figure above draws from Figure 1.22 in CSP31, and Figure 36 in CMO23.

In math, more charter schools have weaker results than they do in reading, as presented in the figure below. As the share of charter schools with growth greater than their TPS peers is comparable with the same growth in reading across all categories, the driver of the overall weaker performance in math is the greater percentage of charter schools (all, CMO-affiliated and stand-alone charter schools) that perform worse than their TPS peers. Stand-alone charter schools have the largest share of schools with lower growth in math in comparison to their local TPS.

Figure 4: Academic Growth of Charter Schools Compared to Their Local TPS, Math

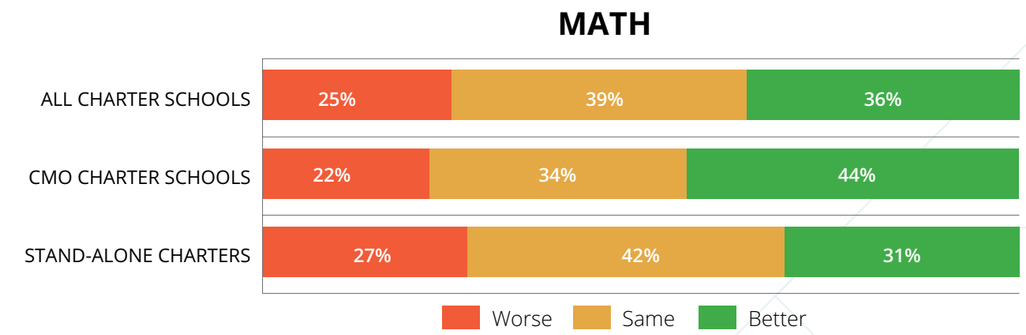


Figure above draws from Figure 1.22 in CSP31, and Figure 37 in CMO23.

These encouraging results require a note of caution. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal if the difference is modest or large, nor does it indicate where in the range of absolute achievement the difference occurs. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to reach long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag behind

the community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the complete picture of charter school performance.

Charter School Growth and Achievement

Student academic growth measures how much students advance their learning in a year's time, and student achievement measures the stock of their knowledge at the end of the year. We believe it is critical to examine both growth and achievement in order to understand how well schools prepare students for next steps in school and life. We map each school's average growth and average achievement against the the growth of matched TPS students and average state performance. Examining both measurements for all schools in our national data set during the most recent growth period, we present findings in four basic categories of school performance:

- **High Growth—High Achievement:** schools that exceed the growth of their local options and whose students are above the state average in overall achievement
- **High Growth—Low Achievement:** schools that exceed the growth of their local options but with overall student achievement below the state average
- **Low Growth—High Achievement:** schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons
- **Low Growth—Low Achievement:** schools with lower academic growth than their local alternatives and whose students' achievement is lower than the state average at the end of a school year.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 5. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.4	31.7
26.3	30.9

Figure 5: Academic Growth and Achievement 2015 to 2018, Reading

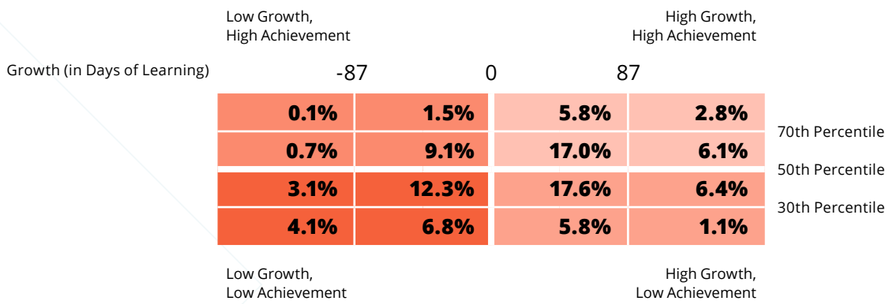


Figure above originally appears as Figure 1.25 in CSP31.

Schools that have average student achievement above the state average (above the 50th percentile) are presented in the top half of the figure. In reading, 43 percent of all schools have average performance in the upper half in their respective states, with a majority of those high achievement schools also having stronger growth than their local TPS. Zeroing in on the low-growth/low-achievement quadrant, 207 schools (4.1 percent) in our study have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 6. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.8	28.2
33.8	26.4

Figure 6: Academic Growth and Achievement 2015 to 2018, Math

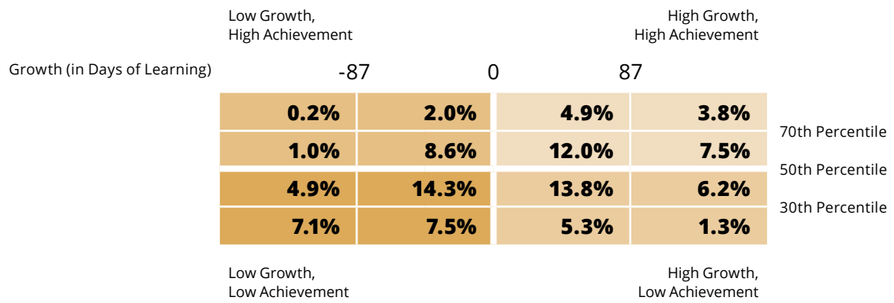


Figure above originally appears as Figure 1.26 in CSP31.

In math, above average achievement exists in 40 percent of charter schools, while 60 percent of schools have achievement that is lower than their state averages. Twenty-eight percent of schools in the data set are high-growth/high-achievement schools, returning great gains for their students. Zeroing in again on the low-growth/low-achievement quadrant, 348 schools (7.1 percent) have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

The number of schools in the low-growth/low-achievement quadrant, though smaller in reading than in math, remains a key concern.

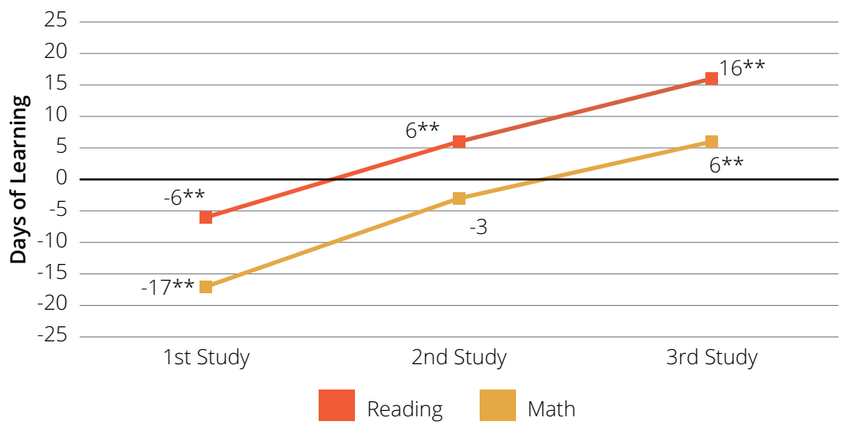
Exceptional Performance in Charter Schools

Perhaps the most revealing finding of our study is that more than 1,000 schools have eliminated learning disparities for their students and moved their achievement ahead of their respective state's average performance. We refer to these schools as "gap-busting" charter schools. They provide strong empirical proof that high-quality, high-equality education is possible anywhere. More critically, we found that dozens of CMOs have created these results across their portfolios, demonstrating the ability to scale equitable education that can change lives.

Evidence of Improvement over Time

Findings from this study take on even more weight when considered in the historical context of the 15 years of CREDO studies on student academic progress in charter schools. Between the 2009 and 2023 studies, against a backdrop of flat performance for the nation as a whole, the trend of learning gains for students enrolled in charter schools is both large and positive.

Figure 7: Annual Academic Growth of Charter School Students across Three National Studies



** Significant at p ≤ 0.01
Figure above originally appears as Figure 1.8 in CSP31.

Conclusions

The outcomes of these studies are largely positive and support several conclusions about the current landscape of charter schools across America. Perhaps more importantly, the opportunity to position these findings in the larger body of research leads to a number of implications about the fundamental policies and practices of charter schooling at a more global level.

1. In both reading and math, charter schools provide students with stronger learning compared with the learning in the traditional public schools that are otherwise available to them.

Across the broad range of charter schools, the evidence suggests that they are a robust education option under many conditions. Whether stand-alone or networked, charter schools operate by law mainly on their own, making decisions they expect will serve their students well. According to our latest findings, the autonomy given to them usually yields positive results. The majority of charter schools provide better year-to-year outcomes for students compared to their traditional public-school options. Most of these schools perform better to such a degree that the difference is statistically significant.

The results stand up to deeper investigation. Charter schools produce superior student gains despite enrolling a more challenging student population than their adjacent TPS. They move Black and Hispanic students and students in poverty ahead in their learning faster than if they enrolled in their local TPS. They are more successful than the local public school alternatives across most grade spans and community settings. These results show that charter schools use their flexibility to be responsive to the local needs of their communities.

These findings generalize into lessons for policy leaders, educators, and funders. Knowing that the average student in the average charter school can outperform their TPS peers raises important questions about the priority placed on student outcomes in education decisions in many communities.

2. Some charter schools provide less student learning than their local district schools, although a larger proportion delivers better learning outcomes. The latter group includes over 1,000 charter schools managing staffing and resources to deliver superior academic results that eliminate the learning gap across student groups.

Vital lessons also come from the distribution of school performance around the average. Over the past 30 years, small, large, urban, rural, networked or stand-alone charter schools, autonomous and independent of each other, have arrived at their own solutions for giving their students stronger learning experiences. The discretion that charter schools enjoy does not guarantee that each school or every charter network realizes strong student outcomes. Our study illuminated the range of learning across schools.

Despite declining shares, there remain a concerning number of charter schools with weaker student outcomes. While lower-performing schools make up a larger share of stand-alone charter schools, CMOs and networks also have a substantial share that produces low gains for their students. This study has profound implications for charter schools and charter networks that do not support student learning. Charter boards and authorizers are the accountability side of the charter school equation. They evaluate school performance and, if necessary, dictate remedies. As our analysis shows, disturbing numbers of charter schools and networks have low learning levels. There are brick-and-mortar, online, networked, and stand-alone charter schools with sub-par results.

The number of school closures we observed in the years of this study was small compared to the counts of schools with the lowest student growth and academic achievement. Since primary and secondary education is essential to the social contract, providing a foundation for future opportunities, the claim of "choice" cannot justify derailing students' preparation. Especially in the post-COVID era, the need for charter boards and authorizers to address under-performance in their schools has never been more critical.

Closure is not the sole remedy. As we learned from our special investigation, the "takeover" of underperforming schools by strong CMOs led to improved student learning for the students who remained enrolled before and after the transfer. The gains did not adversely affect student academic progress in the rest of the CMOs' schools. This policy tool may have broader utility than previously realized.

At the high end of the performance range, good news exists in the growing share of schools outpacing learning in their local TPS. In both subjects and for both CMO and stand-alone schools, larger shares are "better than" and a smaller share is "weaker than" compared to earlier work.

The real surprise of the study is the number of charter schools that have achieved educational equity for their students: we call them "gap-busting" schools. Ensuring equivalent yearly growth across student groups has two critical consequences. First, ensuring minority and poverty students learn on par with or better than their White peers interrupts or reduces the achievement gap. It happens regularly in a large swath of charter schools. More critically, there is strong evidence that these gap-busting schools can be scaled. Added to the traditional district schools that achieve similar results, this is the life-transforming education that so many students need. Second, these schools deliver hundreds of independent proof points that learning gaps between student groups are not structural or inevitable; better results are possible.

Charter schools function as a portfolio, and their varied impacts on student learning are expected. Charter school boards and authorizers are responsible for ensuring students perform well. Evidence shows that the charter school enterprise benefits students, and its positive outliers (e.g., gap busters) can pressure the rest of the system.

The near-term implication for charter school boards and authorizers is two-pronged. Addressing chronic and/or severe underperformance is necessary and imperative in the current education climate. Identifying high-impact exemplars for probationary charter schools to study and emulate is possible. Transfer of sub-par schools to higher-performing operators could be part of a larger incentive for growth and replication. At the same time, authorizers might consider longer charter terms for charter schools that consistently demonstrate outstanding student learning success.

Education leaders and policy makers need to understand that in efforts to improve, some failure is inevitable. Any subsequent failure to address the poor performance compounds the damage. It also blocks constructive learning for the future. Strong examples of authorizing exist and should be emulated.

Leadership and responsibility demand embracing practices and policies that lead to better results for students, not maintaining the status quo.

3. The larger scale of Charter Management Organizations does not guarantee high performance—but on balance, it helps.

When taken as a whole, schools managed by Charter Management Organizations and charter networks bring a greater learning benefit to students compared to stand-alone charter schools. Despite the differences, both groups of charter schools have had larger student success than traditional public schools with respect to reading. We note, however, that math gains in stand-alone charter schools were equivalent to TPS learning.

Our analysis highlights attributes of higher-performing CMOs and networks that could be useful in future discussions. Size or age of the CMO does not relate to student learning: at every increment of CMO age or portfolio size, we see high- and low-impact CMOs and networks. This further supports earlier CREDO research that showed that CMOs only replicate the quality they already have. The implications of replicating schools with weak results is clear. The big upside is the ability of dozens of CMOs to scale their gap-busting performance. Additionally, CMOs that concentrate their operations within a single state have stronger gains than multistate CMOs, though both groups do well by their students.

Programs of external funding and support to CMOs to grow their networks, represented here by the Charter School Growth Fund, focus on some of the stronger CMOs and networks in our study. After high-performing CMOs receive endorsement, the learning of students in those CMO schools rises in reading but holds steady in math.

The majority of new CMO schools are no better or worse than the parent organization has already produced, so decisions to approve applications by CMOs to open new schools must consider the contributions to student learning of schools in the existing portfolio.

CMO growth accelerators help augment board and authorizer reviews through their extensive selection process; the growth of their grant-receiving CMOs maintains the strong student learning that led to their selection. The expansion of these high-quality schools and networks benefits more students and communities.

4. Charter schools and networks improve over time, as do the systems that oversee them.

Insights about improvement in schools and networks stem from this study and CREDO's prior multistate studies.

In the years of this study, student growth in charter schools was the strongest observed in any of CREDO's multistate studies. Added to the results from the previous two studies, a strong trend of improvement becomes clear. We see substantial increases in student learning in CMOs in both tested subjects and in reading for stand-alone charter schools. Even the finding of no difference in math learning in stand-alone charter schools vis a vis TPS, a decline from the 2017 study results, still marks an improvement from the statistically significant negative results in the first CMO vs. stand-alone comparisons in 2013.

A better understanding of the improvement in the sector comes from two different findings. The first is that the largest share of improvement comes from existing charter schools. Compared to the National Assessment of Education Progress (NAEP) trend, evidence of schools getting better over time is welcome news.

Second, new schools opened with stronger results than at any time in the past. Growth in the number of CMOs since the last study plays a role. Many stand-alone charter schools also pushed their results upward. Strengthening authorizer standards and practices, a drive that took root in the 2010s, also sets a higher bar that resulted in better schools opening.

Finding ways to improve student academic outcomes is an ambition shared by policy and community leaders, educators, funders and parents. Charter school results show that change for the better is possible in the larger education system. The key to improvement lies outside any particular school or network model, though many are worthy of emulation. It is simply not possible to drive single solutions through the diverse landscape that is U.S. public education. Lessons from the charter school experience and results may be helpful in charting a future course in public education.

Implications

The **charter school policy framework** sets the conditions for charter schools' growing positive outcomes. It is the fundamental common denominator in every case, and its role is powerful.

The framework offers a divergent approach from the conventional strategy for public schools. The "flexibility for accountability" construct is not just a catchphrase. It is a distinctly different mode of operation. The "loose-tight" parameters of the framework create incentives to which schools and networks respond. The incentives find positive support in this study's findings and the broader trends. While our study design cannot make causal claims (because randomly assigning schools to the traditional or charter school approach has yet to happen), it can deliver a plausible argument of the value of the policy based on available evidence.

On the "loose" side of the approach, the framework establishes a **policy of possibility** where educators, leaders and boards of directors have the discretion to build and deliver curriculum and instruction that meets high standards for learning and is responsive to local needs.

According to this study, there are a lot of positive possibilities. The process has led to many successful schools nationwide, often with meaningful innovations. The diversity of schools illuminates an important feature of the framework: success is attainable via **many paths**. Over time, many have sought and gained permission to expand and then shown the ability to create strong student learning at scale.

Students in these schools, especially minority students and those in poverty, make larger advances than in local public schools. Beyond the benefits for their students, successful charter schools deliver **critical proof points** of ways to improve outcomes for students. In the current regulatory climate, it is difficult to imagine how similar efforts could become conventional among traditional public schools.

Beyond flexibility in school design, school teams have the leeway to tinker with their operations. The results show that existing charter schools have improved over time. The proportion of charter schools with superior results is on the rise. The share that lags behind the local TPS alternatives is also shrinking. This means schools and networks use their discretion and autonomy to foster a **standing capacity to adapt over time.**[3]

Accordingly, the framework also aims to be "tight" at key points as schools open and mature. Authorizers are expected to behave as **governors of quality**. They set the bar to receive initial permission to operate, which exerts quality and safety controls at the outset. Others have documented stronger standards among authorizers in the review and approval of new applications (Mumma & West, 2018). The findings of stronger new schools in this study compared to earlier results attest to the effort and to the CMO replications and new charter schools that meet the higher bar.

Authorizing is a delicate job that requires resources, expertise and substantial political acumen and courage. There is growing attention to authorizers adopting rigorous standards and practices and using a variety of performance data to evaluate schools that apply for renewal (NACSA, 2016).

3 We saw that capacity in stark terms when we examined how charter schools in three states responded to the COVID-instigated school closure orders (CREDO, 2022). Rapid transformation into remote instructional mode; acquisition and distribution of food, technology, or internet access; and strengthening of personal supports were widespread. Return to in-person instruction in the fall of 2020 was nearly universal. These points rest admittedly on smaller bases of qualitative evidence, but they provide human dimensions to the point that the present quantitative analysis illuminates nationally. See also: Boast et al. (2020); Henderson et al. (2021); Childs et al. (2022).

Poorly performing charter schools are often ignored. A number of these schools were observed during this study window. There is data to assess policy leaders and authorizers to hold them accountable for protecting children's futures. As tough as closing schools is, the disservice of not closing poorly performing schools has large and lingering ripple effects.

Our results show that the framework of charter schools helps current students and strengthens public education overall. We contend these incentives have broader applicability in public schools and see signs of their spread. Collaborations between charter schools and local district schools have grown over time. Some states, including Kentucky and Maine, have adopted policies to give educators freedom in adjusting instruction and boosting performance. However, uptake is slow.

In the year 2023, the importance of strong academic achievement among America's students has never been greater. The students hit hardest by school closures during the coronavirus pandemic are precisely those whom this research illuminates as being able to benefit the most from charter schools. In this study thousands of charter schools have proved that we can do better for our students. The current number of students benefiting from these schools is 3.7 million, but the number could drastically increase if more schools agreed to the same arrangement. Whether it be termed "charter school" or something else, the deduction from this data is that when both sides of the equation—flexibility and accountability—are working together for more schools, more students' academic results will improve.

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As a Matter of Fact:

The National Charter School Study III 2023

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Volume 1
Charter School Performance in 31 States

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CREDO, the Center for Research on Education Outcomes at Stanford University, was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policy makers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policy makers to strengthen their focus on the results of innovative programs, curricula, policies and accountability practices.

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The research presented here uses confidential data from state departments of education. The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. In addition:

- The research presented here utilizes SLDS Data from the Idaho State Board of Education (SBOE) and the Idaho State Department of Education. Any research errors are the sole responsibility of the author(s).
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1.1 Introduction

The year 1992—the year that City Academy Charter School opened in St. Paul, Minnesota—was over 30 years ago. The fundamental bargain of public charter schools—"flexibility for accountability"—took root in the school's first charter and in the more than 7,800 public charter schools that came after. With over 3.7 million students currently enrolled in charter schools in 43 states and the District of Columbia, charter schools represent the largest experiment in public school innovation in the nation's history.

The current study is the third multistate study of charter school effectiveness—the first was released in 2009 and the second in 2013. It adds to a large slate of charter school research[1] released by CREDO in 2006. This study covers the education experience of 2,080,913 unique students enrolled in charter schools in 31 states from 2014-15 to 2018-19. As our work in this area uses the same peer-reviewed research design and analytic approaches, the results across studies provide the basis for examining charter school performance trends since 2006.

CREDO's work joins a body of research on the subject (Booker et al., 2009; Mead et al., 2015). Our unique contribution lies in the scope of the effort: CREDO uses longitudinal student-level information derived from state administrative data from 29 states plus the District of Columbia and New York City.[2] In our research, we include 94 percent of the nation's charter school students in tested grades. We use a detailed matching method to ensure that our analytic comparisons to students in district schools are as precise as the data allows. Consequently, our findings carry strong levels of reliability and validity.

A study of the academic impacts of charter schools on their students is timely. Insights about the educational effectiveness of schools, school operators, K-12 academic programs and education policy are valuable today more than ever. The 2022 results from the National Assessment of Educational Progress removed any ambiguity about student learning after the COVID-19 pandemic. As a country, student academic performance has regressed by two decades in math and fallen steeply in reading, with the most severe performance declines found among minority, poverty and special needs populations that were already struggling before the pandemic. The need for evidence-backed approaches to sustained academic success for students transcends demographic, economic and political divides. As school and district leaders, policy makers, teachers, families, and philanthropists build and implement plans to address pandemic-accelerated declines in student learning, they need the analysis of school and system achievement presented here to guide and support their efforts.

1 Center for Research on Education Outcomes, http://credo.stanford.edu.

2 We refer to these 31 jurisdictions as "states" to maintain consistency with previous studies. New York City data is not included in New York results. The two groups are mutually exclusive for this study.

A Brief Primer on Charter Schools in the United States

Enabling legislation allows charter school founders and operators to design and tailor organizational structures, staffing and instructional approaches to provide their students with an alternative to local district schools. They pursue different missions such as STEAM, college prep, social justice or new technologies. They can be small or large; they can operate as single schools or in school networks. Some charter schools outsource some or all of their operations to outside vendors. Some charter schools mirror traditional public school (TPS) grade level or grade band configurations, and others serve students K-12 in one school. Some charter schools own and operate their facilities, and some are tenants of local school districts or rent space from commercial landlords.

Charter schools operate under governing boards separate from local district school boards. Following the "flexibility for accountability" construct, in exchange for discretion in school design and operation, charter schools must undergo periodic accountability reviews to remain open and in good standing. These accountability reviews weigh the schools' operational and fiscal health and student academic performance.

Thirty-seven states allow multiple schools to be held and operated under a common management structure known as charter networks or charter management organizations (CMOs). This option has increased the number of available charter school seats, yet it raises questions of scalability and quality. This study examines these questions and the performance of charter schools and charter networks against the legislative and regulatory incentives in place.

The Structure of the National Charter School Study III Report

We report four sets of findings, summarized below. The first three are included in this volume, *Charter School Performance in 31 States (CSP31). The fourth is presented in Volume 2, Charter Management Organizations 2023 (CMO23).*

Aggregate Charter Student Academic Progress

The first set of findings focuses on student performance in all charter schools included in the study. Looking at year-to-year academic progress from 2015 to 2019, **tested students enrolled in all charter schools in the 31 states had reading and math gains that outpaced their peers in the TPS that charter school students otherwise would have attended.** We report these differences as marginal days of additional (or fewer) days of learning on a learning benchmark of 180 days each school year. In math, charter school students, on average, were found to advance their learning by an additional six days in a year. For reading, on average, their learning added 16 days of learning.

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. In some cases the claim focused on students having more motivated parents. Another version suggests targeting behavior on the part of the school results in a student body that is better prepared academically, a practice commonly referred to as "cherry picking" or "cream skimming." If true, the students in charter schools would show higher academic achievement at the point of enrollment. In multiple analyses, we do not see significant evidence of an undue advantage to charter schools. In fact, we find the opposite is true: charter schools enroll students who are disproportionately lower achieving than the students in their former TPS.

The current results are larger than what we reported in the second national study, which were larger than the first national study. The three studies taken together produce a solid positive trend over the 15 school years between 2004 and 2019. Notably, the upward trend was due to existing charter schools improving over time, not an influx of higher-performing new schools.

Academic Progress for Student Groups in Charter Schools

The second set of findings addresses how consistent the results are for all students. We again report these differences as marginal days of additional (or fewer) days of learning on a benchmark of 180 days of learning in a single school year. We found important differences in the amount of learning for different groupings of students enrolled in charter schools in our study.

Consistent with our earlier studies, we found significant variations in charter student learning when we examined results for students in different racial/ethnic groups. In math performance, Asian/Pacific Islander students in charter schools realized more than a year of academic progress in a school year. In contrast, Black, Hispanic, White and Native American students have academic gains that fall short of a year's progress in a year. In reading performance, Asian/Pacific Islander students made gains well above the benchmark 180 days of learning, while White and Hispanic students were closer to the benchmark of one year of growth in a year. Black and Native American students fell considerably short of the 180 days of learning mark.

Despite overall low growth, Black and Hispanic students in charter schools fared better when compared with the learning gains of their TPS peers. White, Native American and multiracial students had smaller learning gains than their TPS comparisons.

Charter school students in poverty and their TPS counterparts fell short of the learning of their non-poverty peers. Despite this, charter students in poverty had stronger growth, equal to 17 additional days of learning in math and 23 additional days of learning in reading, than their TPS peers in poverty. Likewise, English-language learner (ELL) students who attended charter schools also had stronger growth in math (eight days) and reading (six days) than their TPS peers but were still left considerably behind non-ELL students. Students receiving special education services had significantly weaker growth in both math and reading than their TPS peers. Specifically, they grew 14 fewer days in math and 13 fewer in reading.

Student Academic Progress in Different School Settings

As the conversation about public education focuses on schools as units of analysis, the third set of conclusions refers to the effects of charter school students' learning when different school characteristics are considered. Across the sample of 6,802 charter schools in math, 36 percent had overall learning gains that were statistically significantly larger than the local TPS alternatives. One quarter posted statistically significantly smaller results, and 39 percent had gains equivalent to their local peer schools. In reading, the results were stronger: 36 percent had statistically significantly larger learning results, 47 percent posted gains on par with their TPS peers, and 17 percent had statistically significantly smaller results. At both ends of performance, these results improve on earlier results from the last national study—a greater share of charter schools is stronger than the local option and a smaller percentage is worse.

The performance of charter schools in different types of communities continues in earlier patterns. As seen in earlier national studies, students in urban charter schools outpace their TPS peers and post larger gains than their charter school peers in suburban, town or rural settings.

The academic performance of students enrolled in virtual charter schools compares poorly to the 180-day learning standard in TPS and the performance of students enrolled in brick-and-mortar charter schools. Students in virtual schools had 124 fewer days of learning in math and 60 fewer days in reading against our 180-days of learning benchmark. By contrast, students in brick-and-mortar charter schools posted 21 additional days of learning in reading and 14 extra days in math.

The findings show important differences for charter schools when grouped by the state in which they operate. Ten states/regions had learning gains in reading and math that were statistically significantly larger than the TPS students: Colorado, Illinois, Massachusetts, Michigan, Missouri, New Jersey, New York City, Upstate New York, Rhode Island and Tennessee. Seven states posted better gains in reading: Arizona, California, Florida, Idaho, Minnesota, North Carolina and Texas. Only Oregon saw the reverse: charter school learning was statistically significantly smaller in both subjects. Ohio and South Carolina had negative and significant learning advances in math.

The Role of Charter Management Organizations in Student Academic Progress

We extensively investigated student progress according to the type of charter school they attended. When the results were grouped by independently operated charter schools (stand-alone charter schools, or SCS) versus those in Charter Management Organizations (CMOs or networks), students in schools run by CMOs had stronger results than their stand-alone student counterparts. While both sets of schools are stronger than their TPS peers, the CMO learning gains are substantially stronger and carry the overall results of the study despite having only a third of the schools.

We expanded our typical format for sharing results with this study. We moved all results into a web-based interactive data set at ncss3.stanford.edu. No individual student data or identifiable small group information is included in the graphics and other data visualizations. All the results from this study on the website mirror the document's findings.

1.2 Methods and Data

Methodology

Since the 2009 study, *Multiple Choice: Charter School Performance in 16 States*, CREDO has refined our matching and analysis techniques and expanded our data collection. This chapter provides a nontechnical overview of the data sources and analytic methods used in the current study. The chapter presents general descriptions of the data sources used in the recent study and explanations of how the study was organized and executed.

The Technical Appendix to this report and the Technical Appendix of the 2013 National Charter School Study II (Cremata et al., 2013) includes greater scientific detail on these topics. Table 1.1 represents the states included in each study and the years of data included in each study.

Table 1.1: States Participating in Each CREDO National Charter School Study (NCSS)

	NCSS I - 2009	NCSS II-2013	NCSS III-2023
First School Year of Data	2000-01	2006-07	2014-15
Last School Year of Data	2007-08	2010-11	2018-19
States Included in Each Study	Arkansas	Arkansas	Arkansas
	Arizona	Arizona	Arizona
	California	California	California
	Colorado (Denver)	Colorado	Colorado
	District of Columbia	District of Columbia	District of Columbia
	Florida	Florida	Florida
	Georgia	Georgia	
			Idaho
	Illinois (Chicago)	Illinois	Illinois
		Indiana	Indiana
	Louisiana	Louisiana	Louisiana
	Massachusetts	Massachusetts	Massachusetts
			Maryland
		Michigan	Michigan
	Minnesota	Minnesota	Minnesota
	Missouri	Missouri	Missouri
		Nevada	Nevada
			New Jersey
	New Mexico	New Mexico	New Mexico
		New York	New York
		New York City	New York City
	North Carolina	North Carolina	North Carolina
	Ohio	Ohio	Ohio
		Oregon	Oregon
		Pennsylvania	Pennsylvania
		Rhode Island	Rhode Island
			South Carolina
		Tennessee	Tennessee
	Texas	Texas	Texas
		Utah	Utah
			Washington
			Wisconsin

For this study, CREDO partnered with education departments in 31 jurisdictions to use their student and school level data. **The resulting data set included 81 percent of tested public school students in the United States, making it one of the largest data sets of student-level observations created to date.** We used this information to create a matched student data set with over 6,500,000 student-level observations from over 1,853,000 charter students and a matched comparison group.

Our partnerships with the 31 individual states depend on negotiated data-sharing agreements. One common requirement across all agreements is that the processing, analysis and security of the student-level data must meet the Federal Education Rights and Privacy Act (FERPA) requirements. This study complies with FERPA regulations as interpreted by each state providing data.

No single study can provide the definitive analysis on a topic as broad as the effectiveness of charter schools. A solid body of evidence emerges only by accumulating evidence from multiple studies. With this expansion and update to CREDO's earlier works, we add to the growing array of studies about charter schools and their impact on students' academic outcomes. In doing so, we strived to create a study that was both as rigorous and as balanced as possible.

Consolidating Student Data from Multiple States

This study is built on a methodology similar to the one used in the 2009 study. The only change to the method was to rematch the charter school students to a new set of TPS students each year. [3] The data collected for this study consisted of student-level demographics, school enrollment and achievement test scores in reading/English language arts (ELA) and math. Since No Child Left Behind's implementation, reading and math tests have been given consistently across grades 3–8. However, testing could be more consistent across other grades.

Many states had early elementary or high school testing. High school testing often took the form of an end-of-course (EOC) exam, which was tied to course enrollment rather than a student's grade. These EOC tests differed by state in several ways that could impact growth estimates. These variations included the grade in which the EOC exam was given, the number of times a student is allowed to take the EOC exam, and the time gap between the EOC tested grade and the previously tested grade. All of these factors had to be considered when constructing our data set.

Growth is the change in each student's score from one school year to the next. For each two-year series of individual student achievement data, we calculated a measure of academic growth. We could compute complete growth data from the 2013–14 school year through the 2017–18 school year. Two states are missing one year of data. Nevada is missing growth data from 2016–17 to 2017–18. Tennessee is missing data for 2015–16. Thus, the first period of growth for Tennessee was measured from 2014–15 to 2016–17.

Additional details about creating the study data set for the 31 states in this study are available in the Technical Appendix.

3 This change was implemented to meet the new standards of the What Works Clearinghouse at the National Center for Education Evaluation.

Selection of Comparison Observations

As in previous CREDO studies, this study employed the virtual control record (VCR) method of analysis developed by CREDO (Davis & Raymond, 2012). The VCR approach creates a "virtual twin" for each charter student who is represented in the data. In theory, this virtual twin would only differ from the charter student in that the charter student attended a charter school and the twin attended a TPS. The VCR matching protocol has been assessed against other possible study designs and judged to be reliable and valuable by peer reviewers (Egalite & Ackerman, 2015).[4]

Using the VCR approach, a "virtual twin" was constructed for each charter student by drawing on the available records of traditional public school (TPS) students with identical traits and aligned prior test scores who were enrolled in TPS that the charter students would have likely attended if they were not in their charter school.[5]

Factors included in the matching criteria were:

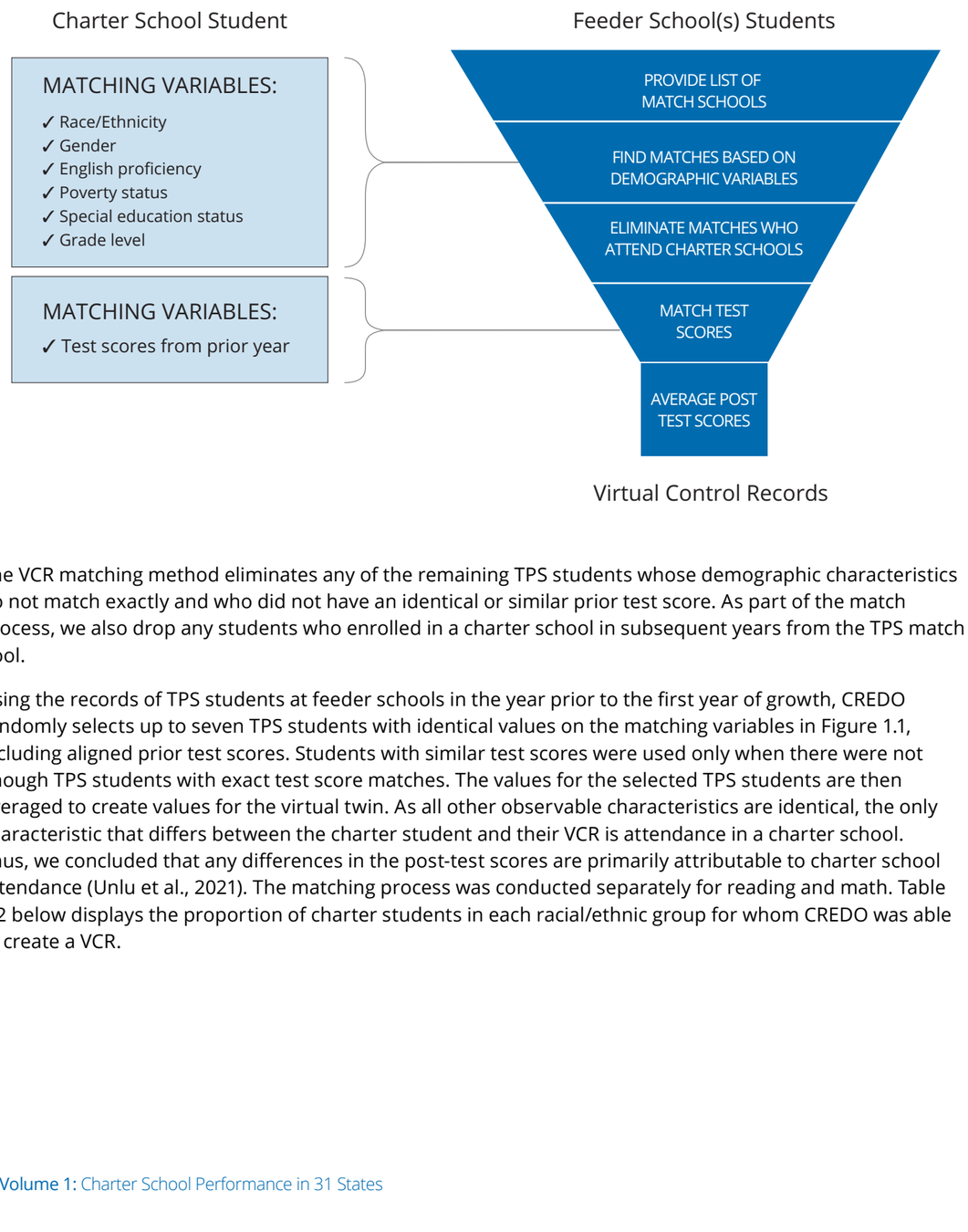
- Grade level
- Gender
- Race/ethnicity
- Free or reduced-price lunch eligibility
- English-language learner status
- Special education status
- Prior test score on state achievement tests

Figure 1.1 shows the matching process used by CREDO to create the virtual twins linked to each charter school student. In the first step, CREDO identifies all TPS students who enrolled in a given charter school. These schools are referred to as "feeder schools" for that charter. Each charter school has a unique feeder school list for each year of data. Students attending a charter school that is also a feeder school are eliminated from the match pool for each charter student to ensure VCRs consist entirely of TPS students. The feeder school method provides a strong counterfactual as residential school assignment commonly used to place students in TPS has been shown to group demographically and socioeconomically similar students into schools. This practice increases the likelihood that students assigned to similar schools have similar backgrounds, knowledge of school choice programs and school choice options. Once a school is identified as a feeder school for a particular charter, all the students in that TPS become potential matches for students in the charter school. All of the student records from all of a charter's feeder schools were pooled: this became the source of records for creating the virtual twin match.

4 Details of these assessments of the VCR method are presented in the Technical Appendix of the 2013 National Charter School Study, https://credo.stanford.edu/wp-content/uploads/2021/08/ncss2013_technical_appendix.pdf

5 The majority of VCRs included only test scores which were exact matches. Non-exact matches must be within 0.1 standard deviations to be included as part of a VCR.

Figure 1.1: CREDO Virtual Control Record (VCR) Methodology



The VCR matching method eliminates any of the remaining TPS students whose demographic characteristics do not match exactly and who did not have an identical or similar prior test score. As part of the match process, we also drop any students who enrolled in a charter school in subsequent years from the TPS match pool.

Using the records of TPS students at feeder schools in the year prior to the first year of growth, CREDO randomly selects up to seven TPS students with identical values on the matching variables in Figure 1.1, including aligned prior test scores. Students with similar test scores were used only when there were not enough TPS students with exact test score matches. The values for the selected TPS students are then averaged to create values for the virtual twin. As all other observable characteristics are identical, the only characteristic that differs between the charter student and their VCR is attendance in a charter school. Thus, we concluded that any differences in the post-test scores are primarily attributable to charter school attendance (Unlu et al., 2021). The matching process was conducted separately for reading and math. Table 1.2 below displays the proportion of charter students in each racial/ethnic group for whom CREDO was able to create a VCR.

Student Match Rates

CREDO's VCR matching method resulted in 81.2 percent of the charter students from participating states being matched with TPS students to create VCRs. This match rate provided a data set with 3,669,446 matched charter student-by-year records. The match rates vary by the race and ethnicity of the students; smaller race/ethnic groups had lower match rates.[6] With CREDO's strict standards to create the VCRs, smaller race/ethnic groups have fewer identical students to match with the charter students. Table 1.2 provides the match rates for each race/ethnicity and shows each group's share of the data set. Racial/ethnic group match rates at the state level are listed in the Technical Appendix.

Table 1.2: Match Rates by Race/Ethnic Group

Race/Ethnic Group	Group Match Rate	Proportion of Student Body in each Race/Ethnic Group in Study
White	84.4%	32.6%
Black	81.4%	25.3%
Hispanic	83.3%	36.0%
Asian/Pacific Islander	64.0%	3.6%
Native American	38.0%	0.3%
Multiracial	58.1%	2.3%

Students in poverty - commonly measured by those eligible for free or reduced-price lunches—had a slightly stronger match rate (82.3 percent) than non-poverty students (79.7 percent). Match rates for ELL students (74.9 percent) were lower than those for non-ELL students (81.7 percent).

School Match Rates

The charter school data set contained 7,288 individual schools. Almost all charter schools (98.3 percent) had at least one school match. In seven states, all the schools had a matching school. The state with the lowest rate was Washington, at 86.7 percent.

Fair Analysis of Impacts on Student Academic Progress

Most researchers agree that the best method of measuring school effectiveness is to look at schools' impact on student academic growth, independent of other possible influences. The technical term for this is "value-added" (Betts & Tang, 2008). The central idea is that schools should be judged on their direct contribution to student academic progress. This necessarily considers the students' starting scores on standardized tests and student characteristics that might influence academic performance. This approach forms the foundation of our study design.

To conduct a fair analysis, this study followed the approach of the previous CREDO studies: we looked at the academic growth of individual students as reflected in their performance on state achievement tests in both reading and math. To ensure accurate estimates of charter school enrollment on student academic growth,

6 Due to the variable distribution of students by school type and subgroup across the country, some student subgroups have low match rate in some states. Low match rates require a degree of caution in interpreting the national pooled findings as they may not fairly represent the learning of the student groups involved.

we used statistical methods to neutralize the influence of student demographics and eligibility for categorical program support, such as free or reduced-price lunch eligibility and special education. In this way, we structured the analysis so that differences in academic growth between the two groups are a function of which schools they attended.

While we went to great efforts in each state to match the charter students and their virtual twins, it is important to recognize that states differ in the location of charter schools and the students they serve. These differences mean that charter students are not likely to be representative of the state's full complement of students. These differences are described in the Student Characteristics section. Our statistical models included controls for these differences between states to consider these differences when estimating the overall impact of charter school attendance.

Basic Analytic Models

The purpose of this study is to address multiple questions. All focused around one central question, "How did the academic growth of charter school students compare to similar students who attended traditional public schools (TPS)?" By answering this foundational question, we aim to extend the pool of knowledge on charter school effectiveness and provide reliable information for policy makers.

In CSP31, we analyze charter schools' effectiveness in the 31 states with which we have data partnerships. We also discuss the performance change for the states covered in the 2009 and 2013 reports. These cross-study comparisons are included by research topic when applicable.

How We Present the Results

We present the findings in units of days of learning to make the results clearer to non-technical readers. The statistical analysis produces results denominated in standard deviations—an unfamiliar currency to the general public. The days-of-learning metric takes the statistical findings of our analysis and transforms them. It uses a protocol that was developed prior to the study and then applied here.[7] For each growth period, we identify the one-year learning growth of an exactly average TPS student in each state and grade and set that learning gain as "180 days of learning in 180 days of schooling." We then take our results, student by student, and compare their academic progress to the benchmark learning of 180 days. If a student in our study has more learning, we award him extra days of learning on top of the 180. If a student learns less than the benchmark, they are awarded negative days of learning which added to the 180 benchmark result in fewer days of learning.[8]

While transforming the statistical results into days of learning provides a more accessible measure, the days of learning are estimates and should be used as general guides (Hanushek & Rivkin, 2006). We provide the difference in growth in standard deviation units in the outputs of the statistical methods used for each analysis found in the Technical Appendix.

7 Using nationwide growth data from the National Assessment of Education Progress, the transformation involves multiplying the standard deviation units produced by our statistical analyses by 578 days. This yields 5.78 days of learning for every 0.01 standard deviation difference in our analysis. For those wanting to convert these larger counts into weeks or months: a school week consists of five days; a school month is 20 days and a quarter or nine-week term is typically 45 days.

8 The expression "additional days of learning" does not mean the students were necessarily in school for more days during the school year. It means that the additional learning that took place in charter schools during the school year was equivalent to attending school for x additional days in a TPS setting.

1.3 Descriptive Statistics

In this section of the report, we familiarize the reader with the attributes of the research data set and discuss student and school differences between charter schools and TPS. Table 1.3 describes and compares our data. We first provide information on the TPS sector as a whole. This sector represents all the TPS schools in the 31 states included in the analysis. We then look at the feeder schools. Feeders are the TPS schools that charter school students would have attended had they not enrolled in a charter school; they are a subset of the entire class of TPS. Because charter schools are not evenly scattered across all types of locations and communities, the feeder schools from which they draw their students have characteristics that are different from the class of all TPS schools (Monarrez et al., 2022).

Student Characteristics

There are also differences in the characteristics of enrolled students, even within the charter sector. The students who enroll in virtual charter schools tend to differ demographically from students enrolled in brick-and-mortar charter schools. It is important to understand how charter school students differ from the larger body of all TPS students when generalizing charter school outcomes to other student bodies with different demographics. The table below shows the student demographic characteristics for schools in the 31 states included in the study.

Table 1.3 Demographic Comparison of Students in TPS, Feeders, and Charter Schools (Brick-and-Mortar and Virtual) in 31 States, 2017–18

	All TPS	Feeders	All Charters	Brick-and-Mortar Charters	Virtual Charters
Number Schools	69,706	34,792	6,802	6,588	214
Average Enrollment	552	671	463	444	1,565
Total Enrollment	37,369,048	22,658,792	2,963,468	2,755,778	207,690
% In Poverty	51%	57%	55%	56%	44%
% ELL	11%	13%	10%	11%	2%
% SPED	13%	13%	11%	11%	14%
% White	47%	40%	32%	29%	63%
% Native American	1%	1%	1%	1%	1%
% Hispanic	30%	35%	34%	36%	15%
% Black	13%	16%	25%	26%	12%
% Asian/Pacific Islander	6%	5%	4%	4%	2%
% Multiracial	4%	4%	4%	4%	7%

Brick-and-mortar charter schools enroll a larger proportion of students living in poverty than the TPS schools in our 31-state study. Most states define a student being in poverty as a student eligible for free or reduced-price meal programs; however, some states use a state-specific metric to classify a student as

being in poverty. We treat these two methods as equally valid for these analyses. The percentage of students in poverty in charter schools is similar to those in poverty in the feeder schools that students would have attended if not enrolled in their charter schools. The percentage of charter school students in brick-and-mortar charter schools identified as English learners and students receiving special education services is comparable to that of the full set of TPS schools and feeder schools. The brick-and-mortar charter schools have twice the rate of Black student enrollment as the TPS schools and 10 percentage points higher than their feeder schools. The enrollment rate for Hispanic students in brick-and-mortar charters is similar to that in the set of feeder schools, yet lower than the overall rate for all TPS schools. These increased enrollment rates for Hispanic and Black students were offset by lower rates in brick-and-mortar charters for White students than in the feeder charters and the complete TPS set of schools.

When it comes to student profiles, virtual charter schools have different profiles from the other forms of charter schools, traditional public schools and brick-and-mortar charters. Virtual charters have a smaller percentage of students living in poverty, students identified as English learners, Hispanic students and Black students. On the other hand, they have a disproportionately high number of White students relative to the other groupings mentioned in Table 1.3.

Race/Ethnicity Composition of Matched Charter Students[9]

The data set was made up of matched charter students with at least two successive test scores who attended the public charter schools in the years under study in the included states. Therefore, the makeup of the student body for this study will differ slightly from the student body described in the overall charter landscape and the 31-state summary (see Table 1.3).

Table 1.4: Race/Ethnic Proportions for All versus Matched Students

Race/Ethnic Group	Proportion of Student Body in each Race/Ethnic Group — All Charters	Proportion of Student Body in each Race/ Ethnic Group — Matched Student Data Set
White	32%	33%
Black	25%	25%
Hispanic	34%	36%
Asian/Pacific Islander	4%	4%
Native American	1%	0.3%
Multiracial	4%	2%

The largest race/ethnic group included in the study is Hispanic students, who comprise 36 percent of the matched data set. The next-largest groups are White students (32.6 percent) and Black students (25.3 percent). Asian and Pacific Islander students are 3.6 percent of the data set. Multiracial students, those of two or more races, are 2.3 percent of the students in the analyses, and Native American students make up the smallest portion, with only 0.3 percent of students identifying as Native American only.

9 Because the VCR matching protocol produces a single record (the average of up to seven TPS matched students), the demographic profiles of charter and VCR student-year records are identical.

Other Student Characteristics

For other student characteristics, 57.8 percent of students in the study are students in poverty—defined as eligible to receive free or reduced-price lunches or using their state's specific economic metric to identify students in poverty.[10] English-language learning students (ELL) made up 7.1 percent of the data set. Students receiving special education services made up 7.9 percent of the data set. Just over half (51.5 percent) of charter school students are female. The proportions of the matched student body are similar to the proportions of these special populations in the larger sample of all charter students in the 31 states.

Table 1.5: Special Population Proportions for All versus Matched Students

Special Population	Proportion of Student Body in each Special Population — All Charters	Proportion of Student Body in each Special Population — Matched Student Data Set
In Poverty	55%	58%
ELL	10%	7%
SPED	11%	8%

One in four students in the data set is a Hispanic student in poverty (26.2 percent), while 20 percent of students are Black students in poverty. Also, 6.2 percent of students in the data set are Hispanic ELL students.[11]

While the national distribution fits the expected pattern, student achievement decile patterns vary greatly by state. For example, in 2017, Pennsylvania drew a larger percentage of its charter enrollment from the lower deciles, as do Michigan and Ohio. The opposite—higher achieving students enrolling in charter schools—is found in New York City, North Carolina and Arizona. In the figure below, there are 10 boxes in each state, with the lowest box being the first decile (lowest achievement) and the highest box representing the 10th decile (highest achievement).

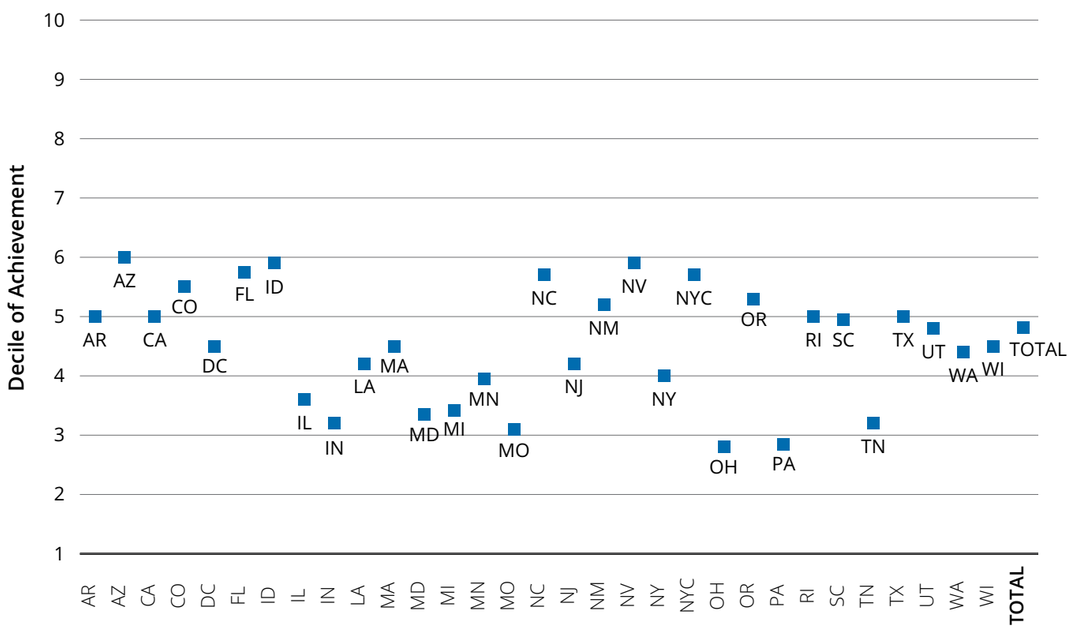
Figure 1.2 shows the within-state decile of the average achievement level for all students enrolled in charter schools by state for math. There is a wide variance in the achievement levels of charter students in different states. While some states have average charter student achievement as high as the sixth decile, which means the average charter student has achievement above the average TPS student in the state, most are in the third and fourth deciles. The average achievement scores are due to a combination of new charter students' entry-level achievement and the impact of attending charters for existing charter students.

10 CREDO acknowledges the declining usefulness of free and reduced-price lunch eligibility as an indicator of poverty. We have used a state-specific variable in states where a better metric is available. For the remaining states, free or reduced-price lunch eligibility was the best indicator available (Fazlul et al., 2023).

11 Hispanic students in poverty and Hispanic ELL students are not mutually exclusive groups. A student could be in both.

To get a better understanding of the achievement of students entering charter schools, Figure 1.2 provides the percentage of charter students in each state with student math achievement in each decile. If charter schools drew their students from the same deciles as TPS, we would expect roughly 10 percent of students to come from each decile.[12] However, the patterns in Figure 1.2 show that is not typical. Some states draw a disproportionate share of their students from the lower deciles, creating a pyramid-shaped distribution. Other states invert the pyramid by pulling more high-achieving students into charter schools than the TPS. Much of the achievement distribution of charter school enrollees has to do with where charter schools are located. In states where charter schools are located primarily in urban locations, we would expect more lower decile students to enroll in charter schools. We could expect to see a more even distribution in states where charter schools are distributed more evenly throughout the state.

Figure 1.2: Average Achievement of All Charter Students by State, Math 2017[13]



12 Decile by state percentages for charter school reading achievement are included in the Technical Appendix. The distributions support the insights gleaned from math achievement.

13 Results for Reading are available in the Technical Appendix

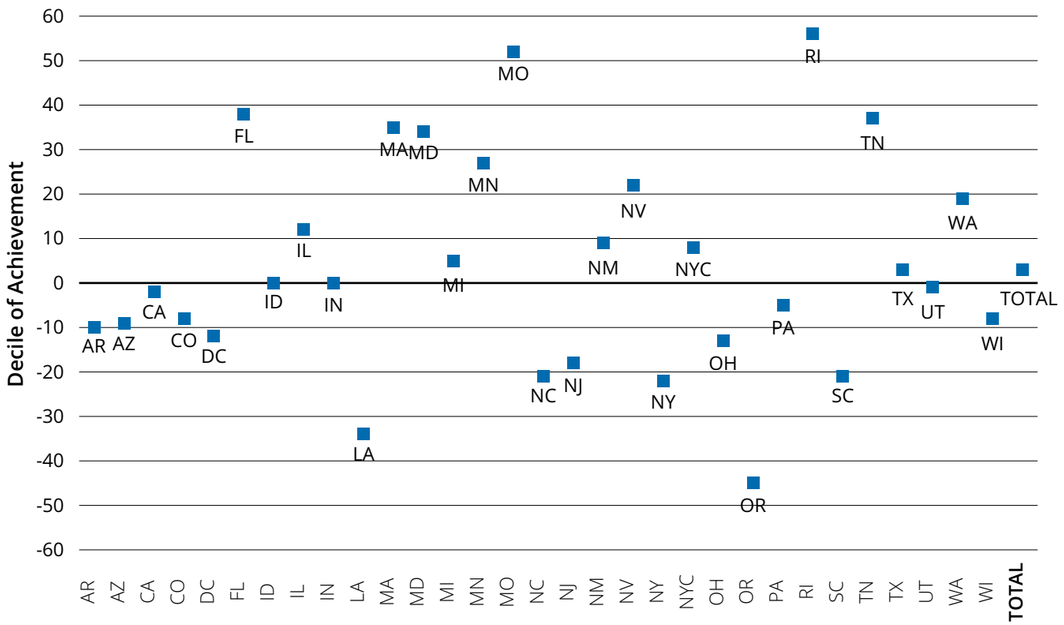
Table 1.6: Achievement Decile Distribution of Charter Enrollees by State 2017, Math

Charter Student Enrollment by Achievement Decile in 2017 (2016 for MD)

This table contains data that is available in an interactive format on the study website.

State	Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10	Total
AR	7%	12%	12%	11%	8%	12%	8%	9%	9%	11%	14,506
AZ	5%	7%	8%	9%	9%	10%	12%	13%	14%	12%	74,868
CA	8%	10%	10%	10%	10%	11%	11%	11%	11%	8%	185,840
CO	7%	9%	10%	10%	10%	10%	11%	11%	11%	10%	50,395
DC	8%	11%	13%	10%	11%	11%	11%	10%	9%	5%	7,486
FL	5%	6%	8%	10%	11%	12%	14%	13%	12%	9%	113,763
ID	6%	7%	8%	8%	9%	11%	12%	13%	15%	11%	8,329
IL	12%	17%	14%	12%	12%	10%	9%	7%	6%	2%	16,210
IN	16%	16%	14%	12%	11%	10%	8%	6%	5%	2%	10,539
LA	11%	13%	13%	12%	10%	11%	10%	8%	7%	4%	30,263
MA	9%	11%	11%	12%	11%	11%	11%	10%	8%	5%	14,962
MD	15%	16%	14%	13%	10%	9%	8%	8%	4%	2%	20,056
MI	17%	17%	14%	11%	9%	9%	8%	6%	6%	4%	44,967
MN	15%	12%	10%	11%	10%	10%	10%	9%	8%	5%	17,674
MO	14%	13%	13%	14%	12%	12%	9%	7%	3%	1%	7,386
NC	7%	7%	7%	9%	11%	11%	13%	12%	13%	10%	33,817
NJ	11%	13%	12%	12%	11%	10%	10%	9%	8%	5%	19,944
NM	7%	10%	10%	11%	10%	10%	10%	10%	10%	11%	9,133
NV	5%	8%	8%	9%	10%	10%	12%	13%	14%	12%	19,153
NY	13%	10%	12%	13%	13%	12%	11%	8%	6%	3%	8,200
NYC	4%	7%	7%	10%	11%	13%	14%	15%	12%	8%	41,627
OH	21%	20%	14%	12%	9%	8%	6%	5%	3%	2%	29,618
OR	5%	9%	10%	10%	11%	12%	12%	12%	12%	7%	7,306
PA	16%	28%	16%	11%	8%	7%	5%	4%	3%	2%	38,985
RI	7%	8%	11%	12%	11%	12%	11%	12%	9%	7%	2,157
SC	5%	14%	13%	11%	11%	10%	9%	9%	7%	10%	11,636
TN	16%	15%	14%	13%	11%	10%	8%	7%	5%	2%	19,924
TX	10%	12%	9%	8%	9%	9%	8%	12%	14%	8%	104,665
UT	11%	9%	9%	9%	10%	11%	11%	12%	11%	6%	26,108
WA	12%	11%	10%	11%	11%	11%	12%	10%	7%	4%	1,244
WI	9%	11%	11%	11%	13%	13%	11%	10%	8%	4%	15,648
	9%	11%	10%	10%	10%	10%	10%	11%	10%	7%	1,006,409

Figure 1.3: Average Academic Growth of Charter Students by State, Math 2017



Perceptions of Charter School Student Advantage

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. The claim has taken one of two forms: a "push" on the part of parents or a "pull" on the part of charter schools. The "push" alternative posits that charter school students have parents that, by the act of enrolling their student in a charter school, reveal they value education more and/or are more motivated to pursue educational success for their children than other parents. As a result of parental investments of time and resource, their students are thought to be better prepared academically. The "pull" version suggests that charter schools signal or sift interested students to enroll more advantaged students, drawing them away from neighborhood schools. This practice commonly is referred to as "cherry picking" or "cream-skimming."

Despite different mechanisms, both versions of "charter school students are advantaged" can be tested with the same analysis. If either or both claims are true, then entering charter school students would present stronger academic preparation than the students in the feeder TPS schools. With our analysis, we advance earlier work to examininge achievement distribution for low-end and high-end differences in starting achievement (Kho et al., 2022; Zimmer et al., 2009).

We compare students who initially enrolled in a TPS and took at least one achievement test before transferring to a charter school to their peers who enroll in the TPS. We can observe the distribution of charter students' test scores across deciles of achievement and do the same for students in the feeder TPS. Taking the difference in the two percentages for each decile illuminates how equal the distributions of student achievement are in the two school settings. We conduct the analysis by subject for each state, yielding 62 tests (i.e., 31 states and 2 subjects).

Table 1.6 presents the results. For example, in Michigan, the share of students entering charter schools from the bottom three deciles of achievement is 24.4 percentage points larger than the share the feeder schools enrolled. We consider two percentage points difference for any achievement decile as natural variation.

Table 1.6 presents reveals important results at both ends of the achievement continuum. In 17 states, charter schools enroll more students from the bottom three deciles of achievement than do their feeder schools. In many cases, the share is 10 to 20 percent larger than in feeder schools. For eight states, the differences fall in the 2-percentage margin of variation. In five states new charter school student enrollment in the lowest deciles is smaller by three to six percentage points.

At the upper end of the achievement range, in three states, the share of charter school enrollment from the top three deciles is three percent larger than their feeder schools. Six states have equivalent enrollment. In 21 states, charter schools enrolled smaller shares of top-decile students than their feeder schools, with smaller enrollments upwards of 17 percentage points.

To recap the analysis, across the 62 tests the claim charter schools are advantaged by the students they enroll was unfounded in 54. Where the distributions differered, the balance of evidence shows larger shares of students entering charter schools with achievement in the lowest deciles and smaller shares of students had prior achievement in the highest deciles than in the schools they left. In the handful of tests where the entering student distribution favors charter schools, the advantage is insubstantial. The evidence dispels claims that charter schools gain an unfair edge by enrolling "better" students.

Table 1.7: Percentage Differences between Entering Charter Students and Feeder School Students by Decile of Achievement [14]

	Achievement Group		
State	**Bottom Deciles 1- 3**	**Middle Deciles 4-7**	**Top Deciles 8 - 10**
AR	-0.36	-1.31	1.68
AZ	-1.56	1.31	0.26
CA	4.28	0.77	-5.05
CO	3.71	-0.64	-3.07
DC	8.66	0.21	-8.87
FL	-5.01	7.36	-2.33
ID	-5.13	1.94	3.17
IL	6.20	0.96	-7.16
IN	14.16	-0.50	-13.65
LA	10.29	2.34	-12.63
MA	1.42	-1.13	-0.28
MI	24.44	-7.17	-17.26
MN	13.57	-2.17	-11.42
MO	10.39	2.75	-13.13
NC	-3.04	0.49	2.54
NJ	9.60	-0.89	-8.73
NM	0.56	0.75	-1.31
NV	-3.32	3.18	0.13
NY	4.78	5.87	-10.67
NYC	-1.73	8.86	-7.13
OH	20.56	-4.62	-15.96
OR	-1.57	4.73	-3.16
PA	26.03	-8.88	-17.16
RI	-6.14	10.08	-3.92
SC	0.53	1.86	-2.40
TN	4.68	6.50	-11.19
TX	3.93	-7.25	3.32
UT	-0.69	1.41	-0.74
WA	2.64	2.92	-5.56
WI	6.47	3.06	-9.51
WI	9.00	11.00	11.00

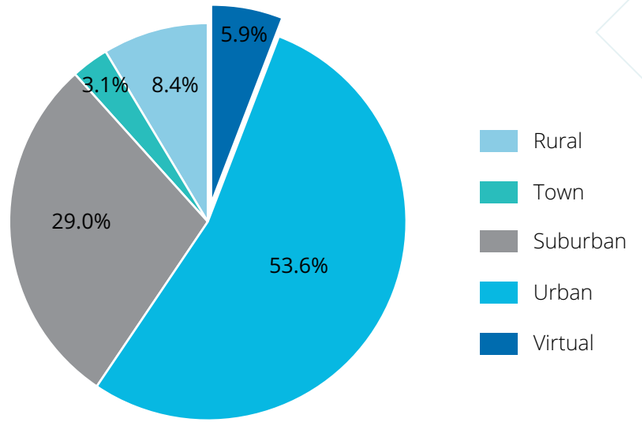
14 Full breakout by decile is included in the Technical Appendix.

School Characteristics

School Location

The majority of charter school students in the study attend charter schools located in an urban setting (53.6 percent), according to the locale designations of the National Center for Education Statistics (NCES). The study's second largest group of students is those attending a suburban charter school, at 29 percent. Rural charter school students (8.4 percent) and charter students in towns (3.1 percent) comprise the remainder of the brick-and-mortar charter school students. The remaining 5.9 percent of charter school students attend online charter schools.[15]

Figure 1.4: Percent of Charter School Student Enrollment by Location



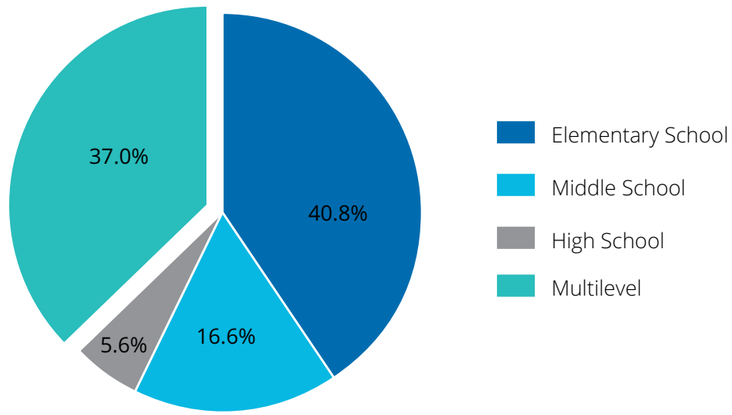
The geographic settings where charter students attend school remain relatively stable between the 2013 and the 2023 studies. The one exception is the number of rural students dropping by half, from 16 percent of the matched sample to just eight percent. Between the two studies, CREDO added the virtual category to report separately for students who attend online charter schools. In the 2013 study, students attending online schools were categorized by the location of the online schools' headquarters. Any changes in locale reporting would impact only the comparisons between locale reporting when comparing outcomes between the 2013 and 2023 studies. The larger overall and state-level comparisons will not be impacted.

15 While online charter schools are assigned an NCES locale based on the locations of their offices, for this study we group students attending an online charter into a separate "online" locale regardless of where the school's offices are physically located.

School Level/ Grade Span

We also group students into school levels based on the NCES grade-span categories: elementary, middle, high, and multilevel schools. This gives us a picture of the distribution of charter school enrollment by school configuration. The majority of charter school students in our study (40.7 percent) are enrolled in K-6 elementary schools; 16.6 percent of charter school students in our study are enrolled in stand-alone middle schools (grades 6–8); and 5.6 percent are enrolled in charter high schools (grades 9–12). Multilevel schools serve a combination of grades outside traditional school grade groupings. For example, K-8 schools, 6–12 schools or schools that enroll students in K-12. Students in these schools make up 37.1 percent of charter school students in this study.

Figure 1.5: Percent of Charter Schools by Grade Level



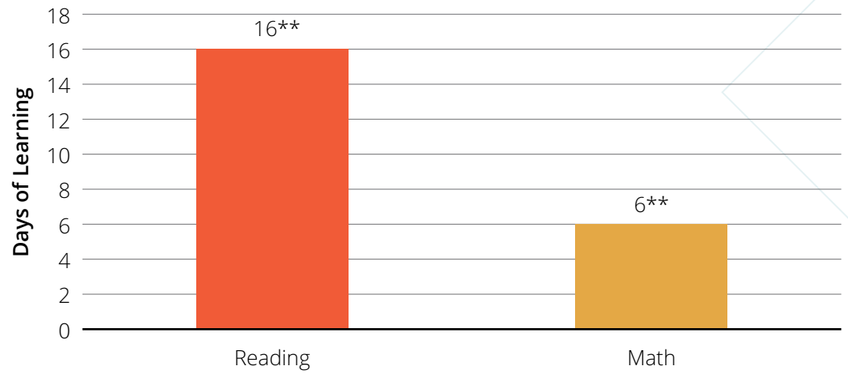
Between the 2013 and 2023 studies, the only major changes we see in locales are an eight percentage point decrease in the proportion of charter students attending high schools and a seven percent increase in the proportion of charter schools classified as multilevel schools.

1.4 Analytic Findings

Academic Growth of Charter School Students

The typical charter school student in our national sample has statistically significant positive year-over-year growth in both math and reading compared to the TPS VCRs.[16] The benefit of attending charter schools during the period of study amounts to additional days of learning equivalent to six days in math (0.011) and 16 days in reading (0.028).[17]

Figure 1.6: Annual Academic Growth of Charter School Students, Reading and Math



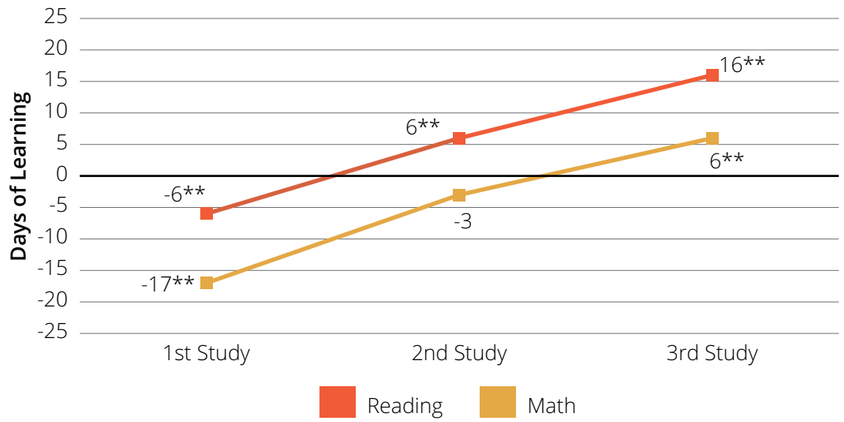
** Significant at $p \leq 0.01$

This is a step forward for charter school performance over CREDO's two previous national studies. In the 2009 national study, students attending charter schools had less growth in both math (17 days less) and reading (six days less) than their TPS VCRs. In the 2013 national study, the growth of charter students was not significantly different from their TPS VCRs in math but was significantly stronger in reading (six days more).

16 Throughout this report, numbers referred to as "significant" are statistically significant at least at the 0.05 level. In graphics, a single star (*) means statistically significant at the 0.05 level; double stars (**) means statistically significant at the 0.01 level. Differences that are not statistically significant are reported as being similar.

17 As described in the Methodology section of this report, when we transform our analytic growth results from standard deviation units to days of learning, a .01 standard deviation equates to 5.78 days of learning.

Figure 1.7: Annual Academic Growth of Charter School Students across Three National Studies

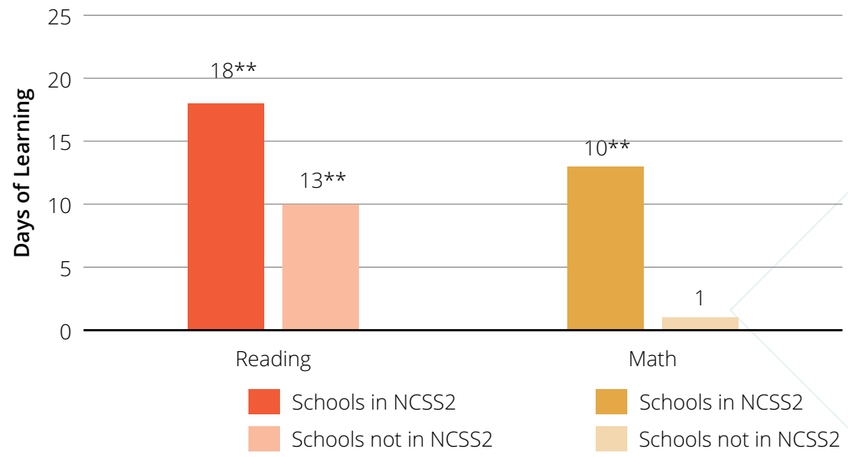


** Significant at p ≤ 0.01

While these results are the national averages for charter school students, the results vary greatly from state to state and by student characteristics. Since many charter school policies are set at the state level, differences across states are partly a function of variation in charter schools' legal and regulatory environments. Below we examine the outcomes by different student subpopulations.

To explore the trend of improved performance, we examined the pooled national data to see if schools that are new to our sample (by being new or having tested grades for the first time) had different results than schools that were included in earlier national studies. This comparison provides a partial view of the source of overall improvement over time. The existing charter schools had stronger growth than their TPS peers in reading (+18 days) and math (+10 days). The new-to-the-study schools had stronger growth in math (+13 days) and identical growth in reading as their TPS peers. Based on these results, the larger part of the improved performance of charter schools since the 2013 study stems from the earlier cohort getting stronger. Interestingly, the new schools in this study had better performance than new schools in the second national study and outpaced overall growth for all charter schools in both prior studies.

Figure 1.8: Annual Academic Growth in Previously Studied Schools Compared to Current Schools



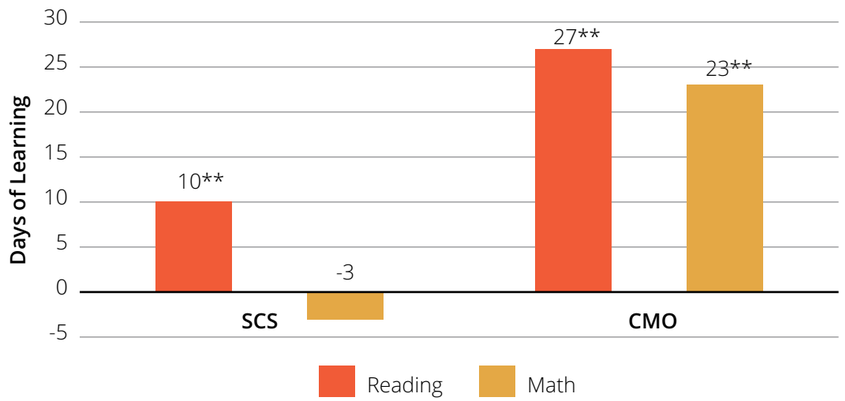
** Significant at p ≤ 0.01

One mechanism by which the existing charter schools can get stronger over time is by the closure of poorer-performing charter schools. However, there are reasons other than academic performance that can lead to school closure. We examined the performance of the 207 charter schools that closed during our study window. The performance of th ese closed schools was similar in both subjects. Using reading to illustrate, the majority of these charter schools that closed (58 percent) were those with below-average achievement and weaker growth than their TPS comparisons. However, 30 percent of the schools that closed had stronger growth than their TPS comparisons, even if their achievement was below the state's average. Surprisingly, seven percent of the closed schools had stronger growth than their TPS comparisons and above-average achievement for their state.

RECAP: Academic Growth of Charter School Students by Type of School

To complement these aggregate analyses, CREDO expanded the analyses of charter school student academic growth by distinguishing the progress of students attending charter schools associated with charter management organizations (CMO) from those attending stand-alone charter schools (SCS).[18] The complete set of findings is available in the second volume: *Charter Management Organizations 2023* Students attending CMO-affiliated charter schools have statistically significant positive learning gains in reading and math compared to their TPS peers with similar observable characteristics. Students attending SCS had stronger growth in reading and similar growth in math to their TPS peers. Figure 1.10 shows these differences to be equivalent to an additional 27 days of learning in reading and 23 days in math for students attending charter schools associated with a charter management organization over their comparison group. This is contrasted to 10 additional days in reading and similar growth in math for students attending SCS as compared to their VCRs.

Figure 1.9: RECAP: Average Academic Growth for Charter School Students by Charter School Type, Reading and Math



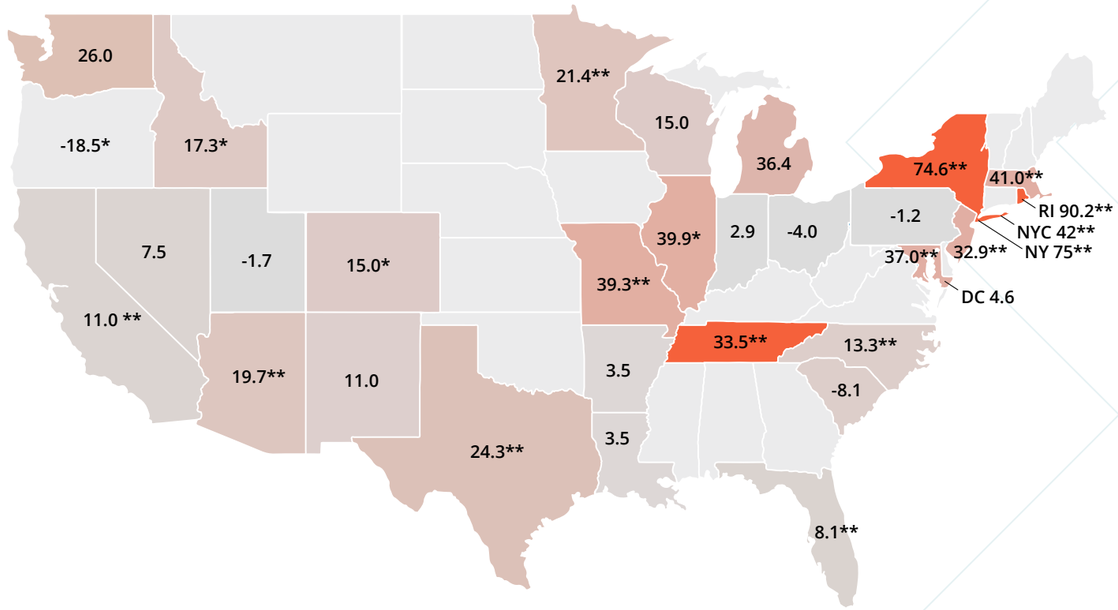
** Significant at p ≤ 0.01
Figure above originally appears as Figure 2.4 in CMO23.

18 The CMO study does not include Idaho, Maryland, and Ohio.

Charter School Student Academic Growth by State

Charter school students had weaker reading growth than their TPS peers only in Oregon. Significantly stronger growth by charter students was seen in 18 states. In the remaining 12 states, growth for students attending charter schools was similar to that of their TPS peers. The strongest gains were in the Northeast. Rhode Island (+90 days) and New York State (+75 days) charter students saw the largest gains. New York City (+42 days) students had strong gains, as did students from Massachusetts (+41 days).

Figure 1.10: State Level Average Charter School Student Academic Growth, Reading

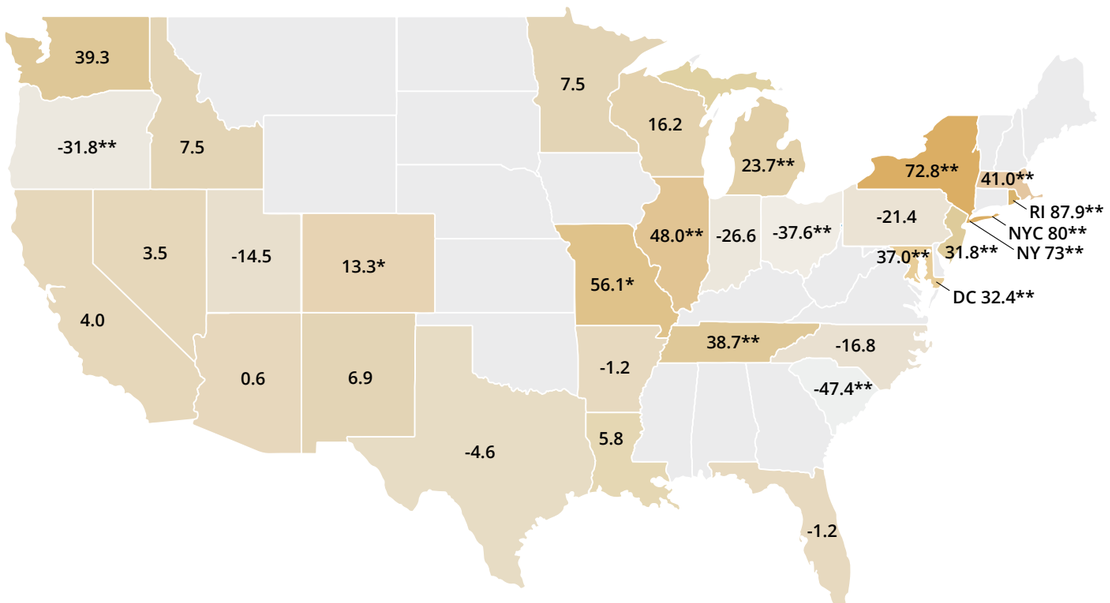


** Significant at p ≤ 0.01 * Significant at p≤ 0.05

In 12 of the 31 states in our study, charter school students had significantly stronger growth in math than their peers in TPS. Only three states showed weaker growth for charter students compared to their peers. The remaining 16 states' math growth was similar between charter students and their TPS peers. Of the states with significantly different growth for charter students, the largest effects were in Rhode Island, New York City, and New York State.[19] Charter students in Rhode Island gained the equivalent of attending an extra 88 days of learning per school year over their TPS peers. Charter students gained an additional 80 days in New York City and 73 days in the rest of New York State.

19 CREDO treats New York City as its own state because the size of New York City would overwhelm the New York State results and because New York City has several city-level policies that impact education outcomes.

Figure 1.11: State Level Average Charter School Student Academic Growth, Math



** Significant at p ≤ 0.01 * Significant at p≤ 0.05

Link to full state math and reading results here

Changes in Charter School Student Academic Growth by State

Having longitudinal data over multiple studies allows us to examine the performance of states relative to each other and each state's performance over time. This helps us understand the impact of state policies over time. Of the 25 states in the 2013 and 2023 studies, state charter school academic growth in reading increased in 2023 for 17 states and decreased for eight states.[20] The differences for New Jersey, Oregon, and Michigan were trivial.

In math, 15 states had stronger growth in 2023 than in 2013, and 10 had weaker growth. The differences for Ohio, Florida, and Rhode Island were negligible.

The largest decreases in both subjects occurred in Washington, D.C., and Louisiana. The largest increase for both subjects was in Nevada. Nevada had charter growth in 2023 that was not significantly different from the state's VCRs. Still, that modest performance was a vast improvement over the extremely negative performance of Nevada charter schools in 2013.

20 Due to the mandated destruction of data files from prior studies, differences for each state between periods could not be tested for statistical significance.

Rhode Island stood out in particular for having high growth in both subjects for both studies, even though the state's change in scores from 2013 to 2023 was negligible. Other notable improvements were Missouri in math and New York state, New York City, and Texas in reading. Even though Texas had a smaller reading growth score in 2023 than several other states, its change in growth from 2013 was larger.

Figure 1.12: Average Reading Growth of Charter School Students by State, 2013 vs 2023

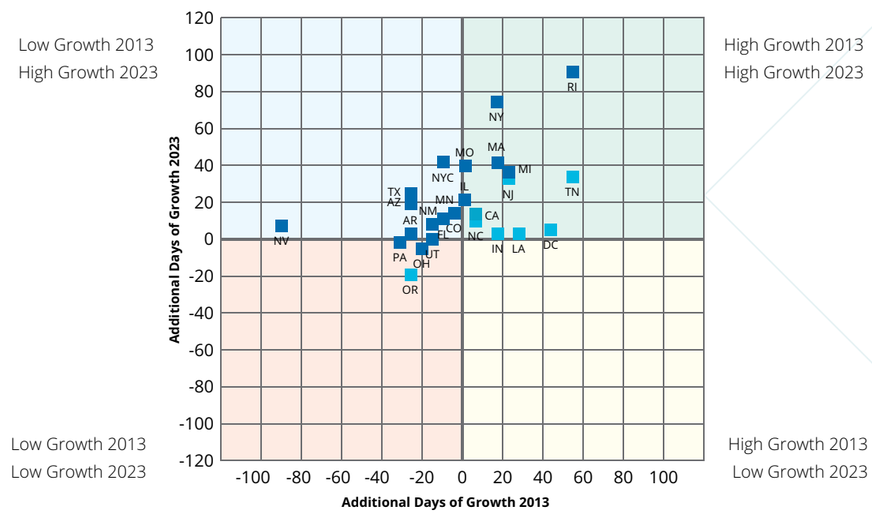
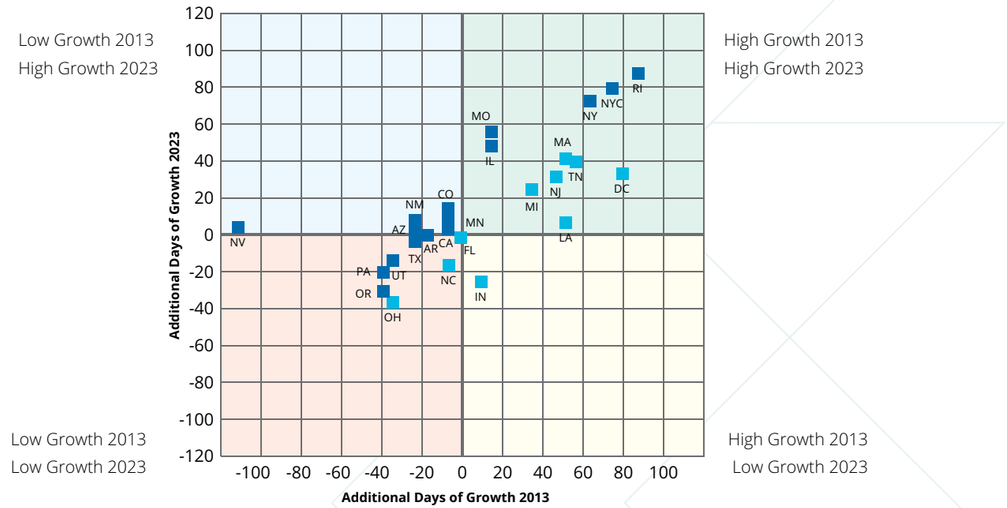


Figure 1.13: Average Math Growth of Charter School Students by State, 2013 vs 2023



Differences in Academic Growth by Charter School Student Characteristics

Differences by Race/Ethnicity

As seen in our earlier studies, the impacts of attending charter schools are not uniform for all students. When looking at student groupings, our analyses reveal varying overall status and growth for different subgroups. Therefore, it is important to examine the outcomes for students by this characteristic to gain a deeper understanding of the overall results at both the national and state levels. Students from different racial and ethnic groups can have opposite impacts from attending charter schools, which is obscured when looking at overall student outcomes. For example, in previous CREDO studies, White students attending charter schools generally have weaker growth than their peers attending TPS. Asian/Pacific Islander and Native American students tend to have growth similar to their peers. However, previous studies have shown that for Black and Hispanic students, attending a charter school often leads to significant academic growth.

We compared the academic growth across student race/ethnicity groups. Students were grouped into White, Black, Hispanic, Asian/Pacific Islander, Native American, and Multiracial students.

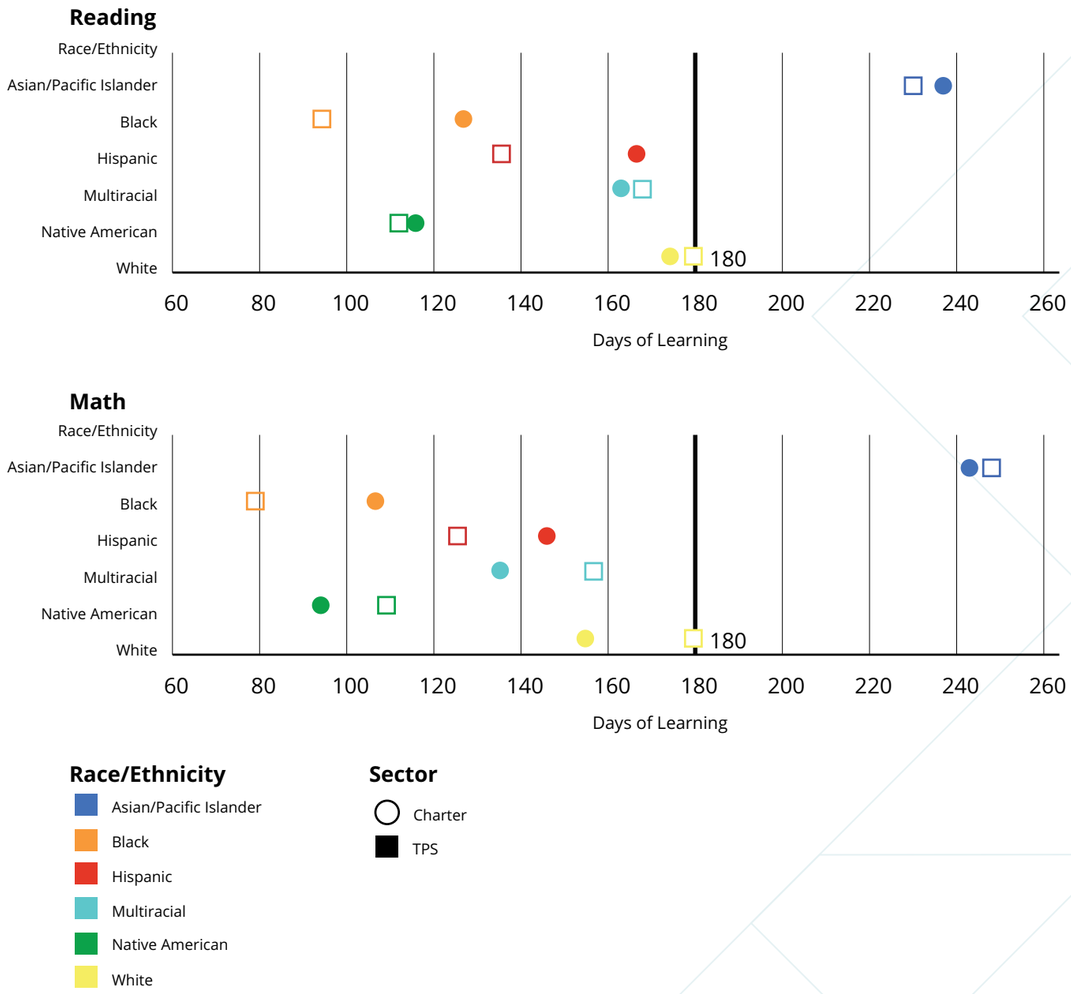
Compared to their TPS peers, Black students attending charter schools had 35 days more growth in a school year in reading and 29 days in math. This would be as if the students had attended an additional 1.5 months of schooling each year. The results were also positive and significant for Hispanic students. Relative to their TPS peers, Hispanic students grew an extra 30 days in reading and 19 additional days in math. Only two subpopulations of charter school students had weaker growth than their TPS peers in math. White and Multiracial students attending charter schools grew 24 fewer days per school year than their TPS peers. No racial/ethnic subpopulations had weaker growth than their TPS peers in reading.

However, because the TPS peer groups often have growth weaker than the average 180 days per year that anchors these analyses, even those subpopulations with positive growth may experience less than 180 days of growth per school year. The figure below shows the typical growth in math for each subpopulation of charter students and their TPS peers.

UNDERSTANDING SUBPOPULATION RESULTS

In these analyses, the growth of subpopulations in charter schools is compared to the growth of the same subpopulations in TPS. This means learning for Black charter school students is compared to their Black TPS peers. Both TPS and charter student results are studied against the 180-day baseline for White comparison students.

Figure 1.14: Days of Learning for Charter School and TPS Students by Race/Ethnicity, Reading and Math



Relative to the standard of 180 days of learning per year—the amount of growth that the average White TPS student in this study makes each year—Figure 1.15 delivers two essential findings. First, Black and Hispanic students in charter schools advance more than their TPS peers by large margins in math and reading. Multiracial, Native American, and White charter students show the reverse in math, lagging behind the growth of their TPS peers. Reading progress was equivalent for these subpopulations. Asian/Pacific Islander students in both sectors show similar growth.

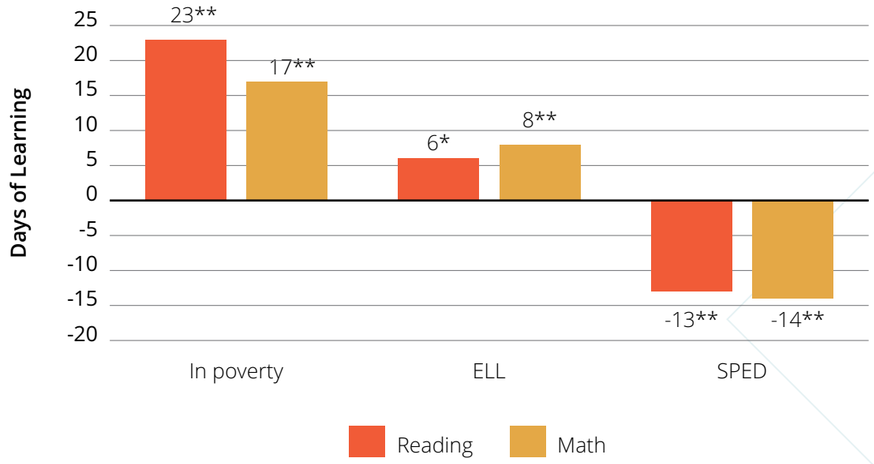
The second conclusion is more sobering: neither in the typical charter schools nor in the comparison TPS are Black, Hispanic, or Native American students posting growth that is close to 180 days a year in either reading or math. Multiracial students fare better but still don't reach typical growth. White students in charter schools are on par in reading and lag in math. Only Asian/Pacific Islander students, a small fraction of the student population, post better growth than the average growth of White TPS students. The message is clear. The majority of students in both settings are not learning as much as they need to for their schooling to be on track. These growth gaps are the building blocks of learning inequality that result in the achievement gaps that plague the nation.

Beyond the picture of different results at the average for different groups of students, the insights available from the distribution of student experience are potentially transformative. There are thousands of minority and economically disadvantaged students whose progress outpaces or is on par with White students in their school. We note these gap-busting cases and present more detail in the school-level results below.

Academic Growth for Charter School Students in Special Populations

Many studies have shown persistent disparities between students at the upper and lower ends of the socioeconomic spectrum (Duncan & Murnane, 2016; Hanushek et al., 2019). In this study, charter school students in poverty had stronger growth equal to 17 additional days of learning in math and 23 days stronger growth in reading than their TPS peers. English-language learner students who attended charter schools also had stronger growth in math (eight days) and reading (six days) than their TPS peers. However, students receiving special education services had significantly weaker growth in both math and reading than their TPS peers. Specifically, they grew 13 fewer days in reading and 14 fewer in math. Compared to the 2013 National Charter School Study, these most recent results represent a slight increase in charter school effectiveness for students in poverty and a slight decrease in effectiveness for English-language learners and special education students.

Figure 1.15: Annual Academic Growth for Charter School Students in Special Populations

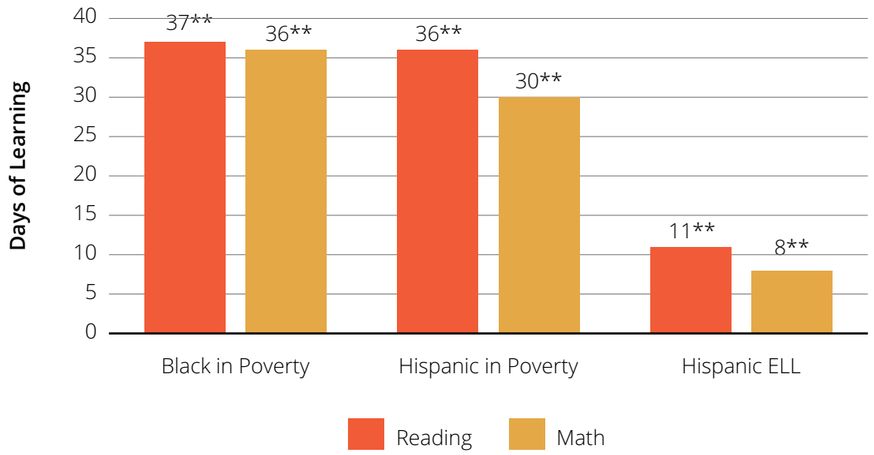


** Significant at p ≤ 0.01 * Significant at p≤ 0.05

The findings for separate subgroups detail the growth we observe for all charter students in each group, all else being equal. Of course, that is not the case; within groups, we know that some students, in addition to being in a minority group, also experience poverty or are not native English speakers. Students with compound designations are likely to face more challenges in their education. CREDO studied three such groups: Black students in poverty, Hispanic students in poverty and Hispanic students who are also English-language learner students.

In the current study, we find that Black students in poverty had 37 days stronger growth in reading and 36 days stronger growth in math when compared to their TPS peers. The results were similar for Hispanic students in poverty: they grew 36 more days in reading and 30 more in math than their TPS peers. There were also significant benefits for Hispanic students who are English-language learners (ELL). Hispanic ELL students gained an additional 11 days in reading and an extra eight days of learning in math by attending charter schools instead of their local TPS option.

Figure 1.16: Annual Academic Growth for Charter School Students with Compound Designations



** Significant at p ≤ 0.01

Student Annual Academic Growth by Charter School Grade Level

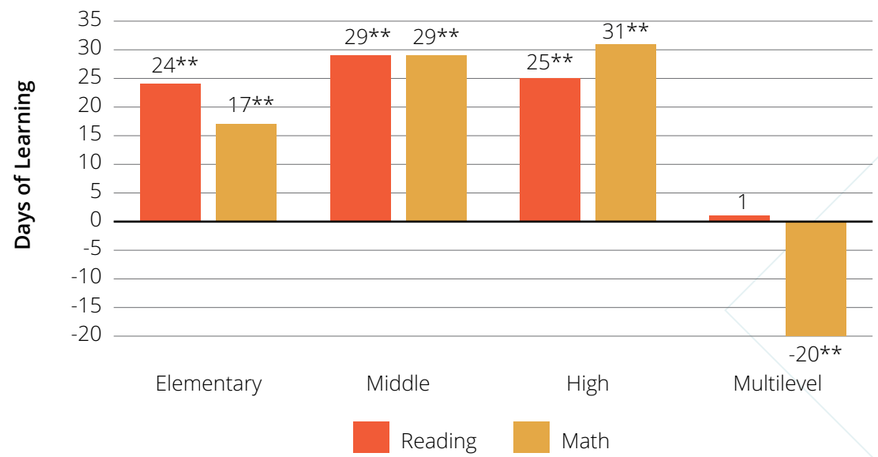
Another way CREDO has typically looked at charter school performance has been by examining charters grouped by the grades served by the school. Typically, there are four levels of schools. These are elementary (K–5), middle schools (6–8), high schools (9–12) and multilevel schools (a mix of grades that do not fall easily into one of the other categories, e.g., K–6, 6-12 or K-12).

The results show significantly positive growth in reading and math for charter schools serving elementary, middle or high school-age students. In contrast, results for multilevel charter schools were negative in math and similar to the TPS comparison groups in reading.

In reading, the results for charter schools were stronger. The average increase in growth for elementary charter school students was 24 additional days of learning. Middle school students saw 29 extra days and high school students saw 25 extra days on average. Students attending multilevel charter schools had growth similar to their TPS peers.

The average impact on math growth for charter school students was the same as attending 17 extra days for elementary students, 29 extra days for middle school students, and 31 additional days for high school students. Multilevel charter school students, on average, had 20 days less learning per school year.

Figure 1.17: Annual Academic Growth of Charter School Students by Grade Level



** Significant at p ≤ 0.01

Examining grade level charter performance against earlier CREDO study results, shown in Table 1.7, we see a marked improvement in all grade levels in both subjects. Seeing growth in all grade spans helps us understand that trends in the national aggregate performance are not concentrated in particular grades.

Table 1.8: Charter School Student Academic Growth by Grade Level across Studies, Reading and Math

	Reading			Math		
	2009	**2013**	**2023**	**2009**	**2013**	**2023**
Elementary	6**	17**	24**	0	12**	17**
Middle	12**	23**	29**	12**	29**	29**
High	-29**	0	25**	-12**	0	31**
Multilevel	-46**	-12**	1	-23**	-40**	-20**

** Significant at p ≤ 0.01

Annual Academic Growth of Online Charter School Students

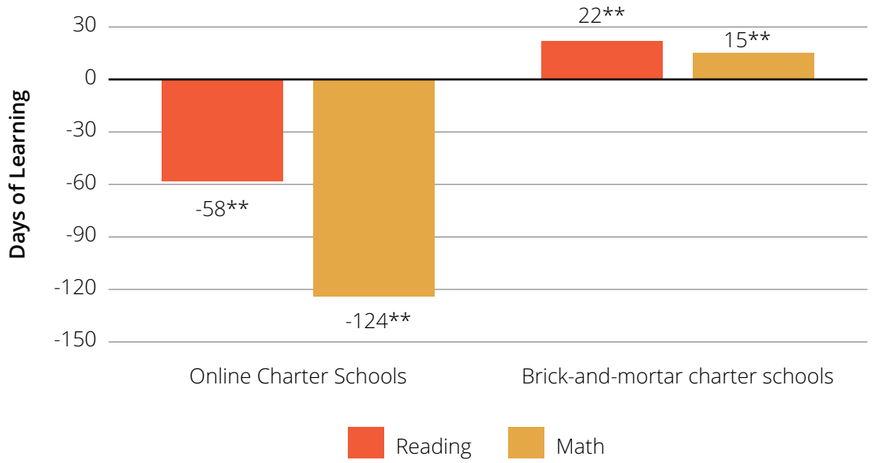
While enrolling only six percent of the charter school student population, online schooling continues to grow over time (Lehrer-Small, 2022). CREDO and other partners conducted a study of online charter schools in 2015, finding significant underperformance in the online setting compared to brick-and-mortar charter schools. With time since the previous study and additional focus from a number of charter school authorizers, we reexamine the growth of students attending online or brick-and-mortar charter schools compared to their TPS peers.[21]

Brick-and-mortar charter school students had significantly stronger growth in reading (22 more days) and math (15 more days). Online charter school students had much weaker growth. Online charter school students grew 58 fewer days in reading and 124 fewer days in math than their TPS peers.

Stated another way, compared to 180 days of learning for their brick-and-mortar TPS peers, the learning for an average online charter student advanced only 122 days in reading; in math, the progress for online charter students was 56 days per year. While across the nation, six percent of charter school students attend a virtual charter school; in Ohio and South Carolina, this rate is as high as 14 percent.[22]

It is important to note that examples of equivalent or better academic growth for students in virtual charter schools exist today, and their numbers have increased. These neutral and positive examples buck the preponderance of the evidence: of the 214 virtual charter schools in the study, 73 percent had weaker growth than their comparison group in reading, and 90 percent underperformed their comparison group in math.

Figure 1.18: Annual Academic Growth for Charter School Students by School Mode, Reading and Math



** Significant at p ≤ 0.01

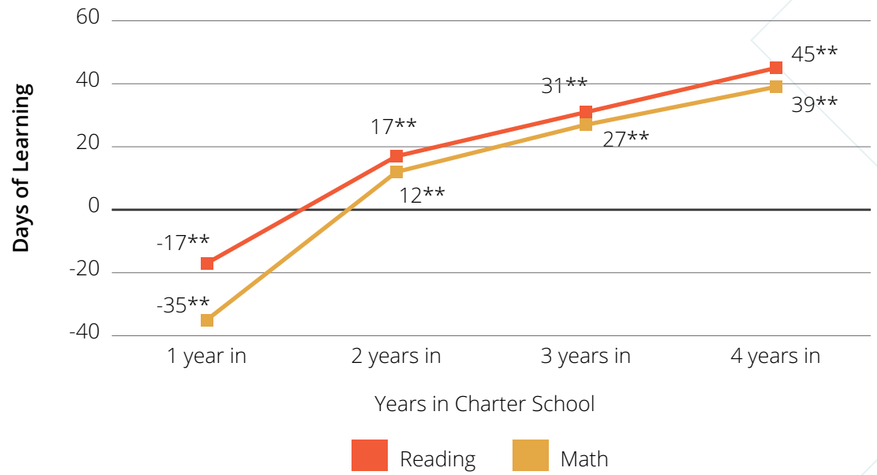
21 The comparison students for online charter students come from brick-and-mortar TPS. It is not possible to create comparison students from online TPS only.

22 Massachusetts, Maryland, New Jersey, New York, Rhode Island, and Tennessee do not allow online charter schools.

Academic Growth by Continuous Enrollment in Charter School

Students often have their weakest growth in their first year in a charter school (Cremata et al., 2013). This fits the known issues around school transitions and decreases in student performance. As seen in Figure 1.20, the subset of students who enroll in a charter school during our data window follow the pattern.[23] However, charter students overcome the initial dip associated with a school change, as shown below. By their fourth year in their charter school, students show 45 days stronger growth in reading than their TPS peers and 39 additional days of learning per year in math. However, it should be noted that the sample size of students attending a charter school for four years is small, limited by the number of tested grades available for study and the alignment of the study window with grade patterns in schools.

Figure 1.19: Annual Academic Growth for Charter School Students by Years of Enrollment



** Significant at p ≤ 0.01

23 This analysis included only those students seen entering charter schools from a TPS. Students already in charter schools in their first year of the data window were excluded.

Table 1.9: Charter School Student Academic Growth by Years of Charter Enrollment across Studies, Reading and Math

	Reading			Math		
	2009	2013	2023	2009	2013	2023
1 Year in Charter	-35**	-35**	-17**	-52**	-46**	-35**
2 Years in Charter	6**	17**	17**	0	12**	12**
3 Years in Charter	12**	35**	31**	17**	17**	27**
4 Years in Charter	n/a	41**	45**	n/a	35**	39**

** Significant at $p \leq 0.01$

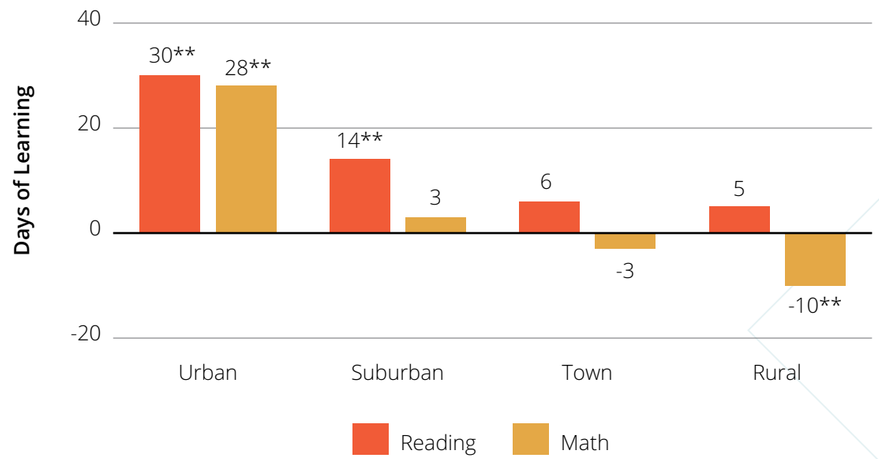
As with measures of charter growth presented earlier, we see persistent improvement in the charter sector in reading and math. While students consistently take a large dip in their first year in charter schools, the size of the drop has decreased from the 2009 study to the 2023 study. We also see steady or improving performance for the charter sector in the 2023 study except for a slight drop in reading from 2013 for students in their third year attending a charter school. These results suggest improved onboarding of new students across the charter school community.

Charter School Student Academic Growth by Location of their School

In previous studies, CREDO and others have found that charter schools were most effective for students living in urban communities (Clark et al., 2015; Cremata et al., 2015; Cremata et al., 2013). This remains true in this latest study. Compared to their TPS peers, urban charter school students had an additional 29 days of growth per year in reading and 28 additional days in math, both of which were significant. Suburban charter school students also had stronger growth in reading (+14 days). However, rural students enrolled in charter schools tended to have 10 days less growth in math than their TPS peers.[24]

24 Analyses of charter performance by school location exclude those students attending virtual charter schools as the location of these students cannot be determined. The impact on students attending virtual schools was discussed in a previous section.

Figure 1.20: Charter School Student Academic Growth by School Location, Reading and Math



** Significant at $p \leq 0.01$

1.5 School-Level Impacts

School-Level Academic Growth

Analyzing school-level performance is another valuable way to assess the effectiveness of charter schools. Though the overall results of the charter school sector are largely positive in reading and math, it does not follow that every individual charter school performs better than the alternative. School performance is important for policy-related decisions such as funding or renewal. Thus, it is helpful to test if charter schools deliver academic progress that is greater, the same, or smaller than is seen for identical students in the feeder schools nearby.

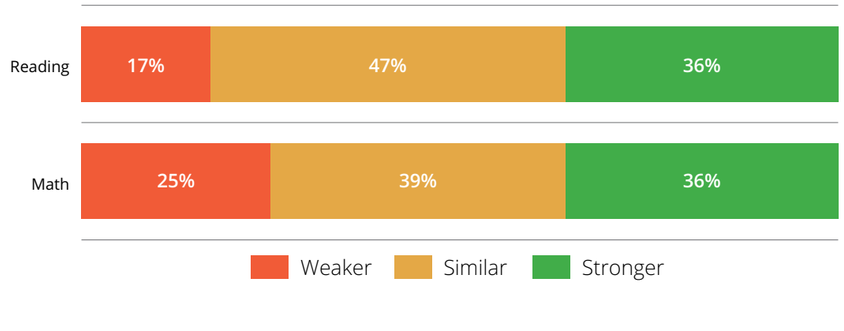
In order to determine school-level charter performance, we compute each charter school's average impact on student learning over the two most recent growth periods (2017 and 2018). We compare the school average to the same measure of learning for their TPS VCRs.[25] The average gains of the TPS VCRs serve as a proxy comparison of what learning would have occurred for a charter schools' students had they instead enrolled in the local TPS options. The outcome of interest is the average contribution to student learning gains for each charter school per year. The measure is expressed relative to the gains the charter school students' TPS peers posted. Each charter school is assessed to see if it is performing significantly stronger, significantly weaker, or similar (not statistically significantly different) to its VCR comparison group.

25 We chose to base the school-level analysis on the two most recent growth periods in this analysis for two reasons. First, we wanted to base the result on a contemporary picture of charter school performance. Second, the two-growth-period time frame made it possible to include the newest schools and still ensure that performance for all the schools included the same amount of data, thereby creating a fair test for all. The school-level analysis includes only those schools with at least 30 students to ensure a sufficient sample size for the statistical stability of estimates.

Charter schools with stronger growth comprised 36 percent of the study schools in reading. Forty-seven percent of charter schools had similar growth to their TPS peers. Charter schools with weaker average growth in reading than their TPS comparison groups comprised 17 percent of the study.

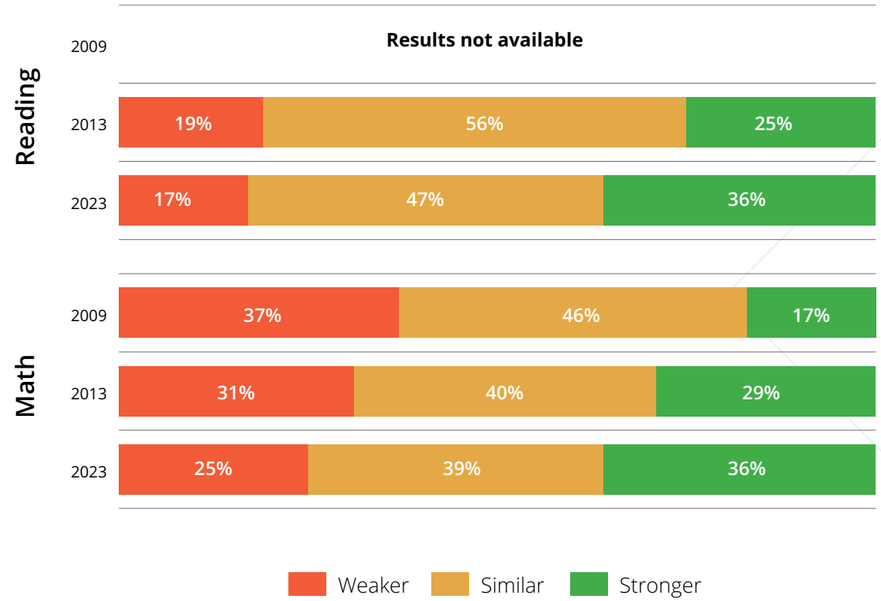
In math, 36 percent of charter schools had statistically significantly stronger growth for their students than the TPS peers. This is compared to 25 percent of charter schools with weaker math growth than their TPS comparisons and 39 percent with similar growth.

Figure 1.21: Academic Growth of Charter Schools Compared to Their Local TPS, Math and Reading



We can compare these distributions to earlier work. Both prior CREDO studies included local school-level comparisons for math. The 2013 National Charter School Study presented an analysis for reading, but not the 2009 report. A consistent pattern appears by examining the results of these analyses over time. Charter schools have improved performance over time at both ends of the range. Figure 1.22 shows a marked rise in the number of charter schools with better development and a decrease in those with weaker growth than their VCR set. This trend amplifies the average national charter school effect at the student level, suggesting that improvements are widespread and not due to concentrated impacts in a subset of schools.

Figure 1.22: Academic Growth of Charter Schools Compared to Their Local TPS across Studies, Reading and Math



School-Level Academic Growth by State

The prior multi-state comparisons can be repeated separately for each state. Since each state has its policies and practices that can impact how charter schools operate, these state-specific school-level comparisons give us a small view of these differing environments. The data reveals that some states have stronger charter markets than others. As seen in the figure, New York does not have any charter schools whose reading growth is significantly weaker than their VCRs.

READER NOTE:

On the interactive website, the reading and math figures display the percentages for each category of performance.

Figure 1.23: Average Academic Growth in Charter Schools versus. Their Local TPS by State: Reading

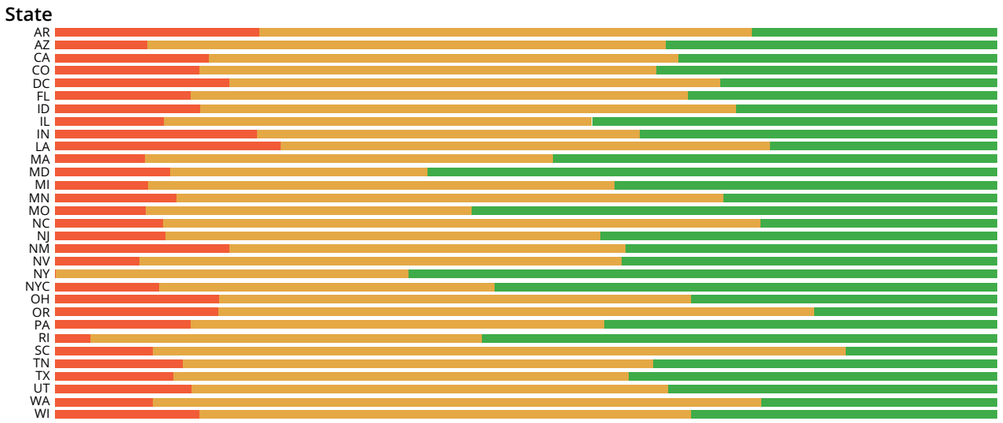


Figure 1.24: Average Academic Growth in Charter Schools versus. Their Local TPS by State: Math

These results are encouraging, but they require a note of caution. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal if the difference is modest or large, nor does it indicate where the difference occurs in the range of absolute achievement. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to result ultimately in constructive long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag behind their community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the complete picture of charter school performance.

1.6 Charter School Academic Growth and Achievement

Student academic growth measures how much students advance their learning in a year, and student achievement measures the stock of their knowledge at the end of the year. In this section, we integrate the findings about growth and achievement to show comprehensively the results that charter schools deliver for their students.

Both dimensions of student performance are needed to situate charter schools in their local community contexts and within the larger mission of academically preparing students with knowledge and skills for future success. Importantly, considering growth and achievement simultaneously also gives us a basis for making predictive statements about how charter schools will likely support their students in the future.

To ground this presentation, it is useful to consider four basic categories of school performance. This construct applies to all schools, CMO-affiliate charter schools, stand-alone charter schools, district schools and others.

We can classify any school based on whether and by how much its average academic progress in a year compares to the other options its students could select. Schools that do not advance student learning as much as the comparison are considered "low growth." Those that exceed the local standard are deemed "high growth." These differences can be mapped on a continuum from "very low growth" to "very high growth." We use the growth of the local TPS alternative as the standard in this demonstration.

Looking at absolute achievement—the measure of what students know at the end of a school year—we use the achievement scores that students get on state performance tests as a measure of achievement and place schools along that distribution based on school-wide averages. Schools that mirror the state average are designated "50th percentile."[26] Schools with an average performance at lower (or higher) points of the achievement range are situated below (above) the average—we use the 25th percentile and the 75th percentile as additional reference points.

If we map the growth and achievement dimensions together, four groups result:

- **High Growth—High Achievement:** schools that exceed the growth of their local options and whose students are above the state average in overall achievement.
- **High Growth—Low Achievement:** schools that exceed the growth of their local options but with overall student achievement below the state average.
- **Low Growth—High Achievement:** schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons.
- **Low Growth—Low Achievement:** schools with lower academic growth than their local alternatives and whose students' achievement is lower than the state average at the end of a school year.

26 The 50th percentile is the point value in a range of scores, in this case achievement for each state, that splits all the scores so that 50 percent are above and 50 percent are below the point.

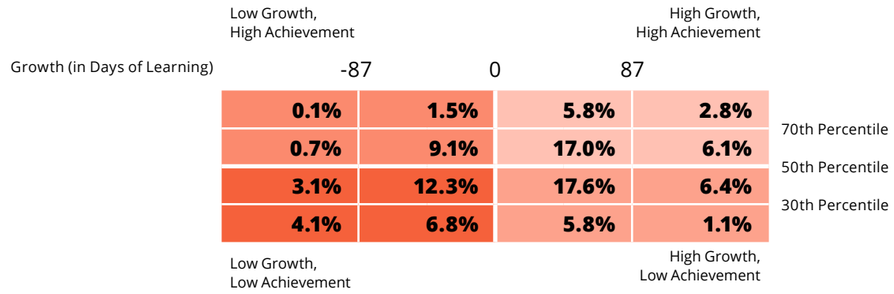
Using the last two years of school performance, we mapped the charter schools in this study onto the structure described above. (For reliability, we only included schools with 30 tested students.) We subdivided each quadrant into four smaller groups, yielding 16 cells within the map. The results appear in Figure 1.25 for Reading and Figure 1.26 for Math.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 1.25. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.4	**31.7**
26.3	**30.9**

Figure 1.25: Academic Growth and Achievement, Reading



As shown in Figure 1.25, summing the percentages in the top quadrants yields 43 percent of schools with average student achievement above the state average. Currently, these students are better prepared for future learning than half the students in their respective states. However, their growth performance significantly influences their outlook for the future. Sixty-two percent of charter schools have stronger yearly growth than the local TPS and 38 percent have weaker growth.

Schools in the High Growth—High Achievement quadrant can expect to remain in that part of the map if their growth continues at their current pace. Roughly a third of charter schools appear in this quadrant. At current levels of performance, these schools will likely increase their students' achievement levels over time. Of particular interest is the subset of High Growth—High Achievement schools that advance students of any academic background to high levels of achievement; their operations and practices could help inform improvements in lower-performing charter and traditional schools.

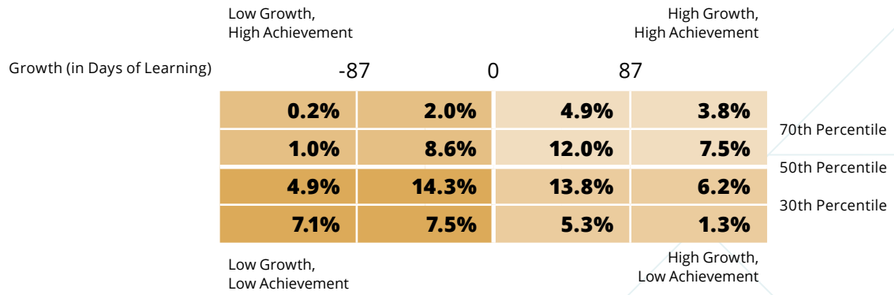
Schools in the Low Growth—High Achievement quadrant can expect to drift downward in the achievement ratings if they maintain their current pace of growth since other schools with higher growth rates will eventually surpass them. Since student achievement in these schools is above state averages, the impact of lower growth may not be as concerning as for students at lower levels of achievement. Roughly a tenth of charter schools display this pattern, many of which are close to average in both growth and achievement. Modest improvements in student learning each year could move those schools into the upper right quadrant.

The remaining charter schools, 57 percent, are situated in the lower two quadrants with achievement that falls below the state average. This is consistent with the earlier findings that charter schools enroll both a larger share of lower-decile students and a smaller share of high-decile achievers. Again, their position and prospects are distinguished by the amount of growth their students demonstrate.

The High Growth—Low Achievement quadrant displays the results for 31 percent of all charter schools. These schools serve students with current achievement that is weaker than the average in their states. These schools have demonstrated success with students of modest or challenged academic backgrounds. With higher than average growth each year, their students will elevate their achievement over time. In theory, given enough time, the students in the lower left quadrant would move up to the upper right quadrant.

The 26 percent of schools in the Low Growth—Low Achievement quadrant are of greatest concern. These schools serve academically challenged students and produce weaker growth than their TPS comparisons. Should the performance of these schools remain unchanged, their students will drift further behind over time, even if all the other schools on the map remain stable. Increases in growth are within reach for these schools, which seem possible for nearly 20 percent, which would migrate them to the lower right area. Especially concerning at the moment are outcomes for the students attending the four percent of schools in the cell with the lowest growth and achievement. This group represents charter schools in need of immediate attention.

Figure 1.26: Academic Growth and Achievement, Math



The inferences for math are the same, albeit with different percentages. Above-average achievement exists in 40 percent of charter schools, while 60 percent have achievement lower than their state averages. Compared to their local TPS, 55 percent of charter schools had stronger growth, with 45 percent having weaker growth. The data provides additional evidence that charter schools tend to serve lower-performing students but grow them more than is typical. As with reading, the current and future story depends on the quadrant in which schools are located.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 1.26. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

11.8	**28.2**
38.8	**26.4**

The High Growth—High Achievement quadrants contain 28 percent of charter schools, a slightly smaller share than appeared for reading. Maintaining the current pace of growth would result in these schools moving higher in the achievement range.

The High Growth—Low Achievement quadrant in the lower right reflects schools that deliver stronger growth to below-average achieving students. This group makes up 26 percent of all charter schools, a smaller share than in the same reading quadrant. Their students will move higher in the achievement range if these schools maintain or improve their growth.

Twelve percent of schools land in the **Low Growth—High Achievement** quadrant in the upper left, with high average achievement but below average growth. The share of charter schools in this quadrant Is nearly identical for reading and math. The majority of schools in this quadrant could either move down into the lower achievement quadrant if they remain static or move to the High Growth—High Achievement area with improved growth.

The left-hand-side lower quadrant, representing **Low Growth—Low Achievement**, makes up 34 percent of charter schools. This is a significantly larger share of schools than in the analogous reading quadrant. The greatest worry is that 7 percent of schools are situated in the lowest performing cell. They offer the weakest growth to students with constantly low achievement levels.

1.7 Gap-Closing Charter Schools

Earlier in the findings, we reported that a significant share of charter schools deliver gap-busting growth for their students. We probed this finding further to see if these exceptional schools shared any common attributes. We found hundreds of schools that satisfy dual criteria: (1) the average achievement of the school exceeds the state average, and (2) their disadvantaged students (Black, Hispanic, in-poverty, ELL) have growth as strong or stronger than their non-disadvantaged peers in the same school.

In reading, seven percent of schools in the study sample (526 schools) met the dual criteria for Black students compared to their White peers. Comparing Hispanic students to White students, the percentage of charter schools meeting the dual criteria was 13 percent (912 schools).

Further, 19 percent of charter schools (1,393 schools) met the criteria for students in poverty, compared to their peers not in poverty. For ELL students compared to non-ELL students, 14 percent of charter schools (1,015 schools) met the dual criteria.

In math, Black students outpaced their White peers in six percent of charter schools (456 schools). Similar results for Hispanic students occurred in 10 percent of charter schools (731 schools). Comparing students in poverty to their peers not in poverty, 16 percent of schools (1,142 schools) met the criteria. For ELL students, 11 percent of schools (809 schools) met the criteria. These charter schools excel at addressing achievement gaps for their students.

Table 1.10: Charter Schools with No Learning Gaps and High Achievement

	Reading		Math	
	Number	**Percentage**	**Number**	**Percentage**
Blacks equal or outperform Whites	526	7.3	456	6.3
Hispanics equal or outperform Whites	912	12.6	731	10.2
Poverty students equal or outperform non-Poverty students	1,393	19.3	1,142	15.9
ELLs equal or outperform non-ELLs	1,015	14.1	809	11.2

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As a Matter of Fact:

The National Charter School Study III 2023

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The National Charter
School Study III 2023

Volume 2
Charter Management Organizations 2023

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CREDO, the Center for Research on Education Outcomes at Stanford University, aims to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policy makers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policy makers strengthen their focus on the results of innovative programs, curricula, policies and accountability practices.

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The research presented here uses confidential data from state departments of education. The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. In addition:

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The analysis and conclusions contained herein are exclusively those of the authors and are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study. All errors are attributable to the authors.

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2.1 Introduction

Minnesota's legislature adopted the first charter school law in 1991, allowing for the creation of public schools governed and managed independently from local school boards. City Academy in St. Paul opened in 1992 as the first charter public school in the country, serving about 35 students in its first year of operation. In the 2021-22 school year, over 7,800 charter schools were in operation, serving over 3.7 million students. Forty-five states and the District of Columbia permit the operation of charter schools.

Although the majority of charter schools in the United States are single schools, many organize into formalized entities that pool common governance, operational, financial and programmatic resources. These arrangements, called Charter Management Organizations (CMOs) or "networks," aim to increase operational efficiencies and encourage strong student academic outcomes. Aspire Public Schools created the first CMO in the country in the early 1990s for its growing network of schools in Northern California; in the 2020-21 school year, 432 CMOs operated a total of 2,045 CMO-affiliated schools and campuses, serving 955,730 students (White & Xu, 2022).

For the past two decades, the Center for Research on Education Outcomes (CREDO) at Stanford University has examined charter schools in general and CMOs as a distinct subset from a nonpartisan and policy-neutral position. The evolution of charter schools in the United States public school scene is worthy of study. There is broad interest in their contributions to improving outcomes for the students they serve and, by extension, to the broader public education group.

In this report, we classify charter schools into two categories.[1]

> Many definitions exist for Charter Management Organizations (CMO), so it is important to articulate the one used in this study. We define a CMO as an organization that is contracted to perform whole-school services to at least three separate charter schools. A governing board holds the charter for the school(s) and contracts with the CMO to provide a range of services to the school(s), including, for example, academic programming, operations and back-office services. The governing board is ultimately responsible for fiscal health, legal compliance and academic performance of the schools it oversees. Our designation of CMO applies to nonprofit or for-profit operators, which are sometimes known as Education Management Organizations (EMOs). For this study, we include both non-profit and for-profit organizations in our CMO count.
>
> In this study, we define stand-alone charter schools (SCS) as any charter school that operates as one or, at most, two schools.

1 CREDO's 2017 CMO study categorizes charter schools into four types: 1. CMOs, 2. VOSs, 3. Hybrid, and 4. Independent charters (Woodworth et al., 2017). In the current study, we break down the charter into two categories. 1. CMOs and 2. Non-CMOs that combine VOSs, Hybrid, and Independent charters.

Funders and policy makers consider CMOs as an important lever in their aims to provide high-performing schools. Their assumptions rarely are put to the test. Even when they are, previous research measuring the impact of CMOs on students' academic outcomes produced mixed results. Some of the work has been anecdotal or small-scale, showing improved student outcomes associated with students enrolled in CMO schools (Angrist et al., 2012; Dobbie & Fryer, 2015; Raudenbush et al., 2011). More generally, the earlier literature shows CMO impacts on student outcomes to be small. Large variations in CMO quality across the group have appeared in several studies (Furgeson et al., 2012; Woodworth et al., 2017).

This report presents the results of our third study of CMOs. The first report from 2013, *Charter Growth and Replication*, examined the performance patterns from the opening of schools through the period of replication and scaling. The second report, *Charter Management Organizations*, released in 2017, analyzed the different contributions to academic progress by CMOs and SCS (though the nomenclature for this latter group has changed over time).

This report on CMO performance is part of a more extensive national study of charter schools prepared by CREDO. *As a Matter of Fact: The National Charter School Study III (NCSS3)* examines the impact of charter school enrollment on students' academic growth. Due to the large scope of the research, the report is sectioned into two volumes. The first, *Charter School Performance in 31 States 2023 (CSP31)* pools all charter students together to examine sector-wide impacts. This report, Volume 2, explores an important structural and operational attribute of charter schools; namely, whether students attend a school that is a stand-alone charter school (SCS, also called independent charter schools) or a member of a Charter Management Organization (CMO), also called networks in some cases. The nationwide impact of charter schools on student academic progress over time is, partly, a story of the rise in the number and sizes of CMOs. This report tells that story empirically.

This study uses anonymized student-level administrative data from 28 states.[2] We treat New York City and Washington, D.C., as separate jurisdictions to give us 28 "states" included in this study. The data window spans the school years from 2014-15 to 2018-19, which creates four growth periods. We address the critical questions on whether systematic differences in the impact on student learning exist between CMO-affiliated and SCS schools.

Our outcome of interest is the change in students' knowledge and skills from one year to the next. We use the terms "growth," "gains," and "learning" interchangeably in describing the incremental progress students make over a school year.

We probe the aggregate results to understand better how students fare in different charter school environments and, in turn, how well different charter schools can provide high-quality education to all their students. Since many students attending charter schools are people of color from educationally and economically disadvantaged backgrounds, understanding the impact of CMOs and SCS on vulnerable populations is important. Disparities in academic outcomes are well documented, for example, between those from high socioeconomic backgrounds and those from underserved communities (Duncan & Murnane, 2016; Hanushek et al., 2019). Here, we seek not only to quantify any differences between student groups but also to identify cases where all students benefit academically.

2 Idaho, Maryland and Ohio are included in the companion study, CSP31, but not part of the CMO analysis due to restrictions in CREDO's data use agreements with each state.

The results provide the most current picture possible of the charter group in the nation.

Section 2 of this report describes methods and data, and Section 3 documents descriptive facts and trends about the charter groups. The main results from the impact analyses follow in Section 4. We present findings disaggregated by student and school characteristics. A market analysis provides evidence of effectiveness by organizational traits.

Because the National Charter School Study III findings and this deeper investigation of CMOs and SCS are intertwined, we prepared a consolidated Summary of Findings, Conclusions and Implications.

2.2 Methods and Data

Definition of Network Schools

Building upon the database created for CREDO's 2013 and 2017 reports, we identified 368 CMOs operating in the 28 states between the 2014–15 and 2018–19 school years. There is no national database of CMO networks. Thus, CREDO used a variety of data sources to identify the CMOs, including data from state educational agencies, charter school organizations and individual CMOs.

Measure of Academic Performance

For the key outcome variable, we use academic growth at the student level. Academic growth is defined as the change in learning from one testing period to the next. For readers to understand better the results of our analyses, academic growth is presented as marginal days of learning compared to a typical student who obtains 180 days of educational progress in a typical school year of 180 days. Students with above average growth are said to obtain additional days of learning in the same period and students with lower-than-average growth are said to have fewer than 180 days of learning.

Comparison Group and Analytic Model

To create a comparison group with similar demographic and academic profile characteristics to that of students enrolled in the charter schools, we use a combination of matching and statistical analyses to account for the systematic differences between students attending different types of schools.

In the first stage of the analysis, we employ the virtual control record (VCR) method, which is a matching strategy developed by CREDO (Davis & Raymond, 2012) to construct a comparison group including traditional public school students who exhibit similar socio-demographic and academic characteristics as the students who attend CMO-affiliated and non-CMO-affiliated charter schools. The VCR approach creates a "virtual twin" for each charter student by drawing on the available records of the TPS that the students in a given charter school would have likely attended if they were not in that charter school. We ensure that all dimensions of observable characteristics are statistically similar between the students enrolled in the CMO-affiliated charter schools and the comparison group from the TPS.[3]

In the second stage, based on the matched sample, we conduct statistical analyses to examine the effect of CMO-affiliated charter school attendance on the student's academic growth.

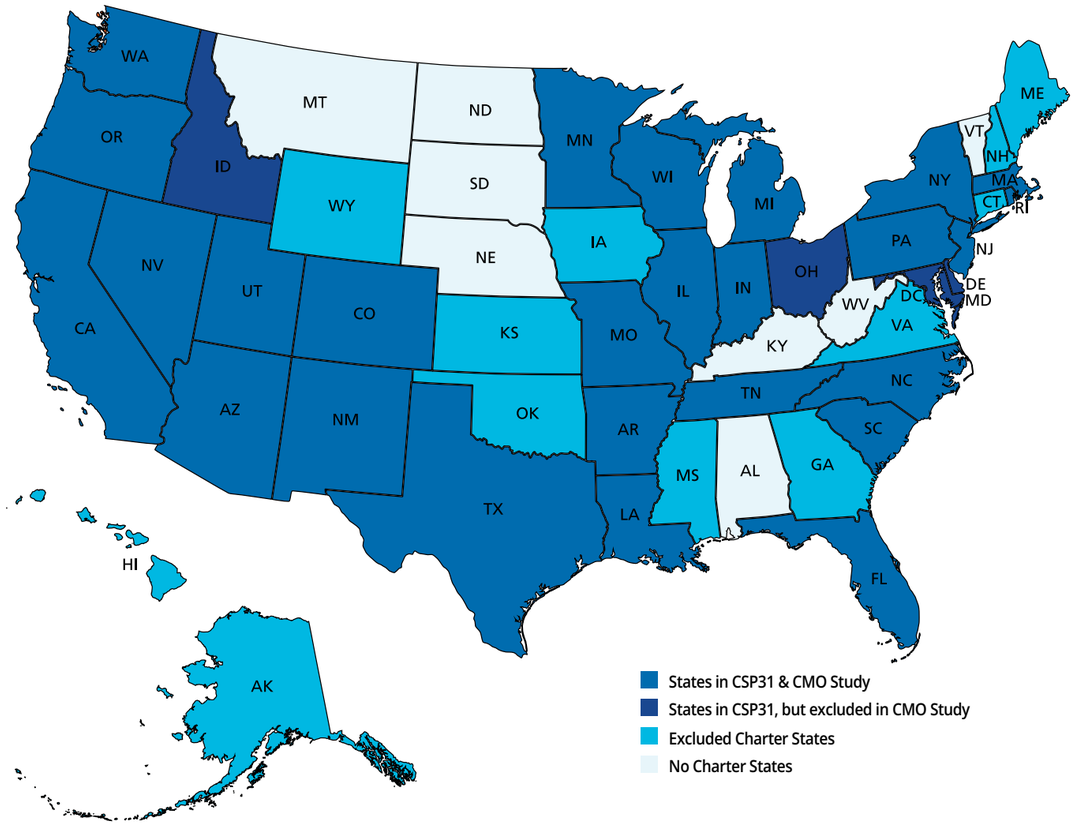
3 Due to the variable distribution of students by school type and subgroup across the country, some student subgroups have low match rate in some states. Low match rates require a degree of caution in interpreting the national pooled findings as they may not fairly represent the learning of the student groups involved.

Data

This study uses student-level administrative data from 29 states.[4] We treat New York City and Washington, D.C., as separate jurisdictions that give us 31 "states" included in this study. The data window spans school years from 2014–15 to 2018–19, which creates four growth periods. Under FERPA-compliant data-sharing agreements, we use anonymized student-level administrative data; this study uses data from five school years, from 2014–15 to 2018–19.

Using test scores from Every Student Succeeds Act (ESSA)-mandated achievement tests administered each spring, we calculate the difference in a student's scores.

Figure 2.1. Map of States Included in the 31-State and CMO Studies

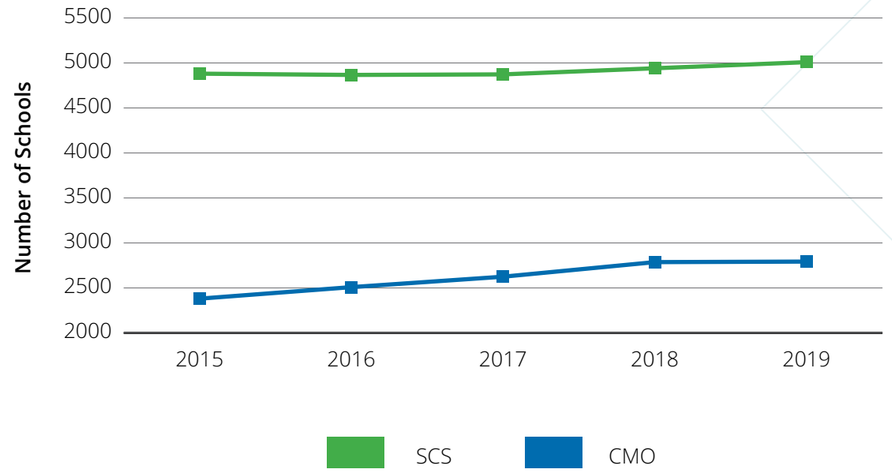


4 Figure 2.1 shows the map of states included in the CSP31 and CMO analysis.

2.3 Descriptive Statistics of Students and Schools

Figure 2.2 shows the recent nationwide expansion of CMO-affiliated and stand-alone charter schools. CMO-affiliated charter schools increased from 2,381 schools in 2014–15 to 2,793 schools in 2018–19, a 17 percent increase over the five years. The growth among the stand-alone charter group was about 2.6 percent during the same period, but there were about two stand-alone charter schools for every CMO-affiliated charter school in 2014–15. The ratio decreased to about 1.8 in 2018–19.

Figure 2.2. Growth in Number of Schools by Charter School Type, 2014–15 to 2018–19



Source: NCES Core of Common Data, 2015–2019. CMO school list identified by authors.

A summary of school characteristics by CMO affiliation status is included in the analytic data presented in Table 2.1. Regardless of the group, many students enrolled in the charter schools are students of color, and Hispanic students make up the largest minority group in both groups. Most students enrolled in CMO-affiliated charter schools and stand-alone charter schools live in poverty, with 65 and 53 percent, respectively.[5] Another substantial difference between the SCS and CMO-affiliated charters is the share of White students: CMO-affiliated charters have 21.6 percent White students. In comparison, the share in SCS is higher at 38.2 percent. The location differences may contribute to the demographic differences in the student bodies between the groups. Approximately 58 percent of CMO-affiliated charters are in urban areas, while 46 percent of SCS operate in urban settings. The percentage of virtual schools is similar between the groups at about five percent.

5 A student in poverty is eligible for free or reduced-price lunches under the National School Lunch Program, is certified as a recipient of public assistance support or meets state-defined criteria for poverty. Since our study design compares each charter school student to his exact-match VCR from nearby TPS, both students face the same criteria for poverty designations. The variation in definitions across states does not affect the results.

Table 2.1. School Characteristics by Charter Charter School Type, Matched Analytic Data

	SCS	CMO
Number of Schools	3,578	1,959
Number of Observations (student-level)	563,224	431,718
Student Demographic Characteristics		
Percent Students in Poverty	52.9%	64.5%
Percent ELL	7.6%	10.8%
Percent Students receiving Special Education	7.7%	6.9%
Percent White	38.2%	21.6%
Percent Black	21.2%	27.7%
Percent Hispanic	33.7%	44.8%
Percent Asian/Pacific Islander	3.9%	3.6%
Percent Native American	0.4%	0.2%
Percent Multiracial	2.6%	2.0%
Locale		
Urban	45.6%	58.4%
Suburban	31.5%	28.8%
Town	3.9%	1.3%
Rural	10.3%	6.9%
Virtual	5.1%	4.5%
Grade Span		
Elementary	42.1%	40.5%
Middle	13.7%	21.2%
High	5.4%	7.0%
Multi-grade	38.8%	31.4%

Note: Values use data for the 2017–18 school year

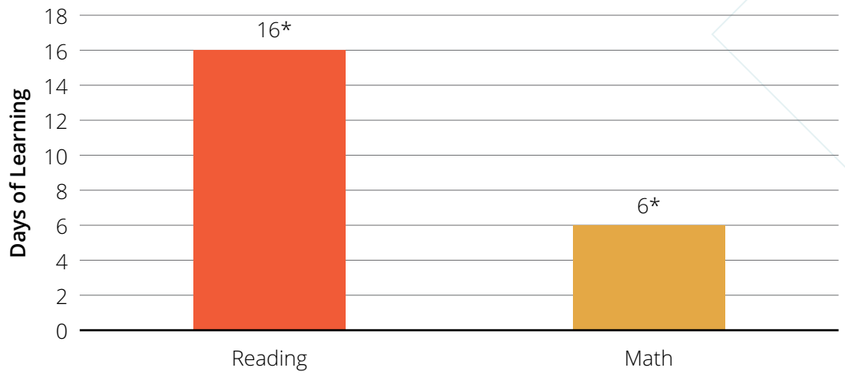
2.4 Analytic Findings

This section presents the average impact of attending CMO or stand-alone charter schools on a student's academic growth. Academic growth is denominated in the days of learning scale, based on an average student in a TPS who attends school for 180 days and gains 180 days of learning. In each analysis, we compare the growth of charter school students to the learning of their TPS peers, represented by a virtual control record as described in the Methods section. We conduct two statistical tests: one to test differences between charter learning and TPS learning and the second to examine differences in results between students in SCS and those in CMO-affiliated charter schools.

2.4.1. RECAP: Annual Academic Growth of Charter School Students in 31 States

As mentioned, this study parallels *Charter School Performance in 31 States 2023 (CSP31)*. The primary finding in CSP31 of positive annual academic gains for charter school students provides the departure point for this study. As shown in Figure 2.3, CSP31 reported that in a year's time, students attending charter schools make an additional 16 days of learning in reading and six days of learning in math, compared to their TPS comparison peers. Importantly, CSP31 shows steady increases in student academic growth over the years of the current study and over the 15 years of CREDO's charter school research. In this report, we probe the overall charter school results from CSP31 by structural and operational attributes of charter schools.

Figure 2.3. RECAP: Annual Academic Growth of Charter School Students, Reading and Math



Note: The figure above originally appears as Figure 1.7 in CSP31.

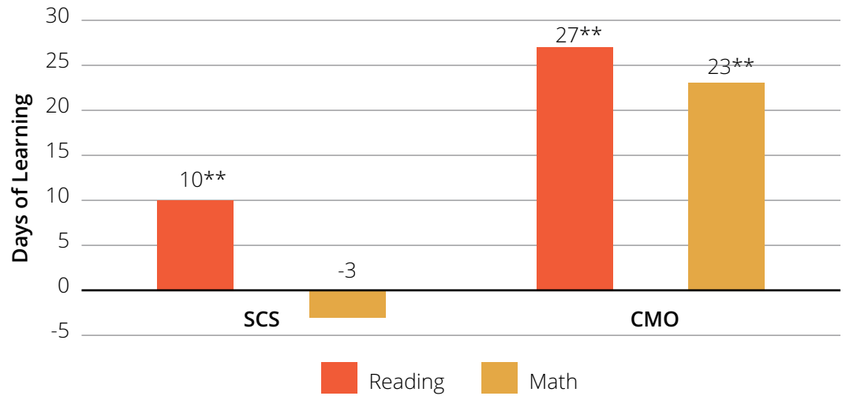
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.2. Academic Growth by Charter School Type

The overall impact of attending SCS or CMO charter schools on students' annual academic growth in reading and math is shown in Figure 2.4. Compared to their TPS VCR peers, CMO-affiliated charter school students have statistically significant learning gains in reading and math. Students attending stand-alone charter schools had stronger growth in reading and similar growth in math compared to their TPS peers. The students attending CMO schools gain the equivalent of 27 additional days of reading learning and 23 additional days of math learning per 180-day school year. Students attending the stand-alone charter also make statistically significant gains in reading (+10 days), but the difference is not statistically different from their peers. In order to test the difference in the learning growth in math between the CMO and SCS, we

conduct a statistical test.[6] For reading and math, the analysis indicates that students attending CMO-affiliated charter schools show stronger growth than students attending stand-alone charter schools in both subjects.

Figure 2.4. Annual Academic Growth of Charter School Students by Charter School Type, Reading and Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

The results in Figure 2.4 reflect the average growth based on all tested students in all schools in all the study years for each type of charter school. It is important to note that around the average, there are wide variations in academic growth. This is evident in Figures 2.5 and 2.6, showing the school-level distribution of academic growth by their charter group affiliation. In each charter group, the academic growth ranges from negative 300 days to positive 300 days, suggesting the school quality varies greatly within each group. We use the variation across students, schools or types of charter schools in the rest of our analysis.

CMOs have multiple schools that, in theory, could have distinctly different results. Accordingly, we disaggregate the distributions from Figures 2.5 and 2.6 to create CMO-specific averages and ranges. The average academic growth for each CMO is of keen interest to leaders and policy makers; Appendix A presents these results.

6 We conducted a test to determine whether there is a statistical difference between the academic growth in the two groups.

Figure 2 5. Distribution of Academic Growth in SCS and CMO Schools - Reading

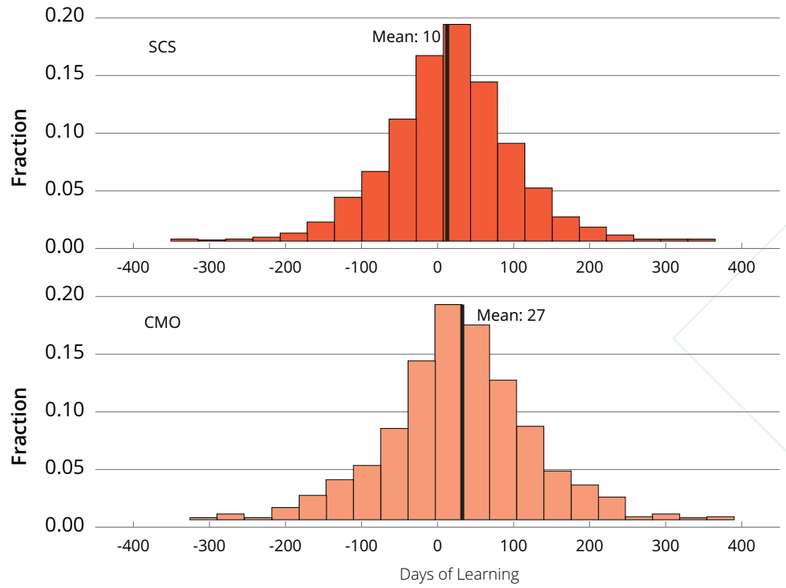
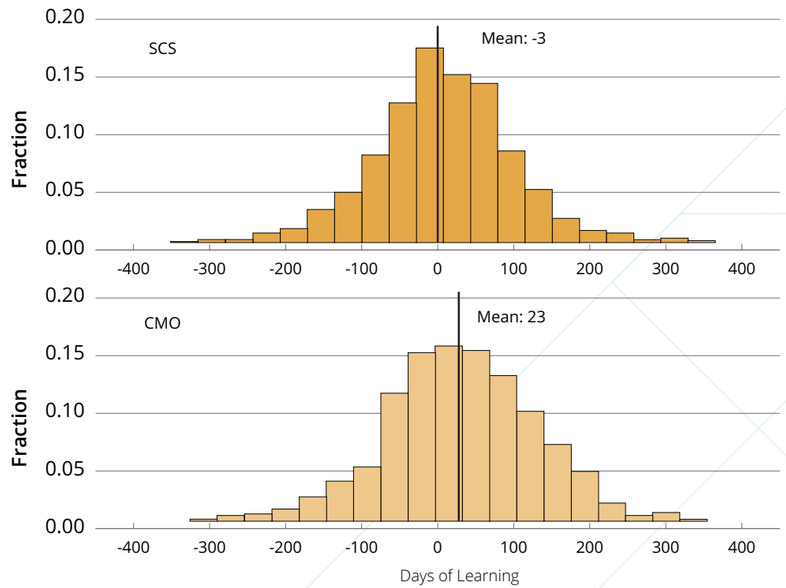


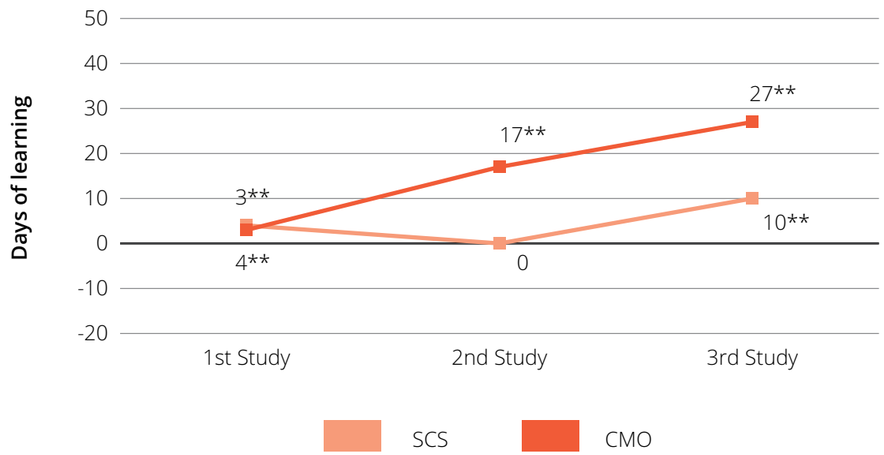
Figure 2.6. Distribution of Academic Growth in SCS and CMO Schools - Math



2.4.3. Academic Growth Trend by Charter School Type

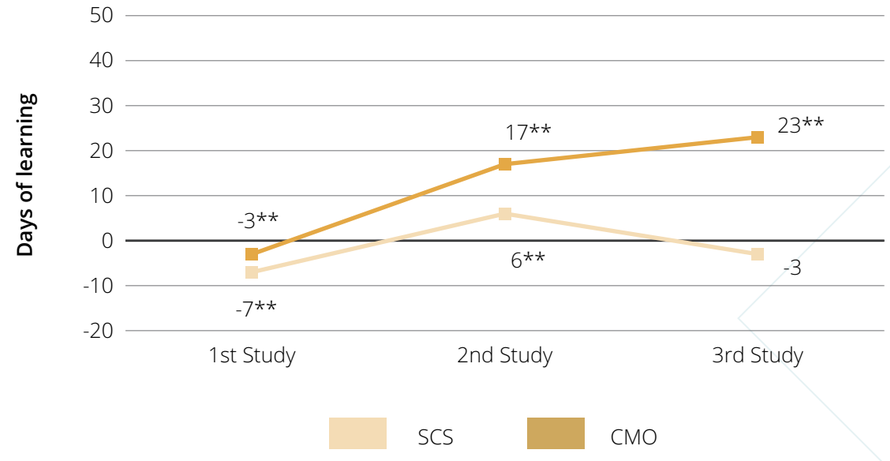
Figures 2.7 and 2.8 show the academic growth by charter group estimated in CREDO's series of CMO reports (Woodworth et al., 2017; Woodworth & Raymond, 2013). CMO-affiliated charter schools have seen a marked improvement in student academic growth in reading and math, adding approximately 10 additional days of learning in each study. In reading, students' progress in stand-alone charter schools is positive in two of the three studies and equivalent to the learning of TPS peers in the third. For math, learning gains for students in stand-alone charter schools lagged that of their TPS VCR peers by seven days of learning in the 2013 study. Growth improved over time to show six days of additional learning in the 2017 study and has no significant difference from growth in TPS students in the current study. Examining the graphs also reveals a widening gap between SCS and CMO-affiliated charter schools in the magnitude of student academic growth for reading and mathematics.

Figure 2.7. Academic Growth Trend by Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.8. Academic Growth Trend by Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

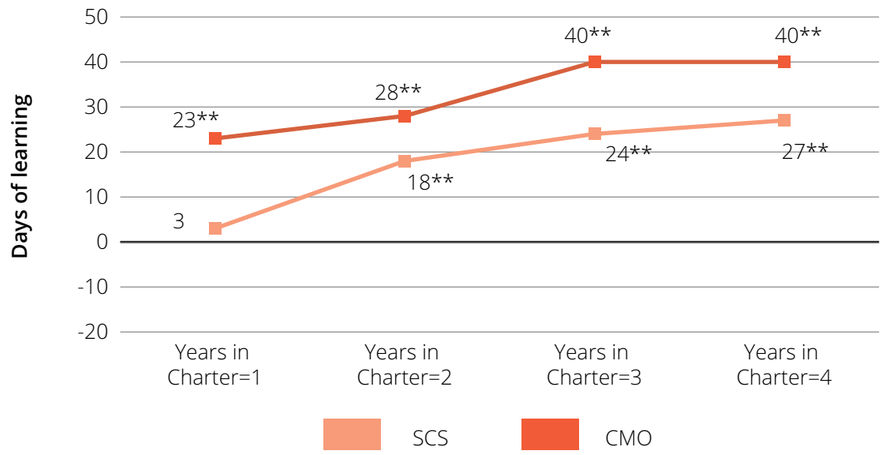
2.4.4. Academic Growth by Students' Years of Enrollment in Charter Schools

Figures 2.9 and 2.10 show changes in learning growth in reading and math with each additional year of enrollment in a group-specific charter school compared to TPS peers.[7] The academic growth of a student shows an increase in growth the longer a student is enrolled in either CMO-affiliated charter or stand-alone charter schools. This relationship exists for both reading and math. Students enrolled in stand-alone charter schools display a comparable rate of improvement, but their growth is smaller than the students in CMO charter schools. Students in their first year of a CMO-affiliated charter school gain 23 days more of learning than those in the traditional public school system.

In comparison, students enrolled in stand-alone charters only make three additional days of progress. The number of additional days of learning grows as the students' years of enrollment in the school increase. In their fourth year, CMO students gain 40 additional days of learning, while stand-alone charter students gain 27 more than their TPS peers. The statistical tests indicate that the difference in the academic performance between the two charter groups is statistically significant in all years in the data window.

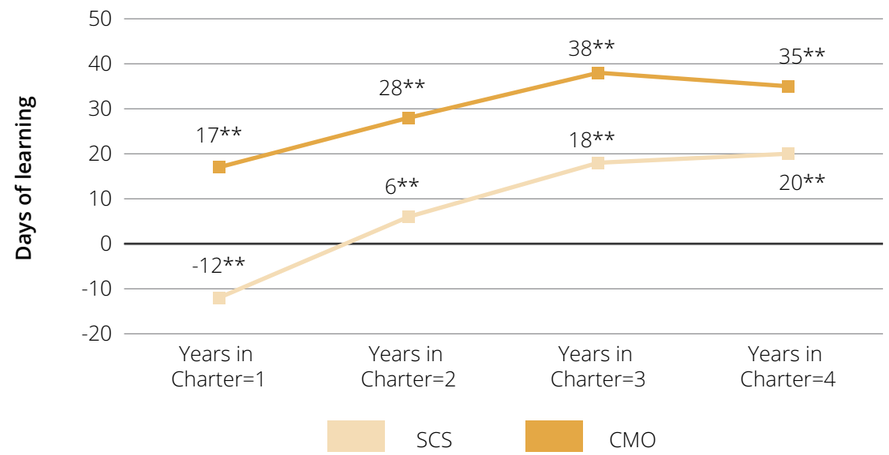
7 This analysis included only those students seen entering the charter schools from a TPS. Students already in charter schools in their first year of the data window were excluded.

Figure 2.9. Academic Growth by Students' Years of Enrollment by Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.10. Academic Growth by Students' Years of Enrollment by Charter School Type, Math

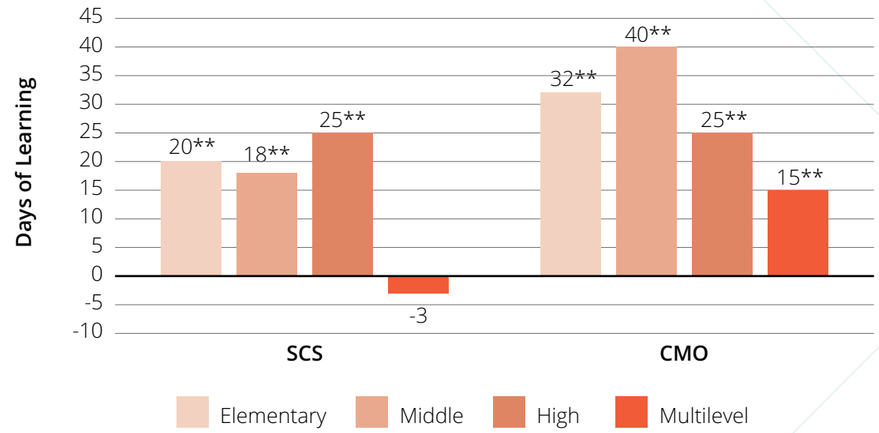


* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.5. Academic Growth by Charter School Grade Span

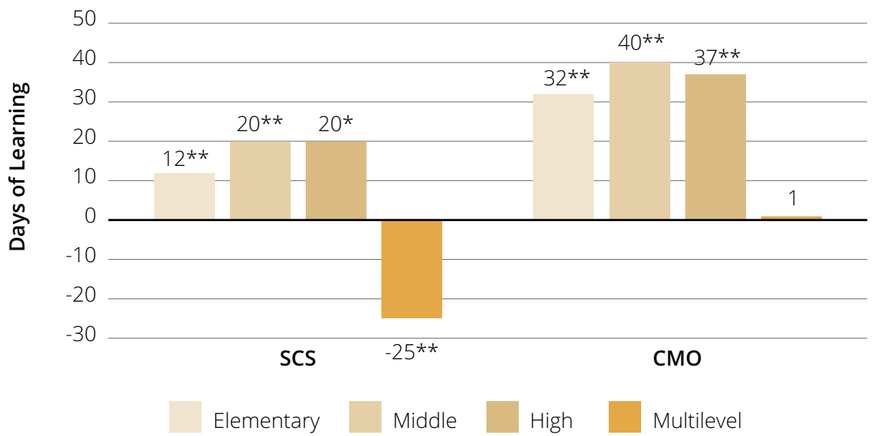
Students enrolled in all grades K through 12 in CMO-affiliated charter schools show statistically significant positive academic growth compared to their TPS VCRs. Consistent with previous CREDO findings, students in CMO-affiliated middle schools exhibit the most sizable academic growth at 40 additional days of learning for reading and math. Figures 2.11 and 2.12 show adverse effects only for the students enrolled in multilevel stand-alone charter schools. The statistical test shows that the difference in the academic performance between the CMO and stand-alone schools is statistically significant for students in all grade bands except for high schools (grades 9–12). For high schools, the difference in the size of the academic growth between the CMO and stand-alone schools is minimal, especially for reading. The results show no meaningful differences between the two groups in terms of reading and math scores.

Figure 2.11. Academic Growth by Charter School Grade Span and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.12. Academic Growth by Charter School Grade Span and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

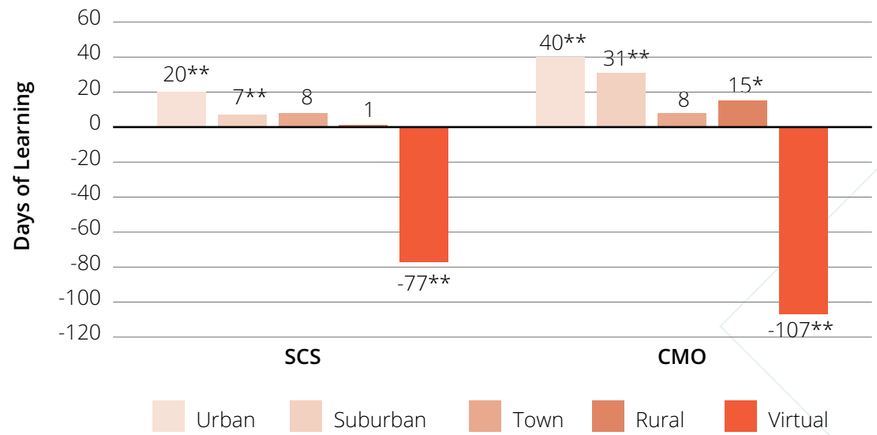
2.4.6. Academic Growth by Charter School Locale

Figures 2.13 and 2.14 reflect the academic growth of charter school students by the physical locale of charter schools affiliated with CMOs and those that are stand-alone. Because virtual charter schools can enroll students from larger geographic areas than brick-and-mortar charter schools, they appear as a separate category in these analyses. As shown earlier, CMO charters are more likely to be in urban areas (58 percent, vs. 46 percent for SCS). The figures demonstrate that students in CMO-affiliated charters in urban areas experience 40 more days of reading instruction and 46 more days of math instruction compared to the TPS VCRs. While the difference in student learning is still noticeable in suburban CMO schools, the difference is less dramatic. Students attending urban stand-alone charter schools make 20 additional days of learning in reading and 12 additional days of learning in math. Urban and suburban stand-alone charters make up more than 80 percent of the total stand-alone charter groups, and students attending these stand-alone charters show growth on par with their TPS peers. When comparing the academic performance between the CMO-affiliated and stand-alone charters, statistical tests point to the fact that CMO-affiliated charters located in urban and suburban areas provide better results than stand-alone charters.

A troubling result is virtual schools' dramatically sizeable negative impact on academic growth. The students in the virtual CMO schools trail behind their TPS peers by 107 days in reading and 155 days in math. The results for stand-alone virtual charters is similar at 77 days less learning in reading and 142 days less learning in math than their TPS peers.[8] This finding is consistent with previous CREDO studies that found substantially lower academic growth in virtual charter schools across the group (Woodworth et al., 2015, 2017).

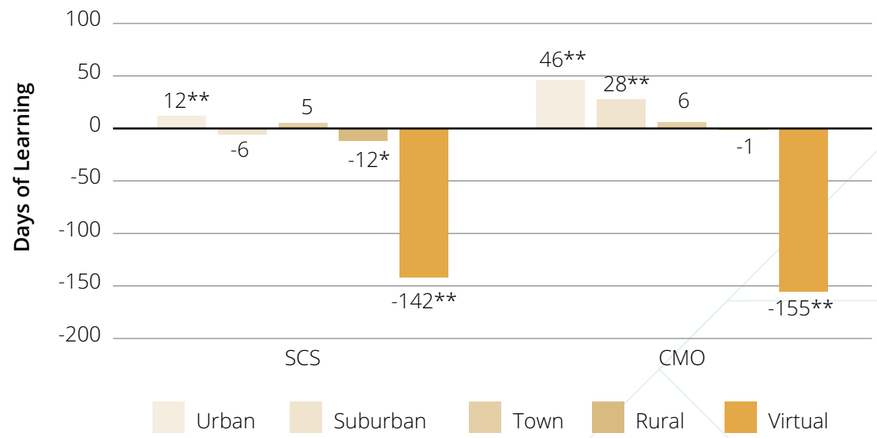
8 The results for CMO and SCS mirror but do not precisely align with the findings in CSP31 because three states are omitted from the CMO/SCS analysis.

Figure 2.13. Academic Growth by Charter School Locale and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.14. Academic Growth by Charter School Locale and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.7. Average Academic Growth of Charter School Students by State

Table 2.2 shows the academic growth for students in CMOs and SCS in each state included in the study. Across the states in both charter school settings, statistically significant positive growth in reading was more prevalent than in math. CMO-affiliated charters showed statistically significant growth in 14 states in reading and 11 in math. For SCS, students in 15 states had significantly positive reading gains but significant math gains appeared only in seven states.

The state results also revealed a few cases where charter school students had statistically significantly smaller learning gains than their TPS peers: CMO-based learning lagged TPS in two states in reading and two states in math. SCS learning significantly lagged TPS comparisons in only one state in reading but was found in six states for math learning.

The remaining comparisons to TPS were statistically insignificant.

The bolded text in each column indicates the contrast between student academic growth in various types of charter schools in each state. If a particular group has larger growth with a statistically significant difference within the same state, it is highlighted.

Table 2.2. Average Academic Growth of Charter School Students by Charter School Type and State

	Reading				Math			
	CMO		SCS		CMO		SCS	
	Days of Learning	Significance	Days of Learning	Significance	Days of Learning	Significance	Days of Learning	Significance
AR	14		-3		-5		1	
AZ	24	**	14	**	5		-5	
CA	19	**	7	*	10		1	
CO	14		16	*	34	**	5	
DC	12		-6		50	**	6	
FL	21	**	-1		13		-12	*
IL	46	**	32	**	66	**	27	**
IN	7		-1		-11		-42	
LA	-6		10		13		1	
MA	51	*	40	**	72	*	38	**
MI	54	**	21	**	45	**	6	
MN	35	**	19	*	22		5	
MO	24		56	**	34		79	*
NC	19	**	12	**	15		-22	*
NJ	55	**	20	*	63	**	14	
NV	15		-2		16		-11	
NY	110	**	65	**	124	**	60	**
NYC	62	**	21	**	114	**	45	**
OR	-33		-17	*	-72	*	-27	*
PA	14		-8		-1		-31	*
RI	134	**	75	**	169	**	60	**
SC	-44	**	-2		-91	**	-40	*
TN	24	**	44	**	32	*	46	**
TX	34	**	2		16	**	-49	**
UT	-2		-2		-8		-15	
WA	-71	*	63		-9		58	
WI	-2		18	*	10		17	
Significant Positive Total	14		15		11		7	
Significant Negative Total	2		1		2		6	
Not Significantly Different	11		11		14		14	

Note: NM has been excluded from the list due to the small number of CMO-affiliated charter schools in the state.
Numbers appearing in bold signify statistically significant differences between CMOs and SCS.

* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8. Academic Growth of Charter School Student Groups

2.4.8.1.Academic Growth by Race/Ethnicity

Beyond the overall learning impacts of attending CMO schools or stand-alone charter schools, we are interested in knowing if all students share the gains. We first examine the gains for different race/ethnicity groups. This is one way to track if schools are fulfilling their role as builders of opportunity for every enrolled student.

As shown in Figures 2.15 and 2.16, the academic growth of students in CMOs and stand-alone charter schools can be arranged by student groups. For each type of charter school, we compare students to their TPS peers of the same race/ethnicity, whose performance is benchmarked on the zero line. (For instance, we assess the educational improvement of Black CMO and SCS students relative to their Black TPS peers, likewise Hispanic students in comparison to TPS Hispanic learners, etc.) The impact of attending different groups of charter schools is nearly null on reading and 23 days weaker in math for White students compared to their White peers in the TPS. On the other hand, Black and Hispanic students in charter schools display substantially

higher growth when compared to the TPS students of the same racial/ethnic group enrolled in TPS. For example, Black students enrolled in CMO-affiliated charter schools make an additional 41 days of learning in reading and 47 days in math relative to the Black students in TPS. For Black students attending a stand-alone charter, the impact is smaller with 25 additional days in reading and 17 days in math. The data shows that the differences between the types of charter schools of 16 days for reading and 30 days for math are statistically significant.

The story is quite similar for Hispanic students. Hispanic students attending either the CMO-affiliated or stand-alone charters perform substantially better than their peers in TPS. However, Hispanic students attending CMO-affiliated charter schools had 22[9] days more reading gain than Hispanic students attending SCS. The difference in math for Hispanic students was even larger, with CMO-affiliated Hispanic students gaining 30 days more learning than those in stand-alone charter schools. Black and Hispanic students comprise many of the student bodies in schools in urban cities across the United States. The statistical analysis results indicate that the differences in academic performance between the CMO and stand-alone schools for Black and Hispanic students were statistically significant. These findings indicate that both stand-alone and CMO-affiliated charters, on average, may contribute to narrowing the racial achievement gaps, but CMO-affiliated charter schools give the stronger boost.

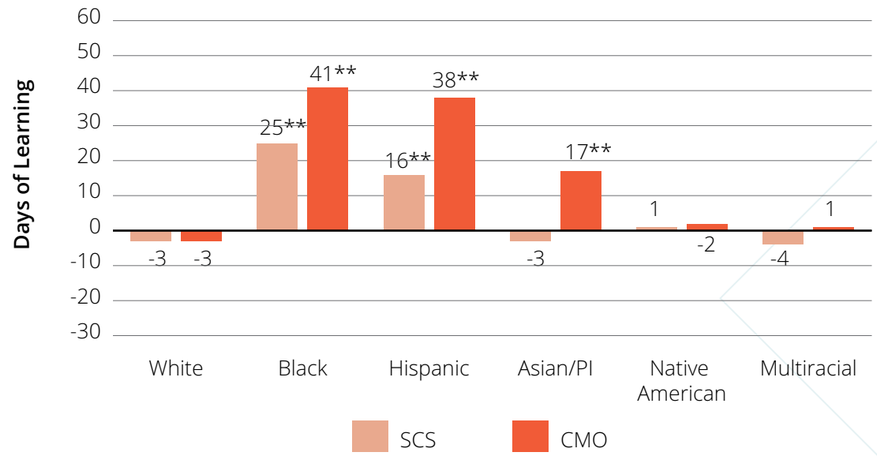
The effects on Asian/Pacific Islander students are not as strong as those on Black and Hispanic students. However, those enrolled in charters associated with CMOs increased their learning by 17 days in reading, while no statistically significant impact was found for math. Meanwhile, Asian/Pacific Islanders in stand-alone charters show similar growth to their TPS peers in reading but are lagging in math by 11 days. This difference between CMO charters and stand-alone charters is statistically significant, signifying that CMOs have a more positive impact on Asian/Pacific Islanders over stand-alone charters.

According to our analysis, the academic performance of Native American students does not improve when they attend charter schools. In addition, multiracial students enrolled in charter schools do not perform as well in reading as their counterparts in traditional public schools and have similar performance in math.

The estimates in this section align with the previous findings. CREDO's previous reports show that the impact of charter schools on academic growth was positively significant for Black and Hispanic students: the 2017 CMO study reported that Black students attending CMO-affiliated charter schools made, on average, 40 additional days of learning in reading and 29 additional days of learning in math compared to the Black students attending TPS. Similarly, Hispanic students attending CMO-affiliated charter schools made 34 additional days in reading and 29 additional days in math compared to the Hispanic students in TPS (Woodworth et al., 2017).

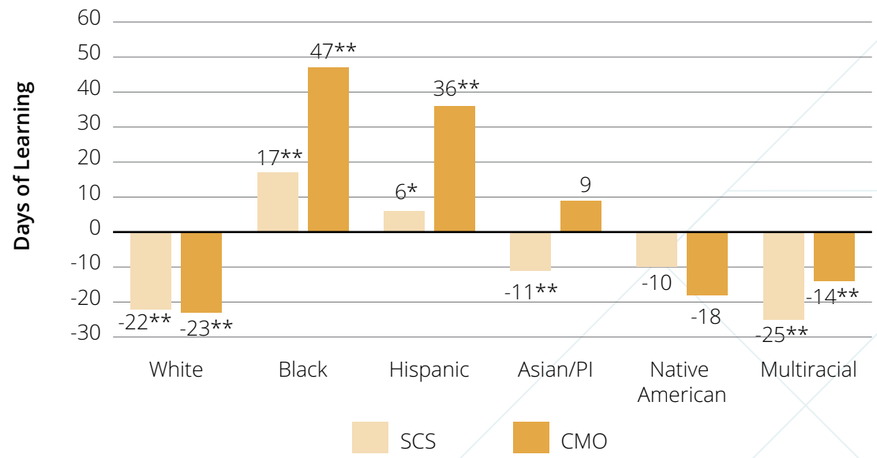
9 The 22 days of learning difference is derived by subtracting days of learning of SCS (16 days) from the days of learning of CMO (38 days).

Figure 2.15. Academic Growth by Race/Ethnicity and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.16. Academic Growth by Race/Ethnicity and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

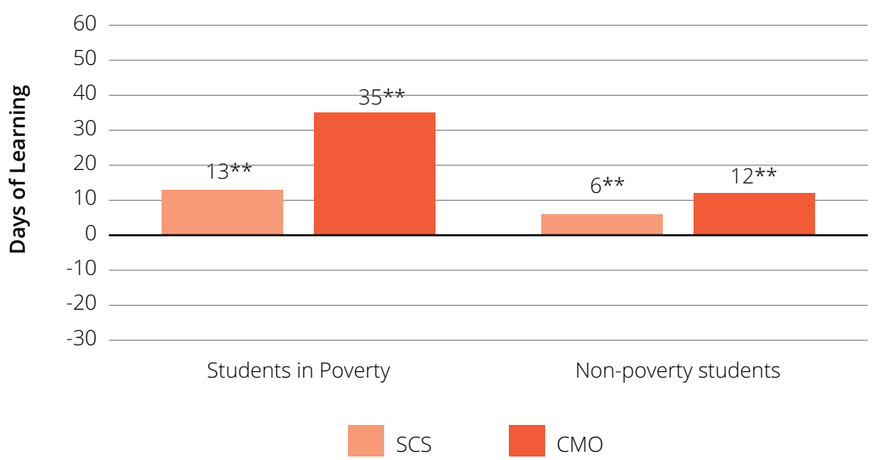
2.4.8.2. Academic Growth by Poverty Status

Education is a critical factor in improving life outcomes for students in poverty. The role of charter schools in opening future options for students has been a strong interest of policy makers, funders and educators for much of the 30 years of charter school operations.

Our analysis indicates that students enrolled in CMO-affiliated charter schools show 35 days of additional learning in reading and 36 days in math compared to their VCR TPS peers who are also in poverty (Figures 2.17 and 2.18). Students in poverty attending stand-alone charter schools show positive learning gains in reading and similar gains in math compared to their VCR TPS peers. The academic gains of CMO-affiliated students are significantly larger than those attending stand-alone charters, yielding a 22-day difference in reading and a 32-day gap in mathematics.

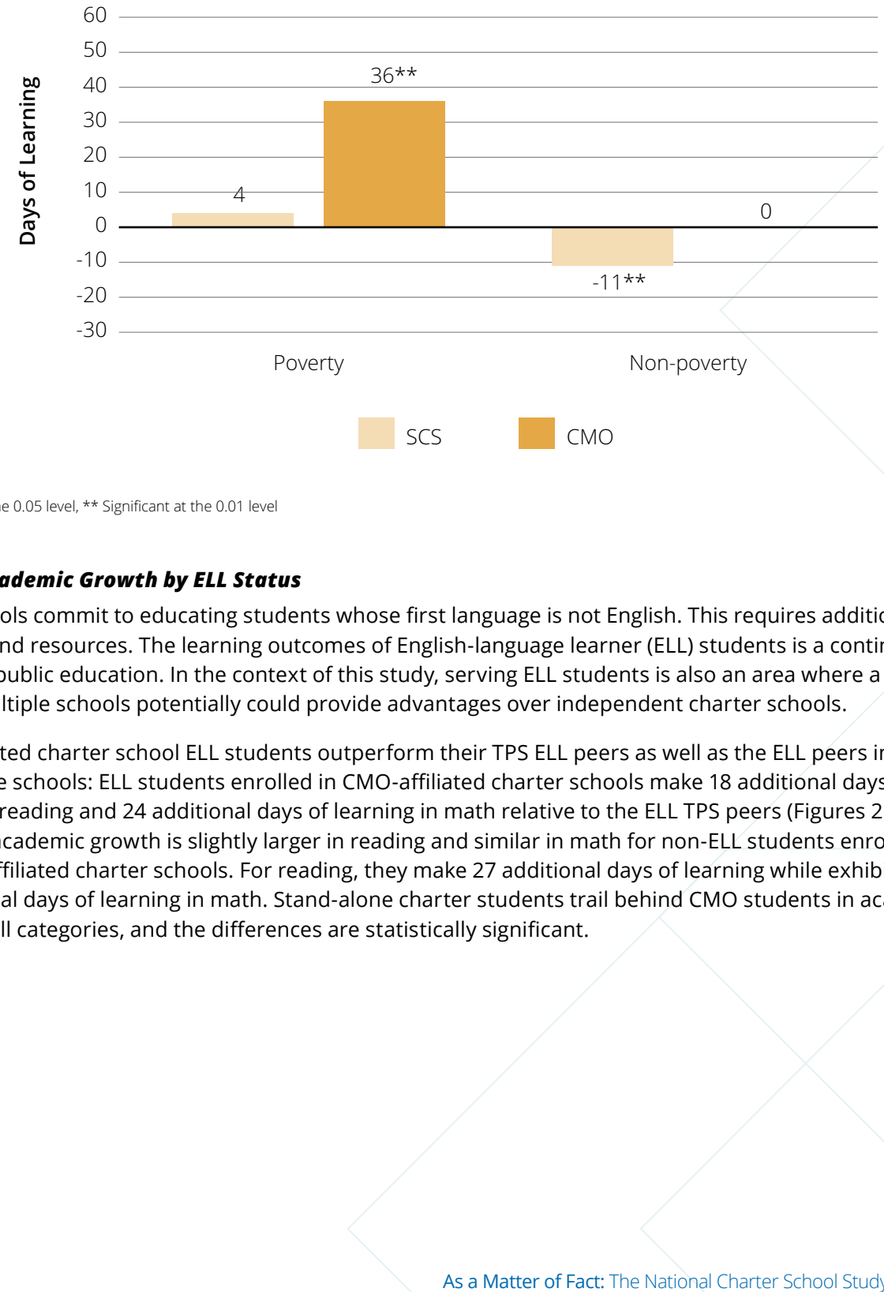
For non-poverty students, the magnitude of the effect is significant but smaller in reading. Non-poverty students in CMOs had similar growth to their peers in math. Non-poverty students attending stand-alone charter schools had negative growth compared to their TPS peers. CMO students not in poverty made greater learning gains for both subjects than those students in stand-alone charter schools.

Figure 2.17. Academic Growth by Poverty Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.18. Academic Growth by Poverty Status and Charter School Type, Math



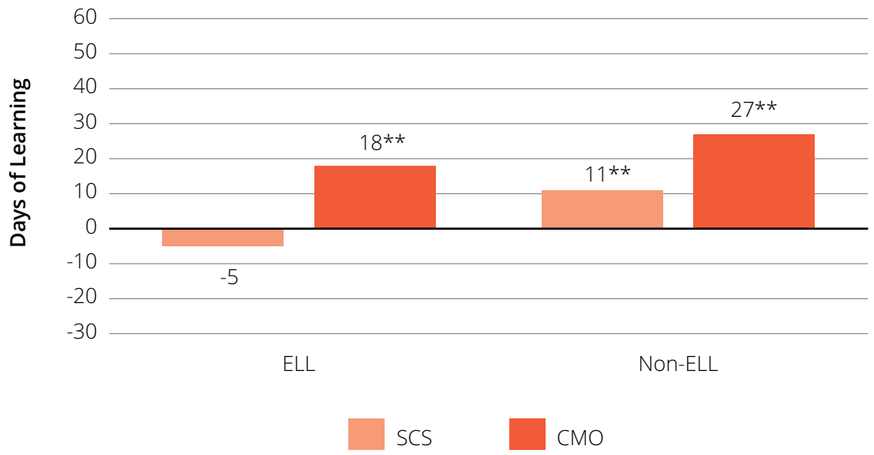
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8.3. Academic Growth by ELL Status

Public schools commit to educating students whose first language is not English. This requires additional expertise and resources. The learning outcomes of English-language learner (ELL) students is a continuing interest in public education. In the context of this study, serving ELL students is also an area where a CMO's scale of multiple schools potentially could provide advantages over independent charter schools.

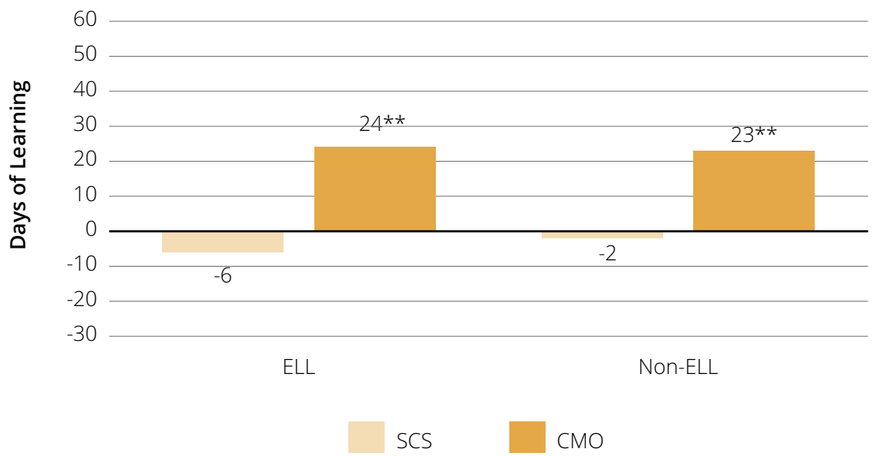
CMO-affiliated charter school ELL students outperform their TPS ELL peers as well as the ELL peers in the stand-alone schools: ELL students enrolled in CMO-affiliated charter schools make 18 additional days of learning in reading and 24 additional days of learning in math relative to the ELL TPS peers (Figures 2.19 and 2.20). The academic growth is slightly larger in reading and similar in math for non-ELL students enrolled in the CMO-affiliated charter schools. For reading, they make 27 additional days of learning while exhibiting 23 additional days of learning in math. Stand-alone charter students trail behind CMO students in academic growth in all categories, and the differences are statistically significant.

Figure 2.19. Academic Growth by ELL Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.20. Academic Growth by ELL Status and Charter School Type, Math



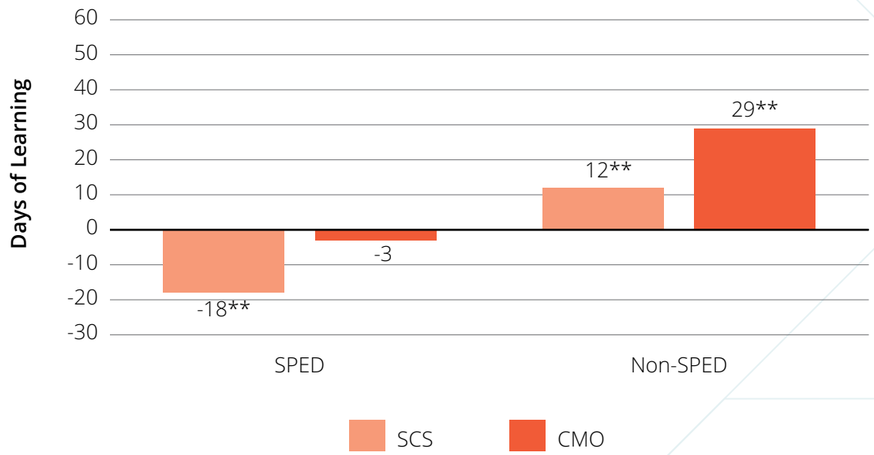
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8.4. Academic Growth by Special Education Status

One of the largest federal funding sources for K–12 education is IDEA[10], which serves more than 7.5 million eligible children and students with disabilities. State spending policies allocate additional investment for students with disabilities eligible for specialized education services. It is important to understand how the learning of this vulnerable population fares in either type of charter school.

Approximately 11 percent of students attending charter schools receive special education services. As shown in Figures 2.21 and 2.22, when it comes to the academic growth of special education students, CMO special education students gain equivalent learning as their TPS counterparts in reading and math. In this case, a "no different" finding reflects an improvement over earlier periods. However, special education students attending stand-alone charter schools exhibit significantly smaller learning gains than their TPS peers, on the order of 18 fewer days of learning in reading and 23 fewer days in math.[11] The difference was even larger in math at 22 days. The relative differences between the CMO and stand-alone charter schools are statistically significant for special and non-special education students in reading and math.

Figure 2.21. Academic Growth by Special Education Status and Charter School Type, Reading

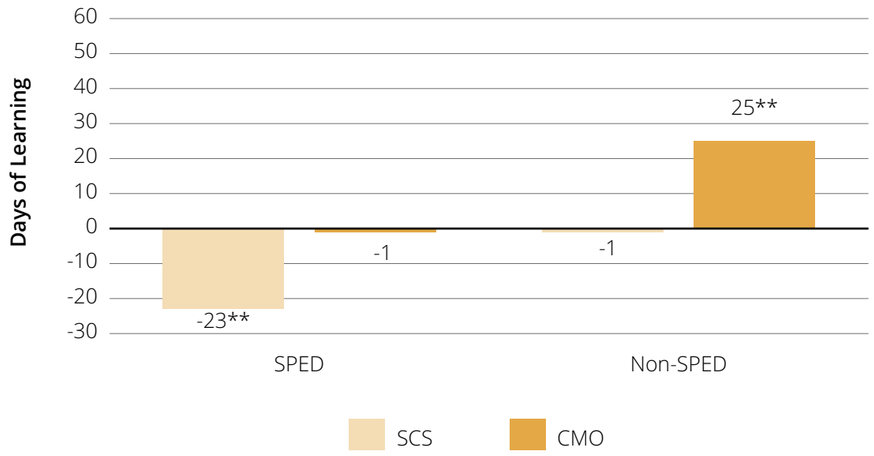


* Significant at the 0.05 level, ** Significant at the 0.01 level

10 See Individuals with Disabilities education Act (IDEA) at https://sites.ed.gov/idea/

11 The difference between the learning of SPED students in CMO and SCS was 15 days. The 15 days of learning difference is derived by subtracting days of learning of SCS (-18 days) from the days of learning of CMO (-3 days).

Figure 2.22. Academic Growth by Special Education Status and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

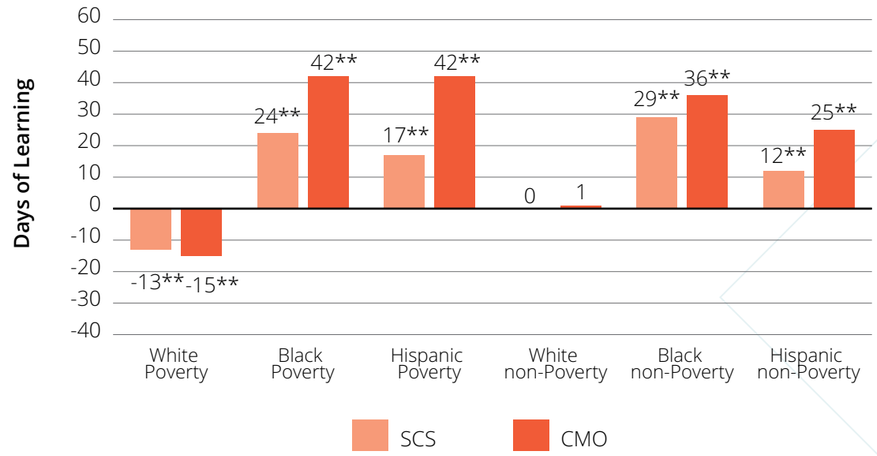
2.4.8.5. Academic Growth by Race/Ethnicity & Poverty Status

As shown in Table 2.1, students served by the CMO-affiliated charter schools are predominantly low-income minority students. In this section, we examine how student learning differs for student groups in different types of charter schools by race/ethnicity and poverty status. Compared separately for CMOs and stand-alone charter schools, we estimated the growth of each student group against its TPS peers. Although the learning gains of attending stand-alone charter schools are smaller than that of CMO-affiliated charter schools, Black and Hispanic students, regardless of the poverty status in both settings, make statistically significant positive academic growth compared to their TPS VCRs in both subjects.[12]

As shown in Figures 2.23 and 2.24, CMO-affiliated charters appear to show more positive impacts for Black students and Hispanic students in both subjects. In addition, the amount of growth is larger for the students in poverty than those not in poverty. For reading, Black students in poverty enrolled in CMO-affiliated charter schools make, on average, 42 additional days of learning compared to their TPS peers, while the Black students in poverty enrolled in stand-alone charter schools make 24 additional days of learning than their TPS peers. While the results demonstrate a positive and robust impact for Black and Hispanic students, it is notable that for white students in poverty underperform by 15 days in CMO and 13 days in SCS compared to the white students in poverty in TPS schools. This research implies that CMO-affiliated charters are more successful in the academic development of children from minority backgrounds and low-income households.

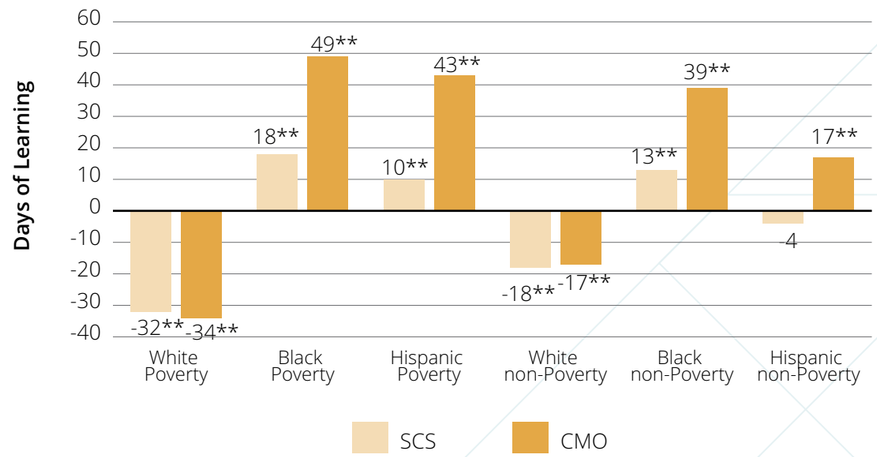
12 With one exception for the Hispanic non-poverty group in math, where students attending stand-alone charters grow on par with TPS peers.

Figure 2.23. Academic Growth by Race/Ethnicity & Poverty Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.24. Academic Growth by Race/Ethnicity & Poverty Status and Charter School Type, Math



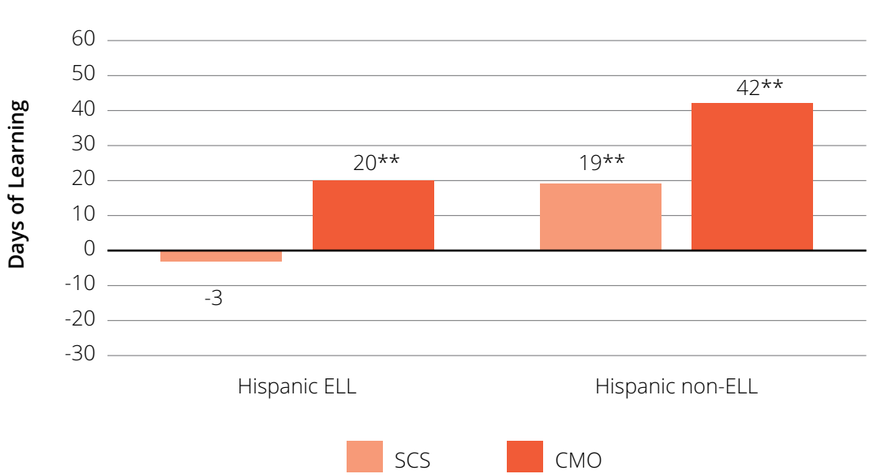
* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.8.6. Academic Growth by Hispanic & ELL Status

In recent years about 30 percent of Hispanic students identified as English-language learners (ELL), and Hispanic students make up three-quarters of total ELL students in the United States (De Brey et al., 2019). Given the high proportion of Hispanic students in charter schools and the significant share of ELL, we examine the impacts of different types of charter schools on the academic success of Hispanic students with and without ELL status.

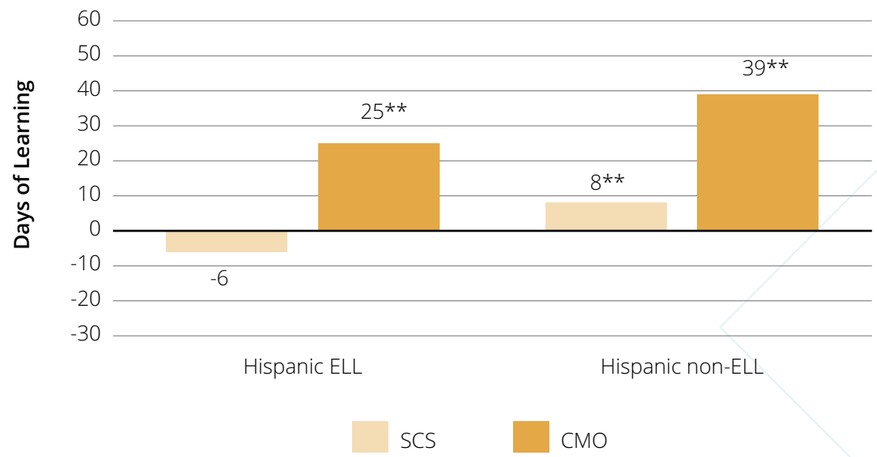
We found a marked difference in the learning impacts for Hispanic ELL students across the two types of charter schools. Figures 2.25 and 2.26 show that CMO-affiliated charters promote higher academic growth for Hispanic students in both subjects, independent of their ELL status. Hispanic ELL students benefit if enrolled in CMO schools; they gain 20 extra days of learning in reading and 25 additional in math. This was not the case if students enrolled in SCS, where their learning was on par with their TPS peers. The magnitude of learning impacts was greater for non-ELL Hispanic students; they made an average of 42 days of learning in reading and 39 days in math more than the TPS peers. Non-ELL Hispanic students attending stand-alone charter schools saw an increase in reading and math learning of 19 and eight days, respectively, relative to those in traditional public schools. The gap between ELL students attending CMO and stand-alone charter schools was statistically significant.

Figure 2.25. Academic Growth by Hispanic Students with ELL Status and Charter School Type, Reading



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.26. Academic Growth by Hispanic Students with ELL Status and Charter School Type, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9. Operational Analysis of CMOs

In this section of the report, we focus exclusively on CMOs with analyses targeted to their particular operating attributes. A critical interest about CMO networks is how well they maintain academic gains for their students as they grow. This question cuts both ways: Do CMO-affiliated new schools demonstrate equivalent learning gains as the rest of the CMO portfolio? In addition, does adding new schools affect the rest of the schools in the CMO? After presenting the full sample results, we focus on exceptional cases.

2.4.9.1. Does Charter Network Size Matter?

Network size reflects the number of schools for which a charter organization holds the charter and responsibility for operations and performance. We exclude any schools with operating contract arrangements with other educational institutions. The average number of schools managed by CMO networks is 6.96, ranging from three to 73 schools.

We examined the relationship between size and student learning with several measures and proxies for portfolio size. We found a weak correlation between portfolio size and student academic progress. At every increment of size (and similarly of age), we saw roughly the same shares of positive, negative and equal growth CMOs relative to their TPS counterparts, but since the larger portfolios enroll more students, the balance shifts slightly in favor of larger scale.

Earlier CREDO work pointed out that CMOs can only replicate schools at the quality level they already produce. That might explain how some larger CMOs have smaller gains than others. Authorizers need to explain fully how operators with low performance receive permission to expand.

2.4.9.2. Annual Academic Growth in New CMO Schools and Networks

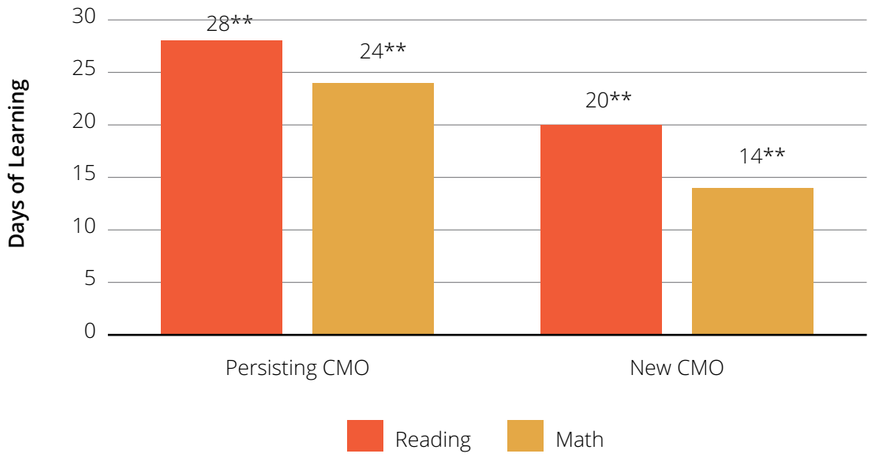
Questions of scale and effectiveness accompany growth in the CMO community. Policy makers and funders have targeted CMO expansion to increase education options for families or shift the proportion of high-quality seats in high-needs areas. Authorizers have faced a degree of scrutiny in their treatment of CMO applications for new schools. The underlying assumption is that CMOs offer better odds of creating strong schools than alternative approaches. This study has a unique vantage point to examine that idea empirically.

2.4.9.2.1. Annual Academic Growth in New CMO Networks

One facet of CMO growth is the emergence of new networks. Recall that we define CMO networks as operating three or more schools. Eighty CMOS, roughly 20 percent of the CMO networks in the study, opened their third (or more) school during our study window. The increase in the number of CMOs allows us to see if newer CMOs "come out of the gates" with student academic learning that supports backing CMOs as strong education instruments.

We compare learning gains for students in newly emerged CMOs to those enrolled in previously existing CMOs. As demonstrated in Figure 2.27, new and existing CMOs had a significantly positive impact on student academic growth compared to their TPS counterparts. New CMOs contribute less to academic gains than older CMOs, but still aid in delivering improved education for their students.

Figure 2.27. Academic Growth in Persisting CMOs and New CMOs



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.2.2. Annual Academic Growth in New Charter Schools versus Continuing Schools

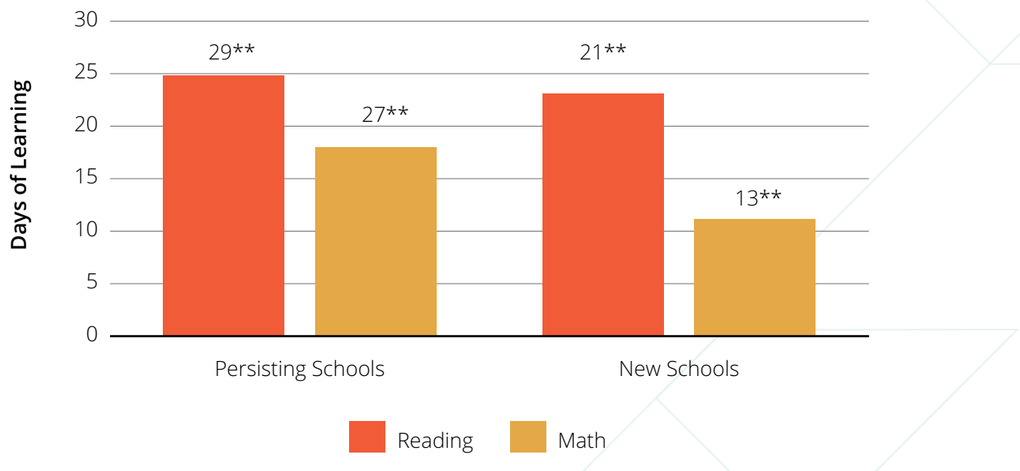
Another way to examine growth among CMOs is to see how well they can replicate and grow new schools. Adding new schools to a CMO portfolio entails two different forms of risk. One is that the school will not fledge successfully, and students will not have strong academic results. The second risk is that launching new schools burdens the CMO and its existing schools to the point that its results suffer.

We regard CMO charter schools established after 2014–15 as new entrants. Sixteen percent of CMO-affiliated schools in our data are new, pointing to significant efforts to grow networks over the years of this study. Persisting schools are those in operation before 2014–15.

Figure 2.28 shows that new and persisting CMO schools have a positive and statistically significant influence on student academic growth on average compared to traditional public school peers.

The academic growth observed in persisting CMO schools was stronger in both subjects than in newer ones. The impacts were 29 additional days of learning for reading and 27 for math in persisting CMO schools versus new school learning of 21 more days in reading and 13 additional days in math. While the differences between persisting and new charter schools are statistically significant for both subjects, newer schools retain a considerable share of their CMO DNA even in their early years.

Figure 2.28. Academic Growth in Persisting CMO Schools vs. New CMO Schools



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.2.3. New Charter Schools versus Persisting Schools in the Same Network

Pushing the inquiry about new CMO schools further, we probe the relationship between old and new schools within individual CMOs to discern if CMOs are launching schools of equivalent quality. We took the 383 new schools we examined earlier and related their performance to the other schools in the same portfolio. The relative performance of the new school appears in Table 2.3.

Table 2.3. Student Growth in New Schools Compared to Persisting Schools in Same CMO Network

	Percentages of CMOs (with new schools)	
Compared to CMO portfolio, student learning in new school is:	Reading	Math
Better by 13 days or more	32 %	31 %
About the same (+/- 12 days)	23 %	13 %
Smaller by 13 days or more	45 %	56 %
Total	**100 %**	**100 %**

Almost a third of CMOs start schools that are noticeably stronger than the average of their existing schools. Using an arbitrary cut of plus-or-minus 12 days of student learning in the rest of the CMOs schools, 23 percent of CMOs replicate the new school at about the same performance in reading and 13 percent do so in math. The share of CMOs that started new schools with notably weaker student learning (by a shortfall of 13 days or more) was 45 percent in reading and 56 percent in math. That about half of new CMO schools dilute the overall performance of their portfolio with weaker student gains suggests an area for future attention by replicating CMOs.

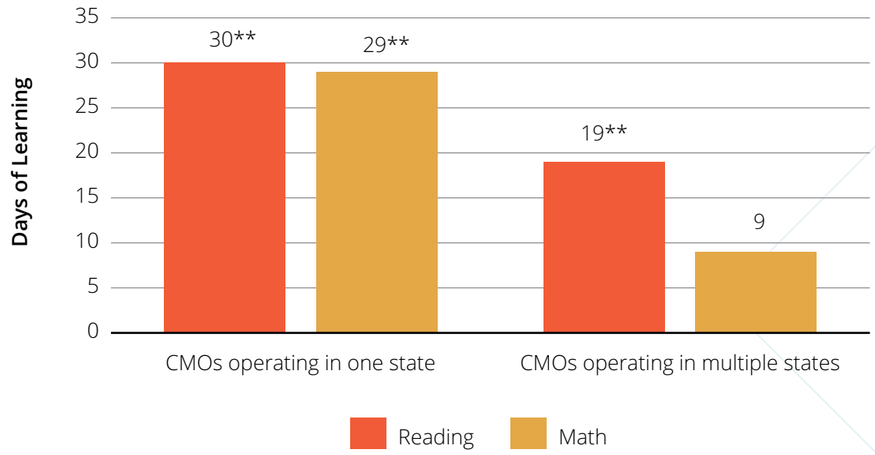
2.4.9.3. Annual Academic Growth of CMOs Operating in Multiple States

A third facet of CMO growth concerns the geographic concentration of networks. The number of CMOs that extend their school networks across state lines has grown since our last study. Managing a CMO portfolio across states might provide diversification of policy and fiscal risks for the better long-term sustainability of the network. On the other hand, dispersed schools might present leadership, operations and reporting challenges that highly localized networks don't need to face. Committing resources to buffer these effects might play out in the student learning experience.

Our test examines whether there are differences between CMOs operating in multiple states and those confining operations to a single state. Our definition of the CMO network used in this analysis is region specific. Some large national CMOs include multiple regional networks that operate in a single state. For example, KIPP New Orleans or KIPP New York City is included in our work as a separate entity that operates in a single state.

Figure 2.29 suggests that students learning in CMOs operating in multiple states have weaker growth than students in single-state CMOs. Single-state CMOs support additional learning of 30 extra days in reading and 29 more days in math. This compares to 19 days of additional reading in multistate CMOs and on-par learning in math. The differences between the two groups of CMOs are large and statistically significant. Assuming that new school start-up is a challenge wherever it occurs, the findings suggest that more tightly clustered CMOs have a better time of it.

Figure 2.29. Annual Academic Growth in CMOs Operating in Single or Multiple States



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.4. Special Analysis: CMO Growth Accelerator Case Study—Charter School Growth Fund

Expanding the number of high-quality schools and seats in the United States has been a target of considerable interest. One strategy is to foster the growth of successful CMOs. Several CMO growth accelerators operate nationwide, ranging from supporters of single CMOs or networks to public and private programs that support dozens of CMOs. Our broader study of the effectiveness of CMOs provided the opportunity to conduct a case study of one such entity, the Charter School Growth Fund (CSGF). CSGF shared its list of 72 funded CMOs for this analysis.[13]

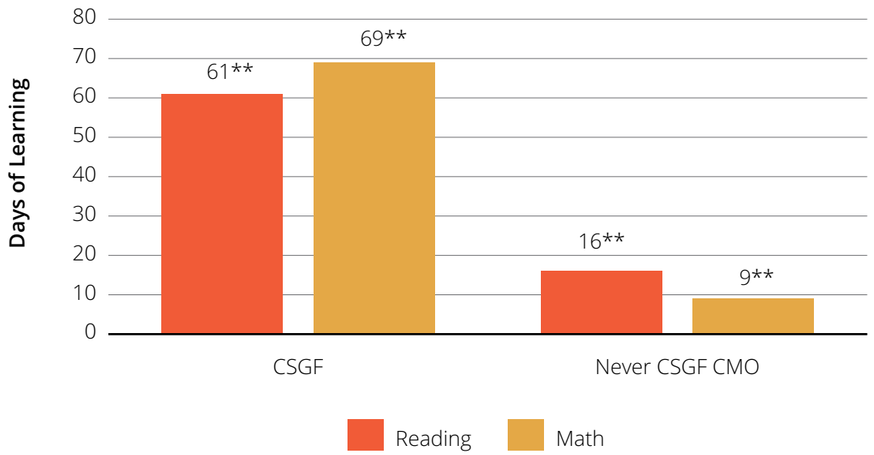
CSGF is a nonprofit organization that makes multiyear investments in charter school networks to grow into multi-school networks. The CSGF is known for selecting high-quality charter schools to receive expansion funds. A related expectation is that the entire portfolio will grow its impact on students. We can test whether student academic performance improves after a CMO receives support from CSGF.

Approximately eight percent of charter schools in this study belong to CSGF-affiliated CMOs. We examined the impact of the Charter School Growth Fund affiliation of CMOs on student academic growth. The estimates of the impact of CSGF appear in Figure 2.30.

13 It bears noting that the Charter School Growth Fund has other strands of work that focus on leaders and organizations at earlier points in their history. This analysis does not assess the results of those endeavors.

CMOs have student progress that outpaces the peers' learning in TPS independent of CSGF designation. This is consistent with CREDO's 2013 and 2017 CMO studies. That said, the strength of CSGF student results cannot be ignored. The advantage of attending CSGF-affiliated schools is quite large for reading (an additional 61 days) and math (an additional 69 days) compared to their TPS peers. It suggests that schools funded by CSGF provide very large academic benefits to student quality. The benefit is also outsized compared to the CMOs that never received funding, despite the non-CSGF CMO schools showing meaningful positive impact in reading (a margin of 18 days) and math (12 more days). There is a statistically significant difference in academic gains between the two groups of CMOs.

Figure 2.30. Student Academic Growth in CMO Schools by Charter School Growth Fund Support, Reading and Math



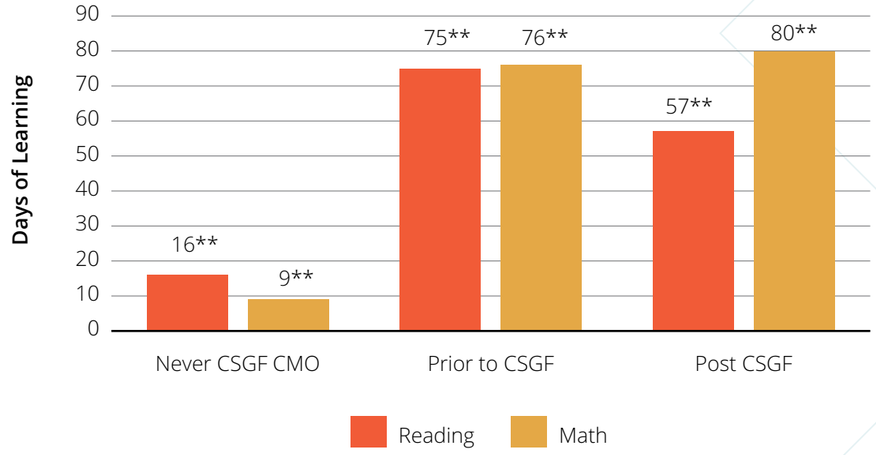
* Significant at the 0.05 level, ** Significant at the 0.01 level

Accelerator programs of all types receive the scrutiny of their results. Curiosity revolves around the relative weights of selecting already high-performing organizations and the lift the program provides from that point forward. Our data can test the relative contributions of these elements.

To address the question, we restrict our analysis to 29 CMOs that received support from CSGF for the first time between 2015–16 and 2017–18. We estimate the average academic growth before and after CSGF affiliation. As shown in Figure 2.31, students attending CSGF-supported schools exhibit much larger academic growth prior to affiliation than students in CMOs that never received funding. In both subjects, CSGF-selected CMOs have student learning 75 days greater than their TPS peers in reading and 76 in math. The striking difference illustrates the CSGF's focus on choosing strong CMOs for investment.

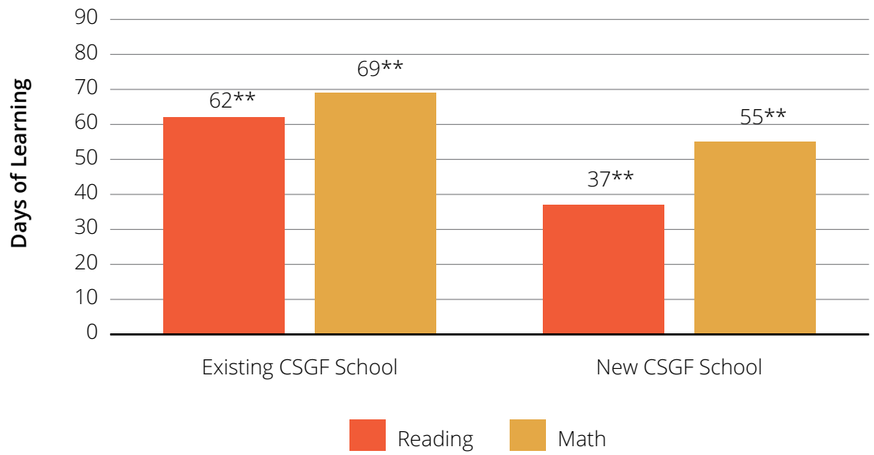
A corollary question is whether the CMOs affiliated with CSGF maintain their high performance levels after selection. The final columns of Figure 2.31 display their post-selection student learning, which covers up to three additional years of operation, depending on when the CSGF selected the CMO in our study window. Three new schools started by the newly funded CMOs are included. After receiving CSGF support, student learning remained significantly stronger than TPS, with 57 additional days of learning in reading and 80 extra days in math. The differences between pre- and post-CSGF support are not statistically significant, showing that the CMOs remain strong but do not quickly improve student learning.

Figure 2.31. Student Academic Growth in CMO Schools, Before and After Charter School Growth Fund Support, Reading and Math



Since the major purpose of CMO growth accelerators is to launch new schools, the most important question is how effective the new schools are. During our years of study, 43 CSGF-affiliated CMOs opened 96 new schools. We compare the newly opened schools' performance to the existing schools in all the CMOs that CSGF has supported. Figure 2.32 shows the comparison. Students enrolled in the new schools in the CSGF sphere produced large gains in reading (37 additional days of learning) and math (55 extra days) compared to their TPS peers. These new starts were dramatically stronger than the performance of the complete set of new schools (13 additional days in reading and one more day in math) reported in the NCSS3. These results, however, were significantly lower than the gains students in the continuing CMO schools had, which were 62 additional days of learning in reading and 69 additional days in math compared to their TPS peers.

Figure 2.32. Student Academic Growth in New CMO Schools, Before and After Charter School Growth Fund Support, Reading and Math



2.4.9.5. Special Analysis: CMOs and Turnaround Schools

Turnaround schools are schools that intentionally change leadership and governance in an effort to improve their effectiveness. Since 2007, billions of dollars from the federal government were funneled through Race to the Top and School Improvement Grant (SIG) programs to divert the learning trajectory of chronically low-performing schools (Corbett, 2015; Legislation, Regulations, and Guidance—School Improvement Fund, 2010). The turnaround typically takes the form of restarting the schools with a new management system (Zimmer et al., 2017). We examine the impact on student learning from a handoff of school operations in a low-performing school (either charter school or TPS) to an existing multi-school charter operator.

Two questions frame this special analysis. Where turnaround schools became part of CMOs, what is the subsequent evidence on students' academic growth? Additionally, what effect, if any, did the CMO's choice to accept a turnaround school have on the other schools in the CMO portfolio?

We are grateful to Public Impact for sharing its extensive data repository on turnaround schools across the country. From its list, we identified 12 underperforming schools with tested students who migrated to CMOs between the 2015–16 and 2017–18 school years.[14] Many others occurred prior to our data window, so their transition is not visible with our available data. With the small set of schools with timely turnarounds, we measure student performance before and after the school is moved to management by a CMO.

14 Two of the 12 schools became the third school operated by their new organization, meeting the minimum criteria for CMO inclusion in this study of three schools.

Figures 2.33 and 2.34 compare turnaround schools' pre- and post turn-around student academic growth. Growth is measured at two points: the academic growth period before CMO takeover and the subsequent period. Before the transfer, students in turnaround schools had 21 fewer days of growth in reading and 35 fewer days in math than their TPS peers. The small number of cases helps to explain why these results were not statistically different from the experience of TPS students. After joining their respective CMOs, average student performance improved compared to their TPS peers: students enrolled after the turn-around were observed to have 21 more days of learning in reading and 38 more days in math. The fact that learning was on par with TPS—i.e., that the difference was not statistically significant—can be viewed as a positive. Even if the learning only rose to equal TPS progress, movement occurred in the right direction.

However, these comparisons at each point only tell part of the story. The change in growth for the turnaround schools over time was statistically significant: student learning increased by 42 days for reading and 73 days for math.[15] These changes appear for "all students" in Figures 2.33 and 2.34.

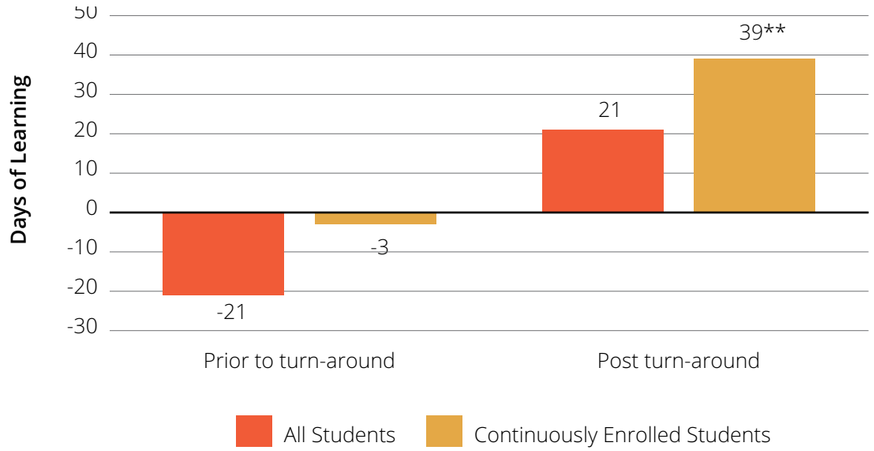
To thoroughly test the strength of improvement, however, we need to consider whether the observed positive academic growth stems from churn in student enrollment after the transfer. Some families may not have supported the newly reconstituted school and moved to other public schools. Some may have read the transfer as a signal of serious failure and left the system entirely. Alternatively, the CMO might have had a waitlist of students wanting to enroll who joined the school after the turn-around. Any of these factors could elevate the post-turnaround results.

As a robustness check, we redo the analysis, only including the students enrolled in the same turnaround school before and after the transfer. These are the students most in need of turnaround efforts. In Figures 2.33 and 2.34, we contrast the academic growth of the continuously enrolled students to the full set of enrolled students in the turnaround before and after the transfer. For students who remained enrolled (that is, continuously enrolled) before and after the transition, we can see 42 days of learning gains in reading between the two periods of transition and 113 days of learning gains in math. The growth we observe for "all students" in the pre-and post-turnaround periods occurs for different sets of students. In the "pre" period, the value includes students who left the school before the CMO took over; the "post" period value includes students who were newly enrolled in the school.

The question of the spillover impact of adding a turnaround school to a CMO's portfolio is more straightforward. Looking only at the CMO schools that existed before the transfer, Figure 2.35 shows that compared to their TPS peers, the academic growth for students prior to the addition of the turnaround school is positive and statistically significant at 39 additional days of learning in reading and 28 more days in math. After the turnaround school joined the CMO, academic growth in the pre-existing portfolio declined by 12 days of learning in reading but remains positive and statistically significant at 27 more days of learning compared to their TPS peers. In math, student academic learning increases by three days to 31 days of learning. Between the two periods, neither the change in reading gains nor the change in math gains is statistically significant. These results indicate that adopting turnaround schools is not injurious to the performance of the rest of the CMO portfolio.

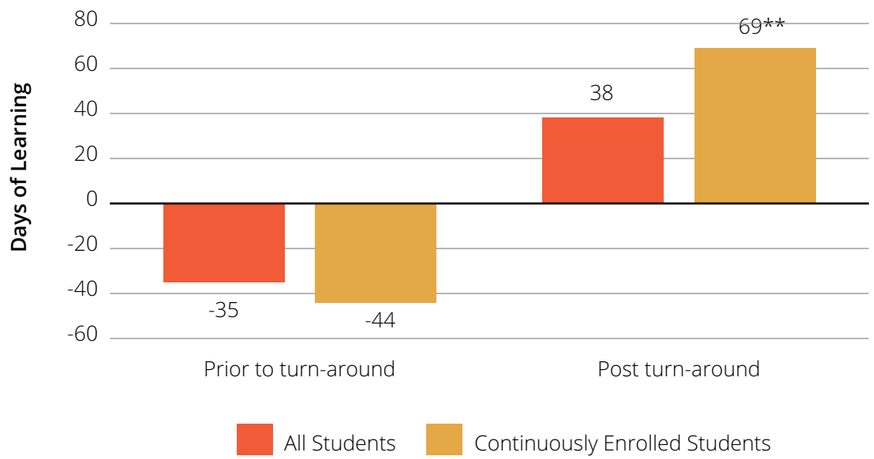
15 The pre-, post-turn difference was statistically significant at the 5 percent level in reading and the 10 percent level in math.

Figure 2.33. Academic Growth in Turnaround Schools: All Students vs. Continuously Enrolled Students, Reading



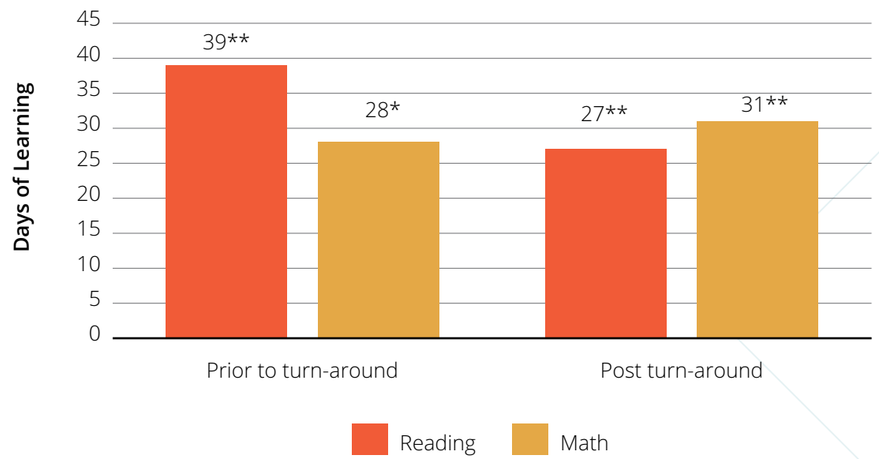
* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.34. Academic Growth in Turnaround Schools: All Students vs. Continuously Enrolled Students, Math



* Significant at the 0.05 level, ** Significant at the 0.01 level

Figure 2.35. Impact of Acquiring Turnaround Schools on Other Schools in CMO Networks



* Significant at the 0.05 level, ** Significant at the 0.01 level

2.4.9.6. Comparison of Average Academic Growth of Charter Schools and Their Local TPS

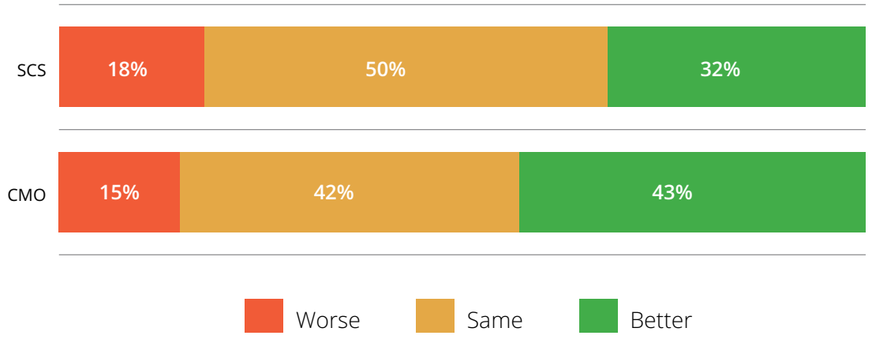
In this section, we examine school-level performance to assess the effectiveness of schools by charter group. The evidence presented in the prior sections showing a positive impact on student academic performance displays the average growth, which is the correct way to gauge the impact of each type of school.

However, this does not mean that all CMO-affiliated or stand-alone charter schools perform better than their TPS counterparts. For each type of charter school, we identify the proportion of schools that perform better, the same and worse than their TPS comparison group. The approach mirrors prior studies and the companion CSP31. However, the reader should be aware that the values for CMO schools and SCS will not necessarily sum to the totals in the CSP31 report due to the exclusion of several states from this CMO analysis.

Figure 2.36 presents the comparisons for reading. The analysis shows that 42 percent of CMO-affiliated charter schools have statistically significantly greater reading gains than their TPS peers. In comparison, 15 percent have statistically significantly smaller academic growth than their TPS peers. Forty-three percent of the remaining schools advance their students in reading similarly to their TPS counterparts. When considering the relative performance of stand-alone charter schools, the results in Figure 2.36 show that 32 percent of these schools have statistically significantly greater gains in reading than their TPS alternatives. We find that 18 percent of stand-alone charter schools have reading gains that are statistically significantly smaller than their local TPS. The remaining 50 percent of stand-alone charter schools have no difference in

reading gains compared to local TPS. The graphs make clear that for reading, the CMO advantage compared to stand-alone charter schools applies top to bottom: larger shares of CMO schools are stronger performing than their local TPS and smaller shares are on par or posting smaller gains.

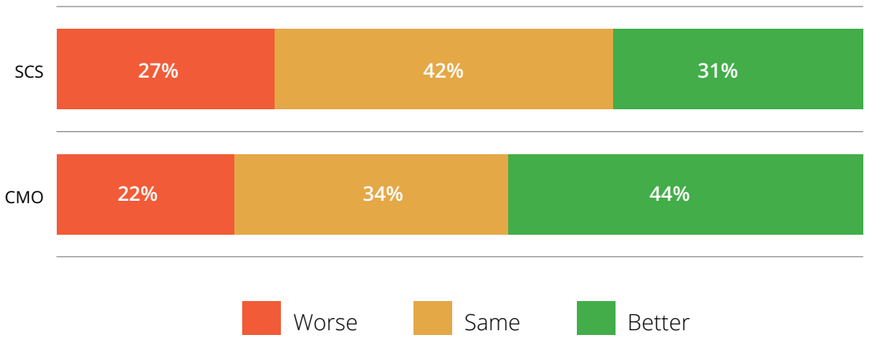
Figure 2.36. School Comparisons of Charter School vs. Local TPS Average Academic Growth by Charter School Type, Reading



In terms of math results, the difference between CMO schools and independent charter schools is much more notable. As Figure 2.37 displays, 44 percent of CMO schools have statistically significantly larger academic gains in math, 22 percent have statistically significantly smaller learning gains and 34 percent are not markedly different from the TPS alternatives.

The results for stand-alone charter schools in math run parallel to their reading results. Figure 2.37 shows that 31 percent of stand-alone charter schools have statistically better gains than TPS. The proportion with statistically significantly smaller math gains than TPS is 27 percent in math. Of the rest of the stand-alone charter schools, 42 percent demonstrate equivalent academic gains as their local TPS.

Figure 2.37. School Comparisons of Charter School vs. Local TPS Average Academic Growth by Charter School Type, Math



One final note about these results: For CMO schools and stand-alone alike, the share of schools with stronger learning impacts is larger, and the share of schools with less academic progress is smaller than seen before in any of CREDO's studies. In both spheres of charter schools, the record of performance is improved.

These results are encouraging but require a note of caution in interpretation. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal where in the range of absolute achievement the difference occurs. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to result ultimately in constructive long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag their community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the full picture of charter school performance.

2.4.9.7. The Relationship of Academic Growth and Achievement

Student academic growth measures how much students advance their learning in a year, and student achievement measures the stock of their knowledge at the end of the year. In this section, we integrate the findings about growth and achievement to show comprehensively the results that charter schools deliver for their students.

We need both dimensions of student performance to situate charter schools both in their local community contexts and within the larger K-12 mission of preparing students with knowledge and skills for future success. Importantly, considering growth and achievement simultaneously also gives us a basis for making predictive statements about how charter schools are likely to support their students in the future.

To ground this presentation, it is useful to consider four basic categories of school performance. This construct applies to all schools: CMO-affiliate charter schools, stand-alone charter schools, district schools and others.

We can classify any school based on whether and by how much its average academic progress in a year compares to the other TPS options. Schools that do not advance student learning as much as the comparison are considered "low growth." Those that exceed the local standard are deemed "high growth." These differences can be mapped on a continuum from "very low growth" to "very high growth." We use the growth of the local TPS alternative as the standard in this demonstration.

Looking at absolute achievement—the measure of what students know at the end of a school year—we use the achievement scores that students get on state performance tests as a measure of achievement and place schools along that distribution based on school-wide averages. Schools that mirror the state average are designated "50th percentile."[16] Schools with an average performance at lower (or higher) points of the achievement range are situated below (above) the average; we use the 25th percentile and the 75th percentile as additional reference points.[17]

16 The 50th percentile is the point value in a range of scores—in this case, achievement for each state—that splits all the scores so that 50 percent are above and 50 percent are below the point.

17 The measures of achievement show student learning after enrollment in a charter school.

If we map the growth and achievement dimensions together, four groups result:

High Growth—High Achievement: schools with larger growth than their local alternative and whose students are above the state average in overall achievement

High Growth—Low Achievement: schools that exceed the growth of their local options but with overall student achievement below the state average

Low Growth—High Achievement: schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons

Low Growth—Low Achievement: schools with lower academic growth than their local alternatives and whose students' achievement is lower than the state average at the end of a school year

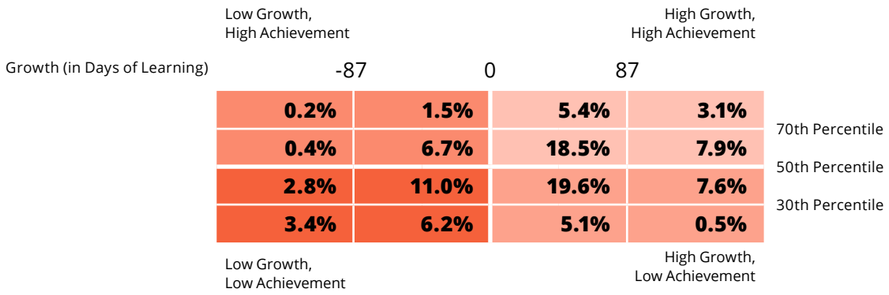
We mapped the charter schools in this study onto the structure described above using the last two years of school. (For reliability, we included only schools with 30 tested students.) We subdivided each quadrant into four smaller groups, yielding 16 cells within the map. The results appear in Figures 2.38 and 2.39 for reading and Figures 2.40 and 2.41 for math.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.38. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

8.8	34.9
23.4	32.8

Figure 2.38. Academic Growth and Achievement in CMO-affiliated Charter Schools, Reading

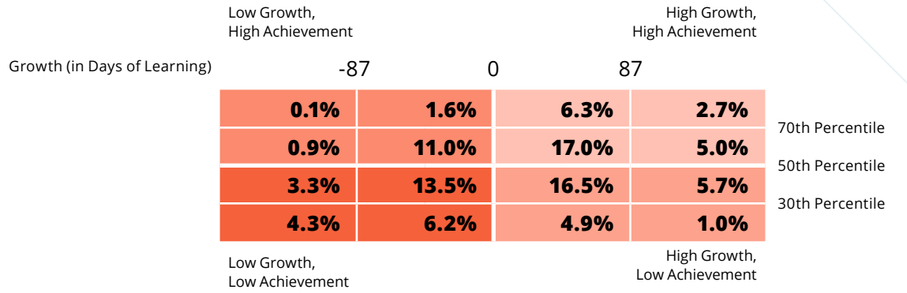


NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.39. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

13.6	31.0
27.3	28.1

Figure 2.39. Academic Growth and Achievement in Stand-alone Charter Schools, Reading



The stronger growth of CMO-affiliated schools finds a parallel in achievement patterns. As illustrated in Figure 2.38, 68 percent of CMO-affiliated charter schools have average reading growth above their comparison groups (sum of two right columns) and 32 percent below. For reading achievement, 44 percent of charter schools have average student achievement above their state's average (sum of top two rows) and 56 percent below. In Figure 2.39, the chart shows 59 percent of students enrolled in stand-alone charter schools show stronger growth than their TPS comparisons in reading, with 41 percent of schools having weaker growth. Fifty-five percent of students in SCS had average student achievement below their state's average, and 45 percent of charter schools had an above-average performance.

Schools in the High Growth—High Achievement quadrant of Figure 2.38 can expect to remain in that part of the map if their reading growth continues at the current pace. Thirty-five percent of CMO-affiliated charter schools and 31 percent of stand-alone charters appear in this quadrant. There is no meaningful difference between the two types of charters in creating outstanding academic results. At current levels of performance, these schools will likely increase their students' achievement levels over time. The gap-busting schools and networks reside in this quadrant. Of particular interest is the subset of High Growth—High Achievement schools that advance students of any academic background to high levels of achievement; their operations and practices could help inform improvements in lower-performing charter and traditional schools.

Schools in the Low Growth–High Achievement quadrant can expect to drift downward in the achievement ratings if they maintain their current pace of growth since other schools with higher growth rates will eventually surpass them. Nine percent of CMO charter schools and 14 percent of stand-alone charter schools sit in this quadrant. Since student achievement in these schools is above state averages, the impact of lower growth may not be as concerning as for students at lower levels of achievement. Since many of the schools in this quadrant are close to average in both growth and achievement, modest improvements in student learning each year could move those schools into the upper right quadrant.

The remaining charter schools are situated in the lower two quadrants with achievement below the state average. For CMO charters, this amounts to 56 percent; for stand-alone charters, 55 percent are below the state average. This is consistent with the earlier findings that charter schools enroll both a larger share of lower-decile students and a smaller share of high-decile achievers Their position and prospects are distinguished by their students' growth.

The High Growth—Low Achievement quadrant displays the results for 33 percent of all CMO charter schools and 28 percent of stand-alone charter schools. Though these schools serve students with current achievement weaker than the average in their states, they have demonstrated success with students of modest or challenged academic backgrounds. With higher-than-average yearly growth, their students will elevate their achievement over time. In theory, given enough time, the students in the lower right quadrant would move up to the upper right quadrant.

The share of schools in the **Low Growth—Low Achievement** quadrant is of greatest concern. These schools serve academically challenged students and produce weaker growth than their TPS comparisons. The proportions of schools in this quadrant are similar for the two types of charter schools. For CMO charter schools, the performance of 23 percent of schools maps to this quadrant. For stand-alone charter schools, the share is 27 percent. Given the substantial difference in average growth in reading between CMO-affiliated and stand-alone charter schools, it is surprising to see the proportions in this quadrant be so similar. Should the performance of these schools remain unchanged, their students will drift further behind over time, even if all the other schools on the map remain stable. Increases in growth are within reach for many of these schools, which would migrate them to the lower right area. Especially concerning at the moment are outcomes for the students attending schools in the cell with the lowest growth and achievement. This group represents charter schools in need of immediate attention.

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.40. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

10.4	33.8
28.4	27.4

Figure 2.40. Academic Growth and Achievement in CMO-affiliated Charter Schools, Math

Growth (in Days of Learning)	Low Growth, High Achievement		High Growth, High Achievement		
	-87	0	87		
	0.1%	2.2%	5.2%	5.7%	70th Percentile
	0.8%	7.3%	12.1%	10.8%	50th Percentile
	4.0%	12.0%	14.2%	7.9%	30th Percentile
	6.1%	6.3%	4.5%	0.8%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

NOTE TO READERS:

The thumbnail table below presents the total proportion of students in each major quadrant in Figure 2.41. These values appear on the study website as a layer of the chart—the user can see the quadrant totals and then drill down to see the inner-quadrant values.

13.2	26.0
36.1	25.0

Figure 2.41. Academic Growth and Achievement in Stand-alone Charter Schools, Math

Growth (in Days of Learning)	Low Growth, High Achievement		High Growth, High Achievement		
	-87	0	87		
	0.2%	2.0%	4.8%	2.8%	70th Percentile
	1.1%	9.9%	12.5%	5.9%	50th Percentile
	5.7%	16.4%	13.7%	5.1%	30th Percentile
	6.8%	7.2%	5.0%	1.2%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

The inferences for math are the same as for reading, albeit with different percentages (Figures 2.40 and 2.41). In 61 percent of CMO schools, their growth outpaced their TPS comparisons, with 39 percent having weaker growth. Forty-four percent of CMO-affiliated charter schools had average student achievement larger than their state's average. Fifty-six percent of CMO charter schools had a below-average performance.

Regarding math performance in stand-alone charter schools, about 51 percent of schools show stronger growth than their TPS comparisons, with 49 percent having weaker growth. Thirty-nine percent of stand-alone charter schools had average student achievement above their state's average; 61 percent of stand-alone charter schools had average achievement below their state averages. The data indicates that, similar to the CMO charters, stand-alone charters tend to serve lower-performing students but grow them more than their TPS peers.

The High Growth—High Achievement quadrants contain 34 percent of CMO charter schools, a slightly smaller share than appeared for reading. Among stand-alone charters, the share was 26 percent. Maintaining the current pace of growth would result in these schools moving higher in the achievement range.

The High Growth—Low Achievement quadrant in the lower right reflects schools that deliver stronger growth to below average achieving students. This quadrant contains 26 percent of all CMO charter schools and 25 percent of all stand-alone charter schools. Both proportions are smaller than occurred in the same reading quadrant. Their students will move higher in the achievement range if these schools maintain or improve their growth.

Ten percent of CMO-affiliated charter schools land in the **Low Growth—High Achievement** quadrant in the upper left, schools with high average achievement but below average growth. Thirteen percent of stand-alone charter schools appear in the same quadrant. The majority of schools in this quadrant could either move down into the lower achievement quadrant if they remain static or move to the High Growth—High Achievement area with improved growth.

The left-hand-side lower quadrant, representing **Low Growth—Low Achievement**, contains 28 percent of CMO charter schools and 36 percent of stand-alone charter schools. The CMO-affiliated percentage is substantially smaller than for stand-alone charter schools. This is a noticeably larger share of CMO and stand-alone schools than in the analogous quadrant for reading. The greatest worry is the schools situated in the lowest performing cell. They offer the weakest growth to students with constantly low achievement levels.

2.4.9.8. Gap-Closing CMOs

In the companion report, CSP31, we highlight the dramatic performance of thousands of charter schools with outstanding progress for minority and poverty students. These "gap-busting schools" show that disparate student outcomes are not a foregone conclusion: people and resources can be organized to eliminate these disparities. The fact that thousands of schools have done so removes any doubt.

How do we know these results are not simply the fortunate alignment of events at these individual schools? Is there evidence that the practice can be systematic? We looked at CMOs' impacts on growth for minorities and students in poverty compared to their White student counterparts.

Table 2.4. CMOs with Above Average Achievement Portfolios and Equitable Learning, Reading

CMOs where:	Number	Percentage
Black outperforms White	65	**18%**
Hispanic outperforms White	95	**26%**
Lunch outperforms no-lunch	122	**33%**
ELL outperforms non-ELL	128	**35%**
Total	368	❑

Note: ❑ Percentages do not sum to 100% since a CMO could be included in multiple rows.

Table 2.5. CMOs with Above Average Achievement Portfolios and Equitable Learning, Math

CMOs where:	Number	Percentage
Black outperforms White	51	**14%**
Hispanic outperforms White	72	**20%**
Lunch outperforms no-lunch	97	**26%**
ELL outperforms non-ELL	115	**31%**
Total	368	❑

Note: ❑ Percentages do not sum to 100% since a CMO could be included in multiple rows.

Tables 2.4 and 2.5 present the numbers of CMOs with student achievement that exceeded the state average ("High Achievement") and in whose schools Black and Hispanic students had learning gains on par or better than the White students. The tables also present the number of CMOs with students in poverty making larger gains than their non-poverty peers or English-language learners who outpace their non-ELL classmates.[18]

The importance of these findings is obvious: when dozens of schools and networks can prevent differences in learning across student groups while also delivering learning above their state averages, they are forestalling and even reversing the achievement gap that has persisted for decades in our country. The discovery that this is prevalent in numerous CMOs suggests that these entities have found a way to implement and disseminate this transformative knowledge on a large scale.

18 CMOs that are included in the results of Tables 2.4 and 2.5 are flagged in Appendix A.

Appendix

Appendix A. Average Annual Academic Growth of CMOs and Networks, Reading and Math

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
A+ Charter Schools, Inc.	-0.063	**		-0.040		
Academics Plus	0.040			0.023		
Academy of Academic Excellence	-0.347	**		-0.485	**	
Academy of Mathematics and Science, Inc.	0.058	*		0.085	**	✓
Academy of Tucson	0.059	**	✓	-0.052		
ACCEL Schools	-0.006			-0.014		
Accelerated Intermediate Academy	0.129	**		0.205	**	
Accelerated School, The	0.062		✓	-0.011		
ACE public charter schools	0.001		✓	0.102	**	✓
Acero schools	-0.025			0.031		
Achievement First NY	0.114	**	✓	0.253	**	✓
Achievement First RI	0.189		✓	0.270		✓
Albert Einstein Academies	-0.101	**		-0.056		
Algiers Charter School Assoc.	-0.145	**		-0.054	*	
Alliance for College-Ready Public Schools	0.185	**	✓	0.167	**	✓
Alpha Public Schools	0.055	**	✓	0.108	**	✓
Alta Public Schools	-0.181	**		-0.178	**	
Altus Institute Network of Charter Schools	-0.044			-0.032		
America CAN!	-0.229	**		0.036		✓
American Indian Public Charter School	0.124	**	✓	0.189	**	✓
American Leadership Academy Inc.	-0.030			-0.001		
American Paradigm	0.013		✓	0.038		✓
American Preparatory schools	0.040	**	✓	0.060	**	✓
American Promise Schools (now known as Promise Schools)	0.041		✓	0.014		✓
American Quality Schools	0.011		✓	-0.049		
AmeriSchools (Ideabanc, Inc.) (The Charter Foundation, Inc.)	0.085	**	✓	0.112	**	✓
Amethod Public Schools	0.050		✓	0.103	**	✓
Archimedean Academy	0.157	**	✓	0.242	**	✓
Arizona Agribusiness & Equine Center	0.102	**	✓	0.084	**	
Arizona Community Development Corporation	-0.062	**		0.016		
Arlington Classics Academy	0.039	**		-0.032		
Arrow Academy, Inc.	0.071		✓	0.035		
Ascend Learning	0.077	**	✓	0.209	**	✓
Ascent Academies of Utah	-0.017			-0.026		
Aspira Inc. of Illinois	-0.078	**		-0.104	**	
Aspira Inc. of Pennsylvania	-0.074	*	✓	-0.027		✓
ASPIRA of Florida, Inc.	-0.028		✓	-0.039		✓
Aspire Public Schools	0.052	**	✓	0.073	**	✓
ASU Preparatory Academy	0.047		✓	0.135	**	✓
Athlos Charter Schools	0.031		✓	-0.053		
BakerRipley-TX	-0.006		✓	0.048		
Ball Charter Schools	0.073	*	✓	0.111		✓
BASIS Schools, Inc.	0.104	**		0.094	**	
Bay Haven Charter Academy Inc.	-0.011			0.063		✓
Beginning with Children Foundation	0.007		✓	-0.019		
Ben Gamla Charter School Foundation	0.073	**	✓	0.034		✓
Benjamin Franklin Charter Schools	0.016	*		0.022		
Betty Shabazz International Charter School	0.092	**			-	
Blackstone Valley Prep Mayoral Academy	0.171	**		0.269	**	✓
Blueprint Education	-0.160	**		-0.193	**	
Bob Hope School	0.118	**	✓	0.217	**	✓
Brazos School for Inquiry & Creativity (BSIC) - Democratic Schools Research Inc.	-0.145			-0.137	**	

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Bright Star Schools	0.083		✓	0.085	**	✓
Brighter Choice Charter Schools	0.740	**			-	
Brooke Charter Schools	0.096		✓	0.126		
Burnham Wood Charter Schools	0.057	*		0.078	*	✓
CAFA, Inc.	-0.016		✓	-0.066		
California Montessori Project	-0.025	*		-0.019		
Calvin Nelms Charter Schools	-0.019			0.051		✓
Camden's Charter School Network	0.008		✓	-0.031		
Camino Nuevo	0.069	**	✓	0.078	**	✓
Capital City Public Charter School	0.002		✓	0.034		✓
Capstone Education Group	0.023		✓	0.055		✓
Career Success School District	-0.149			-0.106		
Carl C. Icahn Charter Schools	0.109	**		0.256	**	
Carmen Schools of Science & Technology	-0.055	*		0.056	**	
Carpe Diem (IN)	-0.123	**		-0.315	**	
Catalyst Schools	-0.002			0.015		
Celerity Educational Group	0.046		✓	0.095	**	✓
Celerity Schools Louisiana, Inc.	0.039	**		0.294	**	
Center City Public Charter Schools	0.027		✓	0.052		✓
Center for Academic Success	0.004		✓	0.046		✓
Cesar Chavez Academy	-0.181	**		-0.100	**	
Cesar Chavez PCS for Public Policy	0.005		✓	-0.049		
Champion Schools	0.120	**	✓	0.074	**	✓
Championship Academy of Distinction	-0.058	**	✓	-0.119		
Chandler Park Academy	-0.018			0.007		
Chicago International Charter Schools	-0.044			-0.010		
Choice Foundation	0.083			-0.036		
Christel House Academy	0.028		✓	0.049		
Citizens of the World	0.092	**	✓	0.116	**	✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
City Center for Collaborative Learning	0.002			-0.049		
City University-TN	-0.061			0.159	**	
Civitas Schools	-0.059	**		0.059	**	
Classical Academies (Colorado)	0.024			0.047		
Classical Charter Schools	0.136	**		0.291	**	✓
College Achieve Public Schools	-0.091			-0.084		
Collegiate Academies	-0.138	**		0.113	**	
Colorado Early College	0.045	*		0.099	**	
Community Day	0.230	**	✓	0.265	**	✓
Community School for Apprenticeship Learning	-0.068			-0.028		
Compass Charter Schools	-0.124	**		-0.291	**	
Concept Schools	0.047		✓	0.075	*	✓
Confluence Academies	-0.054			-0.047		
Coral Education Corporation	-0.013			0.034		
CORE Butte	-0.092			-0.078		
Cornerstone Charter Schools	0.081	*		0.097	*	✓
Crescent City Schools	0.071	**	✓	0.050		✓
Cumberland Academy Schools	-0.031	**		-0.032		✓
Da Vinci Charter Schools	0.062			0.165	**	✓
Daisy Education Corporation (DEC) (now Sonoran Schools)	0.076	**	✓	0.100	**	✓
DC Prep Charter Schools	0.073	**		0.228	**	
Delta Charter Schools	-0.133	**		-0.040		✓
Democracy Prep Public Schools	0.045		✓	0.147	**	✓
Denver School of Science and Technology Public Schools	0.083	*	✓	0.170	**	
Distinctive Schools	-0.008			-0.016		
Doral Academy	0.104	**	✓	0.122	**	✓
Downtown College Prep Charter Schools	-0.165	**		-0.189	**	
E.L. Haynes Public Charter Schools	-0.019			0.058		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
e-Institute	-0.119	**	✓	0.008		
ECI Academy	-0.027			-0.072		
Edkey Schools	-0.058	**		-0.071	**	
Education for Change	0.099		✓	0.172	**	✓
Einstein Schools (New Orleans)	0.041	*	✓	-0.022		
Energized for Excellence	0.114	*	✓	0.357	**	✓
Environmental Charter Schools	0.084		✓	0.079		✓
Envision Schools	0.115	**	✓	0.034		✓
Equitas Academy	0.063		✓	0.156	**	✓
Espiritu Community Development Corp.	0.011			-0.076		
eStem Public Charter Schools	0.107	**	✓	0.059		✓
Evolution Academy	-0.430	**		-0.348	**	
Excel Academy (TX)	-0.335	**		-0.452	**	
Excellence Community Schools Inc.	0.020	**		0.178	**	✓
Explore Schools Inc.	0.037	*	✓	0.136	**	✓
Faith Family Academy Charters	-0.185			-0.172	**	
Fenton Charter Public Schools	0.062	*	✓	0.116	**	✓
FirstLine Schools (formerly Middle School Advocates, Inc.)	0.033	*		0.109	**	✓
Five Keys Public Schools	-0.055	**			-	
Family Life Academy Charter Schools (FLACS)	0.028			0.110	**	✓
Foundation for Behavioral Resources	0.012		✓	-0.007		
Founders Classical Academy	0.023	**		-0.046	*	
Franklin Academies	0.016		✓	0.028		✓
Freedom Preparatory Academy	0.065		✓	0.154	**	
Freire Schools	0.185	**	✓	0.282	**	✓
Friendship Schools	-0.001			0.134	**	
Frontier Schools	0.049		✓	0.104	**	✓
Gateway Community Charters	-0.020			-0.043		

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
GEO Foundation	0.023		✓	0.058	*	✓
Gestalt Community Schools	0.008			-0.016		
Global Education Collaborative	0.056	**		0.076		✓
Golden Rule Charter Schools	0.088	**		0.165	**	
Goodwill Education Initiatives (Goodwill Excel Center)	-0.132			-0.074		
Great Hearts Academies	0.029	**		0.043	**	
Great Oaks Foundation	0.062		✓	0.123	*	✓
Green Apple School Management, LLC	-0.009		✓	0.048		✓
Green Dot Public Schools	0.012		✓	0.011		✓
Guadalupe Centers	-0.028			-0.029		
Gulf Coast Council of Raza	0.044	**		-0.236	**	
Haas Hall Academy	0.209	**	✓	0.346	**	✓
Harmony Schools (Cosmos Foundation, Inc.)	0.061	**	✓	0.126	**	✓
Harvest Network of Schools	0.065	**	✓	0.019		✓
Harvest Power Community Development	-0.042	**	✓	-0.013		✓
Hebrew Public	0.077		✓	0.059	**	✓
Heritage Academy	0.106	**	✓	0.160		✓
Heritage Academy AZ	0.008			-0.167	**	
Hiawatha Academies	0.014		✓	0.052		✓
Hickman Community Charter District	0.037	*	✓	0.052		✓
High Tech High CA	-0.012			-0.022		
Hogan Preparatory Schools	-0.020			-0.037		
Honors Academy	-0.091	**			-	
Hope Online	-0.116	**	✓	-0.077		✓
Houston Gateway Academy	0.150	**	✓	0.364	**	✓
Humanities and Sciences Academy of the United States, Inc.	0.085	*	✓	0.047		
I CAN Schools	-0.160	**		-0.368	**	
IDEA Public Schools	0.145	**	✓	0.130	**	✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
iLEAD Charter Schools	-0.047		✓	-0.095	**	
iLearn Schools	-0.034	**	✓	-0.003		
Imagine Schools	-0.016		✓	0.001		
Influence 1 Foundation	-0.009			-0.097	**	
Ingenium Schools	-0.112	**		-0.054		
Inner City Education Foundation (ICEF)	-0.004		✓	-0.016		✓
Innovative Education Management	-0.079	*		-0.101	**	
Innovative Teaching Solutions	-0.057			-0.004		
Inspire charter schools	-0.146	**		-0.245	**	
InspireNOLA Charter Schools	-0.001			0.166	**	✓
IntelliSchool Charter High Schools	-0.177	*		0.183	**	
International Leadership of Texas (ILT)	0.005			-0.033		
iSchool High	-0.030			-0.318	**	
James Irwin Charter Schools (CO)	-0.016			0.055		
Jefferson Chamber Foundation Academy (JCFA)	-0.116	**			-	
John Adams Academies	0.002			-0.010		
John H. Wood Jr. Public Charter District	-0.116			-0.371	**	
Jubilee Academic Center, Inc.	-0.068	**		-0.156	**	
K12 curriculum only (Virtual)	-0.067			-0.119	*	
K12, Inc.	-0.138	**		-0.201	**	
Kaleidoscope Charter Schools	0.055		✓	0.105		
Kid's Community College	-0.067	*		-0.163	**	
King-Chavez	-0.022		✓	0.010		✓
Kingman Academy of Learning	-0.010			0.024	*	
Kingsburg Elementary Charter School District	0.043	**	✓	-0.011	**	✓
KIPP Austin	0.110	**	✓	0.044		✓
KIPP Bay Area	0.122	**	✓	0.137	**	✓
KIPP Chicago	0.132	**	✓	0.203	**	✓
KIPP Colorado	0.061		✓	0.084		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
KIPP Dallas-Fort Worth	-0.005		✓	0.029		✓
KIPP DC	0.063	**	✓	0.144	**	
KIPP Delta	0.003			-0.038		
KIPP Eastern North Carolina	0.026	*	✓	0.005		✓
KIPP Houston	0.095	**	✓	0.050	*	
KIPP Memphis	-0.056	*		-0.036		
KIPP Nashville	0.143	**	✓	0.321	**	✓
KIPP National	0.083	**	✓	0.111	**	✓
KIPP New Orleans	0.074	**	✓	0.051	**	
KIPP New York City	0.124	**	✓	0.238	**	✓
KIPP Philadelphia	0.023		✓	0.064		
KIPP San Antonio	0.037	*	✓	-0.016		✓
KIPP SoCal	0.110	**	✓	0.151	**	✓
KIPP St. Louis	0.092	**		0.180	**	
La Amistad Love & Learning Academy (L Lowell Byrd Memorial Education and Community Dev. Corp.)	-0.040	**			-	
LEAD Public Schools	0.055	*	✓	0.092	*	✓
Leadership Public Schools	0.309	**	✓	0.313	**	✓
Leading Edge Academy	-0.014			0.014		✓
Learn Charter School	0.094	**	✓	0.122	**	✓
Legacy Preparatory	-0.104	*		-0.199	**	
Legacy Traditional Schools	0.095	**	✓	0.092	**	✓
Leman Academy of Excellence, Inc.	0.069	**		0.019		✓
Life Schools	0.013		✓	-0.051		✓
Life Skills Centers	-0.293	*		-0.147		
Lighthouse Academies	0.016		✓	0.036		✓
Lighthouse Academy (Michigan)	-0.308	**			-	
Lincoln-Marti management services, LLC	0.148	**	✓	0.259	*	✓
Lionsgate Academy	0.044	**		-0.076	**	

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
LISA Academies	0.094	**		0.131	**	
Magnolia Science Academy (Magnolia Foundation)	0.032	*	✓	0.042		✓
Manara Academy, Inc.	0.047		✓	-0.169	**	
Mastery Charter Schools	0.080	**	✓	0.088	**	✓
Mastery Learning Institute (Arthur Academy)	0.184	**	✓	0.095		✓
Match Charter Public School	0.093	**		0.214	**	
Matchbox Learning	-0.072		✓	-0.114	**	
Mater Academy of Nevada, Inc.	0.215	**		0.243	**	
Mater Academy, Inc.	0.055	**	✓	0.062		✓
Mavericks in Education, LLC	-0.122	**	✓	-0.244	**	
McKeel Academies	-0.004		✓	0.024		✓
Memphis Business Academy	-0.025			-0.038		
Memphis Scholars	-0.090	**		-0.129	*	
Milwaukee College Prep	0.189	**		0.184	**	
Minnesota Internship Center	-0.213				-	
Minnesota Transition Schools (MTS)	-0.038		✓	-0.009		✓
Muskegon Heights Public School Academy	-0.202	**		-0.218	**	
MYcroSchool	-0.185	**		-0.424	**	
National Heritage Academies	0.079	**	✓	0.120	**	✓
National University Academy	0.054	**		-0.013	**	✓
Natomas Pacific Pathways Prep	0.027		✓	0.015		✓
New America Schools	-0.269	**		-0.181	**	
New Beginnings Schools Foundation	-0.071			-0.022		
New Orleans College Prep Academies	-0.122	**		-0.086		
New Paradigm for Education	0.199	**	✓	0.187	**	
New Tech Network	-0.020			0.021		
New Technology Foundation	-0.017			0.036		
New Visions for Public School	0.226	**	✓	0.021		

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Newman International Academy	-0.002			-0.067		
Noble Network of Charter Schools	0.148	**	✓	0.291	**	✓
North Texas Collegiate Academy	-0.039			-0.074		
NorthStar Academies	-0.527	**			-	
Nova Academy	0.087	**	✓	0.052	*	✓
Oasis Charter Schools	-0.017		✓	0.000		✓
Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America	-0.397	**		-0.360	**	
Open Sky Education	-0.018	*	✓	-0.006		✓
Opportunities for Learning	-0.108	**		-0.165	**	
Options for Youth	-0.119	**		-0.184	**	
Orenda Education-TX	0.014			-0.019		
Oxford Preparatory Academies	0.134	**	✓	0.212	**	✓
Pacific Charter Institute	-0.098	**		-0.100	**	
Panola Schools	-0.125	**		-0.337	**	
Para Los Ninos	-0.061		✓	-0.090		
Parnassus Preparatory	0.028			0.067	*	
Partnerships for Uplifting Communities (PUC)	0.041		✓	0.090	**	✓
Performance Academies (formerly EdVantages Academies)	-0.056		✓	-0.074		
Perspectives Charter Schools	0.031	*	✓	-0.021		
Phalen Leadership Academy - IN Inc.	0.006			-0.003		
Pinecrest Academy	0.072	**	✓	0.097	**	✓
Pineywoods Community Academy	0.027	**	✓	0.020		✓
Pinnacle Charter Academies (SC)	-0.206			-0.125		
Pinnacle Charter School (CO)	-0.076	**		0.001		✓
Pinnacle Education, Inc.	-0.343	**		-0.358	**	
Pivot Charter School (Roads Education Organization)	-0.215	**		-0.312	**	
Plato Academy Schools	-0.021		✓	-0.007		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Pointe Schools	-0.070	**		-0.148	**	
Pontiac Academy for Excellence	-0.065	*		-0.047		
Por Vida, Inc.	-0.172	**		-0.114		
Portable Practical Educational Preparation Training for Employment Centers (PPEP § Affiliates)	-0.297	**		-0.065		
Prairie Seeds Academy	-0.087		✓	-0.144	**	✓
Premier High Schools	-0.108	**		-0.238	**	
PrepNet LLC	-0.176	**		-0.102	**	
Priority Charter Schools	-0.058	**		-0.037	*	✓
Propel Schools	0.073	**	✓	0.049	*	
Public Preparatory Network, Inc.	0.100	**	✓	0.116	**	✓
Quest Middle Schools	0.006			-0.029		
Rapoport Academy Public School (East Waco Innovative School Development Inc.)	-0.046			-0.060		
Raul Yzaguirre School for Success	0.050		✓	0.129		✓
ReGeneration Schools	0.174	**		0.150	**	✓
Renaissance Charter School, Inc.	0.023		✓	0.009		✓
ReNew Schools	-0.036			-0.015		
RePublic Charter Schools	0.064		✓	0.096		✓
ResponsiveEd Classical Academies	0.058	**	✓	0.053		✓
Richard Milburn Academies	-0.403	**		-0.475	**	
River City Science Academy	0.011		✓	0.048	**	✓
Rocketship Education	0.166	**	✓	0.239	**	✓
Rocklin Academies	0.024	**		0.051	**	
Rocky Mountain Prep	0.075	*		0.331	**	✓
Roger Bacon	0.051	**	✓	0.048	**	✓
Rose Management Group	-0.134			0.126		
Scholar Academies	0.121	*	✓	0.027		
School of Excellence in Education (SEE)	-0.027		✓	-0.044		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
School of Science and Technology	0.054	*	✓	0.104	*	✓
Seeds of Health Inc.	-0.040			0.039		
SER-Ninos, Inc.	0.023		✓	0.160	**	
Shekinah Learning Institute, Inc.	-0.037		✓	0.017		✓
Sherman Thomas Public Charter Schools	-0.090			0.096		
Skyline Schools, Inc.	-0.198	**		-0.120	**	
Somerset Academy	0.021		✓	0.033		✓
South Texas Education Technologies, Inc.	0.044	*	✓	0.029		✓
Southwest Schools (Educational Leadership Inc.)	-0.092	**		-0.049		
Southwest Winners Foundation, Inc.	-0.115	**		-0.147	**	✓
Springs Charter Schools (SCS)	-0.012		✓	-0.035	*	✓
St. Croix Preparatory Academy	0.135	**	✓	0.107	**	
St. Hope Public Schools	0.149	**	✓	0.193	**	✓
Strive Prep Charter Schools	-0.003		✓	0.031		
Student Alternatives Program Incorporated	-0.241	**		0.110		✓
Success Charter Network	0.185	**	✓	0.357	**	✓
Summit Academies Utah	-0.059	**		0.035		✓
Summit Academy of Schools	0.016			0.027		
Summit Public Schools	0.055			0.083	*	✓
Superior Schools Corporation	0.048	**	✓	0.054		✓
Synergy Academies	0.008			0.052		✓
TeamCFA	0.013		✓	0.000		✓
Tekoa Academy of Accelerated Studies	0.157			0.363	**	
Texas Boys Choir	0.062	**		-0.006		
Texas Education Centers (Salvaging Teens at Risk)	0.016		✓	-0.127		
Texas Leadership Public Schools	-0.091	**		-0.193	**	
The Charter Schools of Excellence	0.064		✓	0.066		✓
The Classical Academies	-0.024			0.035		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
The Foundation for Hispanic Education	-0.063	*		0.086	**	✓
The Odyssey Preparatory Academy Inc.	0.035		✓	-0.022		
The Rhodes School	-0.024	*		-0.023		
UT Tyler University Academy	0.017			-0.093		
The W.E.B. Du Bois Consortium of Charter Schools, Inc.	-0.038			-0.136	**	
Tindley Accelerated Schools	0.126	**	✓	0.223	**	✓
Tracy Learning Center	-0.084			-0.059		
Tri-Valley Learning Corporation	-0.056			-0.149	*	
Trinity Charter Schools	-0.085		✓	-0.172		
Tucson International Academy	-0.035		✓	-0.043		
Two Dimensions Preparatory Charter	0.140	**		0.042	**	
UCP Charter Schools	-0.248	**		-0.166	**	
Uncommon Schools New York City	0.034	**		0.115	**	
Uncommon Schools Newark	0.169	**	✓	0.220	**	✓
Uncommon Schools Rochester	0.138	**	✓	0.188	*	
United Schools of Indianapolis	0.012			0.046		
Universal Education Management Company	0.037		✓	0.058		✓
University Academy Missouri	0.099	**		0.160	*	
University of Chicago Charter School Corporation	-0.059	**		0.095	**	
University of Texas - University Charter School	-0.186	*		-0.295	**	
University Preparatory Academy	-0.011			0.045		
UP Education Network	-0.048	**	✓	-0.028		✓
Uplift Education	0.049	**	✓	0.046		✓
Urban Prep Academies	0.032		✓	0.014		
Value Schools	0.181	**	✓	0.176	**	
Vanguard Academy, Inc.	0.112	**		0.091	**	✓
Vanguard CO	0.072			0.109	**	
The Varnett Public Schools	-0.006			0.049		✓
Vista Academies	-0.089	**		-0.140	**	
Voices College-Bound Language Academies	0.076	**		0.135	**	
Wayside Schools	-0.080	**		-0.129	*	
Widening Advancements for Youth	-0.531	**				
Winfree Academy Charter School	-0.341	**		-0.653		
YES Prep Public Schools	0.089	**		0.175		✓
Youth Connections Charter Schools	-0.197	**		-0.279		
Zoe Learning Academy, Inc.	-0.043			-0.039		

* Significant at the 0.05 level, ** Significant at the 0.01 level; The & symbols in GB column indicates the "gap-busting" CMOs described in section 2.4.9.8.

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As a Matter of Fact:

The National Charter School Study III 2023

As a Matter of Fact:
The National Charter School Study III 2023

Volume 3
Summary of Findings, Conclusions and Implications

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CREDO, the Center for Research on Education Outcomes at Stanford University, aims to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policy makers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policy makers strengthen their focus on the results of innovative programs, curricula, policies and accountability practices.

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- The research presented here utilizes SLDS Data from the Idaho State Board of Education (SBOE) and the Idaho State Department of Education. Any research errors are the sole responsibility of the author(s).
- This research result used data structured and maintained by the MERI-Michigan Education Data Center (MEDC). MEDC data is modified for analysis purposes using rules governed by MEDC and is not identical to data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by, or reflect the views or positions of, grantors, MDE and CEPI or any employee thereof.
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- The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

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3.1 Summary of Findings

As a Matter of Fact: The National Charter School Study III 2023 (NCSSIII) is the third national study by CREDO evaluating the academic progress of students enrolled in charter schools in the United States. The current report presents findings from 2014 to 2019, which yields four periods of year-to-year student growth as measured by state achievement tests. It includes data from 29 states plus Washington, D.C., and New York City, which for convenience we report as 31 states. In addition, because we have used a common methodology across the three studies, we can combine results into trends to support insights of the performance of students enrolled in charter schools over the past 15 years.

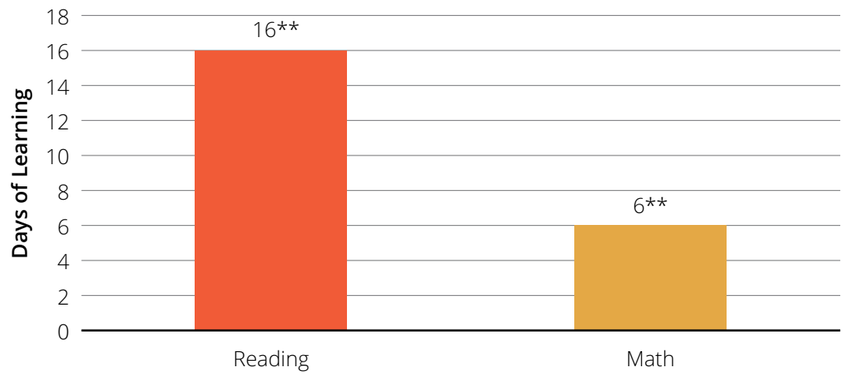
To organize the extensive body of this current research effort, CREDO separated the analysis into two parts and produced two reports: (1) *Charter School Performance in 31 States (CSP31)* and *(2) Charter Management Organization 2023 (CMO23)*. CSP31 examines the performance of the full set of charter school students and schools, while CMO23 analyzes the difference in academic growth between students attending charter schools associated with charter management organizations (CMOs) and those attending stand-alone charter schools (SCS).[1] In this volume, we integrate the Summary of Findings, Conclusions and Implications sections from both reports to ensure we present the fullest picture of performance in charter schools.

Our work deliberately focuses on a specific outcome: the annual progress that students make over an academic year. In this report, we look at students in charter schools compared to the experience they would have had in the traditional public schools (TPS) they would otherwise have attended. One notable limitation of this approach is that we have limited line of sight "under the hood" and into the role that localized environmental, regulatory and organizational factors play in individual school performance. Our contribution to the K–12 education research and practice landscape is to test fundamental questions of the effectiveness of charter schools and highlight outcomes and trends rooted in academic progress.

Looking at year-to-year academic progress from 2015 to 2019, **the typical charter school student in our national sample had reading and math gains that outpaced their peers in the traditional public schools (TPS) they otherwise would have attended.** We report these differences as marginal days of additional (or fewer) days of learning on a learning benchmark of 180 days of learning each school year for matched TPS students. In math, charter school students, on average, advanced their learning by an additional six days in a year's time, and in reading added 16 days of learning.

1 The CMO study does not include Idaho, Maryland, and Ohio.

Figure 3.1: RECAP – Annual Academic Growth of Charter School Students, Reading and Math



* Significant at the 0.05 level, ** Significant at the 0.01 level
This figure originally appears as Figure 1.7 in CSP31.

These average effects are across all students, all schools, for all time periods. There is considerable variation around these averages and this variation forms the foundation for additional analyses and findings in our two papers.

This growth represents accelerated learning gains for tens of thousands of students across the country. Each student and each school is a proof point that shows that it is possible to change the trajectory of learning for students at scale, and it is possible to dramatically accelerate growth additional students who have traditionally been underserved by traditional school systems.

3.1.1 Do All Students Benefit?

When we probe these results to determine if all students benefit, we find positive results are not only present in the aggregate, but also across student race/ethnicity groups:

- **Black and Hispanic students** in charter schools advance more than their TPS peers by large margins in both math and reading.
- **Multiracial, Native American, and White students** in charter schools show equivalent progress to their TPS peers in reading, but had weaker growth than their TPS peers in math.
- **Asian students** in charter schools showed similar growth to their TPS peers.

When we examined academic growth for special populations of students, we found that, compared with their TPS peers:

- Charter school **students in poverty** had stronger growth
- **English-language learner students** attending charter schools had stronger growth
- **Students receiving special education services** had significantly weaker growth in both math and reading on average, though CMO-affiliated students with Special Education needs have learning on par with their TPS Special Education peers.

In the past, a common claim asserted that positive academic results in charter schools arise from advantages that their students bring to their schooling. In some cases the claim focus on students having more motivated parents. Another version suggests targeting behavior on the part of the school results in a student body that is better prepared academically, a practice commonly referred to as “cherry picking” or “cream skimming”. If true, the students in charter schools would show higher academic achievement at the point of enrollment. In multiple analyses, we do not see significant evidence of an undue advantage to charter schools. In fact, we find the opposite is true: charter schools enroll students who are disproportionately lower achieving than the students in their former TPS.

3.1.2 Where Is Positive Academic Growth Happening?

Deeper into our analysis, we examine where student learning gains are occurring, and find that positive and strong effects exist in charter schools that vary widely by location and configuration.

- **States** – 18 states in the NCSS3 study produced significantly stronger growth for students enrolled in their charter schools when compared with their TPS peers; in 12 states, growth was similar to TPS peers. Students attending charter schools had weaker reading growth than their TPS peers in only one state, Oregon. In 12 states, charter school students had significantly stronger growth in math than their peers in TPS. In 16 states, math growth was similar between charter students and their TPS peers. Only three states showed weaker growth for charter students compared to their peers.
- **Locale** – compared to their TPS peers, urban charter school students had 29 additional days of growth per year in reading and 28 additional days of growth in math, both of which were significant. Suburban charter school students also had stronger growth in reading (+14 days) and in math (+3 days). Rural students enrolled in charter schools had the equivalent of five additional days of learning in reading, but 10 days less growth in math than their TPS peers. These results are strongly hampered by the performance of virtual charter schools; despite having only six percent of charter school students enrolled, their impact on student progress of 58 fewer days of learning in reading and 124 fewer days in math has damaging consequences for students and exerts a outsized drag on overall national results.
- **Grade configuration** – charter schools serving elementary, middle, and high school students had statistically positive growth in both reading and math. Results for multilevel charter schools were negative in math and similar to the TPS comparison groups in reading. Seeing growth in all grade spans helps us understand that trends in the national aggregate performance are not concentrated in particular grades.

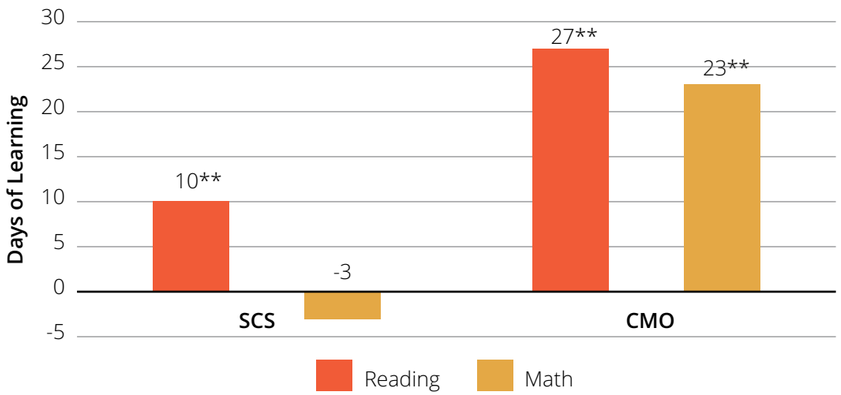
- **Continuous Enrollment** – charter students overcome an initial learning dip associated with a school change, and by their fourth year in their charter school, they show 45 days stronger growth in reading than their TPS peers and 39 additional days of learning per year in math. The longer a student stays enrolled in a charter school, the better the student's academic outcomes are.
- **School Management** – students who attend a charter school that is part of a charter management organization (CMO) experience significantly accelerated growth compared to students enrolled in stand-alone charter schools (SCS). Even so, CMO schools and SCS provide stronger learning than TPS in reading, and CMOs do so in math. CMO-affiliated students advanced by 27 additional days in reading and 23 more days in math over TPS, both of which are statistically significant. Stand-alone charter schools still grew significantly more than TPS in reading by 10 additional days of learning, but were no different in math. Given that SCS serve two-thirds of all students enrolled in charter schools, soft math performance in these schools taints the otherwise decisive results in other parts of the study.

3.1.3 What Can We Learn from CMOs?

Comprising one-quarter of the schools, but serving 37 percent of students in our national data set, Charter Management Organizations (CMOs) are producing much of the learning gains we observed for charter school students.

As with our national top-line results, we find robust results for CMOs when we grouped their students by race/ethnicity, special populations, where the CMOs are located, grade spans of the schools in the network and how long a student enrolls in the school. As with all schools, there is a range of performance for CMOs, and we share their student impacts in Appendix A.

Figure 3.2: RECAP – Annual Academic Growth of Charter School Students by Charter School Type, Reading and Math



** Significant at $p \leq 0.01$
This figure originally appears as Figure 2.3 in CMO23.

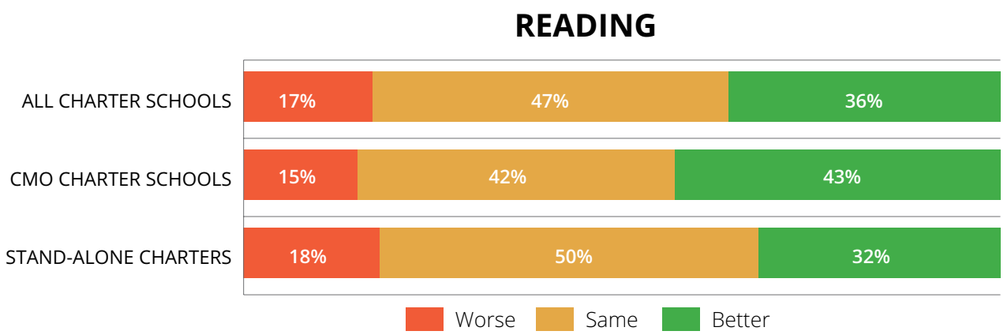
Our analysis uncovered additional ways that CMOs are returning more positive, and often gap-busting, results:

- **New CMOs and new schools in existing CMOs** open with strong results, in both cases delivering stronger average gains for their students than their local TPS. The student gains in new CMOs are not as strong initially as that of their older CMO peers. New schools started by mature CMOs deliver positive gains in their early years that were none the less smaller than the older CMO schools.
- **Size or age of a CMO does not relate to their quality**—which means some CMOs are growing poorly performing networks of schools.
- **Clustering of CMOs' schools within a single state** returns significantly more days of learning for their students than in CMOs that operate schools in more than one state.
- **CMOs that took on "turn-around" schools**, absorbing those schools into their portfolios, positively impacted results for students who remained enrolled in the turn-around school. In addition, the balance of the CMO portfolio did not experience a downturn in student learning.
- **The Charter School Growth Fund** serves as a case study of charter school growth accelerators. CMOs that the Growth Fund chooses to support have dramatically larger pre-funding learning gains than other CMOs. The schools that existed at the time of selection remain strong. New CMO schools also open with dramatically larger learning gains in both subjects judged against their TPS comparisons.
- **Excellence at Scale** puts dozens of CMOs at the forefront of efforts to provide education that is both equitable and effective in moving student achievement to give their students full preparation for their next steps.

3.1.4 Variations in Charter School Performance

In our reports, we analyze school-level performance, in addition to student-level performance, continuing to report on growth as the outcome variable. Not every charter school provides quality academic programming or an effective learning environment for students. Across all charter schools in our study, 36 percent have greater growth, 47 percent have equivalent growth and 17 percent have lower growth relative to their local TPS. CMO-affiliated charter schools display stronger performance, with 43 percent having greater growth, 42 percent having equivalent growth, and 15 percent having lower growth in comparison to their local TPS. Stand-alone charter schools have slightly more moderate results.

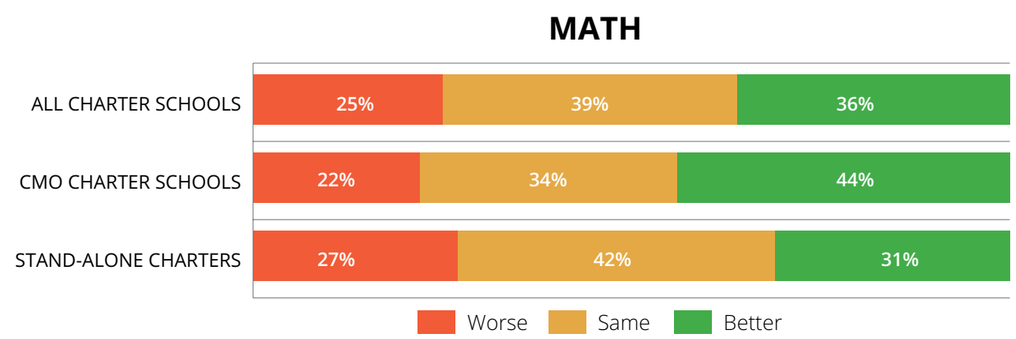
Figure 3.3: RECAP – Academic Growth of Charter Schools Compared to Their Local TPS, Reading



This figure combines findings that originally appear as Figures 1.22 in CSP31 and Figure 2.36 in CMO23.

In math, more charter schools have weaker results than they do in reading, as presented in the figure below. As the share of charter schools with growth greater than their TPS peers is comparable with the same growth in reading across all categories, the driver of the overall weaker performance in math is the greater percentage of charter schools (all, CMO-affiliated and stand-alone charter schools) that perform worse than their TPS peers. Stand-alone charter schools have the largest share of schools with lower growth in math in comparison to their local TPS.

Figure 3.4: RECAP – Academic Growth of Charter Schools Compared to Their Local TPS, Math



This figure combines findings that originally appear as Figures 1.22 in CSP31 and Figure 2.37 in CMO23.

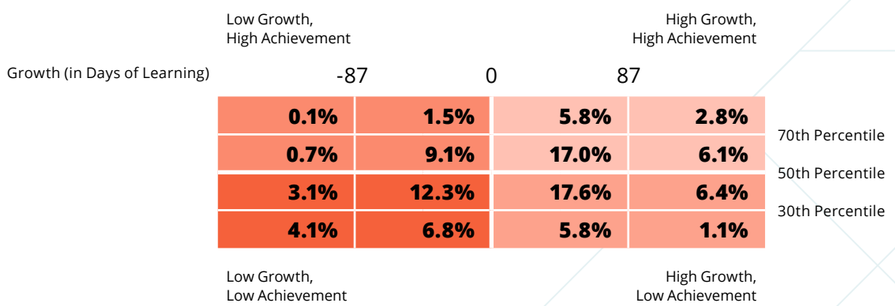
These encouraging results require a note of caution. Since the reference point in these comparisons is the growth that equivalent students in the local TPS realize, this comparison does not reveal if the difference is modest or large, nor does it indicate where in the range of absolute achievement the difference occurs. Positive differences at the lowest levels of achievement may not be sufficient to move students ahead fast enough to reach long-term outcomes such as academic proficiency or post-secondary readiness. Similarly, a charter school may post growth results that are considered outsized for any school but still lag behind the community schools in achievement. Simultaneous consideration of student academic growth and achievement is the only way to get the complete picture of charter school performance.

3.1.5 Charter School Growth and Achievement

Student academic growth measures how much students advance their learning in a year's time, and student achievement measures the stock of their knowledge at the end of the year. We believe it is critical to examine both growth and achievement in order to understand how well schools prepare students for next steps in school and life. We map each school's average growth and average achievement against the growth of matched TPS students and average state performance. Examining both measurements for all schools in our national data set during the most recent growth period, we present findings in four basic categories of school performance:

- **High Growth—High Achievement:** schools that exceed the growth of their local options and whose students are above the state average in overall achievement
- **High Growth—Low Achievement:** schools that exceed the growth of their local options but with overall student achievement below the state average
- **Low Growth—High Achievement:** schools whose students exceed the state average on achievement but do not advance as much yearly as their comparisons
- **Low Growth—Low Achievement:** schools with lower academic growth than their local alternatives and whose students' achievement is lower than the state average at the end of a school year.

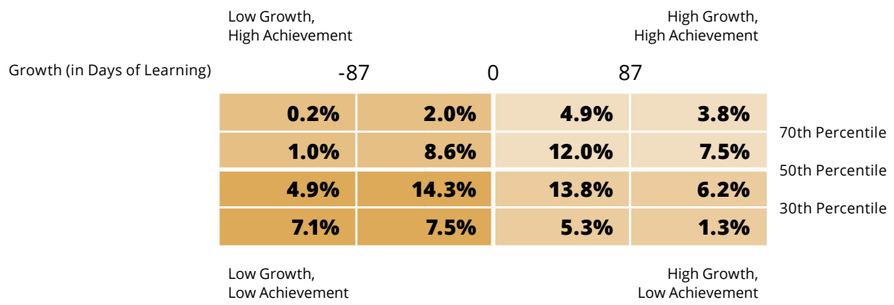
Figure 3.5: RECAP – Academic Growth and Achievement 2015 to 2018, Reading



This figure originally appears as Figure 1.25 in CSP31.

Schools that have average student achievement above the state average (above the 50th percentile) are presented in the top half of the figure. In reading, 43 percent of all schools have average performance in the upper half in their respective states, with a majority of those high achievement schools also having stronger growth than their local TPS. Zeroing in on the low-growth/low-achievement quadrant, 207 schools (4.1 percent) in our study have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

Figure 3.6: RECAP – Academic Growth and Achievement 2015 to 2018, Math



This figure originally appears as Figure 1.26 in CSP31.

In math, above average achievement exists in 40 percent of charter schools, while 60 percent of schools have achievement that is lower than their state averages. Twenty-eight percent of schools in the data set are high-growth/high-achievement schools, returning great gains for their students. Zeroing in again on the low-growth/low-achievement quadrant, 348 schools (7.1 percent) have lower academic growth than their local alternatives and have student achievement that is below the 30th percentile of state achievement at the end of the school year.

The number of schools in the low-growth/low-achievement quadrant, though smaller in reading than in math, remains a key concern.

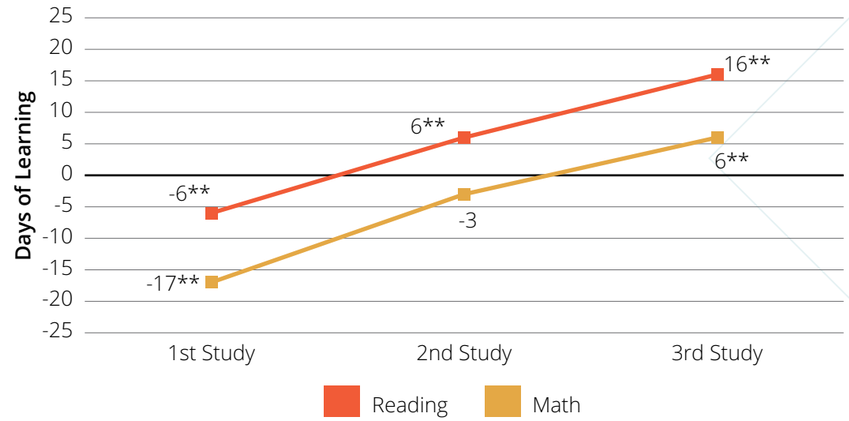
3.1.6 Exceptional Performance in Charter Schools

Perhaps the most revealing finding of our study is that more than 1,000 schools have eliminated learning disparities for their students and moved their achievement ahead of their respective state's average performance. We refer to these schools as "gap-busting" charter schools. They provide strong empirical proof that high-quality, high-equality education is possible anywhere. More critically, we found that dozens of CMOs have created these results across their portfolios, demonstrating the ability to scale equitable education that can change lives.

3.1.7 Evidence of Improvement over Time

Findings from this study take on even more weight when considered in the historical context of the 15 years of CREDO studies on student academic progress in charter schools. Between the 2009 and 2023 studies, against a backdrop of flat performance for the nation as a whole, the trend of learning gains for students enrolled in charter schools is both large and positive.

Figure 3.7: RECAP – Annual Academic Growth of Charter School Students across Three National Studies



** Significant at $p \leq 0.01$
This figure originally appears as Figure 1.8 in CSP31.

3.2 Conclusions

The outcomes of these studies are largely positive and support several conclusions about the current landscape of charter schools across America. Perhaps more importantly, the opportunity to position these findings in the larger body of research leads to a number of implications about the fundamental policies and practices of charter schooling at a more global level.

1. In both reading and math, charter schools provide students with stronger learning compared with the learning in the traditional public schools that are otherwise available to them.

Across the broad range of charter schools, the evidence suggests that they are a robust education option under many conditions. Whether stand-alone or networked, charter schools operate by law mainly on their own, making decisions they expect will serve their students well. According to our latest findings, the autonomy given to them usually yields positive results. The majority of charter schools provide better year-to-year outcomes for students compared to their traditional public-school options. Most of these schools perform better to such a degree that the difference is statistically significant.

The results stand up to deeper investigation. Charter schools produce superior student gains despite enrolling a more challenging student population than their adjacent TPS. They move Black and Hispanic students and students in poverty ahead in their learning faster than if they enrolled in their local TPS. They are more successful than the local public school alternatives across most grade spans and community settings. These results show that charter schools use their flexibility to be responsive to the local needs of their communities.

These findings generalize into lessons for policy leaders, educators, and funders. Knowing that the average student in the average charter school can outperform their TPS peers raises important questions about the priority placed on student outcomes in education decisions in many communities.

2. Some charter schools provide less student learning than their local district schools, although a larger proportion delivers better learning outcomes. The latter group includes over 1,000 charter schools managing staffing and resources to deliver superior academic results that eliminate the learning gap across student groups.

Vital lessons also come from the distribution of school performance around the average. Over the past 30 years, small, large, urban, rural, networked or stand-alone charter schools, autonomous and independent of each other, have arrived at their own solutions for giving their students stronger learning experiences. The discretion that charter schools enjoy does not guarantee that each school or every charter network realizes strong student outcomes. Our study illuminated the range of learning across schools.

Despite declining shares, there remain a concerning number of charter schools with weaker student outcomes. While lower-performing schools make up a larger share of stand-alone charter schools, CMOs and networks also have a substantial share that produces low gains for their students. This study has profound implications for charter schools and charter networks that do not support student learning. Charter boards and authorizers are the accountability side of the charter school equation. They evaluate school performance and, if necessary, dictate remedies. As our analysis shows, disturbing numbers of charter schools and networks have low learning levels. There are brick-and-mortar, online, networked, and stand-alone charter schools with sub-par results.

The number of school closures we observed in the years of this study was small compared to the counts of schools with the lowest student growth and academic achievement. Since primary and secondary education is essential to the social contract, providing a foundation for future opportunities, the claim of "choice" cannot justify derailing students' preparation. Especially in the post-COVID era, the need for charter boards and authorizers to address under-performance in their schools has never been more critical.

Closure is not the sole remedy. As we learned from our special investigation, the "takeover" of underperforming schools by strong CMOs led to improved student learning for the students who remained enrolled before and after the transfer. The gains did not adversely affect student academic progress in the rest of the CMOs' schools. This policy tool may have broader utility than previously realized.

At the high end of the performance range, good news exists in the growing share of schools outpacing learning in their local TPS. In both subjects and for both CMO and stand-alone schools, larger shares are "better than" and a smaller share is "weaker than" compared to earlier work.

The real surprise of the study is the number of charter schools that have achieved educational equity for their students: we call them "gap-busting" schools. Ensuring equivalent yearly growth across student groups has two critical consequences. First, ensuring minority and poverty students learn on par with or better than their White peers interrupts or reduces the achievement gap. It happens regularly in a large swath of charter schools. More critically, there is strong evidence that these gap-busting schools can be scaled. Added to the traditional district schools that achieve similar results, this is the life-transforming education that so many students need. Second, these schools deliver hundreds of independent proof points that learning gaps between student groups are not structural or inevitable; better results are possible.

Charter schools function as a portfolio, and their varied impacts on student learning are expected. Charter school boards and authorizers are responsible for ensuring students perform well. Evidence shows that the charter school enterprise benefits students, and its positive outliers (e.g., gap busters) can pressure the rest of the system.

The near-term implication for charter school boards and authorizers is two-pronged. Addressing chronic and/or severe underperformance is necessary and imperative in the current education climate. Identifying high-impact exemplars for probationary charter schools to study and emulate is possible. Transfer of sub-par schools to higher-performing operators could be part of a larger incentive for growth and replication. At the same time, authorizers might consider longer charter terms for charter schools that consistently demonstrate outstanding student learning success.

Education leaders and policy makers need to understand that in efforts to improve, some failure is inevitable. Any subsequent failure to address the poor performance compounds the damage. It also blocks constructive learning for the future. Strong examples of authorizing exist and should be emulated.

Leadership and responsibility demand embracing practices and policies that lead to better results for students, not maintaining the status quo.

3. The larger scale of Charter Management Organizations does not guarantee high performance—but on balance, it helps.

When taken as a whole, schools managed by Charter Management Organizations and charter networks bring a greater learning benefit to students compared to stand-alone charter schools. Despite the differences, both groups of charter schools have had larger student success than traditional public schools with respect to reading. We note, however, that math gains in stand-alone charter schools were equivalent to TPS learning.

Our analysis highlights attributes of higher-performing CMOs and networks that could be useful in future discussions. Size or age of the CMO does not relate to student learning: at every increment of CMO age or portfolio size, we see high- and low-impact CMOs and networks. This further supports earlier CREDO research that showed that CMOs only replicate the quality they already have. The implications of replicating schools with weak results is clear. The big upside is the ability of dozens of CMOs to scale their gap-busting performance. Additionally, CMOs that concentrate their operations within a single state have stronger gains than multistate CMOs, though both groups do well by their students.

Programs of external funding and support to CMOs to grow their networks, represented here by the Charter School Growth Fund, focus on some of the stronger CMOs and networks in our study. After high-performing CMOs receive endorsement, the learning of students in those CMO schools rises in reading but holds steady in math.

The majority of new CMO schools are no better or worse than the parent organization has already produced, so decisions to approve applications by CMOs to open new schools must consider the contributions to student learning of schools in the existing portfolio.

CMO growth accelerators help augment board and authorizer reviews through their extensive selection process; the growth of their grant-receiving CMOs maintains the strong student learning that led to their selection. The expansion of these high-quality schools and networks benefits more students and communities.

4. Charter schools and networks improve over time, as do the systems that oversee them.

Insights about improvement in schools and networks stem from this study and CREDO's prior multistate studies.

In the years of this study, student growth in charter schools was the strongest observed in any of CREDO's multistate studies. Added to the results from the previous two studies, a strong trend of improvement becomes clear. We see substantial increases in student learning in CMOs in both tested subjects and in reading for stand-alone charter schools. Even the finding of no difference in math learning in stand-alone charter schools vis a vis TPS, a decline from the 2017 study results, still marks an improvement from the statistically significant negative results in the first CMO vs. stand-alone comparisons in 2013.

A better understanding of the improvement in the sector comes from two different findings. The first is that the largest share of improvement comes from existing charter schools. Compared to the National Assessment of Education Progress (NAEP) trend, evidence of schools getting better over time is welcome news.

Second, new schools opened with stronger results than at any time in the past. Growth in the number of CMOs since the last study plays a role. Many stand-alone charter schools also pushed their results upward. Strengthening authorizer standards and practices, a drive that took root in the 2010s, also sets a higher bar that resulted in better schools opening.

Finding ways to improve student academic outcomes is an ambition shared by policy and community leaders, educators, funders and parents. Charter school results show that change for the better is possible in the larger education system. The key to improvement lies outside any particular school or network model, though many are worthy of emulation. It is simply not possible to drive single solutions through the diverse landscape that is U.S. public education. Lessons from the charter school experience and results may be helpful in charting a future course in public education.

3.3 Implications

The **charter school policy framework** sets the conditions for charter schools' growing positive outcomes. It is the fundamental common denominator in every case, and its role is powerful.

The framework offers a divergent approach from the conventional strategy for public schools. The "flexibility for accountability" construct is not just a catchphrase. It is a distinctly different mode of operation. The "loose-tight" parameters of the framework create incentives to which schools and networks respond. The incentives find positive support in this study's findings and the broader trends. While our study design cannot make causal claims (because randomly assigning schools to the traditional or charter school approach has yet to happen), it can deliver a plausible argument of the value of the policy based on available evidence.

On the "loose" side of the approach, the framework establishes a **policy of possibility** where educators, leaders and boards of directors have the discretion to build and deliver curriculum and instruction that meets high standards for learning and is responsive to local needs.

According to this study, there are a lot of positive possibilities. The process has led to many successful schools nationwide, often with meaningful innovations. The diversity of schools illuminates an important feature of the framework: success is attainable via **many paths**. Over time, many have sought and gained permission to expand and then shown the ability to create strong student learning at scale.

Students in these schools, especially minority students and those in poverty, make larger advances than in local public schools. Beyond the benefits for their students, successful charter schools deliver **critical proof points** of ways to improve outcomes for students. In the current regulatory climate, it is difficult to imagine how similar efforts could become conventional among traditional public schools.

Beyond flexibility in school design, school teams have the leeway to tinker with their operations. The results show that existing charter schools have improved over time. The proportion of charter schools with superior results is on the rise. The share that lags behind the local TPS alternatives is also shrinking. This means schools and networks use their discretion and autonomy to foster a **standing capacity to adapt over time.**[2]

Accordingly, the framework also aims to be "tight" at key points as schools open and mature. Authorizers are expected to behave as **governors of quality**. They set the bar to receive initial permission to operate, which exerts quality and safety controls at the outset. Others have documented stronger standards among authorizers in the review and approval of new applications (Mumma & West, 2018). The findings of stronger new schools in this study compared to earlier results attest to the effort and to the CMO replications and new charter schools that meet the higher bar.

2 We saw that capacity in stark terms when we examined how charter schools in three states responded to the COVID-instigated school closure orders (CREDO, 2022). Rapid transformation into remote instructional mode; acquisition and distribution of food, technology, or internet access; and strengthening of personal supports were widespread. Return to in-person instruction in the fall of 2020 was nearly universal. These points rest admittedly on smaller bases of qualitative evidence, but they provide human dimensions to the point that the present quantitative analysis illuminates nationally. See also: Boast et al. (2020); Henderson et al. (2021); Childs et al. (2022).

Authorizing is a delicate job that requires resources, expertise and substantial political acumen and courage. There is growing attention to authorizers adopting rigorous standards and practices and using a variety of performance data to evaluate schools that apply for renewal (NACSA, 2016).

Poorly performing charter schools are often ignored. A number of these schools were observed during this study window. There is data to assess policy leaders and authorizers to hold them accountable for protecting children's futures. As tough as closing schools is, the disservice of not closing poorly performing schools has large and lingering ripple effects.

Our results show that the framework of charter schools helps current students and strengthens public education overall. We contend these incentives have broader applicability in public schools and see signs of their spread. Collaborations between charter schools and local district schools have grown over time. Some states, including Kentucky and Maine, have adopted policies to give educators freedom in adjusting instruction and boosting performance. However, uptake is slow.

In the year 2023, the importance of strong academic achievement among America's students has never been greater. The students hit hardest by school closures during the coronavirus pandemic are precisely those whom this research illuminates as being able to benefit the most from charter schools. In this study thousands of charter schools have proved that we can do better for our students. The current number of students benefiting from these schools is 3.7 million, but the number could drastically increase if more schools agreed to the same arrangement. Whether it be termed "charter school" or something else, the deduction from this data is that when both sides of the equation—flexibility and accountability—are working together for more schools, more students' academic results will improve.

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HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Somerset Academy, Inc. and Subsidiaries

Consolidated Financial Statements and
Independent Auditors' Report

June 30, 2023

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HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Somerset Academy, Inc. and Subsidiaries
Pembroke Pines, Florida

Opinion

We have audited the accompanying consolidated financial statements of Somerset Academy, Inc. and Subsidiaries (a nonprofit "Organization") which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Somerset Academy, Inc. and Subsidiaries, as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the consolidated Financial Statements section of our report. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the consolidated Financial Statements section of our report. We are required to be independent of Somerset Academy, Inc. and Subsidiaries, and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Consolidated Financial Statements

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

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Somerset Academy, Inc. and Subsidiaries' ability to continue as a going concern within one year after the date that the consolidated financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards accepted in the United States of America and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Somerset Academy, Inc. and Subsidiaries' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Somerset Academy, Inc. and Subsidiaries' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Supplementary Information

Our audit was made for the purpose of forming an opinion on the consolidated financial statements of Somerset Academy, Inc. and Subsidiaries as a whole. The accompanying statement of consolidated financial position by division and statement of revenues and expenses by division on pages 36 through 49 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of the Organization's management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements.

The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 22, 2023 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 22, 2023

Somerset Academy, Inc. and Subsidiaries
Consolidated Statement of Financial Position
June 30, 2023

Assets

Current assets:		
Cash and cash equivalents	$	100,270,492
Restricted cash held by trustee		3,145,801
Due from governmental agencies		30,798,572
Prepaid expenses and other current assets		5,824,231
Accounts receivable, no allowance necessary		962,194
Total Current Assets		141,001,290
Deposits		554,304
Property and equipment, net		366,561,576
Operating lease right of use asset		65,198,918
Fair value of interest-rate swap		353,856
Total Assets	$	573,669,944

Liabilities and Net assets

Current liabilities:		
Accounts payable and accrued expenses	$	18,373,382
Due to government agencies		30,958
Due to landlord		1,257,484
Lease liability, operating, current portion		6,990,164
Lease liability, finance, current portion		15,641,263
Deferred revenue		4,319,854
Bond payable, current portion		1,388,189
Long term debt, current portion		1,409,501
Total Current Liabilities		49,410,795
Lease liability, operating, long term		60,174,635
Lease liability, finance, long term		263,663,988
Bond payable, net		57,183,670
Long term debt		17,437,962
Deferred rent liabilities		1,309,765
Total Liabilities		449,180,815
Net assets:		
With donor restrictions		11,393,681
Without donor restrictions		113,095,448
Total Net Assets		124,489,129
Total Liabilities and Net Assets	$	573,669,944

The accompanying notes are an integral part of these financial statements.

Somerset Academy, Inc. and Subsidiaries
Consolidated Statement of Activities
For the year ended June 30, 2023

Operating Activities:	Without Donor Restrictions	With Donor Restrictions	Total
Contributions of cash and other financial assets from:			
Charter school per pupil revenues	$ 236,069,624	$ 31,041,946	$ 267,111,570
Federal grants	42,491,028	14,992,901	57,483,929
Capital outlay funding and other state funding	19,869,885	1,011,111	20,880,996
Charges for services	14,106,944	1,189,142	15,296,086
Fees from student activities	8,324,726	342,505	8,667,231
Other revenue	2,137,983	177,180	2,315,163
Net assets released from restrictions	46,769,344	(46,769,344)	-
Total Support and Revenue	369,769,534	1,985,441	371,754,975
Operating Expenses:			
Program services	321,143,250	-	321,143,250
General and administrative	35,091,747	-	35,091,747
Total Operating Expenses	356,234,997	-	356,234,997
Change in Net Assets from Operating Activities:	13,534,537	1,985,441	15,519,978
Nonoperating Activities:			
Interest income	2,867,824	-	2,867,824
Change in value of interest-rate swap	353,856	-	353,856
Change in Net Assets from nonoperating activities:	3,221,680	-	3,221,680
Change in Net Assets	16,756,217	1,985,441	18,741,658
Net assets at beginning of year	96,339,231	9,408,240	105,747,471
Net assets at end of year	$ 113,095,448	$ 11,393,681	$ 124,489,129

The accompanying notes are an integral part
of these financial statements.

Somerset Academy, Inc. and Subsidiaries
Consolidated Statement of Functional Expenses
For the year ended June 30, 2023

	Program Activities	Supporting Activities General and Administrative	Total Expenses
Salaries and wages	$ 135,882,457	$ 19,108,949	$ 154,991,406
Benefits	26,201,602	3,745,427	29,947,029
Professional and contracted services	37,498,445	6,011,180	43,509,625
Occupancy	15,960,866	375,190	16,336,056
Materials and supplies	29,306,727	1,226,717	30,533,444
Dues and fees	1,124,632	4,193,373	5,318,005
Operating lease cost	10,399,251	-	10,399,251
Depreciation and amortization	9,698,879	322,136	10,021,015
Amortization expense, right-of-use	17,884,508	-	17,884,508
Pre-k and community service expense	18,876,508	-	18,876,508
Interest expense, right-of-use	14,228,408	-	14,228,408
Interest expense, net of amortization	3,301,022	1,397	3,302,418
Other	779,945	107,379	887,324
	$ 321,143,250	$ 35,091,747	$ 356,234,997

The accompanying notes are an integral part of these financial statements.

Somerset Academy, Inc. and Subsidiaries
Consolidated Statement of Cash Flows
For the year ended June 30, 2023

Cash Flows from Operating Activities	
Change in net assets	$ 18,741,658
Adjustments to Reconcile Change in Net Assets to Net	
Cash Provided by Operating Activities:	
Depreciation	10,021,015
Amortization of right-of-use assets - finance leases	17,884,508
Amortization of right-of-use assets - operating leases	7,505,557
Amortization of bond issuance costs	18,740
Loss on disposal of asset	31,039
Change in Operating Assets and Liabilities:	
(Increase) decrease in:	
Accounts receivable, prepaid expenses and other current assets	(2,690,158)
Due from governmental agencies	(10,933,547)
Deposits	10,118
Increase (decrease) in:	
Accounts payable and accrued expenses, including due to landlord	(1,492,739)
Principal payments of operating lease liability obligations	(5,288,809)
Deferred rent liability	643,550
Due to government agencies	(3,347,545)
Deferred revenue	3,511,191
Total adjustments	15,872,920
Net Cash Provided by Operating Activities	34,614,578
Cash Flows from Investing Activities	
Acquisition of property and equipment	(9,786,204)
Net Cash Used in Investing Activities	(9,786,204)
Cash Flows from Financing Activities	
Principal payments for financing leases	(12,931,331)
Issuance of long term debt	10,350,000
Debt issuance costs	(206,947)
Repayment of long term debt	(3,182,486)
Net Cash Used by Financing Activities	(5,970,764)
Net increase in cash and cash equivalents	18,857,610
Cash and cash equivalents, at beginning of year	84,558,683
Cash and cash equivalents, at end of year	$ 103,416,293
Cash and cash equivalents	$ 100,270,492
Restricted cash held by trustee	3,145,801
Cash and cash equivalents at the end of the year	$ 103,416,293
Supplemental Disclosure:	
Cash paid for interest	$ 3,063,458
Non-cash transactions:	
Acquisition of property, plant and equipment with long-term debt	$ 9,018,183
Refinance of notes payable	$ 6,559,067
Property, plant and equipment transferred to District	$ 1,354,095

The accompanying notes are an integral part of these financial statements.

Note 1 – Organization and Operations

Somerset Academy, Inc. and Subsidiaries (the "Organization"), is a not-for-profit corporation organized in the State of Florida, which holds the charter of the following charter schools (the "Schools"):

Broward County

- Somerset Academy, Somerset Neighborhood School, Somerset Academy Middle School, Somerset Academy High School, Somerset Arts Conservatory, and Somerset Academy South ("Chapel Trail Campus");
- Somerset Academy Miramar Campus, Somerset Academy Miramar South, and Somerset Academy Middle School Miramar Campus ("Miramar Campus");
- Somerset Academy Davie Charter School;
- Somerset Preparatory Charter Middle School and Somerset Academy High School Miramar Campus ("Central Miramar Campus");
- Somerset Academy East Preparatory;
- Somerset Academy Riverside and Somerset Academy Riverside Middle School ("Riverside Campus");
- Somerset Academy Village and Somerset Academy Village Charter Middle School ("Village Campus");
- Somerset Preparatory Academy Charter School at North Lauderdale and Somerset Preparatory Academy Charter High School at North Lauderdale ("North Lauderdale Campus");
- Somerset Pines Academy;
- Somerset Academy Pompano;
- Somerset Academy Key Charter Middle School and Somerset Academy Key Charter High School ("Key Campus");
- Somerset Parkland Academy;

Miami-Dade County

- Somerset Academy
- Somerset Academy Middle School and Somerset College Preparatory Academy South High School ("Eureka Drive Campus");
- Somerset Academy Elementary South Homestead, Somerset Academy Middle South Homestead and Somerset Academy High South Homestead ("South Homestead Campus");
- Somerset Academy Silver Palms at Princeton;
- Somerset Academy at Silver Palms and Somerset Academy Charter High School ("Silver Palms Campus");
- Somerset Arts Academy;
- Somerset Oaks Academy;
- Somerset Academy Elementary School (South Miami Campus) and Somerset Academy Middle School (South Miami Campus) ("South Miami Campus");
- Somerset Academy Bay and Somerset Academy Bay Middle ("Bay Campus");
- Somerset Gables Academy;
- Somerset Academy Kendall;
- Somerset Preparatory Academy Sunset;

Note 1 – Organization and Operations (continued)

- Somerset Palms Academy;
- Somerset Preparatory Academy Homestead, Somerset Preparatory Middle Homestead and Somerset Preparatory High Homestead ("Homestead Campus")
- Colegiate Preparatory Academy ("Somerset Academy Virtual Middle High School");
- Somerset Academy Continental;

Palm Beach County

- Somerset Academy Boca and Somerset Academy Boca Middle ("Boca Campus");
- Somerset Academy Canyons Middle School and Somerset Academy Canyons High School ("Boynton Beach Campus");
- Somerset Academy Lakes School;
- Somerset Academy JFK;
- Somerset Academy Wellington;
- Somerset Academy Wellington High School;

Duval County

- Somerset Academy Eagle Campus and Somerset Academy Middle Eagle Campus ("Eagle Campus");

St. Lucie County

- Somerset College Preparatory Academy;
- Somerset Academy St. Lucie;
- Somerset Academy Bethany;

Monroe County

- Somerset Island Preparatory;

Texas State Board of Education

- Somerset Academies of Texas, f/k/a Brooks Academies of Texas;

Arizona State Board for Charter Schools

- Somerset Academy Skyway *(Somerset Academy Arizona, Inc.)*

The Schools operate under charters granted by the sponsoring districts in Florida (the "Districts"): the District School Board of Miami-Dade County, the District School Board of Broward County, the District School Board of Duval County, the District School Board of Palm Beach County, The District School Board of St Lucie County, The School Board of Monroe County, Florida, the Texas State Board of Education, and the Arizona State Board for Charter Schools, in the states of Texas and Arizona, respectively.

Somerset Virtual Academy is a private premier school for students approved by the Florida Department of Education as a Virtual Instruction Program.

Somerset Academy Arizona, Inc., organized on May 11, 2018 in the State of Arizona, is a not–for-profit and shall be operated exclusively for the organization, support, and operation of charter schools, and all ancillary programs in Arizona.

Note 1 – Organization and Operations (continued)

Somerset Academy Foundation, Inc., organized on May 16, 2013 in the State of Florida, is a supporting organization to the operations of Somerset Academy, Inc. and the development of their new school facilities. Additionally, it is a not–for-profit and shall be operated, supervised, or controlled exclusively for the benefit of Somerset Academy, Inc.

Note 2 – Summary of Significant Accounting Policies

These consolidated financial statements are for the year ended June 30, 2023 when the Organization's combined enrollment was approximately 31,600 students.

Basis of Accounting and Presentation
These consolidated financial statements are prepared on the accrual basis of accounting. Inter-company and division transactions have been eliminated in these consolidated financial statements.

Financial Statement Presentation
The consolidated financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 *Accounting for Statements of Not-for-Profit Organizations* dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) "Audit and Accounting Guide for Not-for-Profit Organizations" (the "Guide").

Under the provisions of the Guide, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the Foundation and changes therein are classified as follows:

Net assets without donor restrictions
Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the Organization. The Organization's board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions
Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the Organization or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

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 consolidated financial statements and reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

Note 2 – Summary of Significant Accounting Policies (continued)

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; however, the Organization invests excess deposit funds in a governmental money market mutual fund which can be redeemed daily.

Restricted Cash for Debt Service Reserve
Cash held by trustee for debt service includes cash that is related to the amounts that the Organization is required to segregate in connection with the issuance of bonds, including sinking fund and reserve requirements of the Organization.

Due from Governmental Agencies
Amounts due to the Organization by governmental agencies are for grants or programs under which the services have been provided by the Organization. Receivables are recorded at net realizable value and no allowance for doubtful account was necessary at year end.

Prepaid Expenses and Other Assets
Prepaid expenses and other assets primarily consist of various costs which have been paid in advance of the period in which the Organization expects to incur the obligation.

Lessee
ASC 842 Leases requires the recognition of a right-of-use asset and a lease liability for operating and finance leases for the lessee.

Short Term Leases
Short term lease is a lease that has a term of 12 months or less and does not include an option to purchase the underlying asset. The Foundation elected the exemption to no recognize short-term leases in the balance sheet. The lease cost was recognized on a straight-line basis.

Property and Equipment
The Organization's property, plant and equipment with useful lives of more than one year are stated at historical cost. Donated capital assets are recorded at their estimated fair market value on the date donated. The Organization generally capitalizes assets with cost of $1,000 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.

The right to use assets are initially measure at an amount equal to the initial measurement of the related lease liability plus any lease payments made prior to the lease term, less lease incentives, and plus ancillary charges necessary to place the lease into service. The right to use assets are amortized on a straight-line basis over the life of the related lease.

Note 2 – Summary of Significant Accounting Policies (continued)

Estimated useful lives, in years, for capital assets are as follows:

Building and Improvements	10-40 Years
Motor Vehicles	15 Years
Furniture, Fixtures, and Equipment	3-10 Years
Right-of-use lease assets (building) - finance	12-27 Years

Any property and equipment acquired with federal funds may revert to grantor.

Debt Issuance Costs, Discounts and Premiums

Costs incurred in issuing debt are recorded in the balance sheet as a reduction in the carrying amount of the debt. Costs incurred in connection with the borrowing are capitalized and amortized over the life of the loan using the effective interest method over the term of the related debt. The amortized costs, premiums, and discounts are included in interest expense in the accompanying statement of activities. The net debt issuance costs, discounts, and premiums are reported as a direct reduction of the carrying value of the debt.

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. The cash out value is eighty percent of their current daily rate.

There is no termination payment for accumulated unused sick days. Accordingly, these financial statements do not include an accrual for sick days available to be used in future benefits years. The Organization also provides certain days to be used for specific personal matter 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.

For the charter school located in Texas, the Organization grants a specific number of personal days. Full time instructional employees are eligible for 2.67 hours per day period up to eight days during the ten-month contract period. Year-round full-time employees are eligible for 3.36 hours per pay period or up to ten days during the twelve-month contract period. In the event that available time is not used by the end of the benefit year, employees may "rollover" a total of five days per year. At the time of termination or two weeks' notice of resignation, employees may be eligible for payment of unused accrued leave time at the board approved rate.

Note 2 – Summary of Significant Accounting Policies (continued)

Allocation of Functional Expenses
Expenses are allocated to functional categories based on the determination of management. The allocations reflect costs associated with program and supporting service functions.

Contributions of Cash and other Financial Assets
Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support.

Florida – 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.

In addition, the schools may receive an annual allocation of charter school capital outlay funds for leasing of school facilities.

Texas – Schools receive substantially all funding from the Texas Education Agency based on the school's average daily attendance. Capitation received, including base capitation, entitlements and special services, is recognized in the period services are provided.

Arizona – State revenues are calculated and earned using a "base support level" determined by the Arizona Department of Education (ADE) as established in A.R.S. Section 15-943. The "base support level" is a calculation using student count as a basis for allocating equalization funds to the school such that the school is funded at an amount approximating the amount which public schools in the same district receive on a per pupil basis.

Note 2 – Summary of Significant Accounting Policies (continued)

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.

Contributions of Nonfinancial Assets

The Organization recognized contributed nonfinancial assets within revenue the donated services in connection with Educational Service and Support Fees (Note 5). Contributions of nonfinancial assets received are stated at the estimated fair market value reported by donors. The contributed nonfinancial assets for the Educational Service and Support Fees are based on the service agreement. When the donor does not provide the fair market value, it is estimated by the management of the Organization.

Revenue from Contracts with Customers

The Organization follows ASU No. 2014-09, Revenues from Contracts with Customers which applies to all contracts, but specifically excludes contribution income. Under this standard, revenue is recognized when a customer obtains control of promised goods and services and is recognized in an amount that reflects the consideration which the entity expects to receive in exchange for the those goods or services.

The Organization applies a five-step model that includes (1) identifying the contract(s) with a customer, (2) identifying the performance obligations in the contract, (3) determining the transaction price, (4) allocating the transaction price to the performance obligations in the contract, and (5) recognizing revenue when (or as) the performance obligations are satisfied. The standard also requires disclosure of the nature, amount, timing and uncertainty of revenue and cash flows arising from contracts with customers.

The Organization charges students for various instructional and curriculum development programs including prekindergarten, before and after-school, lunch, and sports programs. These revenues are reported in the statement of activities. Student activity fees and charges for services, that all predominantly contain a single delivery element and revenue is recognized at a single point in time when ownership, risks and rewards transfer. Revenues from the prekindergarten, before-care and aftercare programs, and affiliation fees are recognized ratably over the period of time the services are provided. There are no customer (student) contract assets or liabilities as of June 30, 2023 and 2022.

Note 2 – Summary of Significant Accounting Policies (continued)

The disaggregation of the Organization's revenues are as follows:

Transferred at a point in time (student fees and other charges for services)	$ 8,667,231
Transferred over time (pre-k, before / after-care, and affiliation fees)	15,296,086
	$ 23,963,317

Income Taxes

Somerset Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. In addition, Somerset Academy Foundation, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 509(a)(3). Accordingly, no tax provision has been made in the accompanying consolidated financial statements.

The Organization applies ASC 740, *"Accounting for Uncertainties in Income Taxes"* as prescribed by the Financial Accounting Standards Board Accounting Standards Codification, 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 by the Organization's major tax jurisdictions. Under that guidance, the Organization assesses the likelihood, based on technical merit, that tax positions will be sustained upon examination based on the facts, circumstances and information available at the end of each period.

Interest-Rate Swap

In the normal course of business, the Organization is subject to risk from adverse fluctuations in interest rates. The Organization uses an interest-rate swap to mitigate interest-rate risk on the bonds payable (Note 13). The related liability or asset is reported at fair value in the statement of financial position, and unrealized gains or losses are included in the statement of activities.

Counterparties to these contracts are major financial institutions. The Organization is exposed to credit loss in the event of nonperformance by these counterparties. The Organization does not use derivative instruments for trading or speculative purposes.

Valuation of Investments in Securities at Fair Value – Definition and Hierarchy

The Organization measures its marketable securities and derivative financial instruments at fair value in accordance with Financial Accounting Standards Board Accounting Standards Codification ASC 820 "*Fair Value Measurement and Disclosures*". Inputs for level-2 securities include quoted prices for similar assets and liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability (i.e. interest rates, yield curves, etc.), and inputs that are derived principally from or corroborated by observable market data by correlation or other means (market corroborated inputs). Level 2 securities include the interest rate swap agreement (Note 14).

Note 2 – Summary of Significant Accounting Policies (continued)

In accordance with the Accounting Standards Codification related to fair value measurements ("ASC 820"), the Organization defines fair value as the price that the Company would receive to sell an investment or pay to transfer a liability in an orderly transaction with an independent counter-party in the principal market or in the absence of a principal market, the most advantageous market for the investment or liability.

ASC 820 establishes a three-tier hierarchy to distinguish between (1) inputs that reflect the assumptions market participants would use in pricing an asset or liability developed based on market data obtained from sources independent of the reporting entity (observable inputs) and (2) inputs that reflect the reporting entity's own assumptions about the methods market participants would use in pricing an asset or liability based on the best information available in the circumstances (unobservable inputs). ASC 820 also establishes a classification of fair value measurements for disclosure purposes for the fair value measurement of the Organization's marketable securities (Note 15) and derivative financial instruments (Note 14).

The hierarchy is summarized in the three broad levels listed below:

Level 1 – quoted prices in active markets for identical investments.
Level 2 – other significant observable input (including quoted prices for similar investments, interest rates, credits, etc.)
Level 3 **–** significant unobservable inputs (including the Organization's own assumptions in determining the fair value of the investments).

In valuing assets and liabilities, the Organization is required to maximize the use of quoted market prices and minimize the use of unobservable inputs. The inputs or methodology used for valuing financial assets and liabilities are not necessarily an indication of the risk associated with investing in them. For recognizing the most appropriate value, the highest and best use of the interest rate swap is measured using an in-exchange valuation premise that considers the assumptions that market participants would use in pricing the marketable securities and derivative financial instruments.

The interest rate swap agreement is valued using a third party's proprietary discounted cash flow model, which considers past, present, and future assumptions regarding interest rates and market conditions to estimate the fair value of the agreement. This is classified within Level 2.

Note 2 – Summary of Significant Accounting Policies (continued)

Recent Accounting Pronouncements

In September 2020, the FASB issued Accounting Standards Update 2020-07, which increases the transparency of contributed nonfinancial assets for not-for-profit entities through enhancements to presentation and disclosures. Nonfinancial assets are defined within the ASU as including fixed assets (such as land, buildings, and equipment), use of fixed assets or utilities, materials and supplies, intangible assets, services and unconditional promises of those assets. The amendments do not change the recognition and measurement of nonfinancial assets. The adoption of this standard did not have a significant impact on the Organization's financial statements.

Subsequent Events

In accordance with ASC 855, the Organization has evaluated subsequent events and transactions for potential recognition or disclosure through December 22, 2023 which is the date the consolidated financial statements were available to be issued.

Note 3 – Property and Equipment

The following schedule provides a summary of property and equipment:

	Balance 06/30/2023
Property and equipment (non-depreciable):	
Construction in progress	$ 1,913,824
Land	23,698,179
	25,612,003
Property and equipment (depreciable):	
Building and improvements	88,634,129
Motor vehicles	2,426,506
Furniture, fixtures, and equipment	41,165,620
Right-of-use lease asset (buildings) - finance	299,920,294
Total Property and Equipment	457,758,552
Less Accumulated Depreciation and Amortization:	
Buildings and Improvements	(20,240,124)
Motor vehicles	(1,751,345)
Furniture, fixtures, and equipment	(26,018,604)
Right-of-use lease asset (buildings) - finance	(43,186,903)
Total Accumulated Depreciation and Amortization	(91,196,976)
Property and Equipment, net	$ 366,561,576

Depreciation and finance lease amortization expense for the year ended June 30, 2023 is $27,905,523.

Note 4 – Educational Services and Support Provider

The Organization has entered into various Charter School Educational Services and Support Agreements with Academica Dade, LLC (as to charter schools located in Duval and Miami-Dade Counties), Academica Broward, LLC (as to charter schools located in Broward County, Palm Beach County and St Lucie County), Academica SW, LLC (as to charter schools located in Texas), and Academica Arizona, LLC (as to charter schools located in Arizona), each an educational service and support provider ("ESSP").

Under the agreements, the ESSP's will provide academic and administrative services and support including planning, accountability, compliance, administrative support services, identification of potential school-sites, assistance with staff recruitment, assistance with human resource coordination, legal and corporate upkeep, and assistance with the maintenance of books and records including bookkeeping, budgeting, financial forecasting and virtual services ("ESP Agreements"). The various agreements call for a fee on a per student basis ("ESSP Fee").

The agreement between Academica Management SW, LLC, and Somerset Academies of Texas, located in San Antonio, TX calls for a fee of $650 per student Full Time Equivalent (FTE) per annum. The agreement between Academica Dade, LLC and Academica Broward, LLC call for a fee of $450 per student per annum.

The agreements primarily expire on June 30, 2028, with options to renew. During the year ended June 30, 2023, the Organization incurred approximately $14,965,000 in fees.

The ESSP Agreements between the Organization and Academica are subordinate to the loan payment obligations and all claims of the Lenders in the event of default (see Note 13).

Somerset Virtual Academy outsourced to Academica Virtual Education, LLC a variety of educational products and services, and administrative and technology services. During the year ended June 30, 2023, Somerset Virtual Academy incurred approximately $1,489,000 in virtual fees.

Note 5 – Cash and Cash Equivalents

Deposits

The Organization maintains its cash and cash equivalents in major banks and in high grade investments. As of June 30, 2023, the Organization had deposits in excess of the Federal Depository Insurance Corporation (FDIC) coverage of approximately $22,840,000. The Organization also had approximately $88,750,000 that was invested in a governmental money market mutual fund. Investment income of approximately $2,867,000 is included in non-operating activities in the statement of activities.

Cash Equivalents and Credit Risk

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of June 30, 2023, the fund's annual report, maturities of the fund's portfolio holdings are approximately 91% within 30 days.

Note 5 – Cash and Cash Equivalents (continued)

Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of investments in a single issuer. The Organization manages its exposure to credit risk by limiting investments to highly rated government money market mutual funds. The fund is rated Aaa-mf by Moody's.

Custodial credit risk is the risk that in the event of a failure of a depository financial institution or counterparty that is in possession of investment or collateral securities, the Organization will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty to a transaction, the Organization will not be able to recover the value of investments or collateral securities that are in the possession of an outside party.

At June 30, 2023, 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 School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 6 – Liquidity

The Organization's financial assets available within one year of the balance sheet date for general expenditures are as follow:

Cash and cash equivalents	$ 100,270,492
Due from governmental agencies	30,798,572
Other receivables, no allowance necessary	962,194
Net assets with donor restrictions	(11,393,681)
	$ 120,637,577

The Organization's financial assets have been reduced by amounts not available for general use because of note payable imposed restrictions and cash held by the Organization in a fiduciary capacity within one year of the balance sheet date. Amounts not available to meet general expenditures within one year also include net assets with donor restrictions. As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due.

Net assets with donor restrictions are temporarily restricted and consist of assets that are subject to grantor or donor-imposed stipulations that require the passage of time or the occurrence of a specified event. The majority of the assets are pass-through from TEA.

Note 7 – Transactions with Other Organizations

District Membership Agreement

The Organization entered into a district membership agreement with Somerset Academy of Las Vegas ("The School") for the use of Somerset Academy name in connection with educational activities to obtain certain training and other education related services. The annual fee associated with the license is not to exceed 1% of the guaranteed basic support payment per pupil that the School receives. During the year, the Organization earned approximately $339,600 in fees under this agreement.

Doral College, Inc.

Somerset Academy, Inc. entered into an Educational Services Agreement, and with each charter school in the Organization entered into Dual Enrollment Articulation Agreements with the Doral College, Inc. (shares the same ESSP provider) to provide educational services, dual enrollment, and program support for the Organization's students.

The Educational Services Agreement continues through the end of the 2024-2025 academic year and the Dual Enrollment Articulation Agreements are updated annually. Under the agreements, the Organization incurred approximately $980,000 of fees for the 2022-2023 academic year.

Note 8 – Commitments and Contingencies

Commitments

The Organization received recoverable grants totaling $400,000 for the year ended June 30, 2019 from Academica Management, LLC for the Somerset Academy Eagle and Somerset Academy Eagle Middle Campus. Repayments of these grants are contingent on the respective schools subsequently meeting certain financial conditions. To date, management has determined that the Organization has not met the requirements for repayment under the grant terms. The maximum amount the Organization may be required to pay in the future should the school meet the requirements for repayment is $400,000.

Contingencies

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 in future funding allocations.

Additionally, the Organization receives various forms of federal, state, and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the Organization.

Note 9 – Description of Leasing Agreements

The Organization applies FASB ASC Topic 842, *Leases*, and as a result recorded various operating and finance lease right of use assets and liabilities in these consolidated financial statements. At the time of the initial measurement, there was no interest rate specified in the original lease agreements. The Organization has used an average effective interest for several borrowings during fiscal year 2021 and 2022. Variable payments that are not determinable at the lease commencement are not included in the measurement of the lease assets and liabilities. The lease agreements do not include any material residual value guarantees or restrictive covenants.

Finance Lease Liabilities

The Organization has entered into various finance lease agreements for its charter school facilities with 8 to 50-year terms, including agreements with affiliates of the Organization's educational service provider. The exercise of these renewal options is at the sole discretion of the Organization, and only lease options that the Organization believes are reasonably certain to be exercised are included in the measurement of the lease assets and liabilities.

For the year ended June 30, 2023, third party finance lease agreements and lease liabilities are as follows:

City Church of Homestead, for Somerset Arts Academy through June 30, 2033, with an automatic three year renewal, and subsequent two year automatic renewals thereafter unless terminated.	$	2,456,534
Princeton Church of the Nazarene, Inc. for Somerset Preparatory Academy at Silver Palms through June 30, 2028.	$	8,125,352
Somerset Academies of Texas is leasing office equipment for approximately $162,000 per year through 2024.	$	376,717
Grand Total	**$**	**10,958,603**

Note 9 – Description of Leasing Agreements (continued)

For the year ended June 30, 2023, related party finance lease agreements and lease liabilities are as follows:

Southwestern Grant II, LLC (Phase II), for Somerset Academy at Silver Palms through June 30, 2036 with an option to renew for two additional five-year terms.	$	12,723,714
59th Street Development for Somerset South Miami Elementary through June 30, 2039.	$	596,181
Homestead Arts School Development, LLC for Somerset Preparatory Academy, Middle, and High through June 30, 2039 with an option to renew for two additional periods of five-year term.	$	15,607,299
Pines BLVD School Development, LLC for Somerset Academy South through June 2038 with two options to renew for additional five year terms each.	$	13,268,782
Broward School Development, LLC, Broward School Development II, LLC and Broward School Development III, LLC, for Somerset Academy Chapel Trail Campus through June 30, 2036, with an option to renew for two additional five-year terms.	$	38,313,407
Film, LLC, for Somerset Academy Miramar Campus through June 30, 2036, with an option to renew for two additional five-year terms.	$	15,735,245
Riverside School Development, LLC for Somerset Academy Riverside Elementary and Middle School through June 30, 2038, with two options to renew for additional five years each.	$	10,873,042
Parkland School Property, LLC for Somerset Parkland Academy through June 30, 2040 with two options to renew an additional five years each.	$	17,928,154
Boynton School Property, LLC, as per second addendum to lease agreement, for Somerset Academy Canyons Middle School, and Somerset Academy Canyons High School through July 31, 2033, with the option to extend the term for three additional periods of five years each.	$	21,025,003
PSL School Property, LLC for Somerset College Preparatory Academy through June 30, 2037, with an option to extend for two additional five year periods.	$	23,173,618
990 Building, LLC for Somerset Academy Bethany through June 30, 2045 with an option to renew for two additional periods of five year term.	$	11,578,216
990 Building, LLC for Somerset College Preparatory Academy South High School through June 30, 2040 with two options to renew additional five-year term each.	$	12,392,648
Soho School Development, LLC, for Somerset Academy Charter Middle School (South Homestead), and Somerset Academy Charter High School (South Homestead) through June 30, 2035, with an option to renew for three additional periods of five-year term.	$	13,968,882
Valencia School Development, LLC, for Somerset Academy and Somerset Academy Charter Middle School through June 30, 2036 with an option to renew for a two additional five-year term.	$	8,677,872

Note 9 – Description of Leasing Agreements (continued)

Country Palm Holdings LLC for Somerset Academy High School (Silver Palms Campus) through June 30, 2038, with an option to renew for two additional five year terms.	$	18,891,795
Southwestern Grant, LLC, for Somerset Academy at Silver Palms through June 30, 2036, with an option to renew for two additional five-year terms.	$	15,659,584
Somi Group, LLC, for Somerset Academy Elementary School (South Miami Campus), and Somerset Academy Middle School (South Miami Campus) through July 31, 2029.	$	3,993,513
Wellington School Property, LLC for Somerset Academy of the Arts through June 30, 2039 with options to renew for two additional five-year tems.	$	13,939,693
Grand Total	**$**	**268,346,648**

Operating Lease Liabilities

The Organization has entered into various operating lease agreements for its charter school facilities with 2 to 21 year terms, including agreements with Charter DC Jacksonville, LLC, an affiliate of the Organization's educational service provider. The exercise of these renewal options is at the sole discretion of the Organization, and only lease options that the Organization believes are reasonably certain to be exercised are included in the measurement of the lease assets and liabilities.

For the year ended June 30, 2023, third party operating lease agreements and lease liabilities are as follows:

Varsity Square, LLC, for Somerset Academy Davie Charter School through August 31, 2023, with the option to renew for two additional five year terms.	$	1,047,633
Goliad Grant, LLC for Somerset Academies of Texas through June 30, 2042, with options to extend for two additional periods of five years.	$	29,141,944
Florida Bible Church, Inc., for Somerset Neighborhood School, Somerset Preparatory Charter Middle, and Somerset Academy High School – Central Miramar Campus. through June 30, 2024, and automatically renews for an additional renewal term of two years.	$	761,767
Archdiocese of Miami, Inc., for Somerset Academy East Preparatory through June 30, 2025.	$	554,275
City of North Lauderdale, for Somerset Preparatory Academy Charter School at North Lauderdale, and Somerset Preparatory Academy Charter High at North Lauderdale through June 30, 2030, with an option to renew for one additional five-year term.	$	5,236,447
Archdiocese of Miami, Inc., for Somerset Pines Academy through June 30, 2025.	$	846,144
New Covenant Church, Inc., for Somerset Academy Pompano through June 30, 2025, with two additional three year renewal terms.	$	171,243

Note 9 – Description of Leasing Agreements (continued)

Temple Beth El of Boca Raton, Inc., for Somerset Academy Boca and Somerset Academy Boca Middle extended through June 30, 2027.	$	2,308,128
Archdiocese of Miami, Inc., for Somerset Academy Charter Elementary School (South Homestead) through June 30, 2025.	$	916,825
The University Baptist Church of Coral Gables, Inc., for Somerset Gables Academy through August 16, 2025 with an automatic two year renewal periods unless terminated by either party.	$	454,713
Zion Evangelical Lutheran Church of Pompano Beach for Somerset Key Charter Middle and Somerset Key Charter High through June 30, 2026.	$	1,668,285
Dave and Mary Alper Jewish Community Center for Somerset Preparatory Academy Sunset through June 30, 2022 with an option to extend for an additional two four year extension options.	$	1,691,320
Archdiocese of Miami, Inc., for Somerset Academy Village, and Somerset Academy Village Middle through June 30, 2025.	$	711,146
St. George Maronite Catholic Church for Somerset Academies of Texas through July 31, 2021 with two options to renew for additional five year terms each.	$	790,674
Base School Facilities LLC for Somerset Academies of Texas through August 30, 2041 with an option to extend for two additional periods of five years each.	$	5,803,845
The Office Park, LLC for Somerset Kendall through June 30, 2028 with option to renew for two additional five year terms each.	$	1,785,888
Sunset Church of Christ, Inc. for Somerset Palms Academy through June 30, 2028.	$	1,457,245
1908 Flagler Avenue Corp for Somerset Island Preparatory through July 31, 2023.	$	20,414
Metro Life Worship Center of Miami, Inc for Somerset Academy Continental through July 31, 2024, with an option to renew for four additional periods of five-year term.	$	78,929
Grand Total	**$**	**55,446,865**

For the year ended June 30, 2023, related party operating lease agreement and lease liability is as follows:

Charter DC Jacksonville, LLC, for Somerset Academy Eagle and Somerset Academy Middle Eagle Campus through June 30, 2040, with an option to renew for three additional successive periods of ten years each.	$	5,704,598
Summit School Property, LLC for Somerset Lakes through June 30, 2036 with two options to extend for an additional 5 years.	$	6,013,336
Grand Total	**$**	**11,717,934**

Note 9 – Description of Leasing Agreements (continued)

For the year ended June 30, 2023, operating and finance leases costs consist of the following:

	Finance Lease		*Operating Lease*		
	Third Party	Related Party	Third Party	Related Party	Total
Lease Cost					
Finance lease cost:					
Amortization of right-of-use asset	$ 1,004,554	$ 16,827,975	$ -	$ -	$ 17,832,529
Interest on lease liabilities	787,785	13,440,623	-	-	14,228,408
Operating lease cost	-	-	9,400,773	998,478	10,399,251
Variable lease cost*	122,866	3,853,378	1,373,805	115,501	5,465,550
Total Lease Cost	$ 1,915,205	$ 34,121,976	$ 10,774,578	$ 1,113,979	$ 47,925,738

*Included in occupancy expense in the Statement of Functional Expenses.

A maturity analysis of annual discounted cash flows for lease liabilities as of June 30, 2023 is as follows:

	Finance Lease		*Operating Lease*		
Year	**Third Party**	**Related Party**	**Third Party**	**Related Party**	**Total**
2024	$ 1,040,992	$ 26,183,269	$ 8,714,258	$ 1,100,880	$ 37,039,399
2025	1,040,992	26,699,518	7,867,031	1,131,400	36,738,941
2026	889,491	26,699,517	5,992,797	1,131,400	34,713,205
2027	891,740	26,699,516	5,129,612	1,131,400	33,852,268
2028	896,270	26,699,518	5,113,967	1,131,400	33,841,155
2029-2033	4,481,350	130,673,445	16,884,013	5,657,000	157,695,808
2034-2038	1,710,000	74,517,452	13,210,931	3,394,200	92,832,583
Thereafter	6,840,001	40,848,661	10,193,745	2,005,600	59,888,007
Total	$ 17,790,836	$ 379,020,895	$ 73,106,354	$ 16,683,280	$ 486,601,365
Less effects of discounting	(6,832,233)	(110,674,247)	(17,659,489)	(4,965,346)	(140,131,315)
Total lease liability	$ 10,958,603	$ 268,346,648	$ 55,446,865	$ 11,717,934	$ 346,470,050

Other information in relation to the lease agreements as of June 30, 2023, were as follows:

Other information	
Cash paid for amounts included in the measurement of leases liabilities:	
Operating cash flows from operating leases	$ 9,922,162
Operating cash flows from finance leases	$ 14,228,408
Financing cash flows from financing leases	$ 20,475,529
Supplemental noncash information :	
Right of use asset and lease liability - Financing	$ 17,841,129
Right of use asset and lease liability - Operating	$ 19,094,763
Weighted-Average Remaining Lease Term - Finance Leases	17
Weighted-Average Discount Rate - Finance Leases	5.00%
Weighted-Average Remaining Lease Term - Operating Leases	7
Weighted-Average Discount Rate - Operating Leases	5.00%

Note 10 – Risk Management

The Organization is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the Organization carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

The Organization has entered into a strategic relationship with ADP TotalSource, Inc., a human resource management firm, typically known as "Professional Employer Organization" (PEO). Under a co-employment agreements, the PEO is the employer of record and is responsible for administering payroll, payroll taxes, provide employee benefits and assist with human resources and risk management. Accordingly, certain human resource related risks are transferred to the PEO. Nevertheless, the Organization may be subject to risks, including loss, penalties and fines related to employment practices, administrative error and omissions.

Note 11 – Employee Benefit Plans

Defined Contribution Plan

The Organization's personnel, which are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the 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 $4,140,000 for the year ended June 30, 2023. The Organization does not exercise any control or fiduciary responsibility over the Plan's assets, which are administered by Voya Financial.

Defined Benefit Plan

Somerset Academies of Texas participates in a cost-sharing multiple-employer defined benefit pension plan that has a special funding situation. The plan is administered by the Teachers Retirement System ("TRS"). The TRS defined benefit pension plan is established and administered in accordance with the Texas Constitution, Article XVI, Section 67 and Texas Government Code, Title 8, Subtitle C. The pension trust fund is a qualified pension trust under Section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's board of trustees does not have the authority to establish or amend benefit terms. The TRS plan does not include a collective-bargaining agreement. Under provisions in State law, plan members are required to contribute 8% of their monthly salary and the State of Texas contributes an amount equal to 8.00% of the School's covered payroll. The Organization's contribution to the System for the year ending June 30, 2023, was approximately $2,387,000.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard workload and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by TRS.

Note 11 – Employee Benefit Plans (continued)

The TRS plan differs from single-employer plan in the following ways:

1. Charters are legally separate entities from the state and each other.
2. Assets contributed by one charter or independent school district ("ISD") may be used for the benefit of an employee of another charter or ISD.
3. The unfunded obligations get passed along to other charters or ISDs.
4. There is not a withdrawal penalty for leaving the TRS system.

Pension Plan Fiduciary Net Position

At August 31, 2022, TRS' total plan assets (dollars in thousands) were $207,621,898 and the plan was 79% funded.

Detailed information about TRS' fiduciary net position is available in a separately issued Comprehensive Annual Financial Report ("CAFR") that includes financial statements and required supplementary information. That report may be obtained on the Internet at https://www.trs.texas.gov; by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698; or by calling (512) 542-6592.

Contributions

Contribution requirements are established or amended pursuant to Article 16, Section 67 of the Texas Constitution, which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member's annual compensation and a state contribution rate not less than 6% and not more than 10% of the aggregate annual compensation paid to members of TRS during the fiscal year. Texas Government Code, Section 821.006 prohibits benefit improvements, if as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, of the amortization period already exceeds 31 years, the period would be increased by such action.

Employee contribution rates are set in state statue, Texas Government Code, Section 825.402. Senate Bill 1458 of the 83rd Texas Legislature amended Texas Government Code, Section 825.402 for member contributions and established employee contribution rates for fiscal year 2014 thru 2017. It also added a 1.5% contribution for employers not paying Old Age Survivor and Disability Insurance ("OASDI") on certain employees effective for fiscal year 2015, as discussed in Note 1 of the TRS 2014 CAFR. The 86th Texas Legislature, General Appropriations Act ("GAA") established the employer contribution rates for fiscal years 2016 through 2017.

Contributors to the plan include members, Somerset Academies of Texas (the school), and the state of Texas as the only nonemployer contributing entity ("NECE"). The state is the employer for senior colleges, medical schools, and state agencies, including TRS. In each respective role, the state contributes to the plan in accordance with state statutes and the GAA.

As the NECE for public education and junior colleges, the state of Texas contributes to TRS an amount equal to the current employer contribution rate times the aggregate annual compensation of all participating members of the pension trust fund during that fiscal year reduced by the amounts described below which are paid by the School.

Note 11 – Employee Benefit Plans (continued)

Somerset Academies of Texas is required to pay the employer contribution rate in the following instances:

- On the portion of the members' salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the TEC.
- During a new member's first 90 days of employment.
- When any part or all of an employee's salary is paid by federal funding sources, a privately sponsored source, from noneducational and general, or local funds.
- When the employing district is a public junior college or junior college district, the district shall contribute to TRS an amount equal to 50% of the state contribution rate for certain instructional or administrative employees; and 100% of the state contribution rate for all other employees.

In addition to the School employer contributions listed-below, when employing a retiree of TRS, the School shall pay both the member contribution and the state contribution as a employment after retirement surcharge. The School's contribution to TRS does not represent more than 5% of the total contributions to the TRS plan. There have been no changes that would affect the comparison of employer contributions from year to year.

Contribution Rates

	2023
Member	8.00%
NECE	7.75%
Employers	8.00%
Employer contributions	$ 191,045
Member contributions	$ 1,762,607
Non-OASDI contributions	$ 415,265
Health plan contributions	$ 1,296,314

Note 12 – Net Assets with Donor Restrictions

Net assets with Donor Restrictions for the year ending June 30, 2023 consist of $11,393,681 for the following: Federal Public Charter School Program grants and Texas Foundation School Program revenues and grants of $9,022,703; National School Lunch Program Federal grants of $2,078,464, and Local Capital Outlay of $292,514.

Net assets with donor restrictions are temporarily restricted and consist of assets that are subject to grantor or donor-imposed stipulations that require the passage of time or the occurrence of a specified event. The majority of the assets are pass-through from TEA.

Note 13 – Long Term Debt

Revenue Bond Payable Somerset Inc. – Somerset Bay Campus

On December 6, 2017, the Organization entered into a Financing Agreement ("2017 Agreement") with a Lender and the Miami-Dade County Industrial Development Authority ("Issuer") whereby the Issuer will issue its Miami-Dade County Industrial Development Authority Revenue Bond (Somerset Academy Project), Series 2017, in a principal amount of up to $12,000,000 (the "Bond") on behalf of Somerset Academy, Inc (the "Organization"). Pursuant to the terms of the Agreement, the Lender shall, through the purchase of the Series 2017 Bond, provide a loan to the Organization of an amount equal to $12,000,000 (the "Loan"), which shall be disbursed in accordance with the Agreement.

The proceeds of the Bond issue were used for the financing of construction of educational facilities consisting of a new two (2) story classroom, multi-purpose room and administrative offices building containing approximately thirty-four thousand (34,000) square feet, to be constructed on the Project Land, and renovations to the existing structure currently situated on the Project Land and for the costs associated with the issuance of the Series 2017 Bond and the Loan. The Loan is secured by a first mortgage on the Project Land owned by the Organization and escrow funds as required per Agreement. The Project Land consists of the Organization's current site for Somerset Bay and Bay Middle located at 9500 SW 97 Avenue and 9600 SW 97 Avenue, Miami, Florida.

Interest only payments are payable monthly commencing on January 1, 2018 through January 1, 2019. Commencing on January 1, 2019, principal and interest shall be due and payable in equal consecutive monthly installments over the remaining term of twenty five (25) years. These bonds are subject to an interest rate at 2.73%, with an effective rate of 3.02%. The Bond was issued at par and is subject to prepayment, in whole or in part at any time pursuant to the terms of, and at the prepayment price set forth in the Financing Agreement.

The bond contains restrictive covenants related to debt service coverage ratio, liquidity requirements, student enrollment and reporting requirements.

As of June 30, 2023 the amount outstanding is as follows:

Total Bonds Principal Balance	$ 8,721,501
Less: Unamortized Debt Issuance Costs	(212,520)
Total Bonds Payable	$ 8,508,981

Interest expense for the year ended June 30, 2023 was approximately $247,000 and amortization of bond issuance costs amounted to approximately of $10,600.

Note 13 – Long Term Debt (continued)

Revenue bond debt future maturities are as follows:

Year Ending June 30,	Principal	Debt Issuance Cost	Sub-Total	Interest	Total
2024	$ 340,826	(10,626)	330,200	238,616	568,817
2025	350,121	(10,626)	339,495	229,322	568,817
2026	359,669	(10,626)	349,043	219,774	568,817
2027	369,477	(10,626)	358,851	209,966	568,817
2028	379,552	(10,626)	368,926	199,890	568,817
2029-2033	2,058,781	(53,130)	2,005,651	838,432	2,844,083
2034-2038	2,355,232	(53,130)	2,302,102	541,981	2,844,083
2039-2043	2,507,843	(53,130)	2,454,713	199,160	2,653,872
	$ 8,721,501	$ (212,520)	$ 8,508,981	$ 2,677,141	$ 11,186,122

Revenue Bond Payable – Somerset Foundation, Inc.

On August 1, 2018 Somerset Foundation, entered into a Financing Agreement ("Agreement") with a Lender and the Capital Trust Agency ("Issuer") has agreed to issue the Series 2018 Bond, in a principal amount of up to $8,560,000 on behalf of Somerset Foundation, Inc (the "Organization"). According to the terms of the Agreement, Lender shall, through the purchase of the Series 2018 Bond, provide a loan to the Organization of an amount equal to $8,560,000 (the "Loan"), which should be disbursed in accordance with the Agreement.

The proceeds of the Bond issue will be used for the acquisition of the project land and minor renovations to the improvements. The educational facilities consisting of a charter school building containing approximately forty-two thousand one hundred (42,100) square feet, situated on the Project Land, and minor renovations to such existing structure, together with all buildings, structures, fixtures, and other improvements.

Interest only payments are payable monthly commencing on September 1, 2018. Commencing on September 1, 2018 principal and interest shall be due and payable in equal consecutive monthly installments over the remaining term of twenty five (25) years. These bonds are subject to an interest rate at 4.28% and effective rate of 4.47%.

The bond contains restrictive covenants related to debt service coverage ratio, liquidity requirements, student enrollment and reporting requirements.

As of June 30, 2023 the amount outstanding is as follows:

Total Bonds Principal Balance	$ 7,533,206
Less: Unamortized Debt Issuance Costs	(185,588)
Total Bonds Payable	$ 7,347,618

Interest expense for the year ended June 30, 2023, was approximately $332,000 and amortization of bond issuance costs amounted to $9,343.

Note 13 – Long Term Debt (continued)

Revenue bond future maturities are as follows:

Year Ending June 30,	Principal	Debt Issuance Cost	Sub-Total	Interest	Total
2024	$ 240,514	(9,343)	231,171	317,687	548,857
2025	251,012	(9,343)	241,669	307,188	548,857
2026	261,969	(9,343)	252,626	296,232	548,857
2027	273,404	(9,343)	264,061	284,797	548,857
2028	285,338	(9,343)	275,995	272,863	548,857
2029-2033	1,624,746	(46,715)	1,578,031	1,166,255	2,744,286
2034-2038	2,011,681	(46,715)	1,964,966	779,320	2,744,286
2039-2043	2,490,766	(46,715)	2,444,051	300,236	2,744,286
2044	93,777	1,272	95,049	1,321	96,371
	$ 7,533,206	$ (185,588)	$ 7,347,618	$ 3,725,898	$ 11,073,516

Series 2021 Education Revenue Bonds – Somerset Academies of Texas

On March 18, 2021, Arlington Higher education Finance Corporation issued series 2021A Education Revenue Bonds in the aggregate principal amount of $42,795,000. In addition, Arlington Higher education Finance Corporation issued series 2021B Education Revenue Bonds in the aggregate principal amount of $165,000, collectively "Series 2021 Bonds". The bonds were used to (i) finance or refinance the costs of acquiring, constructing, improving and equipping Brooks Collegiate Academy located at 4802 Vance Jackson Road, San Antonio, Texas and Brooks Lone Star Academy located at 25 Burwood Lane, San Antonio, Texas, (ii) funding a debt service reserve fund, and (iii) paying costs of issuance of the Series 2021 Bonds.

Interest on the Series 2021A Bonds will accrue from the date of initial delivery and will be calculated on the basis of a 360-day year consisting of twelve 30 months. These bonds are subject to interest rates ranging from 4.00% to 5.00%. and mature between June 15, 2031 through June 15, 2051. The bonds were issued at par value plus premium of $1,580,567. The Series 2021B Bonds mature on June 15, 2023, were issued at par and are subject to interest rate of 3.50%.

The bond is secured by a deed of trust and security agreement to the trustee as security for the bonds on collateral identified in such agreement including but not limited to the real property, buildings and improvements, furniture, equipment and supplies purchased with the bonds. The Series 2021 bonds contain restrictive covenants related to debt service coverage ratio, days cash on hand requirements, student enrollment and reporting requirements. In the event of default, the maturity date can be accelerated and/or the underlying collateral may be subject to foreclosure.

Premiums and debt issuance costs on the bonds are as follows:

Bonds payable	$42,215,000
Plus: premium on bonds payable, net	1,462,025
Less: Debt issuance costs, net	(961,765)
	$ 42,715,260

Note 13 – Long Term Debt (continued)

Interest expense for the year ended June 30, 2023, was approximately $1,926,000 and amortization of bond premiums and issuance costs and amounted to $118,542 and $77,980, both of which is included in interest expense.

The future maturities of the bonds financing for the School is as follows:

Year Ending June 30,	Principal	Interest
2024	$ 775,000	$ 2,045,125
2025	805,000	2,014,125
2026	840,000	1,976,150
2027	870,000	1,942,550
2028	905,000	1,907,750
2029-2033	5,120,000	8,954,350
2034-2038	6,465,000	7,609,750
2039-2043	8,250,000	5,824,000
2044-2048	10,525,000	3,545,000
2049-2051	7,660,000	772,725
	$42,215,000	$ 36,591,525

Summary of Long-Term Debt

Revenue Bond Payable to Regions Bank for Somerset Bay Campus, net of unamortized bond issuance costs, collateralized by the Somerset Academy Bay Campus property. ("2017 Agreement", see above)	$ 8,508,981
Somerset Foundation, Inc. Revenue Bond Payable to Regions Bank for and collateralized by the Somerset Academy St. Lucie Campus, net of unamortized bond issuance costs. (See above)	$ 7,347,618
On March 18, 2021, Arlington Higher Education Finance Corporation issued series 2021A Education Revenue Bonds in the aggregate principal amount of $42,795,000 to Brooks Academy of Science and Engineering. In addition, Arlington Higher education Finance Corporation issued series 2021B Education Revenue Bonds in the aggregate principal amount of $165,000, collectively “Series 2021 Bonds”. These bonds are subject to interest rates ranging from 4.00% to 5.00%. and mature between June 15, 2031 through June 15, 2051. The bonds were issued at par value plus premium of $1,580,567. The Series 2021B Bonds mature on June 15, 2023, were issued at par and are subject to an interest rate of 3.50%.	$ 42,715,260
Total Bonds Payable	**$ 58,571,859**
During 2020, Somerset Academies of Texas obtained equipment financing from Regions Bank and issued notes payable for a total loan balance of $918,831. The purpose of the loans is the acquisition of capital assets. The facilities require between 36 - 48 monthly payments of principal and interest at interest rates ranging from 3.25% - 3.50%.	$ 130,980
Various term loans for Somerset College Preparatory Academy for the acquisition of six schools buses. The loans bear interest rates from 5.03% to 5.55% with maturity dates ragning from Oct. 2023 through Oct. 2024.	$ 318,719
Financing in the amount of $525,797 to acquire five school buses on behalf of Somerset Academy St. Lucie. To be repaid in 84 consecutive monthly payments of principal and interest. The notes bear an interest rate of 5.55% fixed with a maturity date of July 25, 2024.	$ 94,897

Note 13 – Long Term Debt (continued)

Somerset Academy Eagle Campus obtained a non interest bearing advance from Academica Dade, LLC with no stated repayment date.	$	15,000
Somerset Arizona entered into a Promissory Note with Charter Development Solutions, LLC, a related company to the ESSP provider, for $57,687. The Note calls for interest to accrue at 4% beginning on September 1, 2021 through August 31, 2024, the maturity date of the note.	$	57,686
On December 8 2021, Somerset Academy Foundation, Inc. amended and restated the terms of certain promissory noted date August 22, 2018 in the original principal amount of $6,500,000 executed by borrower in favor of EB-5 Charter School Florida II, LP. The note was refinanced with Regions Bank. Interest will accrue on the outstanding principal balance of the Loan at the fixed rate of 2.99%. The entire principal balance along with all accrued and unpaid interest is due and payable in full in December 2026, the final maturity date of the loan.	$	6,178,495
On August 25, 2022, Somerset Academy Foundation, Inc. entered into a promissory note and interest rate swap agreements with Regions bank for $12,590,000 of which $2,240,000 is for a renovation loan and the remaining balance of $10,350,000 was for a term loan at an annual SOFR based rate with a maturity rate of August 25, 2027. (See Note 14).	$	10,021,486
Somerset Academy, Inc., entered into a promissory note and credit facility agreement with Regions Bank for $1,500,000 at 3.31% with a maturity date of October 4, 2026, collateralized by the Somerset Academy Bay Campus property. ("2019 Agreement")	$	715,422
Somerset Academy, Inc., entered into a promissory note and loan agreement with Regions Bank for $539,750 at 2.34% with a maturity date of December 6, 2027, collateralized by the Somerset Academy Bay Campus property. ("2020 Agreement")	$	479,655
Master Agreement with Regions Bank on behalf of various Schools for equipment financing and subject to the terms of an Equipment Finance Schedule. The notes have various maturities with terms from 36 to 60 months and bear interest at rates from 3.25% to 4.25% per annum. The notes are collateralized by the purchased equipment being financed.	$	816,832
Somerset Academy Bethany obtained equipment financing from Regions Bank. The loan bears interest at a fixed rate of 4.18%. Payments of $465 are required for 60 months.	$	18,291
Total Notes Payable	**$**	**18,847,463**
Grand Total	**$**	**77,419,322**

The Organization's debt agreements with financial institutions contain various covenants, restrictions and financial test requirements. In the event an instance of default is not remedied, the maturity can be accelerated and or the underlying collateral may be repossessed.

As of June 30, 2023 the amount outstanding of long-term debt is as follows:

Total Long- Term Debt Principal Balance	$	79,032,526
Less: Unamortized debt Issuance costs		(1,613,204)
Total Long-Term Debt Payable	$	77,419,322

Note 13 – Long Term Debt (continued)

Future maturities of long-term debt are as follows as of June 30, 2023:

Years ending June 30	Notes Payable	Bonds Payable	Total
2024	$ 1,409,501	1,388,189	2,797,690
2025	1,093,297	1,406,133	2,499,430
2026	958,810	1,461,637	2,420,447
2027	6,305,858	1,512,880	7,818,738
2028	9,079,996	1,569,890	10,649,886
Thereafter	-	51,233,130	51,233,130
	$ 18,847,463	$ 58,571,859	$ 77,419,322

Interest expense for long-term debt for the year ended June 30, 2023 was approximately $3,302,000.

Omnibus Amendment and Subordination Agreement

The Organization entered into an Omnibus Amendment and Subordination Agreement with the Lender in connection with the 2017, 2018, and 2019, and 2020 Agreements ("Agreements"). In the event of default on Agreements or liquidation of the Organization's assets, the Subordination Agreement requires that all ESSP Fees in connection with the ESSP Agreements (see Note 4), to be subordinated to the loan payment obligations and rental payments to landlords under lease agreements (see Note 8).

Note 14 – Interest Rate Swap Agreement

The Organization uses interest rate swap to manage its portfolio of fixed and variable debt, and to manage the impact of debt on its cash flows. As of June 30, 2023, the Organization has one swap outstanding related to the term loan with Regions Bank and Somerset Academy Foundation, Inc. which matures in August 2027 with notional value of $10,350,000.

During the year ended June 30, 2023, the fair value of the asset under the Swap increased by $353,856, which has been reflected in the accompanying consolidated statements of activities. At June 30, 2023, the fair value of the asset was $353,856.

The effect of the interest rate swap agreement caps the interest rate on the Regions bank term loan at 3.13% per annum.

Note 15 – Fair Value of Derivative Financial Instruments

The Company's assets and liabilities recorded at fair value have been categorized based on the fair value hierarchy and the Company's accounting policies as disclosed in Note 2. The following table presents information about the Company's assets and liabilities measured at fair value as of June 30, 2023.

Assets and Liabilities at Fair Value as of June 30, 2023:

Assets at Fair Value Description	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Total
Liability derivatives designated as hedging instruments:				
Interest rate swap agreement	$ -	$ 353,856	$ -	$ 353,856
	$ -	$ 353,856	$ -	$ 353,856

SUPPLEMENTARY INFORMATION

Somerset Academy, Inc. and Subsidiaries
Consolidating Statement of Financial Position by Entity and Division
June 30, 2023

	Chapel Trail Campus						Miramar Campus				Central Miramar Campus	
	Somerset Academy (Broward)	Somerset Neighborhood (Broward)	Somerset Academy Middle (Broward)	Somerset Academy High (Broward)	Somerset Academy Elementary South	Somerset Arts Conservatory (Broward)	Somerset Academy Miramar Campus (Broward)	Somerset Middle Miramar (Broward)	Somerset Miramar South (Broward)	Somerset Davie (Broward)	Somerset Prep Charter Middle (Broward)	Somerset High Miramar (Broward)
ASSETS												
Assets:												
Cash	$ 1,480	$ 15,729	$ 803,950	$ 2,716	$ 498,248	$ 4,895	$ 646,335	$ 5,019	$ 9,218	$ 54,871	$ 1,774	$ 205,247
Cash equivalents	2,095,000	1,524,000	675,000	725,000	120,000	930,000	550,000	518,000	1,573,000	270,000	184,000	115,000
Restricted cash held by trustee	-	-	-	-	-	-	-	-	-	-	-	-
Due from governmental agencies	295,774	110,458	369,052	1,176,225	306,183	260,145	755	322,651	305	54,674	176,823	246,290
Prepaid expenses and other current assets	156,331	175,077	107,481	91,344	57,145	24,206	41,591	26,979	3,622	-	143,384	79,768
Accounts receivable	-	-	-	-	-	-	-	-	-	-	1,633	-
Due from other divisions of SA, Inc.	-	-	-	-	-	-	-	55,438	-	-	-	-
Total Current Assets	2,548,585	1,825,264	1,955,483	1,995,285	981,576	1,219,246	1,238,681	928,087	1,586,145	379,545	507,614	646,305
Deposits	-	-	-	-	-	-	-	13,739	-	21,195	-	29,167
Property and equipment, net	8,578,575	249,637	15,016,314	22,136,309	4,575,142	5,267,574	8,585,056	6,668,022	131,657	93,821	38,574	60,949
Operating lease right of use asset	-	327,560	-	-	-	-	-	-	-	1,047,632	251,383	182,824
Long-term receivables from other divisions of SA, Inc.	1,350,000	200,000	48,711	-	-	1,400,000	5,019,908	713,739	2,283,334	625,000	500,000	-
Fair value of interest-rate swap	-	-	-	-	-	-	-	-	-	-	-	-
Total Assets	$ 12,477,160	$ 2,602,461	$ 17,020,508	$ 24,131,594	$ 5,556,718	$ 7,886,820	$ 14,843,645	$ 8,323,587	$ 4,001,136	$ 2,167,193	$ 1,297,571	$ 919,245
LIABILITIES AND NET ASSETS (DEFICIT)												
Liabilities:												
Accounts payable and accrued expenses	$ 305,257	$ 199,394	$ 468,764	$ 617,229	$ 115,537	$ 180,253	$ 255,236	$ 127,373	$ 85,909	$ 65,707	$ 151,916	$ 63,958
Due to governmental agencies	-	-	-	-	-	-	-	-	-	-	-	-
Due to other divisions of Somerset Academy, Inc.	-	-	-	-	-	-	55,438	-	-	-	-	-
Due to landlord	-	206,540	-	-	-	-	-	-	-	-	288,581	241,695
Operating lease liability, short term	-	327,559	-	-	-	-	-	-	-	171,104	251,383	182,824
Finance lease liability, short term	402,302	-	772,948	1,073,539	207,246	300,591	488,064	405,128	-	-	-	-
Deferred revenue	-	-	-	-	-	-	-	-	-	-	-	-
Current portion of long term debt	-	-	-	-	25,846	-	-	-	-	-	-	-
Current portion of bond payable	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Liabilities	707,559	733,493	1,241,712	1,690,768	348,629	480,844	798,738	532,501	85,909	236,811	691,880	488,477
Operating lease liability, long term	-	-	-	-	-	-	-	-	-	876,529	-	-
Finance lease liability, long term	8,355,094	-	13,019,878	18,083,164	4,304,140	5,063,286	8,312,691	6,529,362	-	-	-	-
Long-term debt	-	-	-	-	-	-	-	-	-	-	-	-
Bond payable	-	-	-	-	-	-	-	-	-	-	-	-
Deferred rent liabilities	80,819	232,500	143,107	199,500	43,904	54,994	-	-	-	-	-	-
Long-term debt to other divisions of SA, Inc.	-	-	1,150,000	1,310,000	848,711	-	-	-	-	-	-	305,000
Total Liabilities	9,143,472	965,993	15,554,697	21,283,432	5,545,384	5,599,124	9,111,429	7,061,863	85,909	1,113,340	691,880	793,477
Net assets:												
With donor restrictions	43,666	-	45,325	59,833	55,325	15,909	286,930	211,091	195,323	-	-	-
Without donor restrictions	3,290,022	1,636,468	1,420,486	2,788,329	(43,991)	2,271,787	5,445,286	1,050,633	3,719,904	1,053,853	605,691	125,768
Total Net Assets	3,333,688	1,636,468	1,465,811	2,848,162	11,334	2,287,696	5,732,216	1,261,724	3,915,227	1,053,853	605,691	125,768
Total Liabilities and Net Assets	$ 12,477,160	$ 2,602,461	$ 17,020,508	$ 24,131,594	$ 5,556,718	$ 7,886,820	$ 14,843,645	$ 8,323,587	$ 4,001,136	$ 2,167,193	$ 1,297,571	$ 919,245

Somerset Academy, Inc. and Subsidiaries
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June 30, 2023

		Riverside Campus		Village Campus		North Lauderdale Campus				Key Campus			
	Somerset East Preparatory (Broward)	Somerset Riverside Middle (Broward)	Somerset Riverside (Broward)	Somerset Village (Broward)	Somerset Village Middle (Broward)	Somerset Prep North Lauderdale (Broward)	Somerset High North Lauderdale (Broward)	Somerset Pines Academy (Broward)	Somerset Academy Pompano (Broward)	Somerset Key Middle (Broward)	Somerset Key High (Broward)	Somerset Parkland Academy (Broward)	Somerset Academy (Dade)
ASSETS													
Assets:													
Cash	$ 107,512	$ 5,013	$ 254,732	$ 179,325	$ 912	$ 820,012	$ 1,805	$ 239,467	$ 64,128	$ 357,312	$ 339	$ 222,493	$ 531,271
Cash equivalents	766,000	72,000	430,000	620,000	412,000	1,100,000	999,000	1,014,000	208,000	190,000	106,000	805,000	3,676,000
Restricted cash held by trustee	-	-	-	-	-	-	-	-	-	-	-	-	-
Due from governmental agencies	78,316	153,990	261,491	156,971	103,604	75,813	40,353	90,281	63,498	58,997	231,723	253,949	1,093,134
Prepaid expenses and other current assets	21,077	94,287	158,760	7,615	245	18,737	1,940	82,759	4,750	1,000	4,148	72,899	88,260
Accounts receivable	-	-	33,464	-	-	-	18	-	-	16,270	-	-	-
Due from other divisions of SA, Inc.	-	-	-	70,461	-	-	-	-	-	-	-	-	-
Total Current Assets	972,905	325,290	1,138,447	1,034,372	516,761	2,014,562	1,043,116	1,426,507	340,376	623,579	342,210	1,354,341	5,388,665
Deposits	30,691	23,238	72,554	27,932	-	55,581	-	-	20,000	10,263	-	-	-
Property and equipment, net	53,237	2,766,799	7,535,336	217,670	29,812	299,872	56,817	131,023	28,068	140,265	77,870	17,618,623	8,479,289
Operating lease right of use asset	554,276	-	-	419,577	291,570	3,480,578	1,714,314	846,144	170,955	1,169,090	867,507	-	-
Long-term receivables from other divisions of SA, Inc.	1,235,849	-	-	200,000	-	1,500,000	300,000	500,000	-	-	-	-	847,000
Fair value of interest-rate swap	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Assets	$ 2,846,958	$ 3,115,327	$ 8,746,337	$ 1,899,551	$ 838,143	$ 7,350,593	$ 3,114,247	$ 2,903,674	$ 559,399	$ 1,943,197	$ 1,287,587	$ 18,972,964	$ 14,714,954
LIABILITIES AND NET ASSETS (DEFICIT)													
Liabilities:													
Accounts payable and accrued expenses	$ 90,940	$ 81,862	$ 214,363	$ 113,209	$ 54,033	$ 310,450	$ 107,922	$ 247,726	$ 84,581	$ 180,651	$ 110,993	$ 863,271	$ 367,277
Due to governmental agencies	-	-	-	-	-	-	-	-	-	-	-	-	-
Due to other divisions of Somerset Academy, Inc.	-	-	-	-	70,461	-	-	-	-	-	-	-	-
Due to landlord	-	-	-	-	-	-	-	31,471	-	-	-	-	-
Operating lease liability, short term	270,225	-	-	204,555	142,148	417,488	205,629	412,520	83,345	253,723	274,869	-	-
Finance lease liability, short term	-	134,863	364,629	-	-	-	-	-	-	-	-	680,904	481,585
Deferred revenue	-	-	-	-	-	-	-	-	-	-	-	-	142,202
Current portion of long term debt	-	-	10,528	-	-	-	-	-	-	-	-	-	-
Current portion of bond payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Liabilities	361,165	216,725	589,520	317,764	266,642	727,938	313,551	691,717	167,926	434,374	385,862	1,544,175	991,064
Operating lease liability, long term	284,050	-	-	215,021	149,422	3,090,932	1,522,399	433,624	87,898	547,054	592,638	-	-
Finance lease liability, long term		2,800,856	7,572,684	-	-	-	-	-	-	-	-	17,247,250	8,196,286
Long-term debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Bond payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred rent liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-
Long-term debt to other divisions of SA, Inc.	-	75,000	550,849	-	-	-	-	-	-	470,000	190,000	150,000	-
Total Liabilities	645,215	3,092,581	8,713,053	532,785	416,064	3,818,870	1,835,950	1,125,341	255,824	1,451,428	1,168,500	18,941,425	9,187,350
Net assets:													
With donor restrictions	-	-	-	15,507	10,602	345,945	158,647	118,915	18,181	16,367	13,677	-	156,220
Without donor restrictions	2,201,743	22,746	33,284	1,351,259	411,477	3,185,778	1,119,650	1,659,418	285,394	475,402	105,410	31,539	5,371,384
Total Net Assets	2,201,743	22,746	33,284	1,366,766	422,079	3,531,723	1,278,297	1,778,333	303,575	491,769	119,087	31,539	5,527,604
Total Liabilities and Net Assets	$ 2,846,958	$ 3,115,327	$ 8,746,337	$ 1,899,551	$ 838,143	$ 7,350,593	$ 3,114,247	$ 2,903,674	$ 559,399	$ 1,943,197	$ 1,287,587	$ 18,972,964	$ 14,714,954

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	Eureka Drive Campus		South Homestead Campus				Silver Palms Campus				South Miami Campus	
	Somerset Academy Middle (Dade)	Somerset College Preparatory South High (Dade)	Somerset South Homestead (Dade)	Somerset Middle South Homestead (Dade)	Somerset High South Homestead (Dade)	Somerset Silver Palms at Princeton (Dade)	Somerset Silver Palms (Dade)	Somerset Academy High (Dade)	Somerset Arts Academy (Dade)	Somerset Oaks Academy (Dade)	Somerset Elementary South Miami (Dade)	Somerset Middle South Miami (Dade)
ASSETS												
Assets:												
Cash	$ 119,148	$ 302,927	$ 406,711	$ 459,962	$ 9,566	$ 267,035	$ 761,238	$ 139,378	$ 168,678	$ 230,609	$ 597,910	$ 36,230
Cash equivalents	1,697,000	100,000	5,147,000	1,380,000	108,000	3,486,000	4,114,000	163,000	1,044,000	1,919,000	1,894,000	1,682,000
Restricted cash held by trustee	-	-	-	-	-	-	-	-	-	-	-	-
Due from governmental agencies	761,699	86,153	936,254	941,701	911,098	1,039,129	3,950,147	1,743,253	844,204	1,034,968	745,846	216,616
Prepaid expenses and other current assets	86,200	12,180	67,231	80,112	71,363	22,447	205,382	90,077	85,338	66,870	62,972	13,778
Accounts receivable	-	-	-	-	-	-	-	-	-	-	-	-
Due from other divisions of SA, Inc.	-	-	-	-	-	-	-	-	-	-	312,183	-
Total Current Assets	2,664,047	501,260	6,557,196	2,861,775	1,100,027	4,814,611	9,030,767	2,135,708	2,142,220	3,251,447	3,612,911	1,948,624
Deposits	-	-	-	39,234	-	-	-	20,559	-	-	-	-
Property and equipment, net	5,542,267	6,953,254	174,206	6,391,574	7,210,302	8,018,565	29,627,821	18,575,427	2,902,883	4,670,490	3,300,258	669,224
Operating lease right of use asset	-	-	1,025,602	-	-	-	-	-	-	-	-	-
Long-term receivables from other divisions of SA, Inc.	100,000	-	2,295,000	645,000	-	1,360,000	850,000	-	-	350,000	2,725,000	-
Fair value of interest-rate swap	-	-	-	-	-	-	-	-	-	-	-	-
Total Assets	$ 8,306,314	$ 7,454,514	$ 10,052,004	$ 9,937,583	$ 8,310,329	$ 14,193,176	$ 39,508,588	$ 20,731,694	$ 5,045,103	$ 8,271,937	$ 9,638,169	$ 2,617,848
LIABILITIES AND NET ASSETS (DEFICIT)												
Liabilities:												
Accounts payable and accrued expenses	$ 172,475	$ 20,636	$ 296,510	$ 317,081	$ 271,509	$ 344,690	$ 788,589	$ 319,715	$ 324,499	$ 324,263	$ 262,357	$ 55,769
Due to governmental agencies	-	-	-	-	-	-	-	-	22,239	6,601	-	-
Due to other divisions of Somerset Academy, Inc.	-	-	-	-	-	-	-	-	-	83,522	-	312,183
Due to landlord	-	-	-	-	-	-	-	-	-	-	-	-
Operating lease liability, short term	-	-	446,562	-	-	-	-	-	-	-	-	-
Finance lease liability, short term	60,518	77,023	-	416,310	464,926	167,537	1,590,596	867,861	170,229	260,175	479,759	120,251
Deferred revenue	131,859	378	195,263	135,400	224,559	190,168	844,532	514,120	22,124	161,718	141,146	100,798
Current portion of long term debt	-	-	-	-	-	-	-	168,628	-	-	-	-
Current portion of bond payable	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Liabilities	364,852	98,037	938,335	868,791	960,994	702,395	3,223,717	1,870,324	539,091	836,279	883,262	589,001
Operating lease liability, long term	-	-	470,263	-	-	-	-	-	-	-	-	-
Finance lease liability, long term	5,395,064	6,860,043	-	6,010,732	7,076,916	7,957,817	26,792,673	18,023,934	2,286,306	4,382,500	3,269,057	720,625
Long-term debt	-	-	-	-	-	-	-	92,675	-	-	-	-
Bond payable	-	-	-	-	-	-	-	-	-	-	-	-
Deferred rent liabilities	-	-	-	-	-	-	294,550	100,062	-	-	-	-
Long-term debt to other divisions of SA, Inc.	-	-	-	-	-	-	-	1,260,000	-	-	-	-
Total Liabilities	5,759,916	6,958,080	1,408,598	6,879,523	8,037,910	8,660,212	30,310,940	21,346,995	2,825,397	5,218,779	4,152,319	1,309,626
Net assets:												
With donor restrictions	-	-	-	113,649	(121,002)	80,087	-	-	-	-	95,966	30,143
Without donor restrictions	2,546,398	496,434	8,643,406	2,944,411	393,421	5,452,877	9,197,648	(615,301)	2,219,706	3,053,158	5,389,884	1,278,079
Total Net Assets	2,546,398	496,434	8,643,406	3,058,060	272,419	5,532,964	9,197,648	(615,301)	2,219,706	3,053,158	5,485,850	1,308,222
Total Liabilities and Net Assets	$ 8,306,314	$ 7,454,514	$ 10,052,004	$ 9,937,583	$ 8,310,329	$ 14,193,176	$ 39,508,588	$ 20,731,694	$ 5,045,103	$ 8,271,937	$ 9,638,169	$ 2,617,848

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	Bay Campus						Homestead Campus						Boca C
	Somerset Academy Bay (Dade)	Somerset Academy Bay Middle (Dade)	Somerset Gables Academy (Dade)	Somerset Academy Kendall (Dade)	Somerset Preparatory Sunset Dade	Somerset Palms Academy (Dade)	Somerset Preparatory Academy Homestead (Dade)	Somerset Preparatory Middle Homestead (Dade)	Somerset Preparatory High Homestead (Dade)	Colegiate Preparatory Academy (Dade)	Somerset Academy Continental (Dade)	Somerset Academy Boca (Palm Beach)
ASSETS												
Assets:												
Cash	$ 173,666	$ 7,749	$ 399,799	$ 183,879	$ 236,379	$ 98,851	$ 3,497	$ 269,432	$ 7,425	$ 2,778	$ 55,689	$ 131,091
Cash equivalents	1,211,000	623,000	270,000	260,000	1,924,000	450,000	776,000	611,000	628,000	24,000	-	2,720,000
Restricted cash held by trustee	-	-	-	-	-	-	-	-	-	-	-	-
Due from governmental agencies	589,414	369,171	807,861	317,217	828,305	521,824	495,629	549,519	348,289	393,787	83,581	51,434
Prepaid expenses and other current assets	25,135	1,259	138,365	30,040	127,741	19,838	37,033	46,468	37,124	1,988.00	11,612	30,191
Accounts receivable	-	-	-	-	-	-	-	-	-	-	-	-
Due from other divisions of SA, Inc.	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Assets	1,999,215	1,001,179	1,616,025	791,136	3,116,425	1,090,513	1,312,159	1,476,419	1,020,838	422,553	150,882	2,932,716
Deposits	-	-	-	-	17,601	50,000	-	2,914	-	-	-	25,000
Property and equipment, net	6,692,423	3,699,444	4,718,458	197,877	178,606	255,828	7,193,053	3,891,242	4,046,670	-	76,909	168,256
Operating lease right of use asset	-	-	460,928	1,800,715	1,690,290	1,457,243	-	-	-	-	78,929	1,930,425
Long-term receivables from other divisions of SA, Inc.	-	-	-	-	-	-	-	-	-	-	-	-
Fair value of interest-rate swap	-	-	-	-	-	-	-	-	-	-	-	-
Total Assets	$ 8,691,638	$ 4,700,623	$ 6,795,411	$ 2,789,728	$ 5,002,922	$ 2,853,584	$ 8,505,212	$ 5,370,575	$ 5,067,508	$ 422,553	$ 306,720	$ 5,056,397
LIABILITIES AND NET ASSETS (DEFICIT)												
Liabilities:												
Accounts payable and accrued expenses	$ 184,239	$ 187,797	$ 649,166	$ 134,443	$ 210,697	$ 337,641	$ 158,499	$ 111,745	$ 92,331	$ 37,915	$ 7,968	$ 151,471
Due to governmental agencies	-	-	-	-	-	-	-	-	-	-	-	-
Due to other divisions of Somerset Academy, Inc.	-	-	-	-	-	-	-	-	-		-	-
Due to landlord	-	-		-	-	-	-	-	-	-	-	-
Operating lease liability, short term	-	-	207,439	322,433	211,580	263,113	-	-	-	-	72,705	164,577
Finance lease liability, short term	262,408	147,605	423,180	-	-	-	272,028	187,829	187,829	-	-	-
Deferred revenue	116,973	-	23,726	-	113,995	-	155,651	196,894	158,696	48,116	37	-
Current portion of long term debt	-	-	-	21,836	-	36,342	-	33,148	-	-	-	-
Current portion of bond payable	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Liabilities	563,620	335,402	1,303,511	478,712	536,272	637,096	586,178	529,616	438,856	86,031	80,710	316,048
Operating lease liability, long term	-	-	247,274	1,463,455	1,479,740	1,194,131	-	-	-	-	6,224	1,658,844
Finance lease liability, long term	6,436,286	3,620,410	4,265,431	-	-	-	6,279,699	4,342,739	4,337,175	-	-	-
Long-term debt	-	-	-	-	-	24,061	-	48,898	-	-	-	-
Bond payable	-	-	-	-	-	-	-	-	-	-	-	-
Deferred rent liabilities	-	-	-	-	-	-	-	-	-	-	-	-
Long-term debt to other divisions of SA, Inc.	225,000	-	450,000	625,000	-	679,166	-	700,000	600,000	300,000	215,573	-
Total Liabilities	7,224,906	3,955,812	6,266,216	2,567,167	2,016,012	2,534,454	6,865,877	5,621,253	5,376,031	386,031	302,507	1,974,892
Net assets:												
With donor restrictions	-	-	-	-	-	-	64,772	47,386	-	-	-	-
Without donor restrictions	1,466,732	744,811	529,195	222,561	2,986,910	319,130	1,574,563	(298,064)	(308,523)	36,522	4,213	3,081,505
Total Net Assets	1,466,732	744,811	529,195	222,561	2,986,910	319,130	1,639,335	(250,678)	(308,523)	36,522	4,213	3,081,505
Total Liabilities and Net Assets	$ 8,691,638	$ 4,700,623	$ 6,795,411	$ 2,789,728	$ 5,002,922	$ 2,853,584	$ 8,505,212	$ 5,370,575	$ 5,067,508	$ 422,553	$ 306,720	$ 5,056,397

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	'ampus	Boynton Beach Campus						Eagle Campus	Eagle Campus		
	Somerset Boca Middle (Palm Beach)	Somerset Canyons Middle (Palm Beach)	Somerset Canyons High (Palm Beach)	Somerset Academy Lakes Charter School (Palm Beach)	Somerset Academy JFK (Palm Beach)	Somerset Academy Wellington (Palm Beach)	Somerset Academy Wellington High (Palm Beach)	Somerset Eagle Campus (Duval)	Somerset Eagle Middle (Duval)	Somerset College Preparatory Academy (Port St. Lucie)	Somerset Academy St. Lucie (Port St. Lucie)
ASSETS											
Assets:											
Cash	$ 9,095	$ 52,310	$ 121,784	$ 378,651	$ 186,086	$ 555,801	$ 117,213	$ 186,969	$ 7,353	$ 597,377	$ 225,310
Cash equivalents	633,000	4,260,000	5,620,000	670,000	879,000	1,000,000	23,000	486,000	825,000	640,000	305,000
Restricted cash held by trustee	-	-	-	-	-	-	-	-	-	-	-
Due from governmental agencies	27,582	66,794	46,906.00	208,085	686,951	271,369	137,998	389,774	150,462	321,418	21,795
Prepaid expenses and other current assets	1,344	354,630	295,022	4,096.00	145,645	166,126	7,000	37,023	554	271,456	96,870
Accounts receivable	-	-	-	-	-	-	-	-	-	-	-
Due from other divisions of SA, Inc.	-	-	-	-	-	7,761	-	-	-	-	9,556
Total Current Assets	671,021	4,733,734	6,083,712	1,260,832	1,897,682	2,001,057	285,211	1,099,766	983,369	1,830,251	658,531
Deposits	-	13,658	9,158	-	44,277	18,244	-	-	-	8,799	-
Property and equipment, net	12,855	8,073,594	12,176,811	294,019	5,203,633	7,518,889	4,502,642	89,492	51,113	22,526,450	8,981,054
Operating lease right of use asset	513,151	-	-	4,304,108	-	-	-	3,509,203	1,995,751	-	-
Long-term receivables from other divisions of SA, Inc.	-	900,000	1,000,000	-	-	-	-	-	-	-	-
Fair value of interest-rate swap	-	-	-	-	-	-	-	-	-	-	-
Total Assets	$ 1,197,027	$ 13,720,986	$ 19,269,681	$ 5,858,959	$ 7,145,592	$ 9,538,190	$ 4,787,853	$ 4,698,461	$ 3,030,233	$ 24,365,500	$ 9,639,585
LIABILITIES AND NET ASSETS (DEFICIT)											
Liabilities:											
Accounts payable and accrued expenses	$ 22,663	$ 280,269	$ 248,330	$ 148,334	$ 314,953	$ 147,205	$ 6,434	$ 89,460	$ 24,150	$ 328,836	$ 196,591
Due to governmental agencies	-	-	-	-	-	-	-	-	-	-	-
Due to other divisions of Somerset Academy, Inc.	-	-	-	-	-	-	7,761	-	-	-	-
Due to landlord	-	268,662	220,535	-	-	-	-	-	-	-	-
Operating lease liability, short term	43,748	-	-	336,986	-	-	-	121,577	68,387	-	-
Finance lease liability, short term	-	694,666	959,301	-	453,050	293,434	144,527	-	-	743,794	420,498
Deferred revenue	-	25,645	282,092	127,315	5,563	239,183	21,701		-	-	-
Current portion of long term debt	-	-	-	-	-	-	-	-	-	266,079	127,578
Current portion of bond payable	-	-	-	-	-	-	-	-	-		-
Total Current Liabilities	66,411	1,269,242	1,710,258	612,635	773,566	679,822	180,423	211,037	92,537	1,338,709	744,667
Operating lease liability, long term	440,959	-	-	5,676,351	-	-	-	3,523,959	1,990,676	-	-
Finance lease liability, long term	-	8,195,793	11,175,243	-	4,532,019	9,046,161	4,455,572	-	-	22,429,825	8,732,996
Long-term debt	-	-	-	-	-	-	-	15,000	-	367,670	7,159
Bond payable	-	-	-	-	-	-	-	-	-	-	-
Deferred rent liabilities	-	-	160,329	-	-	-	-	-	-	-	-
Long-term debt to other divisions of SA, Inc.	-	-	-	900,000	-	1,000,000	100,000	650,000	-	-	75,000
Total Liabilities	507,370	9,465,035	13,045,830	7,188,986	5,305,585	10,725,983	4,735,995	4,399,996	2,083,213	24,136,204	9,559,822
Net assets:											
With donor restrictions	-	-	-	-	-	-	-	-	292,514	-	-
Without donor restrictions	689,657	4,255,951	6,223,851	(1,330,027)	1,840,007	(1,187,793)	51,858	298,465	654,506	229,296	79,763
Total Net Assets	689,657	4,255,951	6,223,851	(1,330,027)	1,840,007	(1,187,793)	51,858	298,465	947,020	229,296	79,763
Total Liabilities and Net Assets	$ 1,197,027	$ 13,720,986	$ 19,269,681	$ 5,858,959	$ 7,145,592	$ 9,538,190	$ 4,787,853	$ 4,698,461	$ 3,030,233	$ 24,365,500	$ 9,639,585

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	Somerset Academy Bethany (Port St. Lucie)	Somerset Island Preparatory (Monroe)	Somerset Academies of Texas	Somerset Virtual Academy	Somerset Academy Arizona Skyway Campus (Arizona)	Somerset NSLP	Somerset Foundation, Inc.	Somerset Academy, Inc. Master Account	Eliminations	Total
ASSETS										
Assets:										
Cash	$ 552,571	$ 13,191	$ 7,537,868	$ 2,710	$ 465,341	$ 2,588	$ 1,568,213	$ 7,161,165	$ -	$ 29,845,026
Cash equivalents	110,000	739,000	-	-	-	110,000	2,087,466	130,000	-	70,425,466
Restricted cash held by trustee	-	-	2,913,868	-	231,933	-	-	-	-	3,145,801
Due from governmental agencies	44,581	-	3,794,047	-	82,256	-	-	-	-	30,798,572
Prepaid expenses and other current assets	309,932	3,687	152,457	-	25,112	131	-	1,118,997	-	5,824,231
Accounts receivable	-	-	149,844	728,637	16,151	-	-	16,177	-	962,194
Due from other divisions of SA, Inc.	-	-	-	-	-	-	83,522	153,496	(692,417)	-
Total Current Assets	1,017,084	755,878	14,548,084	731,347	820,793	112,719	3,739,201	8,579,835	(692,417)	141,001,290
Deposits	-	500	-	-	-	-	-	-	-	554,304
Property and equipment, net	10,966,083	16,781	41,922,056	-	124,941	-	27,304,425	15,610,757	(32,805,367)	366,561,576
Operating lease right of use asset	-	20,395	35,088,768	-	-	-	-	-	-	65,198,918
Long-term receivables from other divisions of SA, Inc.	-	-	-	-	-	-	-	15,164,739	(42,113,280)	-
Fair value of interest-rate swap	-	-	-	-	-	-	353,856	-	-	353,856
Total Assets	$ 11,983,167	$ 793,554	$ 91,558,908	$ 731,347	$ 945,734	$ 112,719	$ 31,397,482	$ 39,355,331	$ (75,611,064)	$ 573,669,944
LIABILITIES AND NET ASSETS (DEFICIT)										
Liabilities:										
Accounts payable and accrued expenses	$ 121,748	$ 60,234	$ 3,808,618	$ 851,097	$ 195,705	$ 13,000	$ 5,419	$ 284,520	$ -	$ 18,373,382
Due to governmental agencies	-	-	-	-	-	2,118	-	-	-	30,958
Due to other divisions of Somerset Academy, Inc.	-	-	-	-	153,496	-	9,556	-	(692,417)	-
Due to landlord	-	-	-	-	-	-	-	-	-	1,257,484
Operating lease liability, short term	-	20,414	1,513,271	-	-	-	-	-	-	6,990,164
Finance lease liability, short term	294,306	-	169,824	-	-	-	-	-	-	15,641,263
Deferred revenue	-	-	-	-	-	-	-	-	-	4,319,854
Current portion of long term debt	7,496	-	89,475	-	-	-	403,302	219,243	-	1,409,501
Current portion of bond payable	-	-	806,849	-	-	-	240,514	340,826	-	1,388,189
Total Current Liabilities	423,550	80,648	6,388,037	851,097	349,201	15,118	658,791	844,589	(692,417)	49,410,795
Operating lease liability, long term	-	-	34,223,192	-	-	-	-	-	-	60,174,635
Finance lease liability, long term	11,280,523	-	206,893	-	-	-	-	-	(33,933,135)	263,663,988
Long-term debt	10,693	-	41,605	-	57,688	-	15,796,680	975,833	-	17,437,962
Bond payable	-	-	41,908,411	-	-	-	7,107,104	8,168,155	-	57,183,670
Deferred rent liabilities	-	-	-	-	-	-	-	-	-	1,309,765
Long-term debt to other divisions of SA, Inc.	-	-	-	-	-	-	5,000,000	24,283,981	(42,113,280)	-
Total Liabilities	11,714,766	80,648	82,768,138	851,097	406,889	15,118	28,562,575	34,272,558	(76,738,832)	449,180,815
Net assets:										
With donor restrictions	-	-	8,790,770	-	231,933	-	-	-	-	11,393,681
Without donor restrictions	268,401	712,906	-	(119,750)	306,912	97,601	2,834,907	5,082,773	1,127,768	113,095,448
Total Net Assets	268,401	712,906	8,790,770	(119,750)	538,845	97,601	2,834,907	5,082,773	1,127,768	124,489,129
Total Liabilities and Net Assets	$ 11,983,167	$ 793,554	$ 91,558,908	$ 731,347	$ 945,734	$ 112,719	$ 31,397,482	$ 39,355,331	$ (75,611,064)	$ 573,669,944

Somerset Academy, Inc. and Subsidiaries
Consolidating Statement of Revenues and Expenses by Entity and Division
For the year ended June 30, 2023

	Chapel Trail Campus						Miramar Campus				Central Miramar Campus	
	Somerset Academy (Broward)	Somerset Neighborhood (Broward)	Somerset Academy Middle (Broward)	Somerset Academy High (Broward)	Somerset Academy Elementary South	Somerset Arts Conservatory (Broward)	Somerset Academy Miramar Campus (Broward)	Somerset Middle Miramar (Broward)	Somerset Miramar South (Broward)	Somerset Academy Davie (Broward)	Somerset Prep Charter Middle (Broward)	Somerset High Miramar (Broward)
Support and Revenue:												
FTE non-specific revenues	$ 5,089,483	$ 3,968,387	$ 7,906,170	$ 11,893,786	2,708,363	$ 3,350,242	$ 4,104,244	$ 3,080,257	$ 1,690,174	$ 1,188,969	$ 2,519,660	$ 2,160,505
Federal grants	795,595	657,036	935,722	1,330,690	524,671	430,738	719,327	593,325	290,940	219,400	429,062	317,851
Capital outlay funding and other state funding	418,496	316,408	710,048	999,503	207,614	244,076	327,216	259,372	118,846	83,423	227,791	182,918
Charges for services	108,599	126,291	214,880	107,497	397,480	27,409	360,490	42,059	20,461	21,005	6,818	7,250
Fees from student activites	-	-	1,481,687	-	301,275	-	360,754	-	-	8,614	-	258,144
Other revenue	105,656	8,226	101,318	4,490	246,888	14	37,435	-	-	9,552	250,609	184,862
Interest income and change in value interest-rate swap	61,257	45,358	141,055	69,671	10,591	56,580	25,523	49,166	61,777	11,584	13,035	8,386
Total Support and Revenue	6,579,086	5,121,706	11,490,880	14,405,637	4,396,882	4,109,059	5,934,989	4,024,179	2,182,198	1,542,547	3,446,975	3,119,916
Operating Expenses:												
Instruction	3,277,497	2,740,995	4,730,644	7,187,109	2,222,364	1,948,015	2,977,936	1,956,615	1,011,446	669,398	1,975,294	1,502,965
Student support services	46,776	38,662	287,159	425,808	25,027	136,594	6,586	88,730	-	-	26,870	23,288
Instructional media services	-	-	-	-	-	-	-	-	-	-	-	-
Instructional and curriculum development services	-	-	-	-	-	-	-	-	-	-	-	-
Instructional staff training services	14,735	6,355	32,283	69,658	18,872	3,715	41,160	5,943	8,027	3,247	4,191	5,275
Board	49,799	30,220	-	98,470	18,521	32,802	37,989	32,184	15,976	13,595	22,876	24,845
General administration	-	-	61,000	-	-	-	-	-	-	-	-	-
School administration	569,227	522,606	916,165	1,164,014	314,693	348,311	525,549	499,729	249,929	273,993	421,662	383,244
Facilities and acquisition	6,730	-	-	63,297	-	-	-	-	-	-	-	-
Fiscal services	96,900	75,000	159,900	219,750	52,200	59,550	77,550	63,450	32,100	22,500	52,500	45,300
Food services	274,208	196,602	212,477	294,570	135,854	75,087	186,996	153,753	74,799	72,312	140,892	118,168
Central services	122,385	90,950	172,649	232,961	81,336	63,714	130,677	91,641	32,872	52,611	65,160	55,863
Pupil transportation services	55,004	2,558	232,042	326,846	28,912	82,609	-	-	-	-	1,714	1,484
Operation of plant	1,344,581	865,029	2,649,510	3,237,995	824,853	950,655	1,425,975	1,050,848	262,178	383,042	557,658	557,847
Maintenance of plant	169,643	265,507	292,290	348,613	135,888	72,077	153,118	82,787	25,444	78,239	164,331	145,940
Administrative technology services	15,179	30,921	61,467	75,095	12,322	19,191	26,610	2,732	11,372	-	19,498	16,687
Community services	-	-	1,469,721	-	296,411	-	391,701	-	-	7,222	-	220,822
Debt service	448,318	24,882	709,708	985,706	233,008	275,998	448,133	352,104	-	6,148	19,095	13,888
Total Facility Expenses	6,490,982	4,890,287	11,987,015	14,729,892	4,400,261	4,068,318	6,429,980	4,380,516	1,724,143	1,582,307	3,471,741	3,115,616
Change in Net Assets	88,104	231,419	(496,135)	(324,255)	(3,379)	40,741	(494,991)	(356,337)	458,055	(39,760)	(24,766)	4,300
Net assets at beginning of year	3,245,584	1,405,049	1,961,946	3,172,417	14,713	2,246,955	6,227,207	1,618,061	3,457,172	1,093,613	630,457	121,468
Net assets at end of year	$ 3,333,688	$ 1,636,468	$ 1,465,811	$ 2,848,162	$ 11,334	$ 2,287,696	$ 5,732,216	$ 1,261,724	$ 3,915,227	$ 1,053,853	$ 605,691	$ 125,768

Somerset Academy, Inc. and Subsidiaries
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For the year ended June 30, 2023

		Riverside Campus		Village Campus		North Lauderdale Campus				Key Campus	
	Somerset East Preparatory (Broward)	Somerset Riverside Middle (Broward)	Somerset Riverside (Broward)	Somerset Village (Broward)	Somerset Village Middle (Broward)	Somerset Prep North Lauderdale (Broward)	Somerset High North Lauderdale (Broward)	Somerset Pines Academy (Broward)	Somerset Pompano Academy (Broward)	Somerset Key Middle (Broward)	Somerset Key High (Broward)
Support and Revenue:											
FTE non-specific revenues	$ 1,562,456	$ 1,332,053	$ 2,650,446	$ 1,882,771	$ 1,188,291	$ 5,317,205	$ 2,432,392	$ 3,529,327	$ 1,152,827	$ 2,515,122	$ 2,374,840
Federal grants	415,272	266,015	845,642	470,367	287,822	1,389,460	599,166	987,422	404,506	657,056	533,713
Capital outlay funding and other state funding	139,557	101,103	218,251	165,886	110,603	667,671	266,785	333,590	96,573	226,109	202,179
Charges for services	5,218	14,145	155,719	1,570	-	6,021	2,638	19,334	3,218	5,237	4,834
Fees from student activites	16,730	-	168,780	-	-	117,932	-	67,925	24,440	119,380	-
Other revenue	21,013	450,000	836,942	74,905	-	27,360	-	9,410	14,149	17,856	-
Interest income and change in value interest-rate swap	29,424	6,770	7,636	29,525	15,864	33,112	50,808	48,429	5,439	7,098	13,016
Total Support and Revenue	2,189,670	2,170,086	4,883,416	2,625,024	1,602,580	7,558,761	3,351,789	4,995,437	1,701,152	3,547,858	3,128,582
Operating Expenses:											
Instruction	1,084,650	979,737	2,005,582	1,274,490	721,291	3,656,746	1,831,738	2,529,553	768,812	1,746,614	1,650,234
Student support services	-	26,925	13,921	-	-	66,007	25,528	71,890	6,549	46,405	38,119
Instructional media services	-	-	-	-	-	-	-	-	-	-	-
Instructional and curriculum development services	-	-	-	-	-	-	-	-	-	-	-
Instructional staff training services	3,140	8,978	13,050	2,976	1,743	27,371	29,193	8,783	1,691	19,890	19,392
Board	21,246	13,321	24,689	17,921	13,940	47,333	30,815	34,276	17,558	22,726	23,695
General administration	-	-	-	-	-	-	-	-	-	-	-
School administration	429,185	249,566	482,103	444,819	267,152	1,139,730	538,919	572,540	204,727	430,413	406,405
Facilities and acquisition	-	-	-	-	-	-	-	-	-	-	-
Fiscal services	30,300	27,600	50,550	36,000	24,000	108,450	51,450	68,700	21,150	51,900	48,150
Food services	150,167	83,939	155,886	194,044	129,099	354,268	161,066	268,982	78,943	103,428	95,472
Central services	53,288	36,257	73,590	49,672	27,725	139,993	60,881	90,593	51,416	67,375	61,173
Pupil transportation services	-	-	-	-	-	160	75	-	-	-	-
Operation of plant	454,297	432,623	831,368	394,348	283,479	1,303,966	584,398	887,454	306,898	744,913	549,308
Maintenance of plant	113,907	138,635	299,504	55,854	61,775	261,174	125,820	186,056	61,100	152,544	129,106
Administrative technology services	-	1,011	3,439	-	-	12,040	6,998	31,308	-	26,633	24,019
Community services	17,580	-	141,206	55,555	18	131,918	-	74,743	25,406	121,838	-
Debt service	34,729	150,288	407,122	26,289	18,269	186,108	91,665	53,018	11,000	46,626	50,511
Total Facility Expenses	2,392,489	2,148,880	4,502,010	2,551,968	1,548,491	7,435,264	3,538,546	4,877,896	1,555,250	3,581,305	3,095,584
Change in Net Assets	(202,819)	21,206	381,406	73,056	54,089	123,497	(186,757)	117,541	145,902	(33,447)	32,998
Net assets at beginning of year	2,404,562	1,540	(348,122)	1,293,710	367,990	3,408,226	1,465,054	1,660,792	157,673	525,216	86,089
Net assets at end of year	$ 2,201,743	$ 22,746	$ 33,284	$ 1,366,766	$ 422,079	$ 3,531,723	$ 1,278,297	$ 1,778,333	$ 303,575	$ 491,769	$ 119,087

Somerset Academy, Inc. and Subsidiaries
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For the year ended June 30, 2023

			Eureka Drive Campus			South Homestead Campus			Silver Palms Campus		
	Somerset Parkland Academy (Broward)	Somerset Academy (Dade)	Somerset Academy Middle (Dade)	Somerset College Preparatory South High (Dade)	Somerset South Homestead (Dade)	Somerset Middle South Homestead (Dade)	Somerset High South Homestead (Dade)	Somerset Silver Palms at Princeton (Dade)	Somerset Silver Palms (Dade)	Somerset Academy High (Dade)	Somerset City Arts Academy (Dade)
Support and Revenue:											
FTE non-specific revenues	$ 7,169,548	$ 7,041,592	$ 3,553,071	$ 622,497	$ 4,989,261	$ 3,767,748	$ 4,152,600	$ 4,789,843	$ 15,938,298	$ 7,291,128	$ 3,720,606
Federal grants	593,595	1,365,445	895,792	81,017	1,302,609	1,418,829	1,487,987	1,489,901	5,615,908	2,132,809	1,223,576
Capital outlay funding and other state funding	782,754	525,996	268,794	39,087	528,043	361,584	477,451	437,879	1,322,855	599,022	293,334
Charges for services	170,474	63,027	29,466	5,262	147,136	29,667	29,337	323,248	501,753	75,970	27,483
Fees from student activites	381,124	182,970	115,859	-	168,781	353,251	-	134,901	574,173	508,155	145,185
Other revenue	949,433	32,532	55,066	1,345,875	15,120	16,243	36,971	-	42,080	-	26,575
Interest income and change in value interest-rate swap	30,909	106,105	47,716	2,409	139,025	39,955	14,476	113,376	112,955	23,911	35,457
Total Support and Revenue	10,077,837	9,317,667	4,965,764	2,096,147	7,289,975	5,987,277	6,198,822	7,289,148	24,108,022	10,630,995	5,472,216
Operating Expenses:											
Instruction	4,914,093	4,008,083	2,059,981	518,470	3,241,494	2,541,646	3,057,157	2,811,447	9,997,016	3,796,547	2,680,289
Student support services	97,708	83,973	185,165	9,208	11,121	73,603	245,767	55,328	381,276	205,474	79,566
Instructional media services	-	-	-	-	-	-	-	-	-	-	-
Instructional and curriculum development services	-	-	-	-	-	-	-	-	-	-	-
Instructional staff training services	11,095	32,930	22,877	3,715	37,321	35,058	32,828	25,243	78,594	45,354	28,081
Board	53,531	42,661	27,624	3,625	39,264	26,512	35,775	42,318	96,424	62,980	31,925
General administration	-	-	-	-	-	-	-	-	-	-	-
School administration	752,021	782,680	327,884	85,490	561,947	416,442	518,961	471,079	1,761,765	913,485	562,624
Facilities and acquisition	-	2,459	-	-	-	8,464	-	-	137,363	-	18,673
Fiscal services	142,725	120,300	66,150	10,950	86,850	69,750	80,100	85,050	289,350	137,550	51,500
Food services	287,076	278,309	226,421	40,433	250,082	274,322	309,342	344,934	1,053,996	582,162	244,493
Central services	182,241	291,154	108,466	14,544	122,355	110,461	121,907	87,329	347,340	167,274	87,126
Pupil transportation services	-	-	-	-	-	-	-	-	-	-	2,371
Operation of plant	1,915,558	1,786,712	1,034,237	526,634	1,095,648	1,181,353	1,257,984	1,246,118	4,804,968	2,415,435	835,788
Maintenance of plant	294,900	277,005	185,165	41,006	129,715	182,495	167,008	137,023	558,905	258,443	166,937
Administrative technology services	57,453	7,493	2,391	-	18,254	32,970	33,343	28,926	108,517	51,920	-
Community services	337,357	173,103	67,350	-	156,073	345,939	-	103,323	428,158	534,471	151,479
Debt service	906,386	442,183	271,574	345,638	57,964	327,607	384,583	410,617	1,460,462	981,447	127,246
Total Facility Expenses	9,952,144	8,329,045	4,585,285	1,599,713	5,808,088	5,626,622	6,244,755	5,848,735	21,504,134	10,152,542	5,068,098
Change in Net Assets	125,693	988,622	380,479	496,434	1,481,887	360,655	(45,933)	1,440,413	2,603,888	478,453	404,118
Net assets at beginning of year	(94,154)	4,538,982	2,165,919	-	7,161,519	2,697,405	318,352	4,092,551	6,593,760	(1,093,754)	1,815,588
Net assets at end of year	$ 31,539	$ 5,527,604	$ 2,546,398	$ 496,434	$ 8,643,406	$ 3,058,060	$ 272,419	$ 5,532,964	$ 9,197,648	$ (615,301)	$ 2,219,706

Somerset Academy, Inc. and Subsidiaries
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		South Miami Campus		Bay Campus						Homestead Campus	
	Somerset Oaks Academy (Dade)	Somerset Elementary South Miami (Dade)	Somerset Middle South Miami (Dade)	Somerset Academy Bay (Dade)	Somerset Academy Bay Middle (Dade)	Somerset Gables Academy (Dade)	Somerset Academy Kendall (Dade)	Somerset Preparatory Sunset (Dade)	Somerset Palms Academy (Dade)	Somerset Preparatory Academy Homestead (Dade)	Somerset Preparatory Middle Homestead (Dade)
Support and Revenue:											
FTE non-specific revenues	$ 5,351,059	$ 4,533,584	$ 1,401,554	$ 3,981,528	$ 2,007,116	$ 4,270,216	$ 2,057,593	$ 3,916,117	$ 2,664,720	$ 3,220,313	$ 2,431,403
Federal grants	1,789,803	830,682	205,573	625,782	399,158	847,000	377,015	909,400	614,565	847,139	675,819
Capital outlay funding and other state funding	581,559	311,470	96,232	292,264	134,264	304,119	122,441	275,523	183,970	258,234	199,839
Charges for services	16,947	502,107	20,270	264,704	39,172	314,188	617,742	48,026	38,163	17,413	15,708
Fees from student activites	62,696	237,869	-	211,912	-	98,814	30,643	137,610	69,023	-	280,245
Other revenue	-	221,271	-	146,278	43,765	218,462	80,000	10,080	9,553	4,374	5,858
Interest income and change in value interest-rate swap	51,173	87,760	45,325	47,769	14,973	15,766	8,233	62,073	25,916	26,801	21,688
Total Support and Revenue	7,853,237	6,724,743	1,768,954	5,570,237	2,638,448	6,068,565	3,293,667	5,358,829	3,605,910	4,374,274	3,630,560
Operating Expenses:											
Instruction	3,643,902	3,403,591	633,060	2,799,607	1,003,993	2,856,926	1,807,030	2,589,185	1,578,459	1,795,061	1,596,487
Student support services	148,264	-	-	34,754	14,867	4,835	-	41,472	3,085	64,198	55,448
Instructional media services	-	-	-	-	-	-	-	-	-	-	-
Instructional and curriculum development services	-	-	-	-	-	-	-	-	-	-	-
Instructional staff training services	62,477	23,625	8,966	24,984	13,309	20,145	13,551	-	22,519	16,131	15,975
Board	34,930	38,908	15,280	26,250	16,605	29,521	20,868	30,512	19,456	28,048	25,788
General administration	-	-	-	-	-	-	-	-	-	-	-
School administration	846,567	492,511	178,784	437,323	181,610	659,085	303,840	460,159	374,008	353,006	316,589
Facilities and acquisition	-	41,617	6,715	-	-	6,325	-	7,815	-	-	-
Fiscal services	93,300	75,450	26,700	68,700	36,600	71,400	34,050	66,750	45,600	57,450	47,850
Food services	370,619	172,170	28,439	115,592	62,348	203,701	133,378	143,390	171,518	148,003	124,986
Central services	118,492	146,427	41,679	109,583	47,703	109,449	60,941	95,860	73,374	67,810	54,289
Pupil transportation services	12,307	-	-	-	-	-	-	-	-	-	-
Operation of plant	1,218,436	824,660	294,005	790,179	472,381	1,316,132	636,835	459,905	692,237	804,155	583,564
Maintenance of plant	203,838	193,737	53,158	218,778	117,247	240,763	105,806	81,983	87,749	81,763	68,239
Administrative technology services	-	19,478	232,007	-	-	74,967	-	-	-	21,488	16,810
Community services	76,389	214,763	-	224,257	-	80,587	28,271	111,952	57,230	-	217,118
Debt service	238,888	196,564	44,138	189,272	106,466	252,071	99,276	74,416	311,833	329,882	231,260
Total Facility Expenses	7,068,409	5,843,501	1,562,931	5,039,279	2,073,129	5,925,907	3,243,846	4,163,399	3,437,068	3,766,995	3,354,403
Change in Net Assets	784,828	881,242	206,023	530,958	565,319	142,658	49,821	1,195,430	168,842	607,279	276,157
Net assets at beginning of year	2,268,330	4,604,608	1,102,199	935,774	179,492	386,537	172,740	1,791,480	150,288	1,032,056	(526,835)
Net assets at end of year	$ 3,053,158	$ 5,485,850	$ 1,308,222	$ 1,466,732	$ 744,811	$ 529,195	$ 222,561	$ 2,986,910	$ 319,130	$ 1,639,335	$ (250,678)

Somerset Academy, Inc. and Subsidiaries
Consolidating Statement of Revenues and Expenses by Entity and Division
For the year ended June 30, 2023

	Homestead Campus			Boca Campus		Boynton Beach Campus					
	Somerset Preparatory High Homestead (Dade)	Colegiate Preparatory Academy (Dade)	Somerset Academy Continental (Dade)	Somerset Academy Boca (Palm Beach)	Somerset Boca Middle (Palm Beach)	Somerset Canyons Middle (Palm Beach)	Somerset Canyons High (Palm Beach)	Somerset Academy Lakes Charter School (Palm Beach)	Somerset Academy JFK (Palm Beach)	Somerset Academy Wellington (Palm Beach)	Somerset Academy Wellington High (Palm Beach)
Support and Revenue:											
FTE non-specific revenues	$ 2,130,778	$ 785,815	$ 155,768	$ 3,504,444	$ 753,289	$ 6,198,715	$ 10,048,183	$ 4,038,923	$ 4,856,020	$ 4,218,967	$ 323,415
Federal grants	436,886	381,801	78,352	399,252	119,653	601,940	836,293	344,957	991,576	262,407	135,874
Capital outlay funding and other state funding	154,230	-	9,191	210,185	45,251	445,303	704,896	346,553	447,270	401,610	26,004
Charges for services	12,502	-	156	1,413	-	17,400	-	2,044	505.00	260,622	-
Fees from student activites	-	-	840	251,710	-	-	566,344	131,349	48,783	-	-
Other revenue	2,949	80,000	160,000	83,235	-	48,588	31,314	224,519	117,025	632,992	403,125
Interest income and change in value interest-rate swap	24,802	9,156	1,485	78,408	22,390	117,906	159,277	28,315	29,715	26,578	2,694
Total Support and Revenue	2,762,147	1,256,772	405,792	4,528,647	940,583	7,429,852	12,346,307	5,116,660	6,490,894	5,803,176	891,112
Operating Expenses:											
Instruction	1,333,462	902,476	107,873	2,456,370	517,040	3,325,991	5,060,253	2,695,491	3,079,428	2,715,572	118,826
Student support services	44,781	8,123	-	55,455	8,213	130,895	213,815	113,082	71,823	-	-
Instructional media services	-	-	-	-	-	-	-	-	-	-	-
Instructional and curriculum development services	-	-	-	-	-	-	-	-	-	12,205	-
Instructional staff training services	11,348	-	1,330	10,640	2,250	5,103	25,322	3,096	5,567	2,610	610
Board	27,300	14,972	7,793	59,398	13,175	45,945	73,020	27,633	26,144	31,277	1,925
General administration	-	-	-	-	-	-	-	-	-	-	-
School administration	287,946	243,814	29,000	452,492	125,085	664,572	1,028,698	591,064	524,781	592,533	57,724
Facilities and acquisition	-	-	-	-	-	-	-	-	-	-	-
Fiscal services	40,500	28,650	2,550	52,500	12,300	102,900	158,400	61,650	76,650	70,350	5,850
Food services	106,259	-	16,834	7,721	-	-	-	1,577	1,744	-	-
Central services	46,119	35,273	23,972	73,411	14,436	132,241	219,761	81,779	160,582	110,400	33,007
Pupil transportation services	-	-	-	-	-	3,618	8,618	7,335	2,829	-	-
Operation of plant	484,463	25,432	204,769	353,087	71,332	1,508,376	2,494,309	621,122	1,440,411	1,288,285	369,518
Maintenance of plant	58,991	-	1,650	174,653	23,600	186,991	409,638	194,869	490,353	254,466	20,776
Administrative technology services	22,105	-	-	36,743	7,494	26,489	39,677	-	66,060	-	-
Community services	-	-	591	273,133	-	-	598,663	142,739	44,165	86,341	-
Debt service	227,775	-	5,217	95,444	25,372	459,353	634,344	309,418	261,034	469,036	231,018
Total Facility Expenses	2,691,049	1,258,740	401,579	4,101,047	820,297	6,592,474	10,964,518	4,850,855	6,251,571	5,633,075	839,254
Change in Net Assets	71,098	(1,968)	4,213	427,600	120,286	837,378	1,381,789	265,805	239,323	170,101	51,858
Net assets at beginning of year	(379,621)	38,490	-	2,653,905	569,371	3,418,573	4,842,062	(1,595,832)	1,600,684	(1,357,894)	-
Net assets at end of year	$ (308,523)	$ 36,522	$ 4,213	$ 3,081,505	$ 689,657	$ 4,255,951	$ 6,223,851	$ (1,330,027)	$ 1,840,007	$ (1,187,793)	$ 51,858

Somerset Academy, Inc. and Subsidiaries
Consolidating Statement of Revenues and Expenses by Entity and Division
For the year ended June 30, 2023

	Eagle Campus									
	Somerset Eagle Campus (Duval)	Somerset Eagle Middle (Duval)	Somerset College Preparatory Academy (Port St. Lucie)	Somerset Academy St. Lucie (Port St. Lucie)	Somerset Academy Bethany (Port St. Lucie)	Somerset Island Preparatory (Monroe)	Somerset Academies of Texas	Somerset Virtual Academy	Somerset Academy Arizona Skyway Campus (Arizona)	Somerset NSLP
Support and Revenue:										
FTE non-specific revenues	$ 2,770,407	$ 1,351,298	$ 9,861,375	$ 5,237,933	$ 2,613,540	$ 1,145,557	$ 31,041,946	$ -	$ 1,605,832	$ -
Federal grants	937,734	283,079	626,131	942,365	56,032	122,283	9,839,801	-	254,063	3,248
Capital outlay funding and other state funding	78,661	315,677	886,509	434,533	221,309	45,797	1,087,285	-	-	-
Charges for services	18,124	151,665	-	-	154,588	-		1,491,560	-	-
Fees from student activites	11,214	-	438,942	163,895	47,448	20,984	342,505	-	24,345	-
Other revenue	46,268	2,578	538,053	513,243	1,703,910	5,400	-	-	65,912	-
Interest income and change in value interest-rate swap	19,721	30,287	23,889	13,366	10,137	18,888	-	-	-	63,734
Total Support and Revenue	3,882,129	2,134,584	12,374,899	7,305,335	4,806,964	1,358,909	42,311,537	1,491,560	1,950,152	66,982
Operating Expenses:										
Instruction	2,024,152	890,303	5,196,809	4,049,278	1,960,255	409,955	24,801,620	1,489,418	1,230,313	-
Student support services	-	10,000	333,345	50,760	-	71,780	1,067,955	-	-	-
Instructional media services	-	-	-	-	-	-	142,397	-	-	-
Instructional and curriculum development services	-	-	-	-	-	-	1,587,887	-	-	-
Instructional staff training services	15,114	7,722	39,887	26,656	9,211	4,304	213,680	-	-	-
Board	21,133	14,863	67,758	35,859	19,638	96,050	-	-	-	-
General administration	-	-	-	-	-	-	2,448,209	-	-	-
School administration	527,494	299,787	1,124,310	601,863	435,902	226,243	591,288	-	254,234	-
Facilities and acquisition	-	-	-	-	-	-	3,227,059	-	-	-
Fiscal services	49,264	25,913	199,500	102,750	50,550	12,750	-	-	-	-
Food services	279,384	143,572	-	21,159	11,506	-	1,885,875	-	-	5,741
Central services	74,956	59,982	203,259	134,145	96,279	37,382	774,541	-	-	-
Pupil transportation services	39,377	13,923	519,754	108,520	64,783	2,702	60,324	-	-	-
Operation of plant	378,317	214,654	2,693,314	1,326,245	1,137,323	174,205	-	-	281,725	-
Maintenance of plant	146,491	47,082	176,911	187,491	144,133	34,692	-	-	-	-
Administrative technology services	37,270	20,692	57,661	52,674	40,658	-	1,384,245	-	-	-
Community services	11,153	-	335,847	150,499	19,858	24,231	102,442	-	-	-
Debt service	193,633	195,370	1,207,029	479,573	576,669	3,726	3,274,860	-	-	-
Total Facility Expenses	3,797,738	1,943,863	12,155,384	7,327,472	4,566,765	1,098,020	41,562,382	1,489,418	1,766,272	5,741
Change in Net Assets	84,391	190,721	219,515	(22,137)	240,199	260,889	749,155	2,142	183,880	61,241
Net assets at beginning of year	214,074	756,299	9,781	101,900	28,202	452,017	8,041,615	(121,892)	354,965	36,360
Net assets at end of year	$ 298,465	$ 947,020	$ 229,296	$ 79,763	$ 268,401	$ 712,906	$ 8,790,770	$ (119,750)	$ 538,845	$ 97,601

Somerset Academy, Inc. and Subsidiaries
Consolidating Statement of Revenues and Expenses by Entity and Division
For the year ended June 30, 2023

	Somerset Foundation, Inc.	Somerset Academy, Inc. Master Account	Elimination	Total
Support and Revenue:				
FTE non-specific revenues	$ -	$ -	$ -	$ 267,111,570
Federal grants	-	-	-	57,483,929
Capital outlay funding and other state funding	-	-	-	20,880,996
Charges for services	2,918,349	13,660,321	(8,348,599)	15,296,086
Fees from student activites	-	-	-	8,667,231
Other revenue	-	933,983	(8,938,152)	2,315,163
Interest income and change in value interest-rate swap	575,034	91,023	-	3,221,680
Total Support and Revenue	3,493,383	14,685,327	(17,286,751)	374,976,655
Operating Expenses:				
Instruction	-	1,920,748	(4,138,194)	175,930,688
Student support services	-	-	-	5,375,983
Instructional media services	-	-	-	142,397
Instructional and curriculum development services	-	-	-	1,600,092
Instructional staff training services	-	58,625	-	1,367,521
Board	-	6,063,263	(7,015,797)	1,024,951
General administration	35,397	-	-	2,544,606
School administration	-	909,628	(1,158,809)	31,522,190
Facilities and acquisition	422,797	288,092	-	4,237,406
Fiscal services	-	-	-	4,292,102
Food services	-	29,395	-	11,787,493
Central services	-	4,516	-	6,786,627
Pupil transportation services	-	-	-	1,577,865
Operation of plant	146,480	176,570	(3,880,508)	58,585,576
Maintenance of plant	-	-	-	9,923,802
Administrative technology services	-	-	-	2,894,307
Community services	-	7,670,694	-	15,722,317
Debt service	1,204,740	292,464	(1,609,387)	20,919,074
Total Facility Expenses	1,809,414	17,413,995	(17,802,695)	356,234,997
Change in Net Assets	1,683,969	(2,728,668)	515,944	18,741,658
Net assets at beginning of year	1,150,938	7,811,441	611,824	105,747,471
Net assets at end of year	$ 2,834,907	$ 5,082,773	$ 1,127,768	$ 124,489,129

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of
Somerset Academy, Inc. and Subsidiaries
Pembroke Pines, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of Somerset Academy, Inc. and Subsidiaries. (the "Organization"), which comprise the consolidated statement of financial position as of June 30, 2023, and the related consolidated statements of activities, functional expenses and cash flows and for the year ended, and the related notes to the consolidated financial statements, which collectively comprise the Organization's basic consolidated financial statements and have issued our report thereon dated December 22, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 22, 2023

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Somerset Academy, Inc. and Subsidiaries

Consolidated Financial Statements and
Independent Auditors' Report

June 30, 2024

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HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Somerset Academy, Inc. and Subsidiaries
Pembroke Pines, Florida

Opinion

We have audited the accompanying consolidated financial statements of Somerset Academy, Inc. and Subsidiaries (a nonprofit "Organization") which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of Somerset Academy, Inc. and Subsidiaries, as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the consolidated Financial Statements section of our report. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the consolidated Financial Statements section of our report. We are required to be independent of Somerset Academy, Inc. and Subsidiaries, and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Consolidated Financial Statements

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

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Somerset Academy, Inc. and Subsidiaries' ability to continue as a going concern within one year after the date that the consolidated financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards accepted in the United States of America and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Somerset Academy, Inc. and Subsidiaries' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Somerset Academy, Inc. and Subsidiaries' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Supplementary Information

Our audit was made for the purpose of forming an opinion on the consolidated financial statements of Somerset Academy, Inc. and Subsidiaries as a whole. The accompanying statement of consolidated financial position by division and statement of revenues and expenses by division on pages 37 through 49 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of the Organization's management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements.

The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 20, 2024, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 20, 2024

Somerset Academy, Inc. and Subsidiaries
Consolidated Statement of Financial Position
June 30, 2024

Assets

Current assets:		
Cash and cash equivalents	$	180,795,929
Restricted cash held by trustee		3,068,775
Due from governmental agencies		37,595,891
Prepaid expenses and other current assets		3,264,267
Accounts receivable, no allowance necessary		260,224
Total Current Assets		224,985,086
Deposits		554,304
Property and equipment, net		385,417,857
Operating lease right of use asset		33,021,491
Due from governmental agencies, long-term		27,438,961
Fair value of interest-rate swap		422,780
Total Assets	$	671,840,479

Liabilities and Net assets

Current liabilities:		
Accounts payable and accrued expenses	$	18,229,918
Lease liability, operating, current portion		1,574,924
Lease liability, finance, current portion		22,676,239
Deferred revenue		853,291
Bond payable, current portion		1,406,133
Notes payable, current portion		1,122,579
Total Current Liabilities		45,863,084
Lease liability, operating, long term		32,999,041
Lease liability, finance, long term		270,717,562
Bond payable, net		55,814,804
Notes payable		18,595,871
Deferred rent liabilities		2,285,636
Total Liabilities		426,275,998
Net assets:		
With donor restrictions		21,354,807
Without donor restrictions		224,209,674
Total Net Assets		245,564,481
Total Liabilities and Net Assets	$	671,840,479

The accompanying notes are an integral part of these financial statements.

Somerset Academy, Inc. and Subsidiaries
Consolidated Statement of Activities
For the year ended June 30, 2024

Operating Activities:	Without Donor Restrictions	With Donor Restrictions	Total
Contributions of cash and other financial assets from:			
State and local sources	$ 315,002,590	$ 53,016,536	$ 368,019,126
Operating grants and federal sources	55,024,098	5,747,689	60,771,787
Capital grants and contributions	22,610,629	2,784,016	25,394,645
Charges for services	12,154,026	3,768,474	15,922,500
Fees from student activities	9,295,637	302,620	9,598,257
Other revenue	11,101,086	152,223	11,253,309
Net assets released from restrictions	55,810,432	(55,810,432)	-
Total Support and Revenue	480,998,498	9,961,126	490,959,624
Operating Expenses:			
Program services	341,625,741	-	341,625,741
General and administrative	39,418,390	-	39,418,390
Total Operating Expenses	381,044,131	-	381,044,131
Change in Net Assets from Operating Activities:	99,954,367	9,961,126	109,915,493
Nonoperating Activities:			
Interest income	11,090,935	-	11,090,935
Change in value of interest-rate swap	68,924	-	68,924
Change in Net Assets from nonoperating activities:	11,159,859	-	11,159,859
Change in Net Assets	111,114,226	9,961,126	121,075,352
Net assets at beginning of year	113,095,448	11,393,681	124,489,129
Net assets at end of year	$ 224,209,674	$ 21,354,807	$ 245,564,481

The accompanying notes are an integral part
of these financial statements.

Somerset Academy, Inc. and Subsidiaries
Consolidated Statement of Functional Expenses
For the year ended June 30, 2024

	Program Activities	Supporting Activities: General and Administrative	Total Expenses
Salaries and wages	$ 148,087,843	$ 20,661,455	$ 168,749,298
Benefits	29,054,026	4,229,752	33,283,778
Professional and contracted services	38,812,079	6,222,163	45,034,242
Occupancy	16,300,929	228,890	16,529,819
Materials and supplies	27,820,138	1,265,801	29,085,939
Dues and fees	1,124,985	5,508,387	6,633,372
Operating lease cost	3,469,192	-	3,469,192
Depreciation and amortization	9,804,631	303,069	10,107,700
Amortization expense, right-of-use	26,132,472	-	26,132,472
Pre-k and community service expense	21,704,159	-	21,704,159
Interest expense, right-of-use	14,986,075	830	14,986,905
Interest expense, net of amortization	3,690,259	54,679	3,744,938
Other	638,953	943,364	1,582,317
	$ 341,625,741	$ 39,418,390	$ 381,044,131

The accompanying notes are an integral part of these financial statements.

Somerset Academy, Inc. and Subsidiaries
Consolidated Statement of Cash Flows
For the year ended June 30, 2024

Cash Flows from Operating Activities		
Change in net assets	$	121,075,352
Adjustments to Reconcile Change in Net Assets to Net		
Cash Provided by Operating Activities:		
Depreciation		10,107,700
Amortization of right-of-use assets - finance leases		26,132,472
Gain on the remeasurement of leases		(7,161,959)
Amortization of bond issuance costs		126,542
Loss on disposal of asset		2,061
Change in Operating Assets and Liabilities:		
Accounts receivable, prepaid expenses and other current assets		3,193,010
Due from governmental agencies		(34,236,280)
Accounts payable and accrued expenses, including due to landlord		(1,198,694)
Operating leases		(413,407)
Deferred rent liability		975,871
Due to government agencies		(13,821)
Deferred revenue		(3,685,954)
Total adjustments		(6,172,459)
Net Cash Provided by Operating Activities		114,902,893
Cash Flows from Investing Activities		
Acquisition of property and equipment		(12,785,644)
Net Cash Used in Investing Activities		(12,785,644)
Cash Flows from Financing Activities		
Principal payments for financing leases		(21,062,361)
Issuance of long term debt		2,240,000
Repayment of long term debt		(2,846,477)
Net Cash Used by Financing Activities		(21,668,838)
Net increase in cash and cash equivalents		80,448,411
Cash and cash equivalents, at beginning of year		103,416,293
Cash and cash equivalents, at end of year	$	183,864,704
Cash and cash equivalents	$	180,795,929
Restricted cash held by trustee		3,068,775
Cash and cash equivalents at the end of the year	$	183,864,704
Supplemental Disclosure:		
Cash paid for interest	$	3,744,938

The accompanying notes are an integral part of these financial statements.

Note 1 – Organization and Operations

Somerset Academy, Inc. and Subsidiaries (the "Organization"), is a not-for-profit corporation organized in the State of Florida, which holds the charter of the following charter schools (the "Schools"):

Broward County

- Somerset Academy, Somerset Neighborhood School, Somerset Academy Middle School, Somerset Academy High School, Somerset Arts Conservatory, and Somerset Academy South ("Chapel Trail Campus");
- Somerset Academy Miramar Campus, Somerset Academy Miramar South, and Somerset Academy Middle School Miramar Campus ("Miramar Campus");
- Somerset Academy Davie Charter School;
- Somerset Preparatory Charter Middle School and Somerset Academy High School Miramar Campus ("Central Miramar Campus");
- Somerset Academy East Preparatory;
- Somerset Academy Riverside and Somerset Academy Riverside Middle School ("Riverside Campus");
- Somerset Academy Village and Somerset Academy Village Charter Middle School ("Village Campus");
- Somerset Preparatory Academy Charter School at North Lauderdale and Somerset Preparatory Academy Charter High School at North Lauderdale ("North Lauderdale Campus");
- Somerset Pines Academy;
- Somerset Academy Pompano;
- Somerset Academy Key Charter Middle School and Somerset Academy Key Charter High School ("Key Campus");
- Somerset Parkland Academy;

Miami-Dade County

- Somerset Academy
- Somerset Academy Middle School and Somerset College Preparatory Academy South High School ("Eureka Drive Campus");
- Somerset Academy Elementary South Homestead, Somerset Academy Middle South Homestead and Somerset Academy High South Homestead ("South Homestead Campus");
- Somerset Academy Silver Palms at Princeton;
- Somerset Academy at Silver Palms and Somerset Academy Charter High School ("Silver Palms Campus");
- Somerset Arts Academy;
- Somerset Oaks Academy;
- Somerset Academy Elementary School (South Miami Campus) and Somerset Academy Middle School (South Miami Campus) ("South Miami Campus");
- Somerset Academy Bay and Somerset Academy Bay Middle ("Bay Campus");
- Somerset Gables Academy;
- Somerset Academy Kendall;
- Somerset Preparatory Academy Sunset;

Note 1 – Organization and Operations (continued)

- Somerset Palms Academy;
- Somerset Preparatory Academy Homestead, Somerset Preparatory Middle Homestead and Somerset Preparatory High Homestead ("Homestead Campus")
- Colegiate Preparatory Academy ("Somerset Academy Virtual Middle High School");
- Somerset Academy Continental;

Palm Beach County

- Somerset Academy Boca and Somerset Academy Boca Middle ("Boca Campus");
- Somerset Academy Canyons Middle School and Somerset Academy Canyons High School ("Boynton Beach Campus");
- Somerset Academy Lakes School;
- Somerset Academy, The Dr. Bernard Kimmel Campus;
- Somerset Academy Wellington;
- Somerset Academy Wellington High School;

Duval County

- Somerset Academy Eagle Campus and Somerset Academy Middle Eagle Campus ("Eagle Campus");

St. Lucie County

- Somerset College Preparatory Academy;
- Somerset Academy St. Lucie;
- Somerset Academy Bethany;

Monroe County

- Somerset Island Preparatory;

Texas State Board of Education

- Somerset Academies of Texas;

Arizona State Board for Charter Schools

- Somerset Academy Skyway *(Somerset Academy Arizona, Inc.)*

The Schools operate under charters granted by the sponsoring districts in Florida (the "Districts"): the District School Board of Miami-Dade County, the District School Board of Broward County, the District School Board of Duval County, the District School Board of Palm Beach County, The District School Board of St Lucie County, The School Board of Monroe County, Florida, the Texas State Board of Education, and the Arizona State Board for Charter Schools, in the states of Texas and Arizona, respectively.

Somerset Virtual Academy is a private premier school for students approved by the Florida Department of Education as a Virtual Instruction Program.

Somerset Academy Arizona, Inc., organized on May 11, 2018, in the State of Arizona, is a not–for-profit and shall be operated exclusively for the organization, support, and operation of charter schools, and all ancillary programs in Arizona.

Note 1 – Organization and Operations (continued)

Somerset Academy Foundation, Inc., organized on May 16, 2013 in the State of Florida, is a supporting organization to the operations of Somerset Academy, Inc. and the development of their new school facilities. Additionally, it is a not–for-profit and shall be operated, supervised, or controlled exclusively for the benefit of Somerset Academy, Inc.

Note 2 – Summary of Significant Accounting Policies

These consolidated financial statements are for the year ended June 30, 2024 when the Organization's combined enrollment was approximately 32,050 students.

Basis of Accounting and Presentation
These consolidated financial statements are prepared on the accrual basis of accounting. Inter-company and division transactions have been eliminated in these consolidated financial statements.

Financial Statement Presentation
The consolidated financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 *Accounting for Statements of Not-for-Profit Organizations* dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) "Audit and Accounting Guide for Not-for-Profit Organizations" (the "Guide").

Under the provisions of the Guide, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the Foundation and changes therein are classified as follows:

Net assets without donor restrictions
Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the Organization. The Organization's board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions
Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the Organization or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

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 consolidated financial statements and reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

Note 2 – Summary of Significant Accounting Policies (continued)

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; however, the Organization invests excess deposit funds in a governmental money market mutual fund which can be redeemed daily.

Restricted Cash for Debt Service Reserve
Cash held by trustee for debt service includes cash that is related to the amounts that the Organization is required to segregate in connection with the issuance of bonds, including sinking fund and reserve requirements of the Organization.

Due from Governmental Agencies
Amounts due to the Organization by governmental agencies are for grants or programs under which the services have been provided by the Organization. Receivables are recorded at net realizable value and no allowance for doubtful account was necessary at year end.

Prepaid Expenses and Other Assets
Prepaid expenses and other assets primarily consist of various costs which have been paid in advance of the period in which the Organization expects to incur the obligation.

Lessee
ASC 842 Leases requires the recognition of a right-of-use asset and a lease liability for operating and finance leases for the lessee.

Short Term Leases
Short term lease is a lease that has a term of 12 months or less and does not include an option to purchase the underlying asset. The Foundation elected the exemption to no recognize short-term leases in the balance sheet. The lease cost was recognized on a straight-line basis.

Property and Equipment
The Organization's property, plant and equipment with useful lives of more than one year are stated at historical cost. Donated capital assets are recorded at their estimated fair market value on the date donated. The Organization generally capitalizes assets with cost of $1,000 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.

The right to use assets are initially measure at an amount equal to the initial measurement of the related lease liability plus any lease payments made prior to the lease term, less lease incentives, and plus ancillary charges necessary to place the lease into service. The right to use assets are amortized on a straight-line basis over the life of the related lease.

Note 2 – Summary of Significant Accounting Policies (continued)

Estimated useful lives, in years, for capital assets are as follows:

Building and Improvements	10-40 Years
Motor Vehicles	15 Years
Furniture, Fixtures, and Equipment	3-10 Years
Right-of-use lease assets (building) - finance	12-27 Years

Any property and equipment acquired with federal funds may revert to grantor.

Debt Issuance Costs, Discounts and Premiums

Costs incurred in issuing debt are recorded in the balance sheet as a reduction in the carrying amount of the debt. Costs incurred in connection with the borrowing are capitalized and amortized over the life of the loan using the effective interest method over the term of the related debt. The amortized costs, premiums, and discounts are included in interest expense in the accompanying statement of activities. The net debt issuance costs, discounts, and premiums are reported as a direct reduction of the carrying value of the debt.

Compensated Absences

The Organization grants a specific number of personal time off. 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 days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused days. Accordingly, these financial statements do not include an accrual for personal time off days available to be used in future benefits years.

The Organization also provides certain days to be used for specific personal matter 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.

For the charter school located in Texas, the Organization grants a specific number of personal days. Full time instructional employees are eligible for 2.67 hours per day period up to eight days during the ten-month contract period. Year-round full-time employees are eligible for 3.36 hours per pay period or up to ten days during the twelve-month contract period. In the event that available time is not used by the end of the benefit year, employees may "rollover" a total of five days per year. At the time of termination or two weeks' notice of resignation, employees may be eligible for payment of unused accrued leave time at the board approved rate.

Note 2 – Summary of Significant Accounting Policies (continued)

Allocation of Functional Expenses
Expenses are allocated to functional categories based on the determination of management. The allocations reflect costs associated with program and supporting service functions.

Contributions of Cash and other Financial Assets
Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support.

Florida – 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.

In addition, the schools may receive an annual allocation of charter school capital outlay funds for leasing of school facilities.

Texas – Schools receive substantially all funding from the Texas Education Agency based on the school's average daily attendance. Capitation received, including base capitation, entitlements and special services, is recognized in the period services are provided.

Arizona – State revenues are calculated and earned using a "base support level" determined by the Arizona Department of Education (ADE) as established in A.R.S. Section 15-943. The "base support level" is a calculation using student count as a basis for allocating equalization funds to the school such that the school is funded at an amount approximating the amount which public schools in the same district receive on a per pupil basis.

Note 2 – Summary of Significant Accounting Policies (continued)

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.

Contributions of Nonfinancial Assets

The Organization recognized contributed nonfinancial assets within revenue the donated services in connection with Educational Service and Support Fees (Note 5). Contributions of nonfinancial assets received are stated at the estimated fair market value reported by donors. The contributed nonfinancial assets for the Educational Service and Support Fees are based on the service agreement. When the donor does not provide the fair market value, it is estimated by the management of the Organization.

Revenue from Contracts with Customers

The Organization follows ASU No. 2014-09, Revenues from Contracts with Customers which applies to all contracts, but specifically excludes contribution income. Under this standard, revenue is recognized when a customer obtains control of promised goods and services and is recognized in an amount that reflects the consideration which the entity expects to receive in exchange for the goods or services.

The Organization applies a five-step model that includes (1) identifying the contract(s) with a customer, (2) identifying the performance obligations in the contract, (3) determining the transaction price, (4) allocating the transaction price to the performance obligations in the contract, and (5) recognizing revenue when (or as) the performance obligations are satisfied. The standard also requires disclosure of the nature, amount, timing and uncertainty of revenue and cash flows arising from contracts with customers.

The Organization charges students for various instructional and curriculum development programs including prekindergarten, before and after-school, lunch, and sports programs. These revenues are reported in the statement of activities. Student activity fees and charges for services, that all predominantly contain a single delivery element and revenue is recognized at a single point in time when ownership, risks and rewards transfer. Revenues from the prekindergarten, before-care and aftercare programs, and affiliation fees are recognized ratably over the period of time the services are provided. There are no customer (student) contract assets or liabilities as of June 30, 2024, and 2023.

Note 2 – Summary of Significant Accounting Policies (continued)

The disaggregation of the Organization's revenues are as follows:

Transferred at a point in time (student fees and other charges for services)	$ 9,598,257
Transferred over time (pre-k, before / after-care, and affiliation fees)	15,922,500
	$ 25,520,757

Income Taxes

Somerset Academy, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. In addition, Somerset Academy Foundation, Inc. qualifies as a tax-exempt organization under Internal Revenue Code Section 509(a)(3). Accordingly, no tax provision has been made in the accompanying consolidated financial statements.

The Organization applies ASC 740, *"Accounting for Uncertainties in Income Taxes"* as prescribed by the Financial Accounting Standards Board Accounting Standards Codification, 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 by the Organization's major tax jurisdictions. Under that guidance, the Organization assesses the likelihood, based on technical merit, that tax positions will be sustained upon examination based on the facts, circumstances and information available at the end of each period.

Interest-Rate Swap

In the normal course of business, the Organization is subject to risk from adverse fluctuations in interest rates. The Organization uses an interest-rate swap to mitigate interest-rate risk on the bonds payable (Note 14). The related liability or asset is reported at fair value in the statement of financial position, and unrealized gains or losses are included in the statement of activities.

Counterparties to these contracts are major financial institutions. The Organization is exposed to credit loss in the event of nonperformance by these counterparties. The Organization does not use derivative instruments for trading or speculative purposes.

Valuation of Investments in Securities at Fair Value – Definition and Hierarchy

The Organization measures its marketable securities and derivative financial instruments at fair value in accordance with Financial Accounting Standards Board Accounting Standards Codification ASC 820 "*Fair Value Measurement and Disclosures*". Inputs for level-2 securities include quoted prices for similar assets and liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability (i.e. interest rates, yield curves, etc.), and inputs that are derived principally from or corroborated by observable market data by correlation or other means (market corroborated inputs). Level 2 securities include the interest rate swap agreement (Note 16).

Note 2 – Summary of Significant Accounting Policies (continued)

In accordance with the Accounting Standards Codification related to fair value measurements ("ASC 820"), the Organization defines fair value as the price that the Company would receive to sell an investment or pay to transfer a liability in an orderly transaction with an independent counter-party in the principal market or in the absence of a principal market, the most advantageous market for the investment or liability.

ASC 820 establishes a three-tier hierarchy to distinguish between (1) inputs that reflect the assumptions market participants would use in pricing an asset or liability developed based on market data obtained from sources independent of the reporting entity (observable inputs) and (2) inputs that reflect the reporting entity's own assumptions about the methods market participants would use in pricing an asset or liability based on the best information available in the circumstances (unobservable inputs). ASC 820 also establishes a classification of fair value measurements for disclosure purposes for the fair value measurement of the Organization's marketable securities (Note 16) and derivative financial instruments (Note 16).

The hierarchy is summarized in the three broad levels listed below:

Level 1 – quoted prices in active markets for identical investments.
Level 2 – other significant observable input (including quoted prices for similar investments, interest rates, credits, etc.)
Level 3 – significant unobservable inputs (including the Organization's own assumptions in determining the fair value of the investments).

In valuing assets and liabilities, the Organization is required to maximize the use of quoted market prices and minimize the use of unobservable inputs. The inputs or methodology used for valuing financial assets and liabilities are not necessarily an indication of the risk associated with investing in them. For recognizing the most appropriate value, the highest and best use of the interest rate swap is measured using an in-exchange valuation premise that considers the assumptions that market participants would use in pricing the marketable securities and derivative financial instruments.

The interest rate swap agreement is valued using a third party's proprietary discounted cash flow model, which considers past, present, and future assumptions regarding interest rates and market conditions to estimate the fair value of the agreement. This is classified within Level 2.

Note 2 – Summary of Significant Accounting Policies (continued)

Recent Accounting Pronouncements

On July 1, 2023, the Organization adopted Accounting Standards Update (ASU) No. 2016-13, *"Financial Instruments – Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments."* ASU 2016-13, replaces the incurred loss methodology with an expected loss methodology by introducing the Current Expected Credit Loss (CECL) model, which requires entities to measure credit losses based on historical experience, current conditions, and reasonable and supportable forecasts. The Organization adopted ASC 326 using the modified retrospective transition method. The adoption had no material effect on the financial statements.

Subsequent Events

In accordance with ASC 855, the Organization has evaluated subsequent events and transactions for potential recognition or disclosure through December 20, 2024 which is the date the consolidated financial statements were available to be issued.

Note 3 – Cash and Cash Equivalents

Deposits

The Organization maintains its cash and cash equivalents in major banks and in high grade investments. As of June 30, 2024, the Organization had deposits in excess of the Federal Depository Insurance Corporation (FDIC) coverage of approximately $15,730,000. The Organization also had approximately $171,010,000 that was invested in a governmental money market mutual fund. Investment income of approximately $11,091,000 is included in non-operating activities in the statement of activities.

Cash Equivalents and Credit Risk

The government money market mutual fund values its portfolio securities at amortized cost which approximates fair value. The government money market mutual fund primarily invests in cash, high quality, short-term U.S. government securities and/or repurchase agreements that are collateralized fully by government securities that have been valued by the fund as Level 2. As of June 30, 2024, the fund's annual report, maturities of the fund's portfolio holdings are approximately 86% 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.

Note 3 – Cash and Cash Equivalents (continued)

At June 30, 2024, 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 School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 4 – Liquidity

The Organization's financial assets available within one year of the balance sheet date for general expenditures are as follow:

Cash and cash equivalents	$ 180,795,929
Due from governmental agencies	37,595,891
Other receivables, no allowance necessary	260,224
	$ 218,652,044

The Organization's financial assets have been reduced by amounts not available for general use because of note payable imposed restrictions and cash held by the Organization in a fiduciary capacity within one year of the balance sheet date. Amounts not available to meet general expenditures within one year also include net assets with donor restrictions. As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due.

Net assets with donor restrictions are temporarily restricted and consist of assets that are subject to grantor or donor-imposed stipulations that require the passage of time or the occurrence of a specified event. The majority of the assets are pass-through from TEA.

Note 5 – Due from Other Agencies

The following is due from other agencies as of June 30, 2024:

Funding Source	Balance
Due from the District, referendum	$ 20,209,658
Federal revenue	13,735,052
Science or reading fund	7,817
Due from state	2,327,215
Capital Outlay	1,316,149
Total Due from Other Governmental Agencies, current	37,595,891
Due from the District, referendum, long-term portion	27,438,961
Total Due from Other Governmental Agencies	$ 65,034,852

The Miami-Dade and Broward School Board District entered into settlement agreements with the Organization for Referendum funds not received for previous school years.

Note 5 – Due from Other Agencies (continued)

The District agreed to pay the referendum funds in the following installments (including interest at 5 percent):

Year	Principal	Interest	Total
2025	$ 20,209,658	$ -	$ 20,209,658
2026	19,376,619	1,538,586	20,915,205
2027	7,471,304	2,015,269	9,486,573
Total	$ 47,057,581	$ 3,553,855	$ 50,611,436

Note 6 – Property and Equipment

The following schedule provides a summary of property and equipment:

	Balance 06/30/2024
Property and equipment (non-depreciable):	
Construction in progress	$ 4,512,006
Land	23,698,179
	28,210,185
Property and equipment (depreciable):	
Building and improvements	94,081,211
Motor vehicles	2,615,143
Furniture, fixtures, and equipment	40,341,857
Right-of-use lease asset (buildings) - finance	343,728,608
Total Property and Equipment	508,977,004
Less Accumulated Depreciation and Amortization:	
Buildings and Improvements	(23,932,735)
Motor vehicles	(2,014,626)
Furniture, fixtures, and equipment	(26,475,850)
Right-of-use lease asset (buildings) - finance	(71,135,936)
Total Accumulated Depreciation and Amortization	(123,559,147)
Property and Equipment, net	$ 385,417,857

Depreciation and finance lease amortization expense for the year ended June 30, 2024, is $34,812,752.

Note 7 – Educational Services and Support Provider

The Organization has entered into various Charter School Educational Services and Support Agreements with Academica Dade, LLC (as to charter schools located in Duval and Miami-Dade Counties), Academica Broward, LLC (as to charter schools located in Broward County, Palm Beach County and St Lucie County), Academica SW, LLC (as to charter schools located in Texas), and Academica Arizona, LLC (as to charter schools located in Arizona), each an educational service and support provider ("ESSP").

Under the agreements, the ESSP's will provide academic and administrative services and support including planning, accountability, compliance, administrative support services, identification of potential school-sites, assistance with staff recruitment, assistance with human resource coordination, legal and corporate upkeep, and assistance with the maintenance of books and records including bookkeeping, budgeting, financial forecasting and virtual services ("ESP Agreements"). The various agreements call for a fee on a per student basis ("ESSP Fee").

The agreement between Academica Management SW, LLC, and Somerset Academies of Texas, located in San Antonio, TX calls for a fee of $650 per student Full Time Equivalent (FTE) per annum. The agreement between Academica Dade, LLC and Academica Broward, LLC call for a fee of $450 per student per annum.

The agreements primarily expire on June 30, 2028, with options to renew. During the year ended June 30, 2024, the Organization incurred approximately $14,055,000 in fees. The ESSP Agreements between the Organization and Academica are subordinate to the loan payment obligations and all claims of the Lenders in the event of default (see Note 14).

Somerset Virtual Academy outsourced to Academica Virtual Education, LLC a variety of educational products and services, and administrative and technology services. During the year ended June 30, 2024, Somerset Virtual Academy incurred approximately $1,501,000 in virtual fees.

Note 8 – Transactions with Other Organizations

District Membership Agreement

The Organization entered into a district membership agreement with Somerset Academy of Las Vegas ("The School") for the use of Somerset Academy name in connection with educational activities to obtain certain training and other education related services. The annual fee associated with the license is not to exceed 1% of the guaranteed basic support payment per pupil that the School receives. During the year, the Organization earned approximately $420,000 in fees under this agreement.

Doral College, Inc.

Somerset Academy, Inc. entered into an Educational Services Agreement, and with each charter school in the Organization entered into Dual Enrollment Articulation Agreements with the Doral College, Inc. (shares the same ESSP provider) to provide educational services, dual enrollment, and program support for the Organization's students. The Educational Services Agreement continues through the end of the 2024-2025 academic year and the Dual Enrollment Articulation Agreements are updated annually. Under the agreements, the Organization incurred approximately $1,366,000 of fees for the 2023-2024 academic year.

Note 9 – Commitments and Contingencies

Commitments

The Organization received recoverable grants totaling $400,000 for the year ended June 30, 2019, from Academica Management, LLC for the Somerset Academy Eagle and Somerset Academy Eagle Middle Campus. Repayments of these grants are contingent on the respective schools subsequently meeting certain financial conditions. To date, management has determined that the Organization has not met the requirements for repayment under the grant terms. The maximum amount the Organization may be required to pay in the future should the school meet the requirements for repayment is $400,000.

As of June 30, 2024, the Organization had uncompleted contracts and open change orders for the construction, and improvements for various sites totaling approximately $4,346,000.

Contingencies

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 in 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.

Contingencies - Somerset Academy Key Charter Middle School

Somerset Academy, Inc., on behalf of the School, has filed the following: Somerset Academy, Inc., v. Zion Evangelical Church of Pompano Beach-Deerfield Beach, Florida, Case No. CASE-24- 010388, currently pending in the Circuit Court of the Eleventh Judicial Circuit in and for Broward County, Florida, a civil action commenced on July 23, 2024, in which the School is a plaintiff. Somerset Academy, Inc. has brought several claims against its landlord, Defendant Zion Evangelical Lutheran Church of Pompano Beach-Deerfield Beach, Florida, including claims for injunctive and declaratory relief regarding its rights under the parties' Educational Facilities Lease Agreement and various other claims.

Zion has asserted counterclaims including eviction. Discovery is not complete. At this stage of litigation, it is impracticable to render an opinion about the likelihood of an unfavorable outcome; however, Somerset Academy, Inc. believes it has meritorious claims and defenses against Defendant/Counter-Plaintiff Zion and is vigorously prosecuting and defending this litigation.

Note 10 – Description of Leasing Agreements

The Organization applies FASB ASC Topic 842, *Leases*, and as a result recorded various operating and finance lease right of use assets and liabilities in these consolidated financial statements. At the time of the initial measurement, there was no interest rate specified in the original lease agreements. The Organization has used an average effective interest for several borrowings during fiscal year 2021 and 2022. Variable payments that are not determinable at the lease commencement are not included in the measurement of the lease assets and liabilities. The lease agreements do not include any material residual value guarantees or restrictive covenants.

Finance Lease Liabilities

The Organization has entered into various finance lease agreements for its charter school facilities with 8 to 50-year terms, including agreements with affiliates of the Organization's educational service provider. The exercise of these renewal options is at the sole discretion of the Organization, and only lease options that the Organization believes are reasonably certain to be exercised are included in the measurement of the lease assets and liabilities.

For the year ended June 30, 2024, third party finance lease agreements and lease liabilities are as follows:

City Church of Homestead, for Somerset Arts Academy through June 30, 2033, with an automatic three year renewal, and subsequent two year automatic renewals thereafter unless terminated.	$	2,286,306
Princeton Church of the Nazarene, Inc. for Somerset Academy Silver Palms at Princeton through June 30, 2048.	$	7,957,817
Somerset Academies of Texas is leasing office equipment for approximately $182,000 per year through 2025.	$	206,893
Varsity Square, LLC, for Somerset Academy Davie Charter School through August 31, 2028, with the option to renew for one additional five year term.	$	876,529
Florida Bible Church, Inc., for Somerset Neighborhood School, Somerset Preparatory Charter Middle, and Somerset Academy High School – Central Miramar Campus. through June 30, 2024, and automatically renews for an additional renewal term of two years.	$	1,527,696
Archdiocese of Miami, Inc., for Somerset Academy East Preparatory through June 30, 2025.	$	284,050
City of North Lauderdale, for Somerset Preparatory Academy Charter School at North Lauderdale, and Somerset Preparatory Academy Charter High at North Lauderdale through June 30, 2030, with an option to renew for one additional five-year term.	$	4,613,331
Archdiocese of Miami, Inc., for Somerset Pines Academy through June 30, 2025.	$	433,624
New Covenant Church, Inc., for Somerset Academy Pompano through June 30, 2025, with two additional three year renewal terms.	$	87,898

Note 10 – Description of Leasing Agreements (continued)

Temple Beth El of Boca Raton, Inc., for Somerset Academy Boca and Somerset Academy Boca Middle extended through June 30, 2027.	$	2,099,804
Archdiocese of Miami, Inc., for Somerset Academy Charter Elementary School (South Homestead) through June 30, 2025.	$	470,264
The University Baptist Church of Coral Gables, Inc., for Somerset Gables Academy through August 16, 2025 with an automatic two year renewal periods unless terminated by either party.	$	247,274
Zion Evangelical Lutheran Church of Pompano Beach for Somerset Key Charter Middle and Somerset Key Charter High through June 30, 2026.	$	1,139,693
Dave and Mary Alper Jewish Community Center for Somerset Preparatory Academy Sunset through July 31, 2024.	$	1,479,738
Archdiocese of Miami, Inc., for Somerset Academy Village, and Somerset Academy Village Middle through June 30, 2025.	$	364,442
The Office Park, LLC for Somerset Kendall through June 30, 2028 with option to renew for two additional five year terms each.	$	1,463,455
Sunset Church of Christ, Inc. for Somerset Palms Academy through June 30, 2028.	$	1,194,133
Metro Life Worship Center of Miami, Inc for Somerset Academy Continental through July 31, 2045. The school excercised the option for four additional periods of five-year term.	$	956,114
Robert M. May Revocable Trust for Somerset Academy, The Dr. Bernard Kimmel Campus through April 31, 2029.	$	25,685
Skyway Apostolic Center, Inc. for Somerset Academy Arizona, Inc. for two years ending on June 30, 2025, and will automatically renew each year for one-year periods.	$	23,637
Grand Total	**$**	**27,738,383**

For the year ended June 30, 2024, related party finance lease agreements and lease liabilities are as follows:

Southwestern Grant II, LLC (Phase II), for Somerset Academy at Silver Palms through June 30, 2036 with an option to renew for two additional five-year terms.	$	12,010,679
59th Street Development for Somerset South Miami Elementary through June 30, 2039.	$	568,792
Homestead Arts School Development, LLC for Somerset Preparatory Academy, Middle, and High through June 30, 2039 with an option to renew for two additional periods of five-year term.	$	14,820,303
Pines BLVD School Development, LLC for Somerset Academy Broward and Somerset Academy South through June 2038 with two options to renew for additional five year terms each.	$	12,659,233

Note 10 – Description of Leasing Agreements (continued)

Broward School Development, LLC, Broward School Development II, LLC and Broward School Development III, LLC, for Somerset Academy Chapel Trail Campus through June 30, 2036, with an option to renew for two additional five-year terms.	$	36,166,330
Film, LLC, for Somerset Academy Miramar Campus through June 30, 2036, with an option to renew for two additional five-year terms.	$	14,680,659
Riverside School Development, LLC for Somerset Academy Riverside Elementary and Middle School through June 30, 2038, with two options to renew for additional five years each.	$	10,373,541
Parkland School Property, LLC for Somerset Parkland Academy through June 30, 2040 with two options to renew an additional five years each.	$	17,093,275
Boynton School Property, LLC, as per second addendum to lease agreement, for Somerset Academy Canyons Middle School, and Somerset Academy Canyons High School through July 31, 2033, with the option to extend the term for three additional periods of five years each.	$	19,262,631
PSL School Property, LLC for Somerset College Preparatory Academy through June 30, 2037, with an option to extend for two additional five year periods.	$	22,235,191
990 Building, LLC for Somerset Academy Bethany through June 30, 2045 with an option to renew for two additional periods of five year term.	$	9,329,244
990 Building, LLC for Somerset College Preparatory Academy South High School and Somerset Academy Dade Middle through June 30, 2040 with two options to renew additional five-year term each.	$	12,250,079
Soho School Development, LLC, for Somerset Academy Charter Middle School (South Homestead), and Somerset Academy Charter High School (South Homestead) through June 30, 2035, with an option to renew for three additional periods of five-year term.	$	15,261,056
Valencia School Development, LLC, for Somerset Academy and Somerset Academy Charter Middle School through June 30, 2036 with an option to renew for a two additional five-year term.	$	8,112,030
Country Palm Holdings LLC for Somerset Academy High School (Silver Palms Campus) through June 30, 2038, with an option to renew for two additional five year terms.	$	18,023,934
Southwestern Grant, LLC, for Somerset Academy at Silver Palms through June 30, 2036, with an option to renew for two additional five-year terms.	$	14,782,023
Somi Group, LLC, for Somerset Academy Elementary School (South Miami Campus), and Somerset Academy Middle School (South Miami Campus) through July 31, 2039.	$	3,333,704
Wellington School Property, LLC for Somerset Academy of the Arts through June 30, 2039 with options to renew for two additional five-year tems.	$	13,501,731

Note 10 – Description of Leasing Agreements (continued)

Charter DC Jacksonville, LLC, for Somerset Academy Eagle and Somerset Academy Middle Eagle Campus through June 30, 2040, with an option to renew for three additional successive periods of ten years each.	$	5,514,635
Summit School Property, LLC for Somerset Lakes through June 30, 2036 with two options to extend for an additional 5 years.	$	5,676,348
Grand Total	**$**	**265,655,418**

Operating Lease Liabilities

The Organization has entered into various operating lease agreements for its charter school facilities with 2-to-21-year terms, including agreements with Charter DC Jacksonville, LLC, an affiliate of the Organization's educational service provider. The exercise of these renewal options is at the sole discretion of the Organization, and only lease options that the Organization believes are reasonably certain to be exercised are included in the measurement of the lease assets and liabilities.

For the year ended June 30, 2024, third party operating lease agreements and lease liabilities are as follows:

Goliad Grant, LLC for Somerset Academies of Texas through June 30, 2042, with options to extend for two additional periods of five years.	$	28,447,178
St. George Maronite Catholic Church for Somerset Academies of Texas through July 31, 2026 with two options to renew for additional five year terms each.	$	544,826
Base School Facilities LLC for Somerset Academies of Texas through August 31, 2041 with an option to extend for two additional periods of five years each.	$	5,581,961
Grand Total	**$**	**34,573,965**

For the year ended June 30, 2024, operating and finance leases costs consist of the following:

	Finance Lease		*Operating Lease*		
	Third Party	Related Party	Third Party	Related Party	Total
Lease Cost					
Finance lease cost:					
Amortization of right-of-use asset	$ 6,622,879	$ 19,509,593	$ -	$ -	$ 26,132,472
Interest on lease liabilities	1,424,068	13,562,007	-	-	14,986,075
Operating lease cost	-	-	3,469,192	-	3,469,192
Variable lease cost*	1,134,956	5,030,839	329,337	-	6,495,132
Total Lease Cost	$ 9,181,903	$ 38,102,439	$ 3,798,529	$ -	$ 51,082,871

*Included in occupancy expense in the Statement of Functional Expenses.

Note 10 – Description of Leasing Agreements (continued)

A maturity analysis of annual discounted cash flows for lease liabilities as of June 30, 2024, is as follows:

	Finance Lease		*Operating Lease*		
Year	**Third Party**	**Related Party**	**Third Party**	**Related Party**	**Total**
2025	$ 6,867,075	$ 28,190,025	$ 2,915,186	$ -	$ 37,972,286
2026	4,871,441	28,180,160	2,915,187	-	35,966,788
2027	3,448,820	28,170,016	2,664,936	-	34,283,772
2028	3,449,052	28,160,133	2,642,186	-	34,251,371
2029	2,796,033	31,582,639	2,642,186	-	37,020,858
2030-2034	6,383,370	132,191,213	13,210,930	-	151,785,513
2035-2039	3,225,000	76,122,111	13,210,931	-	92,558,042
Thereafter	5,511,250	16,953,483	7,902,331	-	30,367,064
Total	$ 36,552,041	$ 369,549,780	$ 48,103,873	$ -	$ 454,205,694
Less effects of discounting	(8,813,658)	(103,894,362)	(13,529,908)	-	(126,237,928)
Total lease liability	$ 27,738,383	$ 265,655,418	$ 34,573,965	$ -	$ 327,967,766

Other information in relation to the lease agreements as of June 30, 2024, were as follows:

Other information	
Cash paid for amounts included in the measurement of leases liabilities:	
Operating cash flows from operating leases	$ 2,915,186
Operating cash flows from finance leases	$ 14,986,075
Financing cash flows from financing leases	$ 21,062,361
Supplemental noncash information:	
Right of use asset and lease liability - Financing	$ 5,543,902
Right of use asset and lease liability - Operating	$ -
Weighted-Average Remaining Lease Term - Finance Leases	9
Weighted-Average Discount Rate - Finance Leases	5.00%
Weighted-Average Remaining Lease Term - Operating Leases	12
Weighted-Average Discount Rate - Operating Leases	5.00%

Note 11 – Risk Management

The Organization is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the Organization carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

The Organization has entered into a strategic relationship with ADP TotalSource, Inc., a human resource management firm, typically known as “Professional Employer Organization” (PEO). Under a co-employment agreements, the PEO is the employer of record and is responsible for administering payroll, payroll taxes, provide employee benefits and assist with human resources and risk management. Accordingly, certain human resource related risks are transferred to the PEO. Nevertheless, the Organization may be subject to risks, including loss, penalties and fines related to employment practices, administrative error and omissions.

Note 12 – Employee Benefit Plans

Defined Contribution Plan

The Organization's personnel, which are leased through ADP TotalSource Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the 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 $4,829,000 for the year ended June 30, 2024. The Organization does not exercise any control or fiduciary responsibility over the Plan's assets, which are administered by Voya Financial.

Defined Benefit Plan

Somerset Academies of Texas participates in a cost-sharing multiple-employer defined benefit pension plan that has a special funding situation. The plan is administered by the Teachers Retirement System ("TRS"). The TRS defined benefit pension plan is established and administered in accordance with the Texas Constitution, Article XVI, Section 67 and Texas Government Code, Title 8, Subtitle C. The pension trust fund is a qualified pension trust under Section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's board of trustees does not have the authority to establish or amend benefit terms. The TRS plan does not include a collective-bargaining agreement. Under provisions in State law, plan members are required to contribute 8% of their monthly salary and the State of Texas contributes an amount equal to 8.25% of the School's covered payroll. The Organization's contribution to the System for the year ending June 30, 2024, was approximately $346,257.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard workload and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by TRS.

The TRS plan differs from single-employer plan in the following ways:

1. Charters are legally separate entities from the state and each other.
2. Assets contributed by one charter or independent school district ("ISD") may be used for the benefit of an employee of another charter or ISD.
3. The unfunded obligations get passed along to other charters or ISDs.
4. There is not a withdrawal penalty for leaving the TRS system.

Pension Plan Fiduciary Net Position

At August 31, 2023, TRS' total plan assets (dollars in thousands) were $223,172,755 and the plan was 79.1% funded.

Detailed information about TRS' fiduciary net position is available in a separately issued Comprehensive Annual Financial Report ("CAFR") that includes financial statements and required supplementary information. That report may be obtained on the Internet at https://www.trs.texas.gov; by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698; or by calling (512) 542-6592.

Note 12 – Employee Benefit Plans (continued)

Contributions

Contribution requirements are established or amended pursuant to Article 16, Section 67 of the Texas Constitution, which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member's annual compensation and a state contribution rate not less than 6% and not more than 10% of the aggregate annual compensation paid to members of TRS during the fiscal year. Texas Government Code, Section 821.006 prohibits benefit improvements, if as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, of the amortization period already exceeds 31 years, the period would be increased by such action.

Employee contribution rates are set in state statue, Texas Government Code, Section 825.402. Senate Bill 1458 of the 83rd Texas Legislature amended Texas Government Code, Section 825.402 for member contributions and established employee contribution rates for fiscal year 2014 thru 2017. It also added a 1.5% contribution for employers not paying Old Age Survivor and Disability Insurance ("OASDI") on certain employees effective for fiscal year 2015, as discussed in Note 1 of the TRS 2014 CAFR. The 86th Texas Legislature, General Appropriations Act ("GAA") established the employer contribution rates for fiscal years 2016 through 2017.

Contributors to the plan include members, Somerset Academies of Texas (the school), and the state of Texas as the only nonemployer contributing entity ("NECE"). The state is the employer for senior colleges, medical schools, and state agencies, including TRS. In each respective role, the state contributes to the plan in accordance with state statutes and the GAA.

As the NECE for public education and junior colleges, the state of Texas contributes to TRS an amount equal to the current employer contribution rate times the aggregate annual compensation of all participating members of the pension trust fund during that fiscal year reduced by the amounts described below which are paid by the School.

Somerset Academies of Texas is required to pay the employer contribution rate in the following instances:

- On the portion of the members' salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the TEC.
- During a new member's first 90 days of employment.
- When any part or all of an employee's salary is paid by federal funding sources, a privately sponsored source, from noneducational and general, or local funds.
- When the employing district is a public junior college or junior college district, the district shall contribute to TRS an amount equal to 50% of the state contribution rate for certain instructional or administrative employees; and 100% of the state contribution rate for all other employees.

Note 12 – Employee Benefit Plans (continued)

In addition to the School employer contributions listed below, when employing a retiree of TRS, the School shall pay both the member contribution and the state contribution as an employment after retirement surcharge. The School's contribution to TRS does not represent more than 5% of the total contributions to the TRS plan. There have been no changes that would affect the comparison of employer contributions from year to year.

Contribution Rates

	2024
Member	8.25%
NECE	8.25%
Employers	1.90%
Employer contributions	$ 32,868
Member contributions	$ 1,604,224
Non-OASDI contributions	$ 313,388
Health plan contributions	$ 1,123,638

Note 13 – Net Assets with Donor Restrictions

Net assets with Donor Restrictions for the year ending June 30, 2024 consist of the following:

Restricted funds	Balance
Florida School Program:	
District Referendum	$ 7,670,153
National School Lunch Program	3,366,849
Local Capital Outlay	1,015,320
Texas Foundation School Program Grants	8,920,248
Arizona School Program Grants	382,237
	$ 21,354,807

Net assets with donor restrictions are temporarily restricted and consist of assets that are subject to grantor or donor-imposed stipulations that require the passage of time or the occurrence of a specified event. The majority of the assets are pass-through from TEA.

Note 14 – Long Term Debt

Revenue Bond Payable - Somerset Inc.

On December 6, 2017, the Organization entered into a Financing Agreement ("2017 Agreement") with a Lender and the Miami-Dade County Industrial Development Authority ("Issuer") whereby the Issuer will issue its Miami-Dade County Industrial Development Authority Revenue Bond (Somerset Academy Project), Series 2017, in a principal amount of up to $12,000,000 (the "Bond") on behalf of Somerset Academy, Inc (the "Organization"). Pursuant to the terms of the Agreement, the Lender shall, through the purchase of the Series 2017 Bond, provide a loan to the Organization of an amount equal to $12,000,000 (the "Loan"), which shall be disbursed in accordance with the Agreement.

Note 14 – Long Term Debt (continued)

The proceeds of the Bond issue were used for the financing of construction of educational facilities consisting of a new two (2) story classroom, multi-purpose room and administrative offices building containing approximately thirty-four thousand (34,000) square feet, to be constructed on the Project Land, and renovations to the existing structure currently situated on the Project Land and for the costs associated with the issuance of the Series 2017 Bond and the Loan. The Loan is secured by a first mortgage on the Project Land owned by the Organization and escrow funds as required per Agreement. The Project Land consists of the Organization's current site for Somerset Bay and Bay Middle located at 9500 SW 97 Avenue and 9600 SW 97 Avenue, Miami, Florida.

Interest only payments are payable monthly commencing on January 1, 2018, through January 1, 2019. Commencing on January 1, 2019, principal and interest shall be due and payable in equal consecutive monthly installments over the remaining term of twenty-five (25) years. These bonds are subject to an interest rate at 2.73%, with an effective rate of 3.02%. The Bond was issued at par and is subject to prepayment, in whole or in part at any time pursuant to the terms of, and at the prepayment price set forth in the Financing Agreement.

The bond contains restrictive covenants related to debt service coverage ratio, liquidity requirements, student enrollment and reporting requirements.

As of June 30, 2024, the amount outstanding is as follows:

Total Bonds Principal Balance	$ 8,379,823
Less: Unamortized Debt Issuance Costs	(201,894)
Total Bonds Payable	$ 8,177,929

Interest expense for the year ended June 30, 2024 was approximately $237,800 and amortization of bond issuance costs amounted to approximately $10,600.

Revenue bond debt future maturities are as follows:

Year Ending June 30,	Principal	Debt Issuance Cost	Sub-Total	Interest	Total
2025	$ 350,121	$ (10,626)	$ 339,495	$ 229,322	$ 568,817
2026	359,669	(10,626)	349,043	219,774	568,817
2027	369,477	(10,626)	358,851	209,966	568,817
2028	379,552	(10,626)	368,926	199,890	568,817
2029	389,903	(10,626)	379,277	189,540	568,817
2030-2034	2,114,925	(53,130)	2,061,795	782,288	2,844,083
2035-2039	2,419,460	(53,130)	2,366,330	477,753	2,844,083
2040-2042	1,996,717	(42,504)	1,954,213	129,991	2,084,204
	$ 8,379,823	$ (201,894)	$ 8,177,929	$ 2,438,525	$ 10,616,454

Note 14 – Long Term Debt (continued)

Revenue Bond Payable – Somerset Foundation, Inc.

On August 1, 2018, Somerset Foundation, entered into a Financing Agreement ("Agreement") with a Lender and the Capital Trust Agency ("Issuer") has agreed to issue the Series 2018 Bond, in a principal amount of up to $8,560,000 on behalf of Somerset Foundation, Inc (the "Organization"). According to the terms of the Agreement, Lender shall, through the purchase of the Series 2018 Bond, provide a loan to the Organization of an amount equal to $8,560,000 (the "Loan"), which should be disbursed in accordance with the Agreement.

The proceeds of the Bond issue will be used for the acquisition of the project land and minor renovations to the improvements. The educational facilities consisting of a charter school building containing approximately forty-two thousand one hundred (42,100) square feet, situated on the Project Land, and minor renovations to such existing structure, together with all buildings, structures, fixtures, and other improvements.

Interest only payments are payable monthly commencing on September 1, 2018. Commencing on September 1, 2018 principal and interest shall be due and payable in equal consecutive monthly installments over the remaining term of twenty five (25) years. These bonds are subject to an interest rate at 4.28% and effective rate of 4.47%.

The bond contains restrictive covenants related to debt service coverage ratio, liquidity requirements, student enrollment and reporting requirements.

As of June 30, 2024 the amount outstanding is as follows:

Total Bonds Principal Balance	$ 7,295,740
Less: Unamortized Debt Issuance Costs	(174,964)
Total Bonds Payable	$ 7,120,776

Interest expense for the year ended June 30, 2024, was approximately $323,000 and amortization of bond issuance costs amounted to approximately $10,600.

Revenue bond future maturities are as follows:

Year Ending June 30,	Principal	Debt Issuance Cost	Sub-Total	Interest	Total
2025	$ 251,012	$ (9,343)	$ 241,669	$ 307,188	$ 548,857
2026	261,969	(9,343)	252,626	296,232	548,857
2027	273,404	(9,343)	264,061	284,797	548,857
2028	285,338	(9,343)	275,995	272,863	548,857
2029	297,792	(9,343)	288,449	260,408	548,857
2030-2034	1,695,666	(46,715)	1,648,951	1,095,336	2,744,286
2035-2039	2,099,491	(46,715)	2,052,776	691,511	2,744,286
2040-2044	2,131,069	(34,819)	2,096,250	199,052	2,295,302
	$ 7,295,740	$ (174,964)	$ 7,120,776	$ 3,407,386	$ 10,528,161

Note 14 – Long Term Debt (continued)

Series 2021 Education Revenue Bonds – Somerset Academies of Texas

On March 18, 2021, Arlington Higher education Finance Corporation issued series 2021A Education Revenue Bonds in the aggregate principal amount of $42,795,000. The bonds were used to (i) finance or refinance the costs of acquiring, constructing, improving, and equipping Brooks Collegiate Academy located at 4802 Vance Jackson Road, San Antonio, Texas and Brooks Lone Star Academy located at 25 Burwood Lane, San Antonio, Texas, (ii) funding a debt service reserve fund, and (iii) paying costs of issuance of the Series 2021 Bonds.

Interest on the Series 2021A Bonds will accrue from the date of initial delivery and will be calculated on the basis of a 360-day year consisting of twelve 30 months. These bonds are subject to interest rates ranging from 4.00% to 5.00%. and mature between June 15, 2031, through June 15, 2051. The bonds were issued at par value plus premium of $1,580,567.

The bond is secured by a deed of trust and security agreement to the trustee as security for the bonds on collateral identified in such agreement including but not limited to the real property, buildings and improvements, furniture, equipment, and supplies purchased with the bonds. The Series 2021 bonds contain restrictive covenants related to debt service coverage ratio, days cash on hand requirements, student enrollment and reporting requirements. In the event of default, the maturity date can be accelerated and/or the underlying collateral may be subject to foreclosure.

Premiums and debt issuance costs on the bonds are as follows:

Bonds payable - Long term	$	40,601,918
Bonds payable - Current portion		838,082
Plus: premium on bonds payable, net		1,409,339
Less: Debt issuance costs, net		(927,107)
	$	41,922,232

Interest expense for the year ended June 30, 2024, was approximately $2,077,000 and amortization of bond premiums and issuance costs and amounted to $52,686 and $(34,658), both of which is included in interest expense.

Note 14 – Long Term Debt (continued)

The future maturity of the bond financing for the School is as follows:

Year Ending June 30,	Principal	Premium	Debt Issuance Costs	Sub-total	Interest	Total
2025	$ 805,000	$ 52,686	$ (34,658)	$ 823,027	$ 2,014,125	$ 2,837,152
2026	840,000	52,686	(34,658)	858,027	1,976,150	2,834,177
2027	870,000	52,686	(34,658)	888,027	1,942,550	2,830,577
2028	905,000	52,686	(34,658)	923,027	1,907,750	2,830,777
2029	945,000	52,686	(34,658)	963,027	1,871,550	2,834,577
2030-2034	4,175,000	263,428	(173,291)	4,265,137	7,082,800	11,347,937
2035-2039	6,465,000	263,428	(173,291)	6,555,137	7,609,750	14,164,887
2040-2044	8,250,000	263,428	(173,291)	8,340,137	5,824,000	14,164,137
2045-2049	10,525,000	263,428	(173,291)	10,615,137	3,545,000	14,160,137
2050-2051	7,660,000	92,200	(60,651)	7,691,549	772,725	8,464,274
	$ 41,440,000	$ 1,409,339	$ (927,107)	$ 41,922,233	$ 34,546,400	$76,468,633

Summary of Long-Term Debt

Revenue Bond Payable to Regions Bank for Somerset Bay Campus, net of unamortized bond issuance costs, collateralized by the Somerset Academy Bay Campus property. ("2017 Agreement", see above)	$ 8,177,929
Somerset Foundation, Inc. Revenue Bond Payable to Regions Bank for and collateralized by the Somerset Academy St. Lucie Campus, net of unamortized bond issuance costs. (See above)	$ 7,120,776
Arlington Higher Education Finance Corporation issued series 2021A Education Revenue Bonds in the aggregate principal amount of $42,795,000 to Somerset Academies of Texas. Series 2021A Bonds are subject to interest rates ranging from 4.00% to 5.00% and mature between June 15, 2031 through June 15, 2051. The bonds were issued at par value plus premium of $1,580,567.	$ 41,922,232
Total Bonds Payable	**$ 57,220,937**
Somerset Academies of Texas obtained equipment financing from Regions Bank and issued notes payable for a total loan balance of $918,831. The purpose of the loans is the acquisition of capital assets. The facilities require between 36 - 48 monthly payments of principal and interest at interest rates ranging from 3.25% - 3.50%.	$ 52,528
Various term loans for Somerset College Preparatory Academy for the acquisition of six schools buses. The loans bear interest rates from 5.03% to 5.55% with maturity dates ragning from Oct. 2023 through Oct. 2024.	$ 186,646
Financing in the amount of $525,797 to acquire five school buses on behalf of Somerset Academy St. Lucie. To be repaid in 84 consecutive monthly payments of principal and interest. The notes bear an interest rate of 5.55% fixed with a maturity date of July 25, 2024.	$ 7,160
Somerset Arizona entered into a Promissory Note with Charter Development Solutions, LLC, a related company to the ESSP provider, for $57,687. The Note calls for interest to accrue at 4% beginning on September 1, 2021 through August 31, 2024, the maturity date of the note.	$ 57,686

Note 14 – Long Term Debt (continued)

Somerset Academy Foundation, Inc. amended and restated the terms of the promissory noted in the original principal amount of $6,500,000. The note was refinanced with Regions Bank. Interest will accrue on the outstanding principal balance of the Loan at the fixed rate of 2.99%. The entire principal balance along with all accrued and unpaid interest is due and payable in full in December 2026, the final maturity date of the loan.	$	6,016,629
Somerset Academy Foundation, Inc. entered into a promissory note and interest rate swap agreements with Regions bank for $12,590,000 of which $2,240,000 is for a renovation loan and the remaining balance of $10,350,000 was for a term loan at an annual SOFR based rate of 7.38% with a maturity rate of August 25, 2027. (See Note 14).	$	9,845,256
Somerset Academy Foundation, Inc. entered into a promissory note and interest rate swap agreements with Regions bank for $12,590,000 of which $2,240,000 is for a renovation loan and the remaining balance of $10,350,000 was for a term loan at an annual SOFR based rate of 7.35% with a maturity rate of August 25, 2027. (See Note 14).	$	2,224,657
Somerset Academy, Inc., entered into a promissory note and credit facility agreement with Regions Bank for $1,500,000 at 3.31% with a maturity date of October 4, 2026, collateralized by the Somerset Academy Bay Campus property. ("2019 Agreement").	$	505,322
Somerset Academy, Inc., entered into a promissory note and loan agreement with Regions Bank for $539,750 at 2.34% with a maturity date of December 6, 2027, collateralized by the Somerset Academy Bay Campus property. ("2020 Agreement")	$	460,236
Master Agreement with Regions Bank on behalf of various Schools for equipment financing and subject to the terms of an Equipment Finance Schedule. The notes have various maturities with terms from 36 to 60 months and bear interest at rates from 3.25% to 4.25% per annum. The notes are collateralized by the purchased equipment being financed.	$	349,046
Somerset Academy Bethany obtained equipment financing from Regions Bank. The loan bears interest at a fixed rate of 4.18%. Payments of $465 are required for 60 months.	$	13,284
Total Notes Payable	**$**	**19,718,450**
Grand Total	**$**	**76,939,387**

The Organization's debt agreements with financial institutions contain various covenants, restrictions and financial test requirements. In the event an instance of default is not remedied, the maturity can be accelerated and or the underlying collateral may be repossessed.

As of June 30, 2024 the amount outstanding of long-term debt is as follows:

Total Long- Term Debt Principal Balance	$	78,426,049
Less: Unamortized debt Issuance costs		(1,486,662)
Total Long-Term Debt Payable	$	76,939,387

Note 14 – Long Term Debt (continued)

Future maturities of long-term debt are as follows as of June 30, 2024:

Years ending June 30	Notes Payable	Bonds Payable	Total
2025	$ 1,122,577	$ 1,406,133	$ 2,528,710
2026	1,009,453	1,461,637	2,471,090
2027	6,390,351	1,512,880	7,903,231
2028	11,196,071	1,569,890	12,765,961
2029	-	1,632,695	1,632,695
Thereafter	-	49,637,701	49,637,699
	$ 19,718,452	$ 57,220,936	$ 76,939,387

Interest expense for long-term debt for the year ended June 30, 2024 was approximately $3,757,000.

Omnibus Amendment and Subordination Agreement

The Organization entered into an Omnibus Amendment and Subordination Agreement with the Lender in connection with the 2017, 2018, and 2019, and 2020 Agreements ("Agreements"). In the event of default on Agreements or liquidation of the Organization's assets, the Subordination Agreement requires that all ESSP Fees in connection with the ESSP Agreements (see Note 7), to be subordinated to the loan payment obligations and rental payments to landlords under lease agreements (see Note 10).

Note 15 – Interest Rate Swap Agreement

The Organization uses interest rate swap to manage its portfolio of fixed and variable debt, and to manage the impact of debt on its cash flows. As of June 30, 2024, the Organization has two swaps outstanding related to the term loan with Regions Bank and Somerset Academy Foundation, Inc. which mature in August 2027 with notional values of $10,350,000, and $2,240,000, respectively.

During the year ended June 30, 2024, the fair value of the assets under the Swap had a net increase of $68,924, which has been reflected in the accompanying consolidated statements of activities. At June 30, 2024, the fair value of the assets were $333,823, and $88,957, respectively.

The effect of the interest rate swap agreement caps the interest rate on the Regions bank term loan at 3.13% per annum.

Note 16 – Fair Value of Derivative Financial Instruments

The Company's assets and liabilities recorded at fair value have been categorized based on the fair value hierarchy and the Company's accounting policies as disclosed in Note 2. The Company measured its assets and liabilities at fair value as of June 30, 2024, of $422,780 as Level 2.

SUPPLEMENTARY INFORMATION

Somerset Academy, Inc. and Subsidiaries
Consolidating Statement of Financial Position by Entity and Division
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	Chapel Trail Campus						Miramar Campus				Central Miramar Campus		
	Somerset Academy (Broward)	Somerset Neighborhood (Broward)	Somerset Academy Middle (Broward)	Somerset Academy High (Broward)	Somerset Academy Elementary South	Somerset Arts Conservatory (Broward)	Somerset Academy Miramar Campus (Broward)	Somerset Middle Miramar (Broward)	Somerset Miramar South (Broward)	Somerset Davie (Broward)	Somerset Prep Charter Middle (Broward)	Somerset High Miramar (Broward)	Somerset East Preparatory (Broward)
ASSETS													
Assets:													
Cash	$ 64,065	$ 12,378	$ 931,364	$ 2,965	$ 427,369	$ 407,393	$ 698,320	$ 978	$ 3,353	$ 90,010	$ 9,047	$ 238,805	$ 75,109
Cash equivalents	4,026,000	2,363,000	2,020,000	3,660,000	389,000	1,857,000	801,000	1,314,000	2,483,000	546,000	420,000	380,000	738,000
Restricted cash held by trustee	-	-	-	-	-	-	-	-	-	-	-	-	-
Due from governmental agencies	585,206	332,118	878,076	1,544,779	300,682	337,656	404,035	371,880	198,230	132,941	554,108	290,686	211,736
Prepaid expenses and other current assets	44,924	141,761	30,923	26,814	20,519	2,412	2,594	-	-	11,874	99,813	127,178	30,093
Accounts receivable, no allowance necessary	-	-	-	-	20,583	-	-	-	-	-	-	-	-
Due from other divisions of Somerset Academy, Inc.	74,000	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Assets	4,794,195	2,849,257	3,860,363	5,234,558	1,158,153	2,604,461	1,905,949	1,686,858	2,684,583	780,825	1,082,968	1,036,669	1,054,938
Deposits	-	-	-	-	-	-	-	13,739	-	21,195	-	29,167	30,691
Property and equipment, net	7,996,846	906,050	13,806,236	21,079,411	4,161,601	4,877,500	8,260,630	6,566,331	103,753	922,402	526,682	473,833	314,631
Operating lease right of use asset	-	-	-	-	-	-	-	-	-	-	-	-	-
	1,048,019	565,758	1,560,721	2,064,820	534,284	576,356	635,421	626,769	348,463	242,740	502,253	415,350	349,087
Due from other divisions of Somerset Academy, Inc.	1,350,000	200,000	-	-	-	1,400,000	5,019,908	713,739	2,283,334	625,000	390,000	-	1,235,849
Fair value of interest-rate swap	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Assets	$ 15,189,060	$ 4,521,065	$ 19,227,320	$ 28,378,789	$ 5,854,038	$ 9,458,317	$ 15,821,908	$ 9,607,436	$ 5,420,133	$ 2,592,162	$ 2,501,903	$ 1,955,019	$ 2,985,196
LIABILITIES AND NET ASSETS (DEFICIT)													
Liabilities:													
Accounts payable and accrued expenses	$ 278,018	$ 204,828	$ 381,456	$ 583,309	$ 77,069	$ 115,124	$ 437,844	$ 311,416	$ 161,654	$ 118,605	$ 152,255	$ 100,589	$ 79,328
Due to other divisions of Somerset Academy, Inc.	-	-	-	-	74,000	-	-	-	-	-	-	-	-
Operating lease liability, short term	-	-	-	-	-	-	-	-	-	-	-	-	-
Finance lease liability, short term	422,884	311,617	812,493	1,128,463	217,849	315,970	513,034	424,747	-	183,565	224,654	197,101	284,050
Deferred revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Current portion of notes payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Current portion of bond payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Liabilities	700,902	516,445	1,193,949	1,711,772	368,918	431,094	950,878	736,163	161,654	302,170	376,909	297,690	363,378
Operating lease liability, long term	-	-	-	-	-	-	-	-	-	-	-	-	-
Finance lease liability, long term	7,932,210	327,560	12,207,386	16,954,702	4,086,290	4,747,316	7,708,135	6,034,743	-	692,964	260,023	206,741	-
Notes payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Bond payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred rent liabilities	80,819	-	143,107	199,500	43,904	54,994	91,522	91,521	-	-	-	-	-
Due to other divisions of Somerset Academy, Inc.	-	-	-	-	800,000	-	-	-	-	-	-	1,050,000	-
Total Liabilities	8,713,931	844,005	13,544,442	18,865,974	5,299,112	5,233,404	8,750,535	6,862,427	161,654	995,134	636,932	1,554,431	363,378
Net assets:													
Restricted	124,148	-	233,899	39,795	-	10,297	381,560	290,267	214,016	-	-	-	32,965
Without donor restrictions	6,350,981	3,677,060	5,448,979	9,473,020	554,926	4,214,616	6,689,813	2,454,742	5,044,463	1,597,028	1,864,971	400,588	2,588,853
Total Net Assets	6,475,129	3,677,060	5,682,878	9,512,815	554,926	4,224,913	7,071,373	2,745,009	5,258,479	1,597,028	1,864,971	400,588	2,621,818
Total Liabilities and Net Assets	$ 15,189,060	$ 4,521,065	$ 19,227,320	$ 28,378,789	$ 5,854,038	$ 9,458,317	$ 15,821,908	$ 9,607,436	$ 5,420,133	$ 2,592,162	$ 2,501,903	$ 1,955,019	$ 2,985,196

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	Riverside Campus		Village Campus		North Lauderdale Campus				Key Campus				Eureka Drive Campus
	Somerset Riverside Middle (Broward)	Somerset Riverside (Broward)	Somerset Village (Broward)	Somerset Village Middle (Broward)	Somerset Prep North Lauderdale (Broward)	Somerset High North Lauderdale (Broward)	Somerset Pines Academy (Broward)	Somerset Academy Pompano (Broward)	Somerset Key Middle (Broward)	Somerset Key High (Broward)	Somerset Parkland Academy (Broward)	Somerset Academy (Dade)	Somerset Academy Middle (Dade)
ASSETS													
Assets:													
Cash	$ 4,180	$ 122,041	$ 136,099	$ 6,736	$ 1,166,016	$ 5,279	$ 276,785	$ 60,724	$ 142,977	$ 4,339	$ 71,983	$ 617,932	$ 208,800
Cash equivalents	301,000	304,000	1,313,000	1,039,000	2,630,000	1,519,000	1,773,000	517,000	1,080,000	612,000	757,000	5,982,000	2,954,000
Restricted cash held by trustee	-	-	-	-	-	-	-	-	-	-	-	-	-
Due from governmental agencies	163,428	490,782	425,503	156,802	531,982	292,294	607,166	244,789	434,953	281,063	630,161	1,037,564	283,205
Prepaid expenses and other current assets	134,236	51,263	9,431	2,192	13,126	49,070	32,729	20,053	2,500	-	-	35,262	2,234
Accounts receivable, no allowance necessary	-	41,638	-	1,262	-	-	1,875	-	-	-	8,360	-	-
Due from other divisions of Somerset Academy, Inc.	-	-	70,461	-	-	-	-	-	-	-	-	-	162,312
Total Current Assets	602,844	1,009,724	1,954,494	1,205,992	4,341,124	1,865,643	2,691,555	842,566	1,660,430	897,402	1,467,504	7,672,758	3,610,551
Deposits	23,238	72,554	27,932	-	55,581	-	-	20,000	10,263	-	-	-	-
Property and equipment, net	2,597,881	7,267,576	528,808	174,160	3,199,061	1,499,007	581,566	137,876	997,093	675,647	16,494,998	7,803,157	5,268,638
Operating lease right of use asset	-	-	-	-	-	-	-	-	-	-	-	-	-
	180,600	467,869	385,783	236,635	935,880	487,561	732,886	207,417	529,029	424,422	884,490	1,049,636	267,310
Due from other divisions of Somerset Academy, Inc.	-	-	200,000	-	1,500,000	300,000	500,000	-	-	-	-	847,000	100,000
Fair value of interest-rate swap	-	-	-	-	-	-	-	-	-	-	-	-	
Total Assets	$ 3,404,563	$ 8,817,723	$ 3,097,017	$ 1,616,787	$ 10,031,646	$ 4,152,211	$ 4,506,007	$ 1,207,859	$ 3,196,815	$ 1,997,471	$ 18,846,992	$ 17,372,551	$ 9,246,499
LIABILITIES AND NET ASSETS (DEFICIT)													
Liabilities:													
Accounts payable and accrued expenses	$ 64,666	$ 235,578	$ 108,791	$ 65,793	$ 294,060	$ 112,889	$ 342,026	$ 129,032	$ 358,497	$ 144,055	$ 452,824	$ 402,215	$ 310,867
Due to other divisions of Somerset Academy, Inc.	-	-	-	70,461	-	-	-	-	-	-	-	-	-
Operating lease liability, short term	-	-	-	-	-	-	-	-	-	-	-	-	-
Finance lease liability, short term	141,763	383,284	215,021	149,421	444,675	219,019	433,624	87,898	266,703	288,930	715,741	506,224	225,695
Deferred revenue	-	-	-	-	-	-	-	-	-	-	-	58,857	37,781
Current portion of notes payable	-	76	-	-	-	-	-	-	-	-	-	-	-
Current portion of bond payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Liabilities	206,429	618,938	323,812	285,675	738,735	331,908	775,650	216,930	625,200	432,985	1,168,565	967,296	574,343
Operating lease liability, long term	-	-	-	-	-	-	-	-	-	-	-	-	-
Finance lease liability, long term	2,659,093	7,189,401	-	-	2,646,257	1,303,380	-	-	280,350	303,710	16,377,534	7,605,806	5,164,341
Notes payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Bond payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred rent liabilities	-	-	-	-	-	-	-	-	-	-	153,974	84,257	5,029
Due to other divisions of Somerset Academy, Inc.	475,000	700,849	-	-	-	-	-	-	200,000	-	-	-	-
Total Liabilities	3,340,522	8,509,188	323,812	285,675	3,384,992	1,635,288	775,650	216,930	1,105,550	736,695	17,700,073	8,657,359	5,743,713
Net assets:													
Restricted	-	-	24,958	17,169	520,351	247,287	142,757	10,462	33,242	25,522	18,668	587,613	109,600
Without donor restrictions	64,041	308,535	2,748,247	1,313,943	6,126,303	2,269,636	3,587,600	980,467	2,058,023	1,235,254	1,128,251	8,127,579	3,393,186
Total Net Assets	64,041	308,535	2,773,205	1,331,112	6,646,654	2,516,923	3,730,357	990,929	2,091,265	1,260,776	1,146,919	8,715,192	3,502,786
Total Liabilities and Net Assets	$ 3,404,563	$ 8,817,723	$ 3,097,017	$ 1,616,787	$ 10,031,646	$ 4,152,211	$ 4,506,007	$ 1,207,859	$ 3,196,815	$ 1,997,471	$ 18,846,992	$ 17,372,551	$ 9,246,499

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	Eureka Drive Campus	South Homestead Campus				Silver Palms Campus				South Miami Campus		Bay Campus
	Somerset College Preparatory South High (Dade)	Somerset South Homestead (Dade)	Somerset Middle South Homestead (Dade)	Somerset High South Homestead (Dade)	Somerset Silver Palms at Princeton (Dade)	Somerset Silver Palms (Dade)	Somerset Academy High (Dade)	Somerset Arts Academy (Dade)	Somerset Oaks Academy (Dade)	Somerset Elementary South Miami (Dade)	Somerset Middle South Miami (Dade)	Somerset Academy Bay (Dade)
ASSETS												
Assets:												
Cash	$ 125,089	$ 379,454	$ 530,182	$ 9,167	$ 1,333,014	$ 1,010,428	$ 190,482	$ 161,022	$ 390,092	$ 305,501	$ 1,558	$ 226,470
Cash equivalents	560,000	6,819,000	1,734,000	298,000	5,790,000	12,700,000	1,403,000	2,564,000	4,083,000	2,362,000	1,845,000	2,770,000
Restricted cash held by trustee	-	-	-	-	-	-	-	-	-	-	-	-
Due from governmental agencies	104,702	2,256,176	2,152,203	2,105,475	1,436,403	2,579,671	1,022,705	558,657	807,171	2,162,034	705,419	540,923
Prepaid expenses and other current assets	27,894	8,580	51,041	38,580	28,447	44,013	-	23,065	200,542	15,432	-	47,673
Accounts receivable, no allowance necessary	-	37,024	-	-	-	-	261	-	-	-	-	-
Due from other divisions of Somerset Academy, Inc.	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Assets	817,685	9,500,234	4,467,426	2,451,222	8,587,864	16,334,112	2,616,448	3,306,744	5,480,805	4,844,967	2,551,977	3,585,066
Deposits	-	-	39,234	-	-	-	20,559	-	-	-	-	-
Property and equipment, net	6,657,785	649,389	7,625,823	7,697,622	7,705,939	27,274,726	18,963,018	2,582,060	4,411,888	4,537,361	724,855	5,206,376
Operating lease right of use asset	-	-	-	-	-	-	-	-	-	-	-	-
	-	712,639	679,077	657,334	592,449	2,614,057	1,019,667	514,312	788,837	627,835	213,762	547,245
Due from other divisions of Somerset Academy, Inc.	-	2,295,000	645,000	-	-	-	-	-	350,000	2,500,000	-	-
Fair value of interest-rate swap	-	-	-	-	-	-	-	-	-	-	-	-
Total Assets	$ 7,475,470	$ 13,157,262	$ 13,456,560	$ 10,806,178	$ 16,886,252	$ 46,222,895	$ 22,619,692	$ 6,403,116	$ 11,031,530	$ 12,510,163	$ 3,490,594	$ 9,338,687
LIABILITIES AND NET ASSETS (DEFICIT)												
Liabilities:												
Accounts payable and accrued expenses	$ 83,097	$ 282,229	$ 289,112	$ 308,881	$ 435,623	$ 930,377	$ 347,849	$ 289,955	$ 329,875	$ 321,367	$ 78,768	$ 224,319
Due to other divisions of Somerset Academy, Inc.	162,312	-	-	-	-	-	-	-	-	-	-	-
Operating lease liability, short term	-	-	-	-	-	-	-	-	-	-	-	-
Finance lease liability, short term	287,248	470,264	549,942	544,530	176,111	1,671,973	912,262	178,938	273,486	504,304	126,403	225,219
Deferred revenue	14,163	41,365	36,235	31,771	42,328	140,455	71,094	30,105	45,537	36,652	13,327	32,203
Current portion of notes payable	-	-	-	-	-	-	72,686	-	-	-	-	-
Current portion of bond payable	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Liabilities	546,820	793,858	875,289	885,182	654,062	2,742,805	1,403,891	498,998	648,898	862,323	218,498	481,741
Operating lease liability, long term	-	-	-	-	-	-	-	-	-	-	-	-
Finance lease liability, long term	6,572,795	-	6,927,975	7,238,609	7,781,706	25,120,700	17,111,672	2,107,368	4,109,015	2,698,115	573,675	5,138,353
Notes payable	-	-	-	-	-	-	23,800	-	-	-	-	-
Bond payable	-	-	-	-	-	-	-	-	-	-	-	-
Deferred rent liabilities	-	-	80,535	91,595	-	294,550	100,062	-	-	66,639	20,548	-
Due to other divisions of Somerset Academy, Inc.	-	-	-	280,000	-	-	-	-	-	-	-	-
Total Liabilities	7,119,615	793,858	7,883,799	8,495,386	8,435,768	28,158,055	18,639,425	2,606,366	4,757,913	3,627,077	812,721	5,620,094
Net assets:												
Restricted	175,654	426,768	391,031	265,227	359,851	1,155,060	240,285	203,943	555,836	496,845	193,598	233,028
Without donor restrictions	180,201	11,936,636	5,181,730	2,045,565	8,090,633	16,909,780	3,739,982	3,592,807	5,717,781	8,386,241	2,484,275	3,485,565
Total Net Assets	355,855	12,363,404	5,572,761	2,310,792	8,450,484	18,064,840	3,980,267	3,796,750	6,273,617	8,883,086	2,677,873	3,718,593
Total Liabilities and Net Assets	$ 7,475,470	$ 13,157,262	$ 13,456,560	$ 10,806,178	$ 16,886,252	$ 46,222,895	$ 22,619,692	$ 6,403,116	$ 11,031,530	$ 12,510,163	$ 3,490,594	$ 9,338,687

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June 30, 2024

	Bay Campus					Homestead Campus					Boca Campus	
	Somerset Academy Bay Middle (Dade)	Somerset Gables Academy (Dade)	Somerset Academy Kendall (Dade)	Somerset Preparatory Sunset Dade	Somerset Palms Academy (Dade)	Somerset Preparatory Academy Homestead (Dade)	Somerset Preparatory Middle Homestead (Dade)	Somerset Preparatory High Homestead (Dade)	Colegiate Preparatory Academy (Dade)	Somerset Academy Continental (Dade)	Somerset Academy Boca (Palm Beach)	Somerset Boca Middle (Palm Beach)
ASSETS												
Assets:												
Cash	$ 3,463	$ 357,697	$ 191,758	$ 364,178	$ 64,293	$ 975	$ 280,735	$ 4,259	$ 8,968	$ 101,505	$ 289,470	$ 636
Cash equivalents	1,117,000	990,000	614,000	2,816,000	142,000	2,741,000	1,249,000	874,000	187,612	60,000	4,370,000	923,000
Restricted cash held by trustee	-	-	-	-	-	-	-	-	-	-	-	-
Due from governmental agencies	271,294	448,612	163,217	1,680,534	770,277	223,292	255,940	169,706	716,428	80,309	18,723	4,549
Prepaid expenses and other current assets	125,289	32,700	22,995	-	21,098	-	6,114	-	1,903	2,871	3,373	6,794
Accounts receivable, no allowance necessary	-	-	-	-	-	-	-	-	-	-	542	-
Due from other divisions of Somerset Academy, Inc.	-	-	-	6,708	-	-	-	-	-	-	-	-
Total Current Assets	1,517,046	1,829,009	991,970	4,867,420	997,668	2,965,267	1,791,789	1,047,965	914,911	244,685	4,682,108	934,979
Deposits	-	-	-	17,601	50,000	-	2,914	-	-	-	25,000	-
Property and equipment, net	2,888,489	4,451,765	1,462,137	1,534,653	1,322,077	6,523,701	4,260,227	4,118,683	-	1,016,802	1,690,968	420,505
Operating lease right of use asset	-	-	-	-	-	-	-	-	-	-	-	-
	272,354	448,784	158,687	434,790	202,730	206,713	247,268	156,058	84,804			
Due from other divisions of Somerset Academy, Inc.	-	-	-	-	-	-	-	-	-	-	-	-
Fair value of interest-rate swap	-	-	-	-	-	-	-	-	-	-	-	-
Total Assets	$ 4,677,889	$ 6,729,558	$ 2,612,794	$ 6,854,464	$ 2,572,475	$ 9,695,681	$ 6,302,198	$ 5,322,706	$ 999,715	$ 1,261,487	$ 6,398,076	$ 1,355,484
LIABILITIES AND NET ASSETS (DEFICIT)												
Liabilities:												
Accounts payable and accrued expenses	$ 102,460	$ 537,920	$ 146,878	$ 265,568	$ 310,922	$ 225,137	$ 172,334	$ 103,933	$ 98,482	$ 44,575	$ 155,268	$ 25,148
Due to other divisions of Somerset Academy, Inc.	-	9,720	-	-	-	-	-	-		6,708	-	-
Operating lease liability, short term	-	-	-	-	-	-	-	-	-	-	-	-
Finance lease liability, short term	126,686	663,948	338,929	220,563	276,575	285,945	197,439	197,439	-	31,969	172,997	45,986
Deferred revenue	17,708	34,240	16,893	31,103	22,636	33,600	27,618	25,126	12,494	-	-	-
Current portion of notes payable	-	-	-	-	16,856	-	34,517	-	-	-	-	-
Current portion of bond payable	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Liabilities	246,854	1,245,828	502,700	517,234	626,989	544,682	431,908	326,498	110,976	83,252	328,265	71,134
Operating lease liability, long term	-	-	-	-	-	-	-	-	-	-	-	-
Finance lease liability, long term	2,890,323	3,848,756	1,124,526	1,259,175	917,558	5,938,582	4,100,449	4,100,449	-	924,144	1,485,847	394,974
Notes payable	-	-	-	-	7,319	-	14,571	-	-	-	-	-
Bond payable	-	-	-	-	-	-	-	-	-	-	-	-
Deferred rent liabilities	-	-	-	-	-	55,171	44,851	39,287	-	-	-	-
Due to other divisions of Somerset Academy, Inc.	-	100,000	625,000	-	400,000	-	-	300,000	550,000	215,573	-	-
Total Liabilities	3,137,177	5,194,584	2,252,226	1,776,409	1,951,866	6,538,435	4,591,779	4,766,234	660,976	1,222,969	1,814,112	466,108
Net assets:												
Restricted	149,158	168,902	80,507	300,466	115,140	583,588	299,285	240,702	237,390	-	22,237	-
Without donor restrictions	1,391,554	1,366,072	280,061	4,777,589	505,469	2,573,658	1,411,134	315,770	101,349	38,518	4,561,727	889,376
Total Net Assets	1,540,712	1,534,974	360,568	5,078,055	620,609	3,157,246	1,710,419	556,472	338,739	38,518	4,583,964	889,376
Total Liabilities and Net Assets	$ 4,677,889	$ 6,729,558	$ 2,612,794	$ 6,854,464	$ 2,572,475	$ 9,695,681	$ 6,302,198	$ 5,322,706	$ 999,715	$ 1,261,487	$ 6,398,076	$ 1,355,484

Somerset Academy, Inc. and Subsidiaries
Consolidating Statement of Financial Position by Entity and Division
June 30, 2024

	Boynton Beach Campus						Eagle Campus					
	Somerset Canyons Middle (Palm Beach)	Somerset Canyons High (Palm Beach)	Somerset Academy Lakes Charter School (Palm Beach)	Somerset Academy JFK (Palm Beach)	Somerset Academy Wellington (Palm Beach)	Somerset Academy Wellington High (Palm Beach)	Somerset Eagle Campus (Duval)	Somerset Eagle Middle (Duval)	Somerset College Preparatory Academy (Port St. Lucie)	Somerset Academy St. Lucie (Port St. Lucie)	Somerset Academy Bethany (Port St. Lucie)	Somerset Island Preparatory (Monroe)
ASSETS												
Assets:												
Cash	$ 155,801	$ 85,351	$ 19,844	$ 166,787	$ 73,180	$ 42,246	$ 86,611	$ 7,868	$ 1,248,591	$ 99,019	$ 577,643	$ 315,837
Cash equivalents	7,130,000	10,526,000	1,315,000	3,085,000	2,214,000	360,000	1,487,000	1,502,000	880,000	439,000	880,000	1,022,000
Restricted cash held by trustee	-	-	-	-	-	-	-	-	-	-	-	-
Due from governmental agencies	35,198	49,247	249,845	338,999	269,138	137,309	112,722	135,380	45,850	137,015	1,569	-
Prepaid expenses and other current assets	12,692	25,847	-	215,761	67,504	-	35,467	3,976	239,372	41,959	4,995	-
Accounts receivable, no allowance necessary	-	40	-	-	-	-	-	-	-	-	-	-
Due from other divisions of Somerset Academy, Inc.	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Assets	7,333,691	10,686,485	1,584,689	3,806,547	2,623,822	539,555	1,721,800	1,649,224	2,413,813	716,993	1,464,207	1,337,837
Deposits	13,658	9,158	-	44,277	18,244	-	-	-	8,799	-	-	500
Property and equipment, net	8,041,280	12,076,590	5,597,435	4,747,649	8,134,149	4,217,962	3,226,659	1,860,225	21,216,608	8,466,031	8,880,595	14,790
Operating lease right of use asset	-	-	-	-	-	-	-	-	-	-	-	-
									-	-	-	-
Due from other divisions of Somerset Academy, Inc.	900,000	1,000,000	-	-	-	-	-	-	-	-	-	-
Fair value of interest-rate swap	-	-	-	-	-	-	-	-	-	-	-	-
Total Assets	$ 16,288,629	$ 23,772,233	$ 7,182,124	$ 8,598,473	$ 10,776,215	$ 4,757,517	$ 4,948,459	$ 3,509,449	$ 23,639,220	$ 9,183,024	$ 10,344,802	$ 1,353,127
LIABILITIES AND NET ASSETS (DEFICIT)												
Liabilities:												
Accounts payable and accrued expenses	$ 431,864	$ 395,877	$ 163,074	$ 209,889	$ 165,995	$ 14,289	$ 89,836	$ 22,028	$ 430,240	$ 301,987	$ 92,380	$ 75,088
Due to other divisions of Somerset Academy, Inc.	-	-	-	-	-	-	-	-	-	-	-	-
Operating lease liability, short term	-	-	-	-	-	-	-	-	-	-	-	-
Finance lease liability, short term	730,207	1,008,381	354,227	472,633	415,567	204,682	147,784	83,128	781,847	442,012	257,803	-
Deferred revenue	-	-	-	-	-	-	-	-	-	-	-	-
Current portion of notes payable	-	-	-	-	-	-	-	-	177,658	7,160	5,234	-
Current portion of bond payable	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Liabilities	1,162,071	1,404,258	517,301	682,522	581,562	218,971	237,620	105,156	1,389,745	751,159	355,417	75,088
Operating lease liability, long term	-	-	-	-	-	-	-	-	-	-	-	-
Finance lease liability, long term	7,360,098	10,163,945	5,322,121	4,085,101	8,630,593	4,250,889	3,370,475	1,913,248	21,453,342	8,290,984	9,071,441	-
Notes payable	-	-	-	-	-	-	-	-	188,206	-	8,050	-
Bond payable	-	-	-	-	-	-	-	-	-	-	-	-
Deferred rent liabilities	103,375	160,329	-	-	-	-	-	-	194,637	-	85,430	-
Due to other divisions of Somerset Academy, Inc.	-	-	900,000	-	1,000,000	150,000	650,000	-	-	-	200,000	-
Total Liabilities	8,625,544	11,728,532	6,739,422	4,767,623	10,212,155	4,619,860	4,258,095	2,018,404	23,225,930	9,042,143	9,720,338	75,088
Net assets:												
Restricted	148,448	166,432	47,537	216,959	437,149	59,946	246,857	455,459	-	-	-	314,458
Without donor restrictions	7,514,637	11,877,269	395,165	3,613,891	126,911	77,711	443,507	1,035,586	413,290	140,881	624,464	963,581
Total Net Assets	7,663,085	12,043,701	442,702	3,830,850	564,060	137,657	690,364	1,491,045	413,290	140,881	624,464	1,278,039
Total Liabilities and Net Assets	$ 16,288,629	$ 23,772,233	$ 7,182,124	$ 8,598,473	$ 10,776,215	$ 4,757,517	$ 4,948,459	$ 3,509,449	$ 23,639,220	$ 9,183,024	$ 10,344,802	$ 1,353,127

Somerset Academy, Inc. and Subsidiaries
Consolidating Statement of Financial Position by Entity and Division
June 30, 2024

	Somerset Academies of Texas	Somerset Virtual Academy	Somerset Academy Arizona Skyway Campus (Arizona)	Somerset NSLP	Somerset Foundation, Inc.	Somerset Academy, Inc. Master Account	Eliminations	Total
ASSETS								
Assets:								
Cash	$ 7,689,874	$ 3,494	$ 1,119,344	$ 4,890	$ 2,048,895	$ 13,468,599	$ -	$ 39,329,317
Cash equivalents	-	-	-	157,000	1,860,000	7,820,000	-	141,466,612
Restricted cash held by trustee	3,068,775	-	-	-	-	-	-	3,068,775
Due from governmental agencies	3,073,772	-	53,602	-	-	-	-	37,595,891
Prepaid expenses and other current assets	264,662	-	17,392	30	-	735,205	-	3,264,267
Accounts receivable, no allowance necessary	105,302	38,200	2,460	-	-	2,677	-	260,224
Due from other divisions of Somerset Academy, Inc.	-	-	-	-	9,720	303,496	(626,697)	-
Total Current Assets	14,202,385	41,694	1,192,798	161,920	3,918,615	22,329,977	(626,697)	224,985,086
Deposits	-	-	-	-	-	-	-	554,304
Property and equipment, net	41,529,469	-	263,162	-	29,428,698	15,292,290	(28,523,958)	385,417,857
Operating lease right of use asset	33,021,491	-	-	-	-	-	-	33,021,491
	-	-	-	-	-	-	-	27,438,961
Due from other divisions of Somerset Academy, Inc.	-	-	-	-	-	11,205,573	(35,560,403)	-
Fair value of interest-rate swap	-	-	-	-	422,780	-	-	422,780
Total Assets	$ 88,753,345	$ 41,694	$ 1,455,960	$ 161,920	$ 33,770,093	$ 48,827,840	$ (64,711,058)	$ 671,840,479
LIABILITIES AND NET ASSETS (DEFICIT)								
Liabilities:								
Accounts payable and accrued expenses	$ 3,077,479	$ 161,860	$ 249,687	$ 5,118	$ -	$ 210,362	$ -	$ 18,229,918
Due to other divisions of Somerset Academy, Inc.	-	-	303,496	-	-	-	(626,697)	-
Operating lease liability, short term	1,574,924	-	-	-	-	-	-	1,574,924
Finance lease liability, short term	176,743	-	7,644	-	-	-	-	22,676,239
Deferred revenue	-	-	-	-	-	-	-	853,291
Current portion of notes payable	36,808	-	57,688	-	467,923	245,973	-	1,122,579
Current portion of bond payable	805,000	-	-	-	251,012	350,121	-	1,406,133
Total Current Liabilities	5,670,954	161,860	618,515	5,118	718,935	806,456	(626,697)	45,863,084
Operating lease liability, long term	32,999,041	-	-	-	-	-	-	32,999,041
Finance lease liability, long term	30,150	-	15,993	-	-	-	(30,293,526)	270,717,562
Notes payable	15,720	-	-	-	17,618,622	719,583	-	18,595,871
Bond payable	41,117,232	-	-	-	6,869,764	7,827,808	-	55,814,804
Deferred rent liabilities	-	-	-	-	-	-	-	2,285,636
Due to other divisions of Somerset Academy, Inc.	-	-	-	-	5,000,000	21,963,981	(35,560,403)	-
Total Liabilities	79,833,097	161,860	634,508	5,118	30,207,321	31,317,828	(66,480,626)	426,275,998
Net assets:								
Restricted	8,920,248	-	382,237	-	-	-	-	21,354,807
Without donor restrictions	-	(120,166)	439,215	156,802	3,562,772	17,510,012	1,769,568	224,209,674
Total Net Assets	8,920,248	(120,166)	821,452	156,802	3,562,772	17,510,012	1,769,568	245,564,481
Total Liabilities and Net Assets	$ 88,753,345	$ 41,694	$ 1,455,960	$ 161,920	$ 33,770,093	$ 48,827,840	$ (64,711,058)	$ 671,840,479

Somerset Academy, Inc. and Subsidiaries
Consolidating Statement of Revenues and Expenses by Entity and Division
For the year ended June 30, 2024

	Chapel Trail Campus						Miramar Campus				Central Miramar Campus
	Somerset Academy (Broward)	Somerset Neighborhood (Broward)	Somerset Academy Middle (Broward)	Somerset Academy High (Broward)	Somerset Academy Elementary South	Somerset Arts Conservatory (Broward)	Somerset Academy Miramar Campus (Broward)	Somerset Middle Miramar (Broward)	Somerset Miramar South (Broward)	Somerset Academy Davie (Broward)	Somerset Prep Charter Middle (Broward)
Support and Revenue:											
State and local sources	$ 7,727,708	$ 5,177,777	$ 11,815,878	$ 17,858,411	$ 4,043,709	$ 4,870,258	$ 5,807,738	$ 4,678,767	$ 2,525,176	$ 1,767,978	$ 3,649,724
Grants and federal sources	1,122,187	991,467	2,170,625	2,815,793	429,964	684,998	1,052,558	975,883	555,450	347,864	877,426
Capital outlay funding and other state funding	464,392	337,291	746,117	1,049,714	248,978	286,165	366,213	300,936	152,048	107,196	239,425
Charges for services	61,465	132,092	213,569	129,157	821,829	36,164	54,980	46,004	11,220	22,551	8,687
Fees from student activities	-	28,946	1,865,586	-	-	-	421,918	-	-	12,171	-
Other revenue	10,150	23,364	9,976	291	22,796	79	286,633	-	-	9,552	-
Interest income and change in value interest-rate swap	148,151	100,388	79,429	182,405	20,117	92,451	38,082	48,724	107,553	16,678	30,256
Total Support and Revenue	9,534,053	6,791,325	16,901,180	22,035,771	5,587,393	5,970,115	8,028,122	6,050,314	3,351,447	2,283,990	4,805,518
Operating Expenses:											
Instruction	3,374,063	2,710,765	4,886,625	6,912,607	2,130,306	1,836,207	3,409,109	2,299,662	993,546	715,632	1,812,410
Student support services	11,244	31,552	335,665	510,729	3,482	126,483	34,589	48,043	13,596	-	22,413
Instructional media services	-	-	-	-	-	-	-	-	-	-	-
Instructional and curriculum development services	-	-	-	-	-	-	-	-	-	-	-
Instructional staff training services	26,346	38,708	56,182	158,265	16,954	17,578	43,144	16,947	11,030	8,489	15,533
Board	36,152	31,959	-	85,477	20,807	27,827	51,342	24,965	15,296	17,196	25,052
General administration	-	38,114	49,484	-	-	-	38,718	35,821	32,715	-	88,885
School administration	612,183	569,135	888,805	1,223,177	375,044	363,545	583,794	478,329	243,095	294,893	411,474
Facilities and acquisition	6,730	-	-	63,297	-	-	-	-	-	-	-
Fiscal services	103,233	75,208	165,933	233,700	55,417	63,808	81,542	67,455	34,042	23,909	53,200
Food services	162,076	220,159	296,091	400,037	267,419	112,011	234,327	175,192	43,347	72,478	154,468
Central services	132,532	91,031	200,225	270,047	85,499	79,366	110,603	84,533	34,042	48,264	64,449
Pupil transportation services	61,627	-	225,084	326,382	33,184	87,495	-	-	-	-	-
Operation of plant	1,265,337	665,464	2,874,092	3,793,561	1,109,514	953,798	1,085,111	929,805	478,840	457,415	453,643
Maintenance of plant	148,656	240,605	260,074	380,854	104,553	84,448	173,225	51,257	96,949	53,948	149,685
Administrative technology services	23,629	29,094	56,103	79,530	15,994	18,964	31,127	21,580	11,697	-	19,291
Community services	-	-	1,717,662	-	354,556	-	387,956	-	-	8,617	-
Debt service	428,804	8,939	672,088	933,455	471,072	261,368	424,378	333,440	-	39,974	275,735
Total Facility Expenses	6,392,612	4,750,733	12,684,113	15,371,118	5,043,801	4,032,898	6,688,965	4,567,029	2,008,195	1,740,815	3,546,238
Change in Net Assets	3,141,441	2,040,592	4,217,067	6,664,653	543,592	1,937,217	1,339,157	1,483,285	1,343,252	543,175	1,259,280
Net assets at beginning of year	3,333,688	1,636,468	1,465,811	2,848,162	11,334	2,287,696	5,732,216	1,261,724	3,915,227	1,053,853	605,691
Net assets at end of year	$ 6,475,129	$ 3,677,060	$ 5,682,878	$ 9,512,815	$ 554,926	$ 4,224,913	$ 7,071,373	$ 2,745,009	$ 5,258,479	$ 1,597,028	$ 1,864,971

Somerset Academy, Inc. and Subsidiaries
Consolidating Statement of Revenues and Expenses by Entity and Division
For the year ended June 30, 2024

	Central Miramar Campus		Riverside Campus		Village Campus		North Lauderdale Campus				Key Campus
	Somerset High Miramar (Broward)	Somerset East Preparatory (Broward)	Somerset Riverside Middle (Broward)	Somerset Riverside (Broward)	Somerset Village (Broward)	Somerset Village Middle (Broward)	Somerset Prep North Lauderdale (Broward)	Somerset High North Lauderdale (Broward)	Somerset Pines Academy (Broward)	Somerset Pompano Academy (Broward)	Somerset Key Middle (Broward)
Support and Revenue:											
State and local sources	$ 3,113,465	$ 2,269,257	$ 2,592,766	$ 4,526,852	$ 3,057,916	$ 1,777,989	$ 8,130,121	$ 3,634,564	$ 5,277,018	$ 1,785,685	$ 4,340,611
Grants and federal sources	604,851	545,473	308,805	894,474	959,192	561,816	2,408,838	1,035,388	1,401,507	448,453	943,015
Capital outlay funding and other state funding	205,025	135,325	187,424	292,523	189,068	114,391	528,389	240,090	318,948	109,396	286,296
Charges for services	8,522	5,063	20,252	149,215	82	-	3,104	1,022	22,415	3,334	9,567
Fees from student activities	247,494	23,417	-	166,104	58,463	-	151,799	-	82,396	23,871	87,084
Other revenue	4,872	15,120	-	9,553	5,868	-	14,194	-	2,724	23,236	16,743
Interest income and change in value interest-rate swap	27,007	37,474	16,050	18,488	48,833	36,984	94,328	80,845	74,147	16,011	23,286
Total Support and Revenue	4,211,236	3,031,129	3,125,297	6,057,209	4,319,422	2,491,180	11,330,773	4,991,909	7,179,155	2,409,986	5,706,602
Operating Expenses:											
Instruction	1,580,765	1,163,575	1,525,122	2,530,017	1,508,284	790,382	3,889,975	1,904,565	2,738,034	905,827	2,052,080
Student support services	19,440	-	30,396	79,474	-	-	140,494	56,616	69,267	-	49,610
Instructional media services	-	-	-	-	-	-	-	-	-	-	-
Instructional and curriculum development services	-	-	-	-	-	-	-	-	-	-	-
Instructional staff training services	24,423	7,875	27,748	36,067	10,495	9,412	66,345	43,936	24,202	7,082	21,292
Board	28,352	14,804	17,096	14,104	22,277	17,552	30,929	20,083	25,846	13,247	28,922
General administration	89,039	72,449	92,989	89,794	98,140	-	87,202	84,251	97,607	62,177	92,314
School administration	368,662	370,686	251,119	474,154	323,068	256,585	1,063,011	467,723	491,209	130,228	429,734
Facilities and acquisition	-	-	-	-	-	-	-	-	-	-	-
Fiscal services	45,600	30,083	41,642	73,480	41,483	25,333	127,340	58,036	70,775	24,225	67,734
Food services	130,573	156,404	147,555	230,429	195,041	135,537	431,455	176,376	275,389	85,417	117,694
Central services	55,094	63,898	51,009	92,102	53,240	30,431	148,501	66,849	87,477	55,631	109,627
Pupil transportation services	-	-	-	-	-	-	56,846	-	-	-	-
Operation of plant	409,060	572,894	642,216	980,520	495,684	280,559	1,708,350	729,969	992,059	329,269	841,243
Maintenance of plant	127,834	103,771	113,387	241,680	88,558	25,006	126,335	50,356	236,678	85,882	124,369
Administrative technology services	16,132	-	-	-	-	-	27,789	12,792	5,133	-	31,420
Community services	274,089	33,038	-	167,466	60,380	-	145,330	-	80,516	16,992	106,789
Debt service	767,353	21,577	143,723	772,671	16,333	11,350	165,940	81,731	32,939	6,655	34,278
Total Facility Expenses	3,936,416	2,611,054	3,084,002	5,781,958	2,912,983	1,582,147	8,215,842	3,753,283	5,227,131	1,722,632	4,107,106
Change in Net Assets	274,820	420,075	41,295	275,251	1,406,439	909,033	3,114,931	1,238,626	1,952,024	687,354	1,599,496
Net assets at beginning of year	125,768	2,201,743	22,746	33,284	1,366,766	422,079	3,531,723	1,278,297	1,778,333	303,575	491,769
Net assets at end of year	$ 400,588	$ 2,621,818	$ 64,041	$ 308,535	$ 2,773,205	$ 1,331,112	$ 6,646,654	$ 2,516,923	$ 3,730,357	$ 990,929	$ 2,091,265

Somerset Academy, Inc. and Subsidiaries
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	Key Campus			Eureka Drive Campus			South Homestead Campus			Silver Palms Campus	
	Somerset Key High (Broward)	Somerset Parkland Academy (Broward)	Somerset Academy (Dade)	Somerset Academy Middle (Dade)	Somerset College Preparatory South High (Dade)	Somerset South Homestead (Dade)	Somerset Middle South Homestead (Dade)	Somerset High South Homestead (Dade)	Somerset Silver Palms at Princeton (Dade)	Somerset Silver Palms (Dade)	Somerset Academy High (Dade)
Support and Revenue:											
State and local sources	$ 3,244,627	$ 10,121,240	$ 9,927,691	$ 5,296,601	$ 1,828,055	$ 7,082,888	$ 5,910,422	$ 6,135,791	$ 6,926,366	$ 23,764,083	$ 11,349,040
Grants and federal sources	983,983	1,707,113	671,603	237,300	205,996	1,352,167	1,312,346	1,334,610	1,080,223	3,736,496	1,400,723
Capital outlay funding and other state funding	211,789	670,125	654,347	411,410	154,092	451,789	395,014	407,623	465,081	1,530,211	786,342
Charges for services	6,332	147,357	53,144	27,976	28,901	106,056	32,165	29,595	299,237	487,697	63,397
Fees from student activities	-	396,169	166,512	163,992	-	175,455	409,190	-	152,769	612,834	772,021
Other revenue	-	64,888	33,754	-	203,893	71,733	293,402	342,176	1	51,732	1,629,955
Interest income and change in value interest-rate swap	31,391	81,128	578,930	209,298	25,663	532,251	301,716	230,881	390,035	1,089,179	353,344
Total Support and Revenue	4,478,122	13,188,020	12,085,981	6,346,577	2,446,600	9,772,339	8,654,255	8,480,676	9,313,712	31,272,232	16,354,822
Operating Expenses:											
Instruction	1,845,525	5,122,967	4,566,086	2,463,059	958,639	3,337,458	2,613,820	2,962,670	3,087,862	10,340,521	4,335,005
Student support services	38,129	99,484	96,301	104,966	34,094	13,631	153,947	178,687	74,946	366,792	183,566
Instructional media services	-	-	-	-	-	-	-	-	-	-	-
Instructional and curriculum development services	-	-	-	-	-	-	-	-	-	-	-
Instructional staff training services	15,092	18,635	40,471	29,325	22,440	38,759	56,974	58,140	32,336	101,165	57,828
Board	28,594	54,855	55,390	31,994	27,262	30,650	44,613	44,043	30,987	84,062	59,062
General administration	90,434	-	40,179	37,865	76,084	102,677	38,240	97,970	40,368	38,980	38,455
School administration	347,648	895,981	741,014	493,303	187,149	528,783	509,846	551,537	443,007	1,636,918	1,041,875
Facilities and acquisition	-	180	2,459	-	-	-	8,464	-	-	137,363	177,695
Fiscal services	46,708	148,675	128,433	82,017	30,875	89,775	78,533	81,542	91,833	304,633	154,375
Food services	88,734	346,328	275,439	127,952	209,754	283,666	274,549	285,755	387,124	1,210,995	690,711
Central services	68,422	185,192	167,078	116,965	42,107	108,793	106,638	107,931	100,563	367,588	199,960
Pupil transportation services	-	-	265	-	-	5,550	-	-	-	-	-
Operation of plant	595,855	2,078,580	1,912,460	1,163,472	583,072	1,200,953	1,208,600	1,161,491	1,321,355	5,286,696	2,834,973
Maintenance of plant	109,344	298,496	310,349	314,239	70,600	91,821	251,784	186,611	183,752	456,102	262,093
Administrative technology services	24,815	70,004	-	-	-	23,566	37,419	52,632	45,632	151,823	71,249
Community services	-	480,017	143,719	153,879	-	160,602	368,649	-	153,965	538,359	702,553
Debt service	37,133	2,273,246	418,750	271,153	345,103	35,657	387,478	673,294	402,462	1,383,043	949,854
Total Facility Expenses	3,336,433	12,072,640	8,898,393	5,390,189	2,587,179	6,052,341	6,139,554	6,442,303	6,396,192	22,405,040	11,759,254
Change in Net Assets	1,141,689	1,115,380	3,187,588	956,388	(140,579)	3,719,998	2,514,701	2,038,373	2,917,520	8,867,192	4,595,568
Net assets at beginning of year	119,087	31,539	5,527,604	2,546,398	496,434	8,643,406	3,058,060	272,419	5,532,964	9,197,648	(615,301)
Net assets at end of year	$ 1,260,776	$ 1,146,919	$ 8,715,192	$ 3,502,786	$ 355,855	$ 12,363,404	$ 5,572,761	$ 2,310,792	$ 8,450,484	$ 18,064,840	$ 3,980,267

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			South Miami Campus		Bay Campus						Homestead Campus
	Somerset City Arts Academy (Dade)	Somerset Oaks Academy (Dade)	Somerset Elementary South Miami (Dade)	Somerset Middle South Miami (Dade)	Somerset Academy Bay (Dade)	Somerset Academy Bay Middle (Dade)	Somerset Gables Academy (Dade)	Somerset Academy Kendall (Dade)	Somerset Preparatory Sunset (Dade)	Somerset Palms Academy (Dade)	Somerset Preparatory Academy Homestead (Dade)
Support and Revenue:											
State and local sources	$ 5,098,626	$ 7,688,299	$ 6,215,779	$ 2,084,116	$ 5,425,886	$ 2,765,977	$ 5,566,227	$ 2,626,042	$ 5,096,430	$ 3,439,345	$ 5,112,861
Grants and federal sources	899,689	1,846,699	1,226,751	429,065	705,277	329,203	431,620	441,639	724,775	487,202	731,617
Capital outlay funding and other state funding	334,957	491,613	399,685	144,989	338,125	190,125	365,176	183,650	345,568	247,461	368,494
Charges for services	26,820	16,030	550,145	42,743	265,161	43,031	463,763	47,699	42,684	36,103	22,174
Fees from student activities	149,966	111,341	240,685	-	250,394	-	74,259	30,977	174,292	72,423	-
Other revenue	30,240	-	876,483	194,215	123,778	37,916	568,684	464,238	10,296	12,280	-
Interest income and change in value interest-rate swap	228,715	379,068	319,330	155,855	267,762	130,931	177,806	70,575	260,219	100,764	128,829
Total Support and Revenue	6,769,013	10,533,050	9,828,858	3,050,983	7,376,383	3,497,183	7,647,535	3,864,820	6,654,264	4,395,578	6,363,975
Operating Expenses:											
Instruction	2,872,263	3,856,857	3,798,565	858,440	2,714,040	1,443,298	3,362,591	1,716,155	2,721,114	2,307,762	2,371,146
Student support services	61,367	183,440	-	-	36,406	23,040	63,637	565	72,661	41,068	101,631
Instructional media services	-	-	-	-	-	-	-	-	-	-	-
Instructional and curriculum development services	-	-	-	-	-	-	-	-	-	-	-
Instructional staff training services	31,080	74,103	25,284	9,073	28,155	16,441	22,803	11,940	28,112	27,122	32,817
Board	24,706	40,912	37,858	20,715	31,925	21,681	75,616	16,519	25,916	27,912	25,087
General administration	103,389	101,852	41,056	26,841	40,330	36,201	40,078	37,600	40,346	99,060	102,878
School administration	450,678	858,431	492,598	159,426	447,080	232,920	567,506	341,952	488,386	279,050	386,527
Facilities and acquisition	18,673	-	41,617	6,715	-	-	6,325	-	672	-	-
Fiscal services	65,313	98,483	79,483	28,975	69,825	38,475	75,332	36,733	67,450	49,083	72,833
Food services	249,578	321,186	156,974	58,058	143,463	77,099	191,052	131,138	132,988	166,849	232,878
Central services	94,934	115,385	129,187	44,777	88,934	48,722	142,767	57,544	58,530	69,331	85,155
Pupil transportation services	1,725	12,047	-	-	-	-	2,892	-	-	-	-
Operation of plant	792,604	1,137,135	981,545	346,472	927,862	578,154	1,205,420	823,334	648,928	766,705	966,841
Maintenance of plant	159,090	181,678	197,553	71,115	199,433	99,656	203,921	112,969	59,028	115,705	106,769
Administrative technology services	-	-	37,054	12,439	-	-	89,496	-	-	-	42,852
Community services	147,608	104,856	239,635	-	244,899	-	101,245	33,231	152,421	76,259	-
Debt service	118,961	226,226	173,213	38,286	152,170	85,595	491,075	407,133	66,567	68,193	318,650
Total Facility Expenses	5,191,969	7,312,591	6,431,622	1,681,332	5,124,522	2,701,282	6,641,756	3,726,813	4,563,119	4,094,099	4,846,064
Change in Net Assets	1,577,044	3,220,459	3,397,236	1,369,651	2,251,861	795,901	1,005,779	138,007	2,091,145	301,479	1,517,911
Net assets at beginning of year	2,219,706	3,053,158	5,485,850	1,308,222	1,466,732	744,811	529,195	222,561	2,986,910	319,130	1,639,335
Net assets at end of year	$ 3,796,750	$ 6,273,617	$ 8,883,086	$ 2,677,873	$ 3,718,593	$ 1,540,712	$ 1,534,974	$ 360,568	$ 5,078,055	$ 620,609	$ 3,157,246

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	Homestead Campus				Boca Campus		Boynton Beach Campus			
	Somerset Preparatory Middle Homestead (Dade)	Somerset Preparatory High Homestead (Dade)	Colegiate Preparatory Academy (Dade)	Somerset Academy Continental (Dade)	Somerset Academy Boca (Palm Beach)	Somerset Boca Middle (Palm Beach)	Somerset Canyons Middle (Palm Beach)	Somerset Canyons High (Palm Beach)	Somerset Academy Lakes Charter School (Palm Beach)	Somerset Academy JFK (Palm Beach)
Support and Revenue:										
State and local sources	$ 4,068,966	$ 3,576,114	$ 1,462,765	$ 430,425	$ 4,723,794	$ 1,065,141	$ 7,964,682	$ 12,749,236	$ 5,089,389	$ 6,511,135
Grants and federal sources	377,997	163,065	244,791	11,980	408,592	43,419	1,259,195	1,426,476	973,152	1,108,549
Capital outlay funding and other state funding	303,472	275,506	-	33,658	315,574	77,608	553,833	847,470	351,082	450,142
Charges for services	17,997	4,348	1,433	5,186	1,338	-	1,990	-	1,999	650.00
Fees from student activities	308,775	-	-	7,990	226,551	-	-	618,179	123,865	62,788
Other revenue	837,415	446,726	-	150,000	9,200	-	602,590	897,357	1,462,543	49,300
Interest income and change in value interest-rate swap	120,019	109,396	32,483	2,816	329,457	75,484	596,435	805,808	193,609	315,097
Total Support and Revenue	6,034,641	4,575,155	1,741,472	642,055	6,014,506	1,261,652	10,978,725	17,344,526	8,195,639	8,497,661
Operating Expenses:										
Instruction	1,864,685	1,836,626	466,931	283,807	2,604,985	713,107	3,714,405	5,345,269	2,962,353	3,352,914
Student support services	56,049	48,173	-	-	74,883	410	125,684	232,498	172,115	33,703
Instructional media services	-	-	-	-	-	-	-	-	-	-
Instructional and curriculum development services	-	-	-	-	-	-	-	-	-	-
Instructional staff training services	19,653	18,351	704	2,501	3,557	-	7,616	24,917	4,257	3,375
Board	22,012	25,062	17,401	11,339	34,812	15,965	34,802	60,252	23,736	34,921
General administration	95,464	96,261	49,575	17,862	50,142	-	-	-	104,221	-
School administration	309,778	287,386	629,087	23,060	408,049	92,000	716,334	1,102,696	547,471	650,063
Facilities and acquisition	-	-	-	-	-	-	-	-	-	-
Fiscal services	59,850	54,625	27,550	6,650	50,467	14,408	103,867	158,492	66,183	83,125
Food services	178,083	45,662	-	17,356	60,517	-	-	-	1,577	7,207
Central services	70,291	63,351	32,217	25,632	528,392	16,602	138,919	215,601	99,692	141,695
Pupil transportation services	-	-	-	-	-	-	3,042	1,793	10,945	4,378
Operation of plant	761,957	598,223	15,642	212,155	356,353	170,607	2,037,045	2,770,978	932,457	1,520,900
Maintenance of plant	113,660	76,610	-	1,648	35,954	7,711	238,838	323,275	226,093	302,047
Administrative technology services	21,223	44,810	-	-	-	7,881	27,569	43,894	-	52,464
Community services	278,282	-	148	3,445	216,503	-	-	660,214	128,796	80,857
Debt service	222,557	515,020	200,000	2,295	87,433	23,242	423,470	584,797	1,143,014	239,169
Total Facility Expenses	4,073,544	3,710,160	1,439,255	607,750	4,512,047	1,061,933	7,571,591	11,524,676	6,422,910	6,506,818
Change in Net Assets	1,961,097	864,995	302,217	34,305	1,502,459	199,719	3,407,134	5,819,850	1,772,729	1,990,843
Net assets at beginning of year	(250,678)	(308,523)	36,522	4,213	3,081,505	689,657	4,255,951	6,223,851	(1,330,027)	1,840,007
Net assets at end of year	$ 1,710,419	$ 556,472	$ 338,739	$ 38,518	$ 4,583,964	$ 889,376	$ 7,663,085	$ 12,043,701	$ 442,702	$ 3,830,850

Somerset Academy, Inc. and Subsidiaries
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			Eagle Campus							
	Somerset Academy Wellington (Palm Beach)	Somerset Academy Wellington High (Palm Beach)	Somerset Eagle Campus (Duval)	Somerset Eagle Middle (Duval)	Somerset College Preparatory Academy (Port St. Lucie)	Somerset Academy St. Lucie (Port St. Lucie)	Somerset Academy Bethany (Port St. Lucie)	Somerset Island Preparatory (Monroe)	Somerset Academies of Texas	Somerset Virtual Academy
Support and Revenue:										
State and local sources	$ 6,018,426	$ 691,289	$ 3,279,338	$ 1,509,361	$ 12,541,697	$ 5,939,652	$ 4,270,538	$ 1,192,207	$ 29,920,844	$ -
Grants and federal sources	291,428	3,046	1,392,651	908,462	879,457	997,128	122,523	-	5,131,649	-
Capital outlay funding and other state funding	454,510	58,218	527,033	307,799	968,763	469,392	330,929	553,353	2,063,287	-
Charges for services	244,600	-	13,678	6,417	-	337,520	125,008	-	-	1,502,759
Fees from student activities	-	-	16,768	-	526,337	168,299	85,053	18,903	302,620	-
Other revenue	1,275,407	603,563	26,159	170	10,084	130,032	769,365	4,776	-	-
Interest income and change in value interest-rate swap	144,374	6,024	58,137	65,090	101,393	30,038	24,307	49,908	-	-
Total Support and Revenue	8,428,745	1,362,140	5,313,764	2,797,299	15,027,731	8,072,061	5,727,723	1,819,147	37,418,400	1,502,759
Operating Expenses:										
Instruction	3,352,130	539,114	1,883,804	978,660	5,356,516	4,480,541	2,822,519	393,953	22,016,582	1,503,175
Student support services	-	-	-	-	369,457	72,234	62,762	80,771	930,676	-
Instructional media services	-	-	-	-	-	-	-	-	142,237	-
Instructional and curriculum development services	-	-	-	-	-	-	-	-	897,422	-
Instructional staff training services	79,436	7,980	12,383	22,949	34,202	69,322	14,132	10,864	205,714	-
Board	27,671	15,027	21,427	18,227	77,346	42,502	29,309	93,680	-	-
General administration	101,717	26,360	-	-	-	-	-	-	2,395,526	-
School administration	459,652	52,098	627,275	323,856	1,229,212	755,563	650,813	304,971	265,240	-
Facilities and acquisition	-	-	-	-	-	-	-	-	3,018,241	-
Fiscal services	84,391	11,083	57,950	28,183	217,233	105,767	75,050	14,250	-	-
Food services	-	-	266,139	127,552	-	22,415	17,074	-	1,772,302	-
Central services	115,548	13,618	75,626	60,049	255,824	134,762	108,986	54,333	631,089	-
Pupil transportation services	-	-	45,672	16,629	843,313	106,515	93,307	121	36,849	-
Operation of plant	1,495,370	347,315	598,178	317,709	2,852,484	1,374,930	809,114	216,519	-	-
Maintenance of plant	387,823	37,023	116,490	52,847	208,677	168,321	125,657	62,687	-	-
Administrative technology services	-	-	29,008	13,332	126,090	58,705	57,792	-	1,350,856	-
Community services	112,838	-	16,428	-	517,518	168,335	33,633	21,738	103,497	-
Debt service	460,316	226,723	1,171,485	293,281	2,755,865	451,031	471,512	127	3,522,691	-
Total Facility Expenses	6,676,892	1,276,341	4,921,865	2,253,274	14,843,737	8,010,943	5,371,660	1,254,014	37,288,922	1,503,175
Change in Net Assets	1,751,853	85,799	391,899	544,025	183,994	61,118	356,063	565,133	129,478	(416)
Net assets at beginning of year	(1,187,793)	51,858	298,465	947,020	229,296	79,763	268,401	712,906	8,790,770	(119,750)
Net assets at end of year	$ 564,060	$ 137,657	$ 690,364	$ 1,491,045	$ 413,290	$ 140,881	$ 624,464	$ 1,278,039	$ 8,920,248	$ (120,166)

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	Somerset Academy Arizona Skyway Campus (Arizona)	Somerset NSLP	Somerset Foundation, Inc.	Somerset Academy, Inc. Master Account	Elimination	Total
Support and Revenue:						
State and local sources	$ 1,878,367	$ -	$ -	$ -	$ -	$ 368,019,126
Grants and federal sources	616,039	64	-	-	-	60,771,787
Capital outlay funding and other state funding	-	-	-	-	-	25,394,645
Charges for services	-	-	2,663,096	14,779,185	(8,383,208)	15,922,500
Fees from student activities	9,601	-	-	-	-	9,598,257
Other revenue	44,509	59,137	-	8,642,796	(10,232,635)	11,253,309
Interest income and change in value interest-rate swap	-	-	493,365	225,262	-	11,159,859
Total Support and Revenue	2,548,516	59,201	3,156,461	23,647,243	(18,615,843)	502,119,483
Operating Expenses:						
Instruction	1,516,129	-	-	204,357	(3,304,564)	186,213,399
Student support services	-	-	-	-	-	5,770,866
Instructional media services	-	-	-	-	-	142,237
Instructional and curriculum development services	-	-	-	-	-	897,422
Instructional staff training services	-	-	-	20,564	-	2,028,625
Board	-	-	326,758	824,476	(1,191,566)	1,974,803
General administration	-	-	-	-	-	5,357,710
School administration	427,967	-	24,315	639,190	(1,191,467)	32,085,877
Facilities and acquisition	-	-	681,984	288,092	-	4,458,507
Fiscal services	-	-	-	-	-	4,701,686
Food services	-	-	-	41,592	-	12,819,221
Central services	-	-	-	7,760	-	7,310,940
Pupil transportation services	-	-	-	-	-	1,975,661
Operation of plant	321,813	-	82,722	173,374	(4,067,549)	64,469,206
Maintenance of plant	-	-	-	-	-	9,595,579
Administrative technology services	-	-	-	-	-	2,892,880
Community services	-	-	-	8,749,922	-	18,247,442
Debt service	-	-	1,312,817	270,677	(9,502,497)	20,102,070
Total Facility Expenses	2,265,909	-	2,428,596	11,220,004	(19,257,643)	381,044,131
Change in Net Assets	282,607	59,201	727,865	12,427,239	641,800	121,075,352
Net assets at beginning of year	538,845	97,601	2,834,907	5,082,773	1,127,768	124,489,129
Net assets at end of year	$ 821,452	$ 156,802	$ 3,562,772	$ 17,510,012	$ 1,769,568	$ 245,564,481

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of
Somerset Academy, Inc. and Subsidiaries
Pembroke Pines, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of Somerset Academy, Inc. and Subsidiaries. (the "Organization"), which comprise the consolidated statement of financial position as of June 30, 2024, and the related consolidated statements of activities, functional expenses, and cash flows and for the year ended, and the related notes to the consolidated financial statements, which collectively comprise the Organization's basic consolidated financial statements and have issued our report thereon dated December 20, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

HLB Gravier, LLP

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
December 20, 2024

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Somerset Academy
(A charter school and Component Unit
of the School Board of Broward County, Florida)
WL# 5141

Pembroke Pines, Florida

Financial Statements and
Independent Auditors' Report
June 30, 2022

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Somerset Academy WL# 5141

19620 Pines Boulevard,
Pembroke Pines, FL 33029

2021-2022

BOARD OF DIRECTORS

Todd German, Treasurer and Board Chair, (Florida)
Ana Diaz, Vice-Chair and Secretary
David Concepcion, Director
Dr. Bernard Kimmel, Director
Brian M. Cox, Director (Texas)

SCHOOL ADMINISTRATION

Bernardo Montero, Principal

OTHER NON-VOTING CORPORATE OFFICERS

Bernardo Montero, President
Suzette Ruiz, Vice-President

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Somerset Academy
Pembroke Pines, Florida

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Somerset Academy (the "School"), a charter school under Somerset Academy, Inc. which is a component unit of the District School Board of Broward County, as of, and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of the School as of June 30, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Somerset Academy, Inc. and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards,* we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Emphasis of a Matter – Change in Accounting Principle
As described in Note 6 to the financial statements, in 2022, the School adopted new accounting guidance, GASB Statement No, 87, *Leases*. Our opinion is not modified with respect to this matter.

Emphasis of a Matter – Presentation
As described in Note 1, the accompanying financial statements referred to above present only the financial position and change in financial position of Somerset Academy that is attributable to the transactions of the School and is not intended to be a complete presentation of Somerset

Academy, Inc. These financial statements do not purport to, and do not, present fairly the financial position of Somerset Academy, Inc. as of June 30, 2022 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 5 through 9 and 30 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 30, 2022 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Coral Gables, Florida
September 30, 2022

CERTIFIED PUBLIC ACCOUNTANTS

Management's Discussion and Analysis
Somerset Academy
(A Charter School under Somerset Academy, Inc.)
June 30, 2022

The corporate officers of Somerset Academy have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2022.

Financial Highlights

1. The net position of the School at June 30, 2022 was $3,245,584.
2. At year-end, the School had current assets on hand of $2,240,545.
3. The School had an increase in its net position of $22,935 for the year ended June 30, 2022.
4. The unassigned fund balance at year end was $1,697,349.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2022 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10-11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund and any other major governmental fund. A budgetary comparison statement has been provided for the general fund and any other major governmental fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 - 15 of this report.

Notes to Financial Statements
The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 16-29 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $3,245,584 at the close of the fiscal year. A summary of the School's net position as of June 30, 2022 and 2021 follows:

	2022	2021
Cash	$ 18,857	$ 5,005
Investments	2,030,000	1,740,000
Prepaid expenses and other current assets	96,653	118,949
Due from other agencies	95,035	-
Capital assets and right of use asset, net	9,186,273	334,304
Due from Somerset Academy, Inc.	1,350,000	1,350,000
Total Assets	12,776,818	3,548,258
Deferred outflows of resources	-	-
Salaries and wages payable	228,786	237,332
Accounts payable	134,705	88,277
Lease liability	9,167,743	-
Total Liabilities	9,531,234	325,609
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets and long term receivables	1,368,530	1,684,304
Unrestricted	1,877,054	1,538,345
Total Net Position	$ 3,245,584	$ 3,222,649

At the end of both fiscal years, the School is able to report positive balances in its net position.

A summary and analysis of the School's revenues and expenses for the year ended June 30, 2022 and 2021 follows:

	2022	2021
REVENUES		
Program Revenues		
Operating grants and contributions	$ 128,847	$ 165,976
Capital outlay funding	395,864	409,377
Lunch program	217,234	76,510
General Revenues		
Local sources (FTE non specific)	4,623,265	4,794,349
Charge for services and other revenue	36,892	5,220
Total Revenues	$ 5,402,102	$ 5,451,432
EXPENSES		
Component Unit Activities:		
Instruction	$ 2,668,929	$ 2,693,911
Student support services	44,132	34,680
Instructional staff training	4,558	5,101
Board	42,720	44,656
General administration	-	39,548
School administration	459,586	458,774
Facilities and acquisition	6,730	6,730
Fiscal services	93,750	97,425
Food services	200,330	91,330
Central services	116,924	122,089
Pupil transportation services	5,931	1,838
Operation of plant	1,152,072	1,266,002
Maintenance of plant	104,398	130,252
Administrative technology services	3,896	8,602
Debt service	475,211	-
Total Expenses	5,379,167	5,000,938
(Decrease)/Increase in Net Position	22,935	450,494
Net Position at Beginning of Year	3,222,649	2,772,155
Net Position at End of Year	$ 3,245,584	$ 3,222,649

The School's revenues decreased by $49,330 and expenses increased by $378,229 during the year. The School had an increase in its net position of $22,935 for the year.

Capital Improvement Requirements

The School maintains a continuous capital improvement program to enhance facilities and update fixtures and equipment as required.

School Location and Lease of Facility

The School leases a facility located at 19620 Pines Boulevard, Pembroke Pines, FL 33029.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported ending fund balance of $1,794,002. The fund balance unassigned and available for spending at the School's discretion is $1,697,349. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2022 amounts to $241,134 (net of accumulated depreciation) and right of use lease asset (building) $ 8,945,139 (net of accumulated amortization). This investment in capital assets includes right of use lease asset (building), improvements, and furniture, fixtures and equipment. As of June 30, 2022, the School had long-term liabilities of $9,167,743 associated to its capital assets.

New Accounting Pronouncements Adopted

As described in Note 6, the School adopted GASB Statement No, 87, *Leases.* The effect of the adoption was to capitalize a right of use asset (building) with a corresponding liability which is being amortized over the life of the underlying lease agreement. The overall impact on the financial statements was to record interest and amortization expense related to the underlying asset and liability which results in higher total expenses (compared to pre-adoption) during the early years of the lease agreement.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for total governmental funds (both general fund and special revenue funds) to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 396,555	$ 396,555	$ 395,864
Federal sources	21,850	27,917	45,795
Lunch program	205,802	215,207	217,234
General Revenues			
FTE nonspecific revenues	4,570,012	4,601,228	4,623,265
Charges for services and other revenues	44,327	48,618	36,892
Total Revenues	$ 5,238,546	$ 5,289,525	$ 5,319,050
CURRENT EXPENDITURES			
Component Unit Activities			
Instruction	$ 2,802,132	$ 2,695,044	$ 2,623,975
Student support services	46,400	44,645	44,132
Instructional staff training	7,214	6,411	4,558
Board	48,356	47,431	42,720
General administration	-	-	-
School administration	466,883	461,436	459,586
Fiscal services	97,425	96,060	93,750
Food services	195,802	176,342	172,007
Central services	122,425	116,224	116,224
Pupil transportation services	12,208	10,208	5,931
Operation of plant	595,614	581,991	581,179
Maintenance of plant	98,750	96,633	93,730
Administrative technology services	6,580	6,362	3,896
Total Current Expenditures	$ 4,499,789	$ 4,338,787	$ 4,241,688

Most variances occurred as a result of the budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Broward, LLC, 6340 Sunset Drive, Miami, Florida 33143.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Net Position
June 30, 2022

Assets	Governmental Activities
Current assets:	
Cash	$ 18,857
Investments	2,030,000
Prepaid expenses and other current assets	96,653
Due from other agencies	95,035
Total Current Assets	2,240,545
Capital assets, depreciable	2,320,425
Less: accumulated depreciation	(2,079,291)
Right of use asset, depreciable	9,504,210
Less: accumulated amortization	(559,071)
	9,186,273
Due from Somerset Academy, Inc.	1,350,000
Total Assets	12,776,818
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	228,786
Accounts payable	134,705
Lease liability, current	382,721
Total Current Liabilities	746,212
Due to landlord	16,058
Lease liability	8,768,964
Total Liabilities	9,531,234
Deferred Inflows of Resources	-
Net Position	
Net investment in capital assets and long term receivables	1,368,530
Unrestricted	1,877,054
Total Net Position	$ 3,245,584

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Activities
For the year ended June 30, 2022

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 2,668,929	$ -	$ 128,847	$ -	$ (2,540,082)
Student support services	44,132	-	-	-	(44,132)
Instructional staff training	4,558	-	-	-	(4,558)
Board	42,720	-	-	-	(42,720)
School administration	459,586	-	-	-	(459,586)
Facilities and acquisition	6,730	-	-	-	(6,730)
Fiscal services	93,750	-	-	-	(93,750)
Food services	200,330	99,841	117,393	-	16,904
Central services	116,924	-	-	-	(116,924)
Pupil transportation services	5,931	-	-	-	(5,931)
Operation of plant	1,152,072	-	-	395,864	(756,208)
Maintenance of plant	104,398	-	-	-	(104,398)
Administrative technology services	3,896	-	-	-	(3,896)
Debt service	475,211	-	-	-	(475,211)
Total governmental activities	5,379,167	99,841	246,240	395,864	(4,637,222)
	General revenues:				
	FTE and other nonspecific revenues				4,623,265
	Investment income and other revenues				36,892
	Change in net position				22,935
	Net position, beginning				3,222,649
	Net position, ending				$ 3,245,584

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2022

	General Fund	Non Major Governmental Funds	Total Governmental Funds
Assets			
Cash	$ 18,857	$ -	$ 18,857
Investments	2,030,000	-	2,030,000
Prepaid expenses and other current assets	96,653	-	96,653
Due from other agencies		11,983	11,983
Due from fund	11,983	-	11,983
Total Assets	2,157,493	11,983	2,169,476
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	228,786	-	228,786
Accounts payable	134,705	-	134,705
Due to fund	-	11,983	11,983
Total Liabilities	363,491	11,983	375,474
Deferred Inflows of Resources	-	-	-
Fund balance			
Nonspendable, not in spendable form	96,653	-	96,653
Unassigned	1,697,349	-	1,697,349
	1,794,002	-	1,794,002
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 2,157,493	$ 11,983	$ 2,169,476

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2022

Total Fund Balance - Governmental Funds		$ 1,794,002
Amounts reported for governmental activities in the statement of net position are different because:		
Depreciable and non-depreciable capital assets net of accumulated depreciation and amortization used in governmental activities are not financial resources and therefore are not reported in the fund.ces and therefore are not reported in the fund.		
Capital assets, depreciable	2,320,425	
Less: accumulated depreciation	(2,079,291)	
Right of use lease asset	9,504,210	
Less: accumulated amortization	(559,071)	9,186,273
Receivables in governmental activities that are not collected within 60 days are not current financial resources and, therefore, are not reported in the governmental funds.		83,052
Long term receivables from other charter schools in governmental activities are not financial resources and therefore are not reported in the governmental fund.		1,350,000
Long-term liabilities of are not due and payable in the current period and, therefore, are not reported in the governmental funds.		(9,167,743)
Total Net Position - Governmental Activities		$ 3,245,584

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2022

	General Fund	Non Major Governmental Funds	Capital Projects Fund	Total Governmental Funds
Revenues:				
State capital outlay funding	$ -	$ -	$ 395,864	$ 395,864
State passed through local and other local sources	4,623,265	-	-	4,623,265
Federal sources	-	45,795	-	45,795
Lunch program	-	217,234	-	217,234
Charge for services and other revenues	36,892	-	-	36,892
Total Revenues	4,660,157	263,029	395,864	5,319,050
Expenditures:				
Current				
Instruction	2,505,155	118,820	-	2,623,975
Student support services	44,132	-	-	44,132
Instructional staff training	4,558	-	-	4,558
Board	42,720	-	-	42,720
School administration	459,586	-	-	459,586
Fiscal services	93,750	-	-	93,750
Food services	-	172,007	-	172,007
Central services	116,224	-	-	116,224
Pupil transportation services	5,931	-	-	5,931
Operation of plant	581,179	-	-	581,179
Maintenance of plant	93,730	-	-	93,730
Administrative technology services	3,896	-	-	3,896
Capital Outlay:				
Other capital outlay	-	10,027	-	10,027
Right of use asset	-	-	9,504,210	9,504,210
Debt Service:				
Redemption of principal	-	-	352,525	352,525
Interest	-	-	475,211	475,211
Total Expenditures	3,950,861	300,854	10,331,946	14,583,661
Excess (deficit) of revenues over expenditures	709,296	(37,825)	(9,936,082)	(9,264,611)
Other financing sources (uses)				
Transfers in (out)	(453,639)	37,825	415,814	-
Increase in lease liability and deferred rent CPI	-	-	9,520,268	9,520,268
Net change in fund balance	255,657	-	-	255,657
Fund Balance at beginning of year	1,538,345	-	-	1,538,345
Fund Balance at end of year	$ 1,794,002	$ -	$ -	$ 1,794,002

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2022

Net Change in Fund Balance - Governmental Funds		$ 255,657
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlays exceeded depreciation and amortization expense.		
Capital Outlay	10,027	
Right to use leased asset capital outlay	9,504,210	
Depreciation and amortization expense	(662,268)	8,851,969
Revenues are recognized using the full accrual basis of accounting in the government-wide statements. However, revenues are recognized when they are measurable and available in the governmental funds. These revenues did not meet the recognition criteria during the current year and, therefore, were not reported in the governmental funds.		83,052
Increase in long term debt is revenue in the governmental funds, but a decrease or repayment of such payables reduces liabilities in the statement of net position.		-
Long-term debt issued	(9,520,268)	
Principal payments on long-term debt	352,525	(9,167,743)
Change in Net Position of Governmental Activities		$ 22,935

The accompanying notes are an integral
part of these financial statements.

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

Somerset Academy (the "School"), is a component unit of the School Board of Broward County, Florida (the "District"). The School's charter is held by Somerset Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of Somerset Academy, Inc., which is composed of five members and also governs other charter schools. The board of directors has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Broward County, Florida. The current charter expires on June 30, 2025 and it can be renewed in accordance with the law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School, serves students from pre-kindergarten through fifth grades and is funded by the District. These financial statements are for the year ended June 30, 2022, when on average 625 students were enrolled for the school year. During 2020, the School amended its charter contract to allow for co-location with Somerset Academy Elementary South Campus (5263) for kinder through fifth grades.

Basis of presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles. Accordingly, the basic financial statements include both the government-wide and fund financial statements.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Note 1 – Summary of Significant Accounting Policies (continued)

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information about the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity. Program revenues include: (1) charges for services, such as food service and student activity fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. In addition, revenues not classified ad program revenues are shown ad general revenues, which include Florida Education Finance Program (FEFP) revenues, and other miscellaneous sources.

Fund Financial Statements

Fund financial statements are provided for governmental funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds with all non-major funds aggregated in a single column:

> *General Fund* - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.
>
> *Capital Outlay Fund* – accounts for state and local capital outlay as authorized by Charter School Capital Outlay, Section 1013.62, Florida Statutes mainly for capital outlay and maintenance purposes.

Measurement Focus and Basis of Accounting

The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*. The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

Note 1 – Summary of Significant Accounting Policies (continued)

The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. Available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 60 days of the end of the fiscal year. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Inter-fund Transfers

Inter-fund receivables/payables ("due from/to") are short-term balances that represent reimbursements between funds for payments made by one fund on behalf of another fund.

Prepaid Expenses and Other Current Assets

Other assets consist mainly of prepaid expenses which are payments for goods or services that have not been consumed or used at year end. The expenditure will be recorded when the asset is used. Accordingly, prepaid expenses are equally offset by a nonspendable fund balance classification.

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Note 1 – Summary of Significant Accounting Policies (continued)

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, nonmarketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School follows the provisions of GASB Statement No. 31, Accounting and Financial Reporting for Certain Investments and External Investment Pools, GASB Statement No. 72, *Fair Value Measurement and Application*, and other related standards which establish accounting and financial reporting standards for all investments (see Note 2). Money market investment that have maturities of one year or less from the date of acquisition are reported at amortized cost rather than fair value. Amortized cost closely approximates fair value.

Due from Other Governments or Agencies

Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $1,000 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 the government wide statements. Proceeds received from the sale or disposal of capital assets are recorded as other financing sources in the governmental funds.

The right of use assets are initially measure at an amount equal to the initial measurement of the related lease liability plus any lease payments made prior to the lease term, less lease incentives, and plus ancillary charges necessary to place the lease into service. The right of use assets are amortized on a straight-line basis over the life of the related lease.

Note 1 – Summary of Significant Accounting Policies (continued)

Estimated useful lives, in years, for capital assets are as follows:

Building Improvements	10-20 Years
Furniture, Equipment, and Motor Vehicles	5 Years
Textbooks and Software	3 Years
Right of Use Asset (Building)	17 Years

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Revenue Sources

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

Note 1 – Summary of Significant Accounting Policies (continued)

After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made. The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School may receive a portion of the local capital improvement ad valorem tax revenues levied by the District.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Net Position and Fund balance classifications

Government-wide financial statements
Equity is classified as net position and displayed in three components:

a) Net investment in capital assets and long term receivables - consists of capital assets net of accumulated depreciation and long term receivables reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of balances with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other balances that do not meet the definition of "restricted" or "net investment in capital assets and long term receivables."

When both restricted and unrestricted resources are available for a specific purpose, it is the School's policy to use restricted resources first, until exhausted, before using unrestricted resources.

Note 1 – Summary of Significant Accounting Policies (continued)

Fund financial statements
GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*, defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable – includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with prepaid expenses. All nonspendable balances pertain to assets not in spendable form.
b) Restricted – this classification includes fund balance category amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. There are no restricted fund balances at year end.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification that is intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
e) Unassigned – portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Committed amounts would be reduced first, followed by assigned amounts, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of those unrestricted fund balance classifications could be used.

Income Taxes
Somerset 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.

Long-Term Debt and Liabilities
In the government-wide financial statements, long-term debt and other long-term liabilities are reported as liabilities in the applicable governmental activities statement of net position. In the fund financial statements, governmental fund types report the face amount of debt issued as other financing sources.

Note 1 – Summary of Significant Accounting Policies (continued)

New Accounting Standard Adopted

In fiscal year 2022, the School adopted a new statement of financial accounting standard issued by Governmental Accounting Standards Board: Statement No. 87 Leases. See Note 6.

In fiscal year 2022, the School adopted GASB issued Statement No. 92, Omnibus. This Statement enhances comparability in accounting and financial reporting and improves the consistency of authoritative literature by addressing practice issues that that have been identified during implementation and application of certain GASB Statements. Certain requirements of this Statement are effective immediately and others for reporting periods beginning after June 15, 2021. These changes were incorporated in the School's 2022 financial statements and had no effect.

Pronouncements Issued But Not Yet Effective

GASB has issued GASBS Statement No. 96, *Subscription-Based Information Technology Arrangements.* This Statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users. The School is currently evaluating the effect that implementation of the new standard will have on its financial statements. The requirements of this Statement are effective for reporting periods beginning after June 15, 2022.

Subsequent Events

In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 30, 2022, which is the date the financial statements were available to be issued.

Note 2 – Cash and Investments

Deposits

The School maintains its cash and cash equivalents in one financial institutions. Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Somerset Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Somerset Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2022, bank balances in potential excess of FDIC coverage was $5,605.

Note 2 – Cash and Investments (Continued)

Investments

The School follows the Governmental Accounting Standards Board (GASB) Statement No. 72, *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs.

At June 30, 2022, the School had $2,120,000 invested in a governmental money market mutual fund that is exempt from GASB 72 fair value hierarchy disclosures. The governmental 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 June 30, 2022, maturities of the fund's portfolio holdings are approximately 87% 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, 2022, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 –Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2022:

	Balance 07/01/21	Additions	Retirements/ Reclassifications	Balance 06/30/22
Capital Assets, depreciable:				
Building improvements	$ 1,377,921	$ -	$ -	$ 1,377,921
Furniture, equipment and textbooks	858,941	10,027	-	868,968
Audio visual materials	47,617	-	-	47,617
Motor vehicles	25,919	-	-	25,919
Total Capital Assets	2,310,398	10,027	-	2,320,425
Less Accumulated Depreciation:				
Building improvements	(1,260,816)	(21,011)	-	(1,281,827)
Furniture, equipment and textbooks	(676,640)	(70,981)	-	(747,621)
Audio visual materials	(21,060)	(6,971)	-	(28,031)
Motor vehicles	(17,578)	(4,234)	-	(21,812)
Total Accumulated Depreciation	(1,976,094)	(103,197)	-	(2,079,291)
Capital Assets, net	$ 334,304	$ (93,170)	$ -	$ 241,134
Lease Assets:				
Right of use leased asset (building)	-	9,504,210	-	9,504,210
Less accumulated amortization:	-	(559,071)	-	(559,071)
Total Lease Assets being amortized, net	-	8,945,139	-	8,945,139
Governmental Activities Capital Assets, net	$ 334,304	$ 8,851,969	$ -	$ 9,186,273

For the fiscal year ended June 30, 2022, depreciation and amortization expense is allocated in the Statement of Activities by function as follows:

	Depreciation	Amortization
Instruction	$ 44,954	$ -
Facilities acquisition and construction	6,730	-
Food services	28,323	-
Central services	700	-
Operation of plant	11,822	559,071
Maintenance of plant	10,668	-
Total Expense	$ 103,197	$ 559,071

Note 4 –Education Service and Support Provider

Academica Broward, LLC, an education service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual education services. The agreement calls for a fee on a per student basis. The agreement continues through June 30, 2023 and unless terminated by the board shall be renewed for a term of five (5) years. During the year ended June 30, 2022, the School incurred approximately $281,250 in fees.

Note 5 –Transactions With Other Divisions of Somerset Academy, Inc.

During 2022, the School shared its campus with Somerset Academy South, another charter school under Somerset Academy, Inc. Through the board, management allocates a proportionate share of leases, salaries, and supplies, and other expenses based on student enrollment and usage of facilities and staff to these schools. The School also holds the student activities fund accounts in its books on behalf of the other charter schools.

The School's lunch program is also shared with various charter schools under Somerset Academy, Inc. Revenues and expenses related to the lunch program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

In addition, the School made long term, non-interest bearing advances to Somerset Academy, Inc. and other schools under Somerset Academy, Inc. The following schedule provides a summary of changes in long-term advances for the year ended June 30, 2022:

	Balance 07/01/21	Advances	Collections	Balance 06/30/22
Somerset Academy, Inc.	$1,350,000	$ -	$ -	$1,350,000
Total Long Term Receivables	$1,350,000	$ -	$ -	$1,350,000

Somerset Academy, Inc. charges its affiliated schools an assessment for shared corporate costs and accreditation expenses. Somerset Academy paid Somerset Academy, Inc. $93,750 in connection with these charges during the year.

Note 6 – Long Term Liabilities

Effective April 1, 2018, the Somerset Academy, Inc. entered into a lease agreement on behalf of the School with Pines Blvd School Development, LLC (the "Landlord"), for 56,161 square feet leased premises located at 19620 Pines Boulevard, Pembroke Pines, Florida 33029. The landlord is an affiliate of the School's educational service and support provider (see Note 4).

Note 6 – Long Term Liabilities (Continued)

Initial fixed annual payments under the lease agreement (based on $22.00 per square foot) are $1,235,542, adjusted annually and commencing on the second annual lease year based on the Consumer Price Index (CPI). The agreement continues through June 30, 2038 ("initial term"), with an option to renew for two additional five-year term periods. Under the lease agreement, Somerset Academy, Inc. must meet certain covenants and requirements, including a "Lease Payment Coverage Ratio" of not less than 1.10 to 1.00. The lease agreement is guaranteed by Somerset Academy, Inc.

The School has implemented GASB Statement No. 87 Leases, and as a result recorded a lease right of use asset and liability in these financial statements. The lease right of use asset and liability were allocated between School and Somerset Academy South based on enrollment and usage of facility. The allocation used for 2022, was approximately 34% for Somerset Academy South and 66% for the School. At the time of the initial measurement, there was no interest rate specified in the original lease agreement. The School has used an average effective interest for several borrowings during FY 2021 and 2022. The average borrowing rate was 5% which was used to discount the annual lease payments to recognize the intangible right to use this asset and the lease liability as of June 30, 2022.

For the year ended June 30, 2022, interest expense totaled $475,211, as it relates to its lease agreements. For 2022, variable and other payments of $41,183 in connection with the lease agreement. Annual requirements to amortize the lease liability and related interest are as follows:

Year	Principal	Interest	Total	
2023	$ 382,721	$ 448,314	$ 831,035	
2024	402,302	428,733	831,035	
2025	422,884	408,151	831,035	
2026	444,520	386,515	831,035	
2027	467,262	363,773	831,035	
2028-2032	2,720,321	1,434,854	4,155,175	Total for a five year period
2033-2037	3,491,148	664,028	4,155,176	Total for a five year period
2038	820,527	22,076	842,603	
	$ 9,151,685	$ 4,156,444	$ 13,308,129	

Changes in long term lease liabilities during the year are as follows:

	Balance 07/01/21	Additions	Deletions	Balance 06/30/22
Lease liability	-	9,504,210	352,525	9,151,685
Deferred rent CPI	-	16,058	-	16,058
Total	$ -	$ 9,520,268	$352,525	$ 9,167,743

Note 7 – Commitments, Contingencies and Concentrations

Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of up to 5% or 2% if high performing, of the qualifying revenues of the School and up to and including 250 students. For the year ended June 30, 2022, administrative fees totaled $36,378.

Note 8 – Risk Management

The School is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage for the past years. In addition, there were no reductions in insurance coverage from those in the prior year.

The School has entered into a strategic relationship with ADP TotalSource, Inc., a human resource management firm, typically known as “Professional Employer Organization” (PEO). Under a co-employment agreements, the PEO is the employer of record and is responsible for administering payroll, payroll taxes, provide employee benefits and assist with human resources and risk management. Accordingly, certain human resource related risks are transferred to the PEO. Nevertheless, the School may be subject to risks, including loss, penalties and fines related to employment practices, administrative error and omissions.

Note 9 – Interfund Transfers

Interfund transfers in governmental funds consist of the following:

	General Fund	Non-Major Governmental Funds	Capital Projects Fund
To fund debt service payments	$ (415,814)	$ -	$ 415,814
To fund current expenditures for which revenues were not available	(37,825)	37,825	-
Total Transfers, net	$ (453,639)	$ 37,825	$ 415,814

	General Fund	Non Major Governmental Funds	Capital Projects Fund
Due to General Fund from Special Revenue Fund for Title funds	$ 11,983	$ (11,983)	$ -
Total Due from/(Due to)	$ 11,983	$ (11,983)	$ -

Note 10 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP Total Source Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School provides a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed $78,569 to the Plan for the year ended June 30, 2022. The School does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by Voya Financial.

REQUIRED SUPPLEMENTARY INFORMATION

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2022

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 4,570,012	$ 4,601,228	$ 4,623,265
Charge for services and other revenues	44,327	48,618	36,892
Total Revenues	4,614,339	4,649,846	4,660,157
EXPENDITURES			
Current:			
Instruction	2,624,282	2,574,654	2,505,155
Student support services	46,400	44,645	44,132
Instructional staff training	7,214	6,411	4,558
Board	48,356	47,431	42,720
School administration	466,883	461,436	459,586
Fiscal services	97,425	96,060	93,750
Central services	122,425	116,224	116,224
Pupil transportation services	12,208	10,208	5,931
Operation of plant	595,614	581,991	581,179
Maintenance of plant	98,750	96,633	93,730
Administrative technology services	6,580	6,362	3,896
Total Current Expenditures	4,126,137	4,042,055	3,950,861
Excess (Deficit) of Revenues Over Current Expenditures	488,202	607,791	709,296
Capital Outlay	-	-	-
Total Expenditures	4,126,137	4,042,055	3,950,861
Excess (Deficit) of Revenues Over Expenditures	488,202	607,791	709,296
Other financing sources (uses):			
Transfers in (out)	(572,776)	(480,384)	(453,639)
Net change in fund balance	(84,574)	127,407	255,657
Fund Balance at beginning of year	1,538,345	1,538,345	1,538,345
Fund Balance at end of year	$ 1,453,771	$ 1,665,752	$ 1,794,002

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of
Somerset Academy
Pembroke Pines, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Somerset Academy (the "School") as of, and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 30, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We issued a separate management letter dated September 30, 2022 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 30, 2022

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

To the Board of Directors of
Somerset Academy
Pembroke Pines, Florida

Report on the Financial Statements

We have audited the financial statements of Somerset Academy , Pembroke Pines, Florida as of and for the fiscal year ended June 30, 2022 and have issued our report thereon dated September 30, 2022.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reporting Requirements

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 30, 2022, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. There were no findings or recommendations in the preceding audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity and the School code assigned by the Florida Department of Education be disclosed in this management letter. The official title of the entity is Somerset Academy , 5141.

Financial Condition and Management

Sections 10.854(1)(e)2. and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not Somerset Academy has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and to identify the specific condition(s) met. In connection with our audit, we determined that Somerset Academy did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Somerset Academy . It is management's responsibility to monitor Somerset Academy 's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we had no such recommendations:

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require us to apply appropriate procedures and communicate the results of our determination as to whether Somerset Academy maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Somerset Academy maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Additional Matters

Section 10.854(1)(e)4., Rules of the Auditor General, requires us to communicate noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but warrants the attention of those charged with governance. In connection with our audit, we did not note any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Broward County, Federal and other granting agencies, the Board of Directors, Somerset Academy, Inc. and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

HLB Gravier, LLP

Coral Gables, Florida
September 30, 2022

CERTIFIED PUBLIC ACCOUNTANTS

HLB GRAVIER, LLP
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Somerset Academy
(A charter school and Component Unit
of the School Board of Broward County, Florida)
WL# 5141

Pembroke Pines, Florida

Financial Statements and
Independent Auditors' Report
June 30, 2023

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Somerset Academy
WL# 5141

19620 Pines Boulevard,
Pembroke Pines, FL 33024

2022-2023

BOARD OF DIRECTORS

Todd German, Treasurer and Board Chair, (Florida)
Ana Diaz, Vice-Chair and Secretary
David Concepcion, Director
Brian M. Cox, Director (Texas)

SCHOOL ADMINISTRATION

Bernardo Montero, Principal

OTHER NON-VOTING CORPORATE OFFICERS

Bernardo Montero, President
Suzette Ruiz, Vice-President

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Somerset Academy
Pembroke Pines, Florida

Opinions

We have audited the accompanying financial statements of the governmental activities and each major fund of Somerset Academy (the "School"), a charter school under Somerset Academy, Inc. which is a component unit of the District School Board of Broward County, as of, and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the School as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards,* we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Emphasis of a Matter – Presentation
As described in Note 1, the accompanying financial statements referred to above present only the financial position and change in financial position of the School that is attributable to the transactions of the School and is not intended to be a complete presentation of Somerset Academy, Inc. These financial statements do not purport to, and do not, present fairly the financial position of Somerset Academy, Inc. as of June 30, 2023 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 5 through 9 and 30 through 31 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 29, 2023 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Coral Gables, Florida
September 29, 2023

CERTIFIED PUBLIC ACCOUNTANTS

Somerset Academy
Management's Discussion and Analysis
(A Charter School under Somerset Academy, Inc.)
June 30, 2023

The corporate officers of Somerset Academy, Inc. have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2023.

Financial Highlights

1. The net position of the School at June 30, 2023 was $3,333,688.
2. At year-end, the School had current assets on hand of $2,548,585.
3. The School had an increase in its net position of $88,104 for the year ended June 30, 2023.
4. The unassigned fund balance at year end was $1,756,031.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2023 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10-11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund and any other major governmental fund. A budgetary comparison statement has been provided for the general fund and any other major governmental fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 - 15 of this report.

Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 16-29 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $3,333,688 at the close of the fiscal year. A summary of the School's net position as of June 30, 2023 and 2022 is as follows:

	2023	2022
Cash	$ 1,480	$ 18,857
Investments	2,095,000	2,030,000
Prepaid expenses and other current assets	156,331	96,653
Due from other agencies	295,774	95,035
Capital assets and right of use asset, net	8,578,575	9,186,273
Due from Somerset Academy, Inc.	1,350,000	1,350,000
Total Assets	12,477,160	12,776,818
Deferred outflows of resources	-	-
Salaries and wages payable	275,258	228,786
Accounts payable	29,999	134,705
Lease liability	8,838,215	9,167,743
Total Liabilities	9,143,472	9,531,234
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets	(259,640)	18,530
Restricted	43,666	-
Unrestricted	3,549,662	3,227,054
Total Net Position	$ 3,333,688	$ 3,245,584

At the end of both fiscal years, the School is able to report positive balances in its net position.

A summary and analysis of the School's revenues and expenses for the year ended June 30, 2023 and 2022 is as follows:

	2023	2022
REVENUES		
Program Revenues		
Operating grants and contributions	$ 611,574	$ 128,847
Capital outlay funding	418,496	395,864
Lunch program	292,620	217,234
General Revenues		
Local sources (FTE non specific)	5,089,483	4,623,265
Charge for services and other revenue	166,913	36,892
Total Revenues	$ 6,579,086	$ 5,402,102
EXPENSES		
Component Unit Activities:		
Instruction	$ 3,277,497	$ 2,668,929
Student support services	46,776	44,132
Instructional staff training	14,735	4,558
Board	49,799	42,720
School administration	569,227	459,586
Facilities and acquisition	6,730	6,730
Fiscal services	96,900	93,750
Food services	274,208	200,330
Central services	122,385	116,924
Pupil transportation services	55,004	5,931
Operation of plant	1,344,581	1,152,072
Maintenance of plant	169,643	104,398
Administrative technology services	15,179	3,896
Debt service	448,318	475,211
Total Expenses	6,490,982	5,379,167
Change in Net Position	88,104	22,935
Net Position at Beginning of Year	3,245,584	3,222,649
Net Position at End of Year	$ 3,333,688	$ 3,245,584

The School's revenues and expenses increased by $1,176,984 and $1,111,815 during the year. The School had an increase in its net position of $88,104 for the year.

Capital Improvement Requirements

The School maintains a continuous capital improvement program to enhance facilities and update fixtures and equipment as required.

School Location and Lease of Facility

The School leases a facility located at 19620 Pines Boulevard, Pembroke Pines, FL 33024.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported ending fund balance of $1,912,362. The fund balance unassigned and available for spending at the School's discretion is $1,756,031. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2023 amounts to $192,507 (net of accumulated depreciation) and right of use lease asset (building) $8,386,068 (net of accumulated amortization). This investment in capital assets includes right of use lease asset (building), improvements, and furniture, fixtures and equipment. As of June 30, 2023, the School had long-term liabilities of $8,838,215 associated to its capital assets.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for total governmental funds (both general fund and special revenue funds) to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
State capital outlay funding	$ 336,486	$ 415,943	$ 418,496
Federal sources	474,828	405,939	407,326
Lunch program	290,000	290,239	292,620
General Revenues			
FTE nonspecific revenues	5,072,079	5,087,283	5,089,483
Charges for services and other revenues	121,299	164,039	166,913
Total Revenues	$ 6,294,692	$ 6,363,443	$ 6,374,838
CURRENT EXPENDITURES			
Component Unit Activities			
Instruction	$ 3,197,047	$ 3,242,411	$ 3,238,936
Student support services	50,313	50,292	46,776
Instructional staff training	13,000	17,068	14,735
Board	49,622	52,039	49,799
School administration	521,119	571,391	569,227
Fiscal services	97,500	98,239	96,900
Food services	290,000	250,943	248,954
Central services	120,500	124,029	121,685
Pupil transportation services	60,000	57,292	55,004
Operation of plant	784,858	716,734	714,955
Maintenance of plant	81,750	162,039	160,046
Administrative technology services	24,337	16,723	15,179
Total Current Expenditures	$ 5,290,046	$ 5,359,200	$ 5,332,196

Most variances occurred as a result of the budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Broward, LLC, 6340 Sunset Drive, Miami, Florida 33143.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Net Position
June 30, 2023

	Governmental Activities
Assets	
Current assets:	
Cash	$ 1,480
Investments	2,095,000
Prepaid expenses and other current assets	156,331
Due from other agencies	295,774
Total Current Assets	2,548,585
Capital assets, depreciable	2,270,871
Less: accumulated depreciation	(2,078,364)
Right of use asset, depreciable	9,504,210
Less: accumulated amortization	(1,118,142)
	8,578,575
Due from Somerset Academy, Inc.	1,350,000
Total Assets	12,477,160
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	275,258
Accounts payable	29,999
Lease liability, current	402,302
Total Current Liabilities	707,559
Deferred rent	80,819
Lease liability	8,355,094
Total Liabilities	9,143,472
Deferred Inflows of Resources	-
Net Position	
Net investment in capital assets	(259,640)
Restricted	43,666
Unrestricted	3,549,662
Total Net Position	$ 3,333,688

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Activities
For the year ended June 30, 2023

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 3,277,497	$ -	$ 607,056	$ -	$ (2,670,441)
Student support services	46,776	-	-	-	(46,776)
Instructional staff training	14,735	-	3,212	-	(11,523)
Board	49,799	-	-	-	(49,799)
School administration	569,227	-	1,306	-	(567,921)
Facilities and acquisition	6,730	-	-	-	(6,730)
Fiscal services	96,900	-	-	-	(96,900)
Food services	274,208	108,599	184,021	-	18,412
Central services	122,385	-	-	-	(122,385)
Pupil transportation services	55,004	-	-	-	(55,004)
Operation of plant	1,344,581	-	-	418,496	(926,085)
Maintenance of plant	169,643	-	-	-	(169,643)
Administrative technology services	15,179	-	-	-	(15,179)
Debt service	448,318	-	-	-	(448,318)
Total governmental activities	6,490,982	108,599	795,595	418,496	(5,168,292)

General revenues:	
FTE and other nonspecific revenues	5,089,483
Investment income and other revenues	166,913
Change in net position	88,104
Net position, beginning	3,245,584
Net position, ending	$ 3,333,688

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2023

	General Fund	Special Revenue Fund	Total Governmental Funds
Assets			
Cash	$ 1,480	$ -	$ 1,480
Investments	2,051,334	43,666	2,095,000
Prepaid expenses and other current assets	156,331	-	156,331
Due from other agencies	-	8,474	8,474
Due from fund	8,474	-	8,474
Total Assets	2,217,619	52,140	2,269,759
Deferred Outflows of Resources	-	-	-
Liabilities			
Salaries and wages payable	275,258	-	275,258
Accounts payable	29,999	-	29,999
Due to fund	-	8,474	8,474
Total Liabilities	305,257	8,474	313,731
Deferred Inflows of Resources	-	-	-
Fund balance			
Nonspendable, not in spendable form	156,331	-	156,331
Restricted	-	43,666	43,666
Unassigned	1,756,031	-	1,756,031
	1,912,362	43,666	1,956,028
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 2,217,619	$ 52,140	$ 2,269,759

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2023

Total Fund Balance - Governmental Funds		$ 1,956,028
Amounts reported for governmental activities in the statement of net position are different because:		
Depreciable and non-depreciable capital assets net of accumulated depreciation and amortization used in governmental activities are not financial resources and therefore are not reported in the fund.		
Capital assets, depreciable	2,270,871	
Less: accumulated depreciation	(2,078,364)	
Right of use lease asset	9,504,210	
Less: accumulated amortization	(1,118,142)	8,578,575
Receivables in governmental activities that are not available are not current financial resources and, therefore, are not reported in the governmental funds.		287,300
Long term receivables from other charter schools in governmental activities are not financial resources and therefore are not reported in the governmental fund.		1,350,000
Long-term liabilities of are not due and payable in the current period and, therefore, are not reported in the governmental funds.		(8,838,215)
Total Net Position - Governmental Activities		$ 3,333,688

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2023

	General Fund	Special Revenue Fund	Capital Projects Fund	Total Governmental Funds
Revenues:				
State capital outlay funding	$ -	$ -	$ 418,496	$ 418,496
State passed through local and other local sources	5,089,483	-	-	5,089,483
Federal sources	-	407,326	-	407,326
Lunch program	-	292,620	-	292,620
Charge for services and other revenues	166,913	-	-	166,913
Total Revenues	5,256,396	699,946	418,496	6,374,838
Expenditures:				
Current				
Instruction	2,957,959	280,977	-	3,238,936
Student support services	46,776	-	-	46,776
Instructional staff training	11,523	3,212	-	14,735
Board	49,799	-	-	49,799
School administration	567,921	1,306	-	569,227
Fiscal services	96,900	-	-	96,900
Food services	-	248,954	-	248,954
Central services	121,685	-	-	121,685
Pupil transportation services	55,004	-	-	55,004
Operation of plant	714,955	-	-	714,955
Maintenance of plant	160,046	-	-	160,046
Administrative technology services	15,179	-	-	15,179
Capital Outlay:				
Other capital outlay	22,421	15,588	-	38,009
Debt Service:				
Redemption of principal	-	-	394,289	394,289
Interest	-	-	448,318	448,318
Total Expenditures	4,820,168	550,037	842,607	6,212,812
Excess (deficit) of revenues over expenditures	436,228	149,909	(424,111)	162,026
Other financing sources (uses)				
Transfers in (out)	(317,868)	(106,243)	424,111	-
Net change in fund balance	118,360	43,666	-	162,026
Fund Balance at beginning of year	1,794,002	-	-	1,794,002
Fund Balance at end of year	$ 1,912,362	$ 43,666	$ -	$ 1,956,028

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2023

Net Change in Fund Balance - Governmental Funds		$ 162,026
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. These amounts during the year were as follows:		
Capital Outlay	38,009	
Depreciation and amortization expense	(645,707)	(607,698)
Revenues are recognized using the full accrual basis of accounting in the government-wide statements. However, revenues are recognized when they are measurable and available in the governmental funds. These revenues did not meet the recognition criteria during the current year and, therefore, were not reported in the governmental funds.		204,248
Increase in long term debt is revenue in the governmental funds, but a decrease or repayment of such payables reduces liabilities in the statement of net position.		-
Increases in long term liabilities	(64,761)	
Principal payments on long-term debt	394,289	329,528
Change in Net Position of Governmental Activities		$ 88,104

The accompanying notes are an integral
part of these financial statements.

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

Somerset Academy (the "School") is a component unit of the School Board of Broward County, Florida (the "District"). The School's charter is held by Somerset Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of Somerset Academy, Inc., which is composed of four members and also governs other charter schools. The board of directors has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Broward County, Florida. The current charter expires on June 30, 2025 and it can be renewed in accordance with the law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School, serves students from pre-kindergarten through fifth grades and is funded by the District. These financial statements are for the year ended June 30, 2023, when on average 645 students were enrolled for the school year. The School's charter contract allows for co-location with Somerset Academy Elementary South Campus (5263) for kinder through fifth grades.

Basis of presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles. Accordingly, the basic financial statements include both the government-wide and fund financial statements.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Note 1 – Summary of Significant Accounting Policies (continued)

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information about the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity. Program revenues include: (1) charges for services, such as food service and student activity fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. In addition, revenues not classified ad program revenues are shown ad general revenues, which include Florida Education Finance Program (FEFP) revenues, and other miscellaneous sources.

Fund Financial Statements

Fund financial statements are provided for governmental funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds:

General Fund - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Special Revenue Fund – accounts for specific revenues, such as federal funding, federal lunch program, and COVID-19 emergency relief funding that are legally restricted to expenditures for particular purposes.

Capital Outlay Fund – accounts for state and local capital outlay as authorized by Charter School Capital Outlay, Section 1013.62, Florida Statutes mainly for capital outlay and maintenance purposes.

Measurement Focus and Basis of Accounting

The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

Note 1 – Summary of Significant Accounting Policies (continued)

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. Available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Inter-fund Transfers

Inter-fund receivables/payables ("due from/to") are short-term balances that represent reimbursements between funds for payments made by one fund on behalf of another fund.

Prepaid Expenses and Other Current Assets

Other assets consist mainly of prepaid expenses which are payments for goods or services that have not been consumed or used at year end. The expenditure will be recorded when the asset is used. Accordingly, prepaid expenses are equally offset by a nonspendable fund balance classification.

Note 1 – Summary of Significant Accounting Policies (continued)

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, nonmarketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School follows the provisions of GASB Statement No. 31, Accounting and Financial Reporting for Certain Investments and External Investment Pools, GASB Statement No. 72, *Fair Value Measurement and Application,* and other related standards which establish accounting and financial reporting standards for all investments (see Note 2). Money market investment that have maturities of one year or less from the date of acquisition are reported at amortized cost rather than fair value. Amortized cost closely approximates fair value.

Due from Other Governments or Agencies

Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $1,000 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 the government wide statements. Proceeds received from the sale or disposal of capital assets are recorded as other financing sources in the governmental funds.

Note 1 – Summary of Significant Accounting Policies (continued)

The right of use assets are initially measure at an amount equal to the initial measurement of the related lease liability plus any lease payments made prior to the lease term, less lease incentives, and plus ancillary charges necessary to place the lease into service. The right of use assets are amortized on a straight-line basis over the life of the related lease. Estimated useful lives, in years, for capital assets are as follows:

Building Improvements	10-20 Years
Furniture, Equipment, and Motor Vehicles	5 Years
Software	3 Years
Right of Use Asset (Building)	17 Years

Compensated Absences

The School grants a specific number of sick days. Full time instructional employees are eligible to one day per month to up to ten days of active work during the ten-month period (a "benefit year"). In the event that available time is not used by the end of the benefit year, employees may "rollover" all unused days for use in future benefit years. There is an opportunity to "cash out" unused sick days however, the employees may only cash out if they have used three days or less of their sick leave in that benefit year. Employees may not cash out more than ten days per school year and are required to always maintain a minimum of twenty-one unused days in order to cash out. The cash out value is eighty percent of their current daily rate. There is no termination payment for accumulated unused sick days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

The School also provides certain days to be used for specific personal matters such as family death and jury duty. Because the use of such days is contingent upon those events taking place and such events are out of the control of both the employer and the employee, there is no accrual for such days.

Revenue Sources

Revenues for current operations are received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School will report the number of full-time equivalent (FTE) students and related data to the District. Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of the full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the FEFP.

Note 1 – Summary of Significant Accounting Policies (continued)

Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey periods. After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made. The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School may receive a portion of the ad valorem tax revenues levied by the District.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Net Position and Fund balance classifications

Government-wide financial statements
Equity is classified as net position and displayed in three components:

a) Net investment in capital assets - consists of capital assets net of accumulated depreciation reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of balances with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other balances that do not meet the definition of "restricted" or "net investment in capital assets."

When both restricted and unrestricted resources are available for a specific purpose, it is the School's policy to use restricted resources first, until exhausted, before using unrestricted resources.

Note 1 – Summary of Significant Accounting Policies (continued)

Fund financial statements
GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*, defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable – includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with prepaid expenses. All nonspendable balances pertain to assets not in spendable form.
b) Restricted – this classification includes fund balance category amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. Restricted fund balances at year end pertain to the School's lunch program.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification that is intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
e) Unassigned – portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Committed amounts would be reduced first, followed by assigned amounts, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of those unrestricted fund balance classifications could be used.

Income Taxes
Somerset 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.

Long-Term Debt and Liabilities
In the government-wide financial statements, long-term debt and other long-term liabilities are reported as liabilities in the applicable governmental activities statement of net position. In the fund financial statements, governmental fund types report the face amount of debt issued as other financing sources.

Note 1 – Summary of Significant Accounting Policies (continued)

New Accounting Standard Adopted

In fiscal year 2023, the School adopted a new statement of financial accounting standard issued by Governmental Accounting Standards Board: GASB Statement No. 96, Subscription-Based Information Technology Arrangements. This Statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users. The adoption had no material effect on the School's 2023 financial statements.

Pronouncements Issued But Not Yet Effective

GASB has issued GASB Statement No. 101, Compensating Absences. This Statement provides guidance on the accounting and financial reporting for certain types of compensated absences including parental leave, military leave, and injury duty leave. The School is currently evaluating the effect that implementation of the new standard will have on its financial statements. The requirements of this Statement are effective for reporting periods beginning after December 15, 2023. The School is currently evaluating the effect that implementation of the new standard will have on its financial statements.

Subsequent Events

In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 29, 2023, which is the date the financial statements were available to be issued.

Note 2 – Cash and Investments

Deposits

The School maintains its cash and cash equivalents in one financial institutions. Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Somerset Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Somerset Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2023, bank balances in potential excess of FDIC coverage was $2,897.

Note 2 – Cash and Investments (Continued)

Investments

The School follows the Governmental Accounting Standards Board (GASB) Statement No. 72, *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs.

At June 30, 2023, the School had $2,220,000 invested in a governmental money market mutual fund that is exempt from GASB 72 fair value hierarchy disclosures. The governmental 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 June 30, 2023, maturities of the fund's portfolio holdings are approximately 91% 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, 2023, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 –Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2023:

	Balance 07/01/22	Additions	Retirements/ Reclassifications	Balance 06/30/23
Capital Assets, depreciable:				
Building improvements	$ 1,377,921	$ -	$ (13,417)	$ 1,364,504
Furniture, fixtures and equipment	868,968	38,009	(72,648)	834,329
Audio visual materials	47,617	-	(1,498)	46,119
Motor vehicles	25,919	-	-	25,919
Total Capital Assets	2,320,425	38,009	(87,563)	2,270,871
Less Accumulated Depreciation:				
Building improvements	(1,281,827)	(20,246)	13,417	(1,288,656)
Furniture, fixtures and equipment	(747,621)	(56,503)	72,648	(731,476)
Audio visual materials	(28,031)	(6,602)	1,498	(33,135)
Motor vehicles	(21,812)	(3,285)	-	(25,097)
Total Accumulated Depreciation	(2,079,291)	(86,636)	87,563	(2,078,364)
Capital Assets, net	$ 241,134	$ (48,627)	$ -	$ 192,507
Lease Assets:				
Right of use leased asset (building)	$ 9,504,210	$ -	$ -	$ 9,504,210
Less accumulated amortization:	(559,071)	(559,071)	-	(1,118,142)
Total Lease Assets being amortized, net	8,945,139	(559,071)	-	8,386,068
Governmental Activities Capital Assets, net	$ 9,186,273	$ (607,698)	$ -	$ 8,578,575

For the fiscal year ended June 30, 2023, depreciation and amortization expense is allocated in the Statement of Activities by function as follows:

	Depreciation	Amortization
Instruction	$ 38,561	$ -
Facilities acquisition and construction	6,730	-
Food services	25,254	-
Central services	700	-
Operation of plant	5,794	559,071
Maintenance of plant	9,597	-
Total Expense	$ 86,636	$ 559,071

Note 4 –Education Service and Support Provider

Academica Broward, LLC, an education service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual education services. The agreement calls for a fee on a per student basis. The agreement continues through June 30, 2028 and unless terminated by the board will have the option to renew for an additional five-year period. During the year ended June 30, 2023, the School incurred approximately $290,700 in fees.

Note 5 –Transactions With Other Divisions of Somerset Academy, Inc.

During 2023, the School shared its campus with Somerset Academy South, another charter school under Somerset Academy, Inc. Through the board, management allocates a proportionate share of leases, salaries, and supplies, and other expenses based on student enrollment and usage of facilities and staff to these schools. The School also holds the student activities fund accounts in its books on behalf of the other charter schools.

The School's lunch program is also shared with various charter schools under Somerset Academy, Inc. Revenues and expenses related to the lunch program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

In addition, the School made long term, non-interest bearing advances to Somerset Academy, Inc. The following schedule provides a summary of changes in long-term advances for the year ended June 30, 2023:

	Balance 07/01/22	Advances	Collections	Balance 06/30/23
Somerset Academy, Inc.	$1,350,000	$ -	$ -	$1,350,000
Total Long Term Receivables	$1,350,000	$ -	$ -	$1,350,000

Somerset Academy, Inc. charges its affiliated schools an assessment for shared corporate costs and accreditation expenses. paid Somerset Academy, Inc. $96,825 in connection with these charges during the year.

Note 6 – Long Term Liabilities

Effective April 1, 2018, the Somerset Academy, Inc. entered into a lease agreement on behalf of the School with Pines Blvd School Development, LLC (the "Landlord"), for 56,161 square feet leased premises located at 19620 Pines Boulevard, Pembroke Pines, Florida 33029. The landlord is an affiliate of the School's educational service and support provider (see Note 4).

Note 6 – Long Term Liabilities (Continued)

Initial fixed annual payments under the lease agreement (based on $22.00 per square foot) are $1,235,542, adjusted annually and commencing on the second annual lease year based on the Consumer Price Index (CPI). The agreement continues through June 30, 2038 ("initial term"), with an option to renew for two additional five-year term periods. Under the lease agreement, Somerset Academy, Inc. must meet certain covenants and requirements, including a "Lease Payment Coverage Ratio" of not less than 1.10 to 1.00. The lease agreement is guaranteed by Somerset Academy, Inc.

At the time of the initial measurement, the lease right of use asset and liability were allocated between School and Somerset Academy Elementary South Campus based on enrollment and usage of facility. The allocation used was approximately 66% for the School and 34% for Somerset Academy Elementary South Campus and there was no interest rate specified in the original lease agreement. The School used an average effective interest for several borrowings during fiscal year 2021 and 2022. At the time of the initial measurement, the average borrowing rate was 5% which was used to discount the annual lease payments to recognize the intangible right to use this asset and the lease liability.

For the year ended June 30, 2023, interest expense totaled $448,314, as it relates to its lease agreements. For 2023, the School incurred variable and other payments of $102,012 in connection with the lease agreement. The School had approximately $29,000 due to landlord at year end which was included in accounts payable. Annual requirements to amortize the lease liability and related interest are as follows:

Year	Principal	Interest	Total	
2024	$ 402,302	$ 428,733	$ 831,035	
2025	422,884	408,151	831,035	
2026	444,520	386,515	831,035	
2027	467,262	363,773	831,035	
2028	491,168	339,867	831,035	
2029-2033	2,859,498	1,295,678	4,155,176	Total for a five year period
2034-2038	3,669,762	485,414	4,155,176	Total for a five year period
	$ 8,757,396	$ 3,708,131	$ 12,465,527	

Changes in long term lease liabilities during the year are as follows:

	Balance 07/01/22	Additions	Deletions	Balance 06/30/23
Lease liability	$9,151,685	$ -	$(394,289)	$ 8,757,396
Deferred rent CPI	16,058	64,761	-	80,819
Total	$9,167,743	$ 64,761	$(394,289)	$ 8,838,215

Note 7 – Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of up to 5% or 2% if high performing, of the qualifying revenues of the School and up to and including 250 students. For the year ended June 30, 2023, administrative fees totaled $37,655.

Note 8 – Risk Management

The School is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions, personal injury, workers compensation and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage in any of the past three years. In addition, there were no reductions in insurance coverage from those in the prior year.

The School has entered into a strategic relationship with ADP TotalSource, Inc., a human resource management firm, typically known as “Professional Employer Organization” (PEO). Under a co-employment agreements, the PEO is the employer of record and is responsible for administering payroll, payroll taxes, provide employee benefits and assist with human resources and risk management. Accordingly, certain human resource related risks are transferred to the PEO. Nevertheless, the School may be subject to risks, including loss, penalties and fines related to employment practices, administrative error and omissions.

Note 9 – Interfund Transfers

Interfund transfers in governmental funds consist of the following:

	General Fund	Special Revenue Funds	Capital Projects Fund
To fund debt service payments	$ (424,111)	$ -	$ 424,111
Reimbursement to general fund for prior period expenditures	106,243	(106,243)	-
Total Transfers, net	$ (317,868)	$ (106,243)	$ 424,111

	General Fund	Special Revenue Funds	Capital Projects Fund
Due to general fund fromspecial revenue fund for federal funds	$ 8,474	$ (8,474)	$ -
Total Due from/(Due to)	$ 8,474	$ (8,474)	$ -

Note 10 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP Total Source Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School provides a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed $97,569 to the Plan for the year ended June 30, 2023. The School does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by Voya Financial.

REQUIRED SUPPLEMENTARY INFORMATION

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2023

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State passed through local	$ 5,072,079	$ 5,087,283	$ 5,089,483
Charge for services and other revenues	121,299	164,039	166,913
Total Revenues	5,193,378	5,251,322	5,256,396
EXPENDITURES			
Current:			
Instruction	2,728,719	2,959,382	2,957,959
Student support services	50,313	50,292	46,776
Instructional staff training	6,500	13,029	11,523
Board	49,622	52,039	49,799
School administration	521,119	569,382	567,921
Fiscal services	97,500	98,239	96,900
Central services	120,500	124,029	121,685
Pupil transportation services	60,000	57,292	55,004
Operation of plant	784,858	716,734	714,955
Maintenance of plant	81,750	162,039	160,046
Administrative technology services	24,337	16,723	15,179
Total Current Expenditures	4,525,218	4,819,180	4,797,747
Excess (Deficit) of Revenues Over Current Expenditures	668,160	432,142	458,649
Capital Outlay	-	25,000	22,421
Total Expenditures	4,525,218	4,844,180	4,820,168
Excess (Deficit) of Revenues Over Expenditures	668,160	407,142	436,228
Other financing sources (uses):			
Transfers in (out)	(506,121)	(286,506)	(317,868)
Net change in fund balance	162,039	120,636	118,360
Fund Balance at beginning of year	1,794,002	1,794,002	1,794,002
Fund Balance at end of year	$ 1,956,041	$ 1,914,638	$ 1,912,362

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2023

	Special Revenue Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Federal sources	$ 474,828	$ 405,939	$ 407,326
Lunch program	290,000	290,239	292,620
Total Revenues	764,828	696,178	699,946
EXPENDITURES			
Current:			
Instruction	468,328	283,029	280,977
Instructional staff training	6,500	4,039	3,212
School administration	-	2,009	1,306
Food services	290,000	250,943	248,954
Total Current Expenditures	764,828	540,020	534,449
Excess (Deficit) of Revenues Over Current Expenditures	-	156,158	165,497
Capital Outlay	-	16,000	15,588
Total Expenditures	764,828	556,020	550,037
Excess (Deficit) of Revenues Over Expenditures	-	140,158	149,909
Other financing sources (uses)			
Transfers in (out)	-	(140,158)	(106,243)
Net change in fund balance	-	-	43,666
Fund Balance at beginning of year	-	-	-
Fund Balance at end of year	$ -	$ -	$ 43,666

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of
Somerset Academy
Pembroke Pines, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Somerset Academy (the "School") as of, and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 29, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We issued a separate management letter dated September 29, 2023 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 29, 2023

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

To the Board of Directors of
Somerset Academy
Pembroke Pines, Florida

Report on the Financial Statements

We have audited the financial statements of Somerset Academy, Florida as of and for the fiscal year ended June 30, 2023 and have issued our report thereon dated September 29, 2023.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reporting Requirements

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 29, 2023, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. There were no findings or recommendations in the preceding audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity and the School code assigned by the Florida Department of Education be disclosed in this management letter. The official title of the entity is Somerset Academy, 5141.

Financial Condition and Management

Sections 10.854(1)(e)2. and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not Somerset Academy has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and to identify the specific condition(s) met. In connection with our audit, we determined that Somerset Academy did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Somerset Academy. It is management's responsibility to monitor Somerset Academy's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we had no such recommendations:

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require us to apply appropriate procedures and communicate the results of our determination as to whether Somerset Academy maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Somerset Academy maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Additional Matters

Section 10.854(1)(e)4., Rules of the Auditor General, requires us to communicate noncompliance with provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but warrants the attention of those charged with governance. In connection with our audit, we did not note any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Broward County, Federal and other granting agencies, the Board of Directors of Somerset Academy, Inc. and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

Coral Gables, Florida
September 29, 2023

CERTIFIED PUBLIC ACCOUNTANTS

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Somerset Academy
(A charter school and Component Unit
of the School Board of Broward County, Florida)
WL# 5141

Pembroke Pines, Florida

Financial Statements and
Independent Auditors' Report
June 30, 2024

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Somerset Academy
WL# 5141

19620 Pines Boulevard,
Pembroke Pines, FL 33024

2023-2024

BOARD OF DIRECTORS

Todd German, Treasurer and Board Chair, (Florida)
Ana Mendez, Vice-Chair and Secretary
David Concepcion, Director
Brian M. Cox, Director (Texas)
Taylor Smith, Director

SCHOOL ADMINISTRATION

Bernardo Montero, Principal

OTHER NON-VOTING CORPORATE OFFICERS

Bernardo Montero, President
Suzette Ruiz, Vice-President

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Somerset Academy
Pembroke Pines, Florida

Opinions

We have audited the accompanying financial statements of the governmental activities and each major fund of Somerset Academy (the "School"), a charter school under Somerset Academy, Inc. which is a component unit of the District School Board of Broward County, as of, and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of the School as of June 30, 2024, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards,* we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Emphasis of a Matter – Presentation

As described in Note 1, the accompanying financial statements referred to above present only the financial position and change in financial position of the School that is attributable to the transactions of the School and is not intended to be a complete presentation of Somerset Academy, Inc. These financial statements do not purport to, and do not, present fairly the financial position of Somerset Academy, Inc. as of June 30, 2024 and its changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 5 through 9 and 31 through 32 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 30, 2024 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Coral Gables, Florida
September 30, 2024

CERTIFIED PUBLIC ACCOUNTANTS

Somerset Academy
Management's Discussion and Analysis
(A Charter School under Somerset Academy, Inc.)
June 30, 2024

The corporate officers of Somerset Academy, Inc. have prepared this narrative overview and analysis of the School's financial activities for the fiscal year ended June 30, 2024.

Financial Highlights

1. The net position of the School at June 30, 2024 was $6,475,129.
2. At year-end, the School had current assets on hand of $4,794,195.
3. The School had an increase in its net position of $3,141,441 for the year ended June 30, 2024.
4. The unassigned fund balance at year end was $4,347,105.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2024 are presented in accordance with GASB Codification Section 2200. The financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-Wide Financial Statements

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

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources. The difference is reported as *net position*. Over time increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net position changed during the fiscal year. All changes in net position are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 10-11 of this report.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, projects, or objectives. The School like other state and local governments uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are governmental funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Governmental Fund financial statements, however, focus on *near-term* inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund and any other major governmental fund. A budgetary comparison statement has been provided for the general fund and any other major governmental fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statements can be found on pages 12 - 15 of this report.

Notes to Financial Statements
The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 16-30 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the net position was $6,475,129 at the close of the fiscal year. A summary of the School's net position as of June 30, 2024 and 2023 is as follows:

	2024	2023
Cash	$ 64,065	$ 1,480
Investments	4,026,000	2,095,000
Prepaid expenses and other current assets	44,924	156,331
Due from other agencies	1,633,225	295,774
Capital assets and right of use asset, net	7,996,846	8,578,575
Due from Somerset Academy, Inc.	1,424,000	1,350,000
Total Assets	15,189,060	12,477,160
Deferred outflows of resources	-	-
Salaries and wages payable	277,516	275,258
Accounts payable	502	29,999
Lease liability	8,435,913	8,838,215
Total Liabilities	8,713,931	9,143,472
Deferred inflows of resources	-	-
Net Position:		
Net investment in capital assets	(439,067)	(259,640)
Restricted	124,148	43,666
Unrestricted	6,790,048	3,549,662
Total Net Position	$ 6,475,129	$ 3,333,688

At the end of both fiscal years, the School is able to report positive balances in its net position.

A summary and analysis of the School's revenues and expenses for the year ended June 30, 2024 and 2023 is as follows:

	2024	2023
REVENUES		
Program Revenues		
Operating grants and contributions	$ 961,443	$ 611,574
Capital grants and contributions	464,392	418,496
Lunch program	222,209	292,620
General Revenues		
State and loal sources	7,727,708	5,089,483
Charge for services and other revenue	158,301	166,913
Total Revenues	$ 9,534,053	$ 6,579,086
EXPENSES		
Component Unit Activities:		
Instruction	$ 3,374,063	$ 3,277,497
Student support services	11,244	46,776
Instructional staff training	26,346	14,735
Board	36,152	49,799
School administration	612,183	569,227
Facilities and acquisition	6,730	6,730
Fiscal services	103,233	96,900
Food services	162,076	274,208
Central services	132,532	122,385
Pupil transportation services	61,627	55,004
Operation of plant	1,265,337	1,344,581
Maintenance of plant	148,656	169,643
Administrative technology services	23,629	15,179
Debt service	428,804	448,318
Total Expenses	6,392,612	6,490,982
Change in Net Position	3,141,441	88,104
Net Position at Beginning of Year	3,333,688	3,245,584
Net Position at End of Year	$ 6,475,129	$ 3,333,688

The School's revenues increased by $2,954,967 and expenses decreased by $98,370 during the year. The School had an increase in its net position of $3,141,441 for the year.

Capital Improvement Requirements

The School maintains a continuous capital improvement program to enhance facilities and update fixtures and equipment as required.

School Location and Lease of Facility

The School leases a facility located at 19620 Pines Boulevard, Pembroke Pines, FL 33024.

FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

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

Governmental Funds

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

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the District through the Florida Education Finance Program (FEFP), which uses formulas to distribute state funds and an amount of local property taxes (i.e., required local effort) established each year by the Florida Legislature.

At the end of the fiscal year, the School's governmental general fund reported ending fund balance of $4,392,029. The fund balance unassigned and available for spending at the School's discretion is $4,347,105. These funds will be available for the School's future ongoing operations.

Capital Assets

The School's investment in capital assets as of June 30, 2024 amounts to $169,850 (net of accumulated depreciation) and right of use lease asset (building) $7,826,996 (net of accumulated amortization). This investment in capital assets includes right of use lease asset (building), improvements, and furniture, fixtures and equipment. As of June 30, 2024, the School had long-term liabilities of $8,435,913 associated to its capital assets.

The lease asset is amortized using the straight-line method over the term of the lease and the lease liability amortizes based on the effective interest method resulting in a higher liability and expense during the early years of the lease.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the Charter School adopted an annual budget. A budgetary comparison statement has been provided for total governmental funds (both general fund and special revenue funds) to demonstrate compliance with the School's budget.

	Governmental Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Program Revenues			
Capital grants and contributions	$ 438,634	$ 449,296	$ 464,392
Federal sources	911,703	1,140,079	1,248,743
Lunch program	93,100	139,000	222,209
General Revenues			
FTE nonspecific revenues	5,388,307	6,380,489	6,679,689
Charges for services and other revenues	120,900	120,900	158,301
Total Revenues	$ 6,952,644	$ 8,229,764	$ 8,773,334
CURRENT EXPENDITURES			
Component Unit Activities			
Instruction	$ 3,633,624	$ 3,384,080	$ 3,338,057
Student support services	11,500	11,500	11,244
Instructional staff training	30,782	28,512	26,346
Board	49,472	52,697	36,152
School administration	628,318	620,448	612,183
Fiscal services	122,283	103,233	103,233
Food services	157,256	152,457	141,727
Central services	152,283	144,233	132,532
Pupil transportation services	63,040	63,040	61,627
Operation of plant	901,290	747,012	705,307
Maintenance of plant	145,000	160,000	140,758
Administrative technology services	25,267	23,646	23,629
Total Current Expenditures	$ 5,920,115	$ 5,490,858	$ 5,332,795

Most variances occurred as a result of the budget adopted being more conservative than actual results for the year.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Ms. Ana Martinez at Academica Broward, LLC, 6340 Sunset Drive, Miami, Florida 33143.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Net Position
June 30, 2024

	Governmental Activities
Assets	
Current assets:	
Cash	$ 64,065
Investments	4,026,000
Prepaid expenses and other current assets	44,924
Due fom other divisions of Somerset Academy, Inc.	74,000
Due from other agencies	585,206
Total Current Assets	4,794,195
Capital assets, non-depreciable	15,926
Capital assets, depreciable	2,134,412
Less: accumulated depreciation	(1,980,488)
Right of use asset, depreciable	9,504,210
Less: accumulated amortization	(1,677,214)
	7,996,846
Due from other agencies, long term	1,048,019
Due from Somerset Academy, Inc.	1,350,000
Total Assets	15,189,060
Deferred Outflows of Resources	-
Liabilities	
Current liabilities:	
Salaries and wages payable	277,516
Accounts payable	502
Lease liability, current	422,884
Total Current Liabilities	700,902
Deferred rent	80,819
Lease liability	7,932,210
Total Liabilities	8,713,931
Deferred Inflows of Resources	-
Net Position	
Net investment in capital assets	(439,067)
Restricted	124,148
Unrestricted	6,790,048
Total Net Position	$ 6,475,129

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Activities
For the year ended June 30, 2024

FUNCTIONS	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities:					
Instruction	$ 3,374,063	$ -	$ 760,499	$ -	$ (2,613,564)
Student support services	11,244	-	11,244	-	-
Instructional staff training	26,346	-	23,059	-	(3,287)
Board	36,152	-	-	-	(36,152)
School administration	612,183	-	53,669	-	(558,514)
Facilities and acquisition	6,730	-	-	-	(6,730)
Fiscal services	103,233	-	-	-	(103,233)
Food services	162,076	61,465	160,744	-	60,133
Central services	132,532	-	-	-	(132,532)
Pupil transportation services	61,627	-	-	-	(61,627)
Operation of plant	1,265,337	-	112,972	464,392	(687,973)
Maintenance of plant	148,656	-	-	-	(148,656)
Administrative technology services	23,629	-	-	-	(23,629)
Debt service	428,804	-	-	-	(428,804)
Total governmental activities	6,392,612	61,465	1,122,187	464,392	(4,744,568)
		General revenues:			
		State and local sources			7,727,708
		Investment income and other revenues			158,301
		Change in net position			3,141,441
		Net position, beginning			3,333,688
		Net position, ending			$ 6,475,129

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Balance Sheet - Governmental Funds
June 30, 2024

	General Fund	Capital Projects Fund	Special Revenue Fund	Total Governmental Funds
Assets				
Cash	$ -	$ -	$ 64,065	$ 64,065
Investments	3,965,917	-	60,083	4,026,000
Prepaid expenses and other current assets	44,924	-	-	44,924
Due from other agencies	540,402	32,501	12,303	585,206
Due fom other divisions of Somerset Academy, Inc.	74,000	-	-	74,000
Due from fund	44,804	-	-	44,804
Total Assets	4,670,047	32,501	136,451	4,838,999
Deferred Outflows of Resources	-	-	-	-
Liabilities				
Salaries and wages payable	277,516	-	-	277,516
Accounts payable	502	-	-	502
Due to fund	-	32,501	12,303	44,804
Total Liabilities	278,018	32,501	12,303	322,822
Deferred Inflows of Resources	-	-	-	-
Fund balance				
Nonspendable, not in spendable form	44,924	-	-	44,924
Restricted	-	-	124,148	124,148
Unassigned	4,347,105	-	-	4,347,105
	4,392,029	-	124,148	4,516,177
Total Liabilities, Deferred Inflows of Resources and Fund Balance	$ 4,670,047	$ 32,501	$ 136,451	$ 4,838,999

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Reconciliation of the Governmental Fund Balance Sheet to the Statement of Net Position
June 30, 2024

Total Fund Balance - Governmental Funds		$ 4,516,177
Amounts reported for governmental activities in the statement of net position are different because:		
Depreciable and non-depreciable capital assets net of accumulated depreciation and amortization used in governmental activities are not financial resources and therefore are not reported in the fund.		
Capital assets, non-depreciable	15,926	
Capital assets, depreciable	2,134,412	
Less: accumulated depreciation	(1,980,488)	
Right of use lease asset	9,504,210	
Less: accumulated amortization	(1,677,214)	7,996,846
Long term receivables in governmental activities are not financial resources and therefore are not reported in the governmental fund.		2,398,019
Long-term liabilities of are not due and payable in the current period and, therefore, are not reported in the governmental funds.		(8,435,913)
Total Net Position - Governmental Activities		$ 6,475,129

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds
For the year ended June 30, 2024

	General Fund	Special Revenue Fund	Capital Projects Fund	Total Governmental Funds
Revenues:				
Capital grants and contributions	$ -	$ -	$ 464,392	$ 464,392
State and local sources	6,679,689	-	-	6,679,689
Federal sources	-	1,248,743	-	1,248,743
Lunch program	-	222,209	-	222,209
Charges for services and other revenues	158,301	-	-	158,301
Total Revenues	6,837,990	1,470,952	464,392	8,773,334
Expenditures:				
Current				
Instruction	2,957,125	380,932	-	3,338,057
Student support services	-	11,244	-	11,244
Instructional staff training	3,287	23,059	-	26,346
Board	36,152	-	-	36,152
School administration	558,514	53,669	-	612,183
Fiscal services	103,233	-	-	103,233
Food services	-	141,727	-	141,727
Central services	132,532	-	-	132,532
Pupil transportation services	61,627	-	-	61,627
Operation of plant	592,335	112,972	-	705,307
Maintenance of plant	140,758	-	-	140,758
Administrative technology services	23,629	-	-	23,629
Capital Outlay:				
Other capital outlay	44,784	4,500	-	49,284
Debt Service:				
Redemption of principal	-	-	402,302	402,302
Interest	-	-	428,804	428,804
Total Expenditures	4,653,976	728,103	831,106	6,213,185
Excess (deficit) of revenues over expenditures	2,184,014	742,849	(366,714)	2,560,149
Other financing sources (uses)				
Transfers in (out)	295,653	(662,367)	366,714	-
Net change in fund balance	2,479,667	80,482	-	2,560,149
Fund Balance at beginning of year	1,912,362	43,666	-	1,956,028
Fund Balance at end of year	$ 4,392,029	$ 124,148	$ -	$ 4,516,177

The accompanying notes are an integral part of these financial statements.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance
of Governmental Funds to the Statement of Activities
For the year ended June 30, 2024

Net Change in Fund Balance - Governmental Funds		$ 2,560,149
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. These amounts during the year were as follows:		
Capital Outlay	49,284	
Depreciation and amortization expense	(631,013)	(581,729)
Revenues are recognized using the full accrual basis of accounting in the government-wide statements. However, revenues are recognized when they are measurable and available in the governmental funds. This is the difference between the revenues from prior year that is now available to pay current liabilities to the revenues from the current year that is not available to pay current liabilities. In the current period, these amounts are:		
Prior year revenues available in current year	1,048,019	
Current year revenues not available	(287,300)	760,719
Increase in long term debt is revenue in the governmental funds, but a decrease or repayment of such payables reduces liabilities in the statement of net position.		
Principal payments on long-term debt	402,302	402,302
Change in Net Position of Governmental Activities		$ 3,141,441

The accompanying notes are an integral part of these financial statements.

Note 1 – Summary of Significant Accounting Policies

Reporting Entity

Somerset Academy (the "School") is a component unit of the School Board of Broward County, Florida (the "District"). The School's charter is held by Somerset Academy, Inc., a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act. The governing body of the School is the board of directors of Somerset Academy, Inc., which is composed of five members and also governs other charter schools. The board of directors has determined that no component units exist that would require inclusion in the School's financial statements.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter granted by the sponsoring district, the School Board of Broward County, Florida. The current charter expires on June 30, 2025 and it can be renewed in accordance with the law. A charter can also be terminated before its date of expiration for reasons set forth in the charter and Section 1002.33 of the Florida Statutes.

The School, serves students from pre-kindergarten through fifth grades and is funded by the District. These financial statements are for the year ended June 30, 2024, when on average 652 students were enrolled for the school year. The School's charter contract allows for co-location with Somerset Academy Elementary South Campus (5263) for kinder through fifth grades.

Basis of presentation

The School's accounting policies conform to accounting principles generally accepted in the United States as applicable to state and local governments. The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles. Accordingly, the basic financial statements include both the government-wide and fund financial statements.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School does not have any items that qualify for reporting in this category.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School does not have any items that qualify for reporting in this category.

Note 1 – Summary of Significant Accounting Policies (continued)

Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements include the statement of net position and the statement of activities. These statements report information about the School as a whole. Any internal interfund activity has been eliminated from these financial statements. Both statements report only governmental activities as the School does not engage in any business type activities. These statements do not include fiduciary funds.

The statement of activities reports the expenses of a given function offset by program revenues directly connected with the functional program. A function is an assembly of similar activities and may include portions of a fund or summarize more than one fund to capture the expenses and program revenues associated with a distinct functional activity. Program revenues include: (1) charges for services, such as food service and student activity fees; (2) operating grants such as the National School Lunch Program, Federal grants, and other state allocations; and (3) capital grants specific to capital outlay. In addition, revenues not classified ad program revenues are shown ad general revenues, which include Florida Education Finance Program (FEFP) revenues, and other state and local sources.

Fund Financial Statements

Fund financial statements are provided for governmental funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, equity, revenues and expenditures. The School reports the following major governmental funds:

General Fund - is the School's primary operating fund. It accounts for all financial resources of the school, except those required to be accounted for in another fund.

Special Revenue Fund – accounts for specific revenues, such as federal funding, federal lunch program, and COVID-19 emergency relief funding that are legally restricted to expenditures for particular purposes.

Capital Outlay Fund – accounts for state and other local capital outlay as authorized by Charter School Capital Outlay, Section 1013.62.

Measurement Focus and Basis of Accounting

The financial statements of the School are prepared in accordance with generally accepted accounting principles (GAAP). The School's reporting entity applies all relevant Governmental Accounting Standards Board (GASB) *Codification of Accounting and Financial Reporting Guidance*.

Note 1 – Summary of Significant Accounting Policies (continued)

The government-wide statements report using the economic resources measurement focus and the full accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. The School recognizes assets of non-exchange transactions in the period when the underlying transaction occurs, when an enforceable legal claim has arisen, or when all eligibility requirements are met. Revenues are recognized, on the modified accrual basis, when they are measurable and available. Non-exchange transactions occur when the school provides (or receives) value to (from) another party without receiving (or giving) equal or nearly equal value in return. Most donations are examples of non-exchange transactions. Revenues from grants and donations are recognized on the accrual basis, in the fiscal year in which all eligibility requirements have been satisfied.

Governmental fund financial statements report using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. "Measurable" means the amount of the transaction can be determined. Available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. Florida Education Finance Program (FEFP) revenues are recognized when received. A one-year availability period is used for revenue recognition for all other governmental fund revenues. Charges for services and fees are recognized when cash is collected as amounts are not measurable. When grant terms provide that the expenditure of funds is the prime factor for determining eligibility for federal, state, and other grant funds, revenue is recognized at the time the expenditure is made. Expenditures are recorded when the related fund liability is incurred, except for long-term debt principal and interest which are reported as expenditures in the year due.

Inter-fund Transfers

Inter-fund receivables/payables ("due from/to") are short-term balances that represent reimbursements between funds for payments made by one fund on behalf of another fund.

Prepaid Expenses and Other Current Assets

Other assets consist mainly of prepaid expenses which are payments for goods or services that have not been consumed or used at year end. The expenditure will be recorded when the asset is used. Accordingly, prepaid expenses are equally offset by a nonspendable fund balance classification.

Note 1 – Summary of Significant Accounting Policies (continued)

Budgets and Budgetary Accounting

In compliance with Florida Statutes, the Board of Directors adopts an annual budget using the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g. instruction, pupil personnel services and school administration). Revisions to the annual budget are approved by the Board.

Cash, Cash Equivalents and Investments

Cash and cash equivalents are considered to be cash on hand, demand deposits, nonmarketable time deposits with maturities of three months or less when purchased, and money market/savings accounts.

The School has not adopted a formal deposit and investment policy that limits the School's allowable deposits or investments and address specific types of risk; however the School invests excess deposit funds in a government money market mutual fund. The School follows the provisions of GASB Statement No. 31, Accounting and Financial Reporting for Certain Investments and External Investment Pools, GASB Statement No. 72, *Fair Value Measurement and Application,* and other related standards which establish accounting and financial reporting standards for all investments (see Note 2). Money market investment that have maturities of one year or less from the date of acquisition are reported at amortized cost rather than fair value. Amortized cost closely approximates fair value.

Due from Other Governments or Agencies

Amounts due to the School by other governments or agencies are for grants or programs under which the services have been provided by the School.

Capital Assets

The School's property, plant and equipment with useful lives of more than one year are stated at historical cost and comprehensively reported in the statement of net position in the government-wide financial statements. Donated capital assets are recorded at their estimated fair market value on the date donated. The School generally capitalizes assets with a cost of $1,000 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 the government wide statements. Proceeds received from the sale or disposal of capital assets are recorded as other financing sources in the governmental funds.

Note 1 – Summary of Significant Accounting Policies (continued)

The right of use assets are initially measure at an amount equal to the initial measurement of the related lease liability plus any lease payments made prior to the lease term, less lease incentives, and plus ancillary charges necessary to place the lease into service. The right of use assets are amortized on a straight-line basis over the life of the related lease. Estimated useful lives, in years, for capital assets are as follows:

Building Improvements	10-20 Years
Furniture, Equipment, and Motor Vehicles	5 Years
Software	3 Years
Right of Use Asset (Building)	20 Years

Compensated Absences

The School grants a specific number of personal time off. Full time instructional employees are eligible to receive one day per month 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. Employees may "cash out" unused days for personal time off, however, employees may only cash out if they have used three days or less in that benefit year. Employees may not cash out more than ten days per school year and are required to 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 days. Non-exempt and office salaried employees are not eligible to "cash out" unused personal time off days.

GASB Codification Section C60, *Accounting for Compensated Absences*, provides that compensated absences that are contingent on a specific event that is outside the control of the employer and employee should be accounted for in the period those events take place. Accordingly, these financial statements do not include an accrual for compensated absences available to be used in future benefits years.

Revenue Sources

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

Note 1 – Summary of Significant Accounting Policies (continued)

After review and verification of FTE reports and supporting documentation, the FDOE may adjust subsequent fiscal period allocations of FEFP funding for prior year errors disclosed by its review as well as to prevent statewide allocations from exceeding the amount authorized by the Legislature. Normally, such adjustments are treated as reductions of revenue in the year the adjustment is made. In addition, the School receives a portion of the local operating millage revenues levied by the District ("Secure the Next Generation Referendum").

The School receives state funds through the District under charter school capital outlay funding pursuant to Section 1013.62, Florida Statutes. Funds are based on a capital outlay plan submitted to the District and are to be used for lease of school facilities. In addition, the School may receive a portion of the local capital improvements tax revenues levied by the District.

Finally, the School also receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to and approved by various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred. Any excess amounts are recorded as deferred revenues until expended. Additionally, other revenues may be derived from various fundraising activities and certain other programs.

Net Position and Fund balance classifications

Government-wide financial statements
Equity is classified as net position and displayed in three components:

a) Net investment in capital assets - consists of capital assets net of accumulated depreciation reduced by the outstanding balances of any borrowings that are attributable to the acquisition or improvement of those assets.
b) Restricted net position - consists of balances with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
c) Unrestricted net position - all other balances that do not meet the definition of "restricted" or "net investment in capital assets."

When both restricted and unrestricted resources are available for a specific purpose, it is the School's policy to use restricted resources first, until exhausted, before using unrestricted resources.

Note 1 – Summary of Significant Accounting Policies (continued)

Fund financial statements
GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*, defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be properly reported within one of the fund balance categories listed below:

a) Nonspendable – includes amounts that cannot be spent because they are either not in spendable form or legally or contractually required to be maintained intact. Consists of fund balance associated with prepaid expenses. All nonspendable balances pertain to assets not in spendable form.
b) Restricted – this classification includes fund balance category amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. Restricted fund balances at year end pertain to the School's lunch program.
c) Committed - fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School's Board of Directors. There are no committed fund balances at year end.
d) Assigned - fund balance classification that is intended to be used by the School's management for specific purposes but do not meet the criteria to be classified as restricted or committed. There are no assigned fund balances at year end.
e) Unassigned – portion of the fund balance that has not been restricted, committed or assigned for a specific purpose. This is the residual classification for the School's general fund.

Committed amounts would be reduced first, followed by assigned amounts, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of those unrestricted fund balance classifications could be used.

Income Taxes
Somerset 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.

Long-Term Debt and Liabilities
In the government-wide financial statements, long-term debt and other long-term liabilities are reported as liabilities in the applicable governmental activities statement of net position. In the fund financial statements, governmental fund types report the face amount of debt issued as other financing sources.

Note 1 – Summary of Significant Accounting Policies (continued)

New Accounting Standard Adopted

In fiscal year 2024, the School adopted a new statement of financial accounting standard issued by Governmental Accounting Standards Board: GASB Statement No. 100, *Accounting Changes and Error Corrections*. This adoption had no material effect on the School's financial statements as of June 30, 2024.

Pronouncements Issued But Not Yet Effective

GASB has issued GASB Statement No. 101, *Compensating Absences*. This Statement provides guidance on the accounting and financial reporting for certain types of compensated absences including parental leave, military leave, and injury duty leave. The School is currently evaluating the effect that implementation of the new standard will have on its financial statements. The requirements of this Statement are effective for reporting periods beginning after December 15, 2023.

Subsequent Events

In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through September 30, 2024, which is the date the financial statements were available to be issued.

Note 2 – Cash and Investments

Deposits

The School maintains its cash and cash equivalents in one financial institutions. Deposits at FDIC-insured institutions are insured up to $250,000 per depositor, per financial institution. The School is a charter school under Somerset Academy, Inc., which also operates various other charter schools. All bank accounts are opened under the account ownership of Somerset Academy, Inc., therefore, bank balances at times may potentially be in excess of FDIC coverage. As of June 30, 2024, bank balances in potential excess of FDIC coverage was approximately $10,000.

Investments

The School follows the Governmental Accounting Standards Board (GASB) Statement No. 72, *Fair Value Measurement and Application*. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in markets for identical assets: Level 2 inputs are significant other observable inputs (including quoted prices for similar investments, interest rates, credit risk, etc.); Level 3 inputs are significant unobservable inputs.

At June 30, 2024, the School had $4,440,000 invested in a governmental money market mutual fund that is exempt from GASB 72 fair value hierarchy disclosures. The governmental money market mutual fund values its portfolio securities at amortized cost which approximates fair value.

Note 2 – Cash and Investments (Continued)

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 June 30, 2024, maturities of the fund's portfolio holdings are approximately 86% 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, 2024, all of the School's investments in government money market mutual funds were held in a separate account and designated as assets of the School.

Interest rate risk is the risk that changes in interest rate will adversely affect the fair value of an investment. The School manages its exposure to declines in fair values by limiting all investments to government money market mutual funds that can be redeemed daily.

Note 3 –Due from Other Agencies

The following is due from other agencies as of June 30, 2024:

Funding Source	Governmental Fund	Balance
Due from the District, referendum	General Fund	$ 540,402
Title II	Special Revenue Fund	5,765
ESSER III	Special Revenue Fund	6,538
Capital Outlay	Capital Projects Fund	32,501
Total Due from Other Agencies, current		$ 585,206
Due from the District, referendum, long-term portion		1,048,019
Total Due from Other Agencies		$ 1,633,225

Note 4 –Capital Assets

The following schedule provides a summary of changes in capital assets, acquired substantially with public funds, for the year ended June 30, 2024:

	Balance 07/01/23	Additions	Retirements/ Reclassifications	Balance 06/30/24
Capital Assets, non-depreciable:				
Construction in progress	$ -	$ 15,926	$ -	$ 15,926
Capital Assets, depreciable:				
Building improvements	$ 1,364,504	$ 4,500	$ (40,384)	$ 1,328,620
Furniture, fixtures and equipment	834,329	19,558	(116,156)	737,731
Audio visual materials	46,119	9,300	(13,277)	42,142
Motor vehicles	25,919	-	-	25,919
Total Capital Assets	2,270,871	49,284	(169,817)	2,150,338
Less Accumulated Depreciation:				
Building improvements	(1,288,656)	(15,418)	40,384	(1,263,690)
Furniture, fixtures and equipment	(731,476)	(48,823)	116,156	(664,143)
Audio visual materials	(33,135)	(6,878)	13,277	(26,736)
Motor vehicles	(25,097)	(822)	-	(25,919)
Total Accumulated Depreciation	(2,078,364)	(71,941)	169,817	(1,980,488)
Capital Assets, net	$ 192,507	$ (22,657)	$ -	$ 169,850
Lease Assets:				
Right of use leased asset (building)	$ 9,504,210	$ -	$ -	$ 9,504,210
Less accumulated amortization:	(1,118,142)	(559,072)	-	(1,677,214)
Total Lease Assets being amortized, net	8,386,068	(559,072)	-	7,826,996
Governmental Activities Capital Assets, net	$ 8,578,575	$ (581,729)	$ -	$ 7,996,846

For the fiscal year ended June 30, 2024, depreciation and amortization expense is allocated in the Statement of Activities by function as follows:

	Depreciation	Amortization
Instruction	$ 36,006	$ -
Facilities acquisition and construction	6,730	-
Food services	20,349	-
Operation of plant	958	559,072
Maintenance of plant	7,898	-
Total Expense	$ 71,941	$ 559,072

Note 5 –Education Service and Support Provider

Academica Broward, LLC, an education service and support provider, offers administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting and virtual education services. The agreement calls for a fee on a per student basis. The agreement continues through June 30, 2028 and unless terminated by the board will have the option to renew for an additional five-year period. During the year ended June 30, 2024, the School incurred approximately $309,700 in fees.

Note 6 –Transactions With Other Divisions of Somerset Academy, Inc.

During 2024, the School shared its campus with Somerset Academy South, another charter school under Somerset Academy, Inc. Through the board, management allocates a proportionate share of leases, salaries, and supplies, and other expenses based on student enrollment and usage of facilities and staff to these schools. The School also holds the student activities fund accounts in its books on behalf of the other charter schools. As of year end, $74,000 was due from Somerset Academy Elementary South Campus for the sharing of such resources.

The School's lunch program is also shared with various charter schools under Somerset Academy, Inc. Revenues and expenses related to the lunch program have been allocated based on FTE equivalent for purposes of presentation in the financial statements.

In addition, the School made long term, non-interest bearing advances to Somerset Academy, Inc. The following schedule provides a summary of changes in long-term advances for the year ended June 30, 2024:

	Balance 07/01/23	Advances	Collections	Balance 06/30/24
Somerset Academy, Inc.	$1,350,000	$ -	$ -	$1,350,000
Total Long Term Receivables	$1,350,000	$ -	$ -	$1,350,000

Somerset Academy, Inc. charges its affiliated schools an assessment for shared corporate costs and accreditation expenses. paid Somerset Academy, Inc. $97,800 in connection with these charges during the year.

Note 7 – Long Term Liabilities

Effective April 1, 2018, the Somerset Academy, Inc. entered into a lease agreement on behalf of the School with Pines Blvd School Development, LLC (the "Landlord"), for 56,161 square feet leased premises located at 19620 Pines Boulevard, Pembroke Pines, Florida 33029. The landlord is an affiliate of the School's educational service and support provider (see Note 5).

Initial fixed annual payments under the lease agreement (based on $22.00 per square foot) are $1,235,542, adjusted annually and commencing on the second annual lease year based on the Consumer Price Index (CPI). The agreement continues through June 30, 2038 ("initial term"), with an option to renew for two additional five-year term periods. Under the lease agreement, Somerset Academy, Inc. must meet certain covenants and requirements, including a "Lease Payment Coverage Ratio" of not less than 1.10 to 1.00. The lease agreement is guaranteed by Somerset Academy, Inc.

At the time of the initial measurement, the lease right of use asset and liability were allocated between School and Somerset Academy Elementary South Campus based on enrollment and usage of facility. The allocation used was approximately 66% for the School and 34% for Somerset Academy Elementary South Campus and there was no interest rate specified in the original lease agreement. The School used an average effective interest for several borrowings during fiscal year 2021 and 2022. At the time of the initial measurement, the average borrowing rate was 5% which was used to discount the annual lease payments to recognize the intangible right to use this asset and the lease liability.

For the year ended June 30, 2024, interest expense totaled $428,733, as it relates to its lease agreements.

Annual requirements to amortize the lease liability and related interest are as follows:

Year	Principal	Interest	Total	
2025	$ 422,884	$ 408,151	$ 831,035	
2026	444,520	386,515	831,035	
2027	467,262	363,773	831,035	
2028	491,168	339,867	831,035	
2029	516,297	314,738	831,035	
2030-2034	3,005,795	1,149,380	4,155,175	Total for a five year period
2035-2036	3,007,168	316,974	3,324,142	Total for a two year period
	$ 8,355,094	$ 3,279,398	$ 11,634,492	

Note 7 – Long Term Liabilities (Continued)

Changes in long term lease liabilities during the year are as follows:

	Balance 07/01/23	Additions	Deletions	Balance 06/30/24
Lease liability	$8,757,396	$ -	$ (402,302)	$ 8,355,094
Deferred rent CPI	80,819	-	-	80,819
Total	$8,838,215	$ -	$ (402,302)	$ 8,435,913

Note 8 – Contingencies and Concentrations

The School receives substantially all of its funding from the District under the Florida Education Finance Program (FEFP), which is based in part on a computation of the number of full-time equivalent (FTE) students attending different instructional programs. The accuracy of FTE student data submitted by individual schools and used in the FEFP computations is subject to audit by the state and, if found to be in error, could result in refunds to the state or in decreases to future funding allocations. Additionally, the School receives various forms of federal, state and local funding which are subject to financial and compliance audits. It is the opinion of management that the amount of funding, if any, which may be remitted back to the state due to errors in the FTE student data or the amount of grant expenditures which may be disallowed by grantor agencies would not be material to the financial position of the School.

Pursuant to the Charter School contract with the School District, the District withholds an administrative fee of up to 5% or 2% if high performing, of the qualifying revenues of the School and up to and including 250 students. For the year ended June 30, 2024, administrative fees totaled $38,749.

Note 9 – Risk Management

The School is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions, personal injury, workers compensation and natural disasters for which the School carries commercial insurance. Settlement amounts have not exceeded insurance coverage in any of the past three years. In addition, there were no reductions in insurance coverage from those in the prior year.

The School has entered into a strategic relationship with ADP TotalSource, Inc., a human resource management firm, typically known as “Professional Employer Organization” (PEO). Under a co-employment agreements, the PEO is the employer of record and is responsible for administering payroll, payroll taxes, provide employee benefits and assist with human resources and risk management. Accordingly, certain human resource related risks are transferred to the PEO. Nevertheless, the School may be subject to risks, including loss, penalties and fines related to employment practices, administrative error and omissions.

Note 10 – Interfund Transfers

Interfund transfers in governmental funds consist of the following:

	General Fund	Special Revenue Funds	Capital Projects Fund
To fund debt service payments	$ (366,714)	$ -	$ 366,714
To reimburse general fund for prior year federal expenditures	662,367	(662,367)	-
Total Transfers, net	$ 295,653	$ (662,367)	$ 366,714

	General Fund	Special Revenue Funds	Capital Projects Fund
Due to general fund from capital projects fund for capital outlay	$ (32,501)	$ -	$ 32,501
Due to general fund from special revenue fund for federal funds	(12,303)	12,303	-
Total Due from/(Due to)	$ (44,804)	$ 12,303	$ 32,501

Note 11 – Defined Contribution Retirement Plan

The School's personnel, who are leased through ADP Total Source Group, Inc., are eligible to participate in a defined contribution 401(k) plan sponsored by the leasing company, covering employees who meet certain age and tenure requirements. Under the ADP TotalSource Retirement Savings Plan (the "Plan"), the School provides a match of 100% of the employee's contribution up to 4% of the employee's compensation. The School contributed $107,400 to the Plan for the year ended June 30, 2024. The School does not exercise any control or fiduciary responsibility over the Plans' assets, which are administered by Voya Financial.

Note 12 – Referendum

On November 6, 2018, and November 8, 2022, the voters of Broward County approved and renewed, respectively, the Secure the Next Generation Referendum to raise/maintain teacher compensation and improve school safety and security. The Broward County School District shares a portion with charter schools. The District entered into a settlement agreement with the School for the 2018 Referendum funds not received for the 2017-2018, 2018-2019, 2019-2020, 2020-2021 and 2021-2022 school years. The District agreed to pay these funds totaling $1,779,829 (including interest at a rate of 12% compounding monthly) in the following installments:

Year	Principal	Interest	Total
2025	$ 524,009	$ -	$ 524,009
2026	524,009	66,458	590,467
2027	524,009	141,344	665,353
Total	$ 1,572,027	$ 207,802	$ 1,779,829

Note 12 – Referendum (Continued)

The following are referendum funds recognized by the School during the School year ended June 30, 2024:

	2023-2024
Total Referendum Revenue Recognized-:	
2023-2024 Referendum Funds	$ 766,980
2018 Referendum Settlement Agreement, excluding interest of $207,802	1,572,027
Total per Government-Wide Statement of Activities	2,339,007
Less: Due from Broward County Public Schools, referendum, long-term portion	(1,048,019)
Total per Statement of Revenues, Expenditures and Changes in Fund Balance - Governmental Funds	$ 1,290,988

REQUIRED SUPPLEMENTARY INFORMATION

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2024

	General Fund		
	Original Budget	Final Budget	Actual
REVENUES			
State and local sources	$ 5,388,307	$ 6,380,489	$ 6,679,689
Charges for services and other revenues	120,900	120,900	158,301
Total Revenues	5,509,207	6,501,389	6,837,990
EXPENDITURES			
Current:			
Instruction	3,015,021	2,973,401	2,957,125
Instructional staff training	5,000	5,000	3,287
Board	49,472	52,697	36,152
School administration	572,568	564,698	558,514
Fiscal services	122,283	103,233	103,233
Central services	152,283	144,233	132,532
Pupil transportation services	63,040	63,040	61,627
Operation of plant	785,494	631,216	592,335
Maintenance of plant	145,000	160,000	140,758
Administrative technology services	25,267	23,646	23,629
Total Current Expenditures	4,935,428	4,721,164	4,609,192
Excess (Deficit) of Revenues Over Current Expenditures	573,779	1,780,225	2,228,798
Capital Outlay	44,850	44,850	44,784
Total Expenditures	4,980,278	4,766,014	4,653,976
Excess (Deficit) of Revenues Over Expenditures	528,929	1,735,375	2,184,014
Other financing sources (uses):			
Transfers in (out)	(415,044)	84,887	295,653
Net change in fund balance	113,885	1,820,262	2,479,667
Fund Balance at beginning of year	1,912,362	1,912,362	1,912,362
Fund Balance at end of year	$ 2,026,247	$ 3,732,624	$ 4,392,029

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

Somerset Academy
(A charter school under Somerset Academy, Inc.)

Statement of Revenues, Expenditures, and Changes in Fund Balance
For the year ended June 30, 2024

	Special Revenue Fund		
	Original Budget	Final Budget	Actual
REVENUES			
Federal sources	$ 911,703	$ 1,140,079	$ 1,248,743
Lunch program	93,100	139,000	222,209
Total Revenues	1,004,803	1,279,079	1,470,952
EXPENDITURES			
Current:			
Instruction	618,603	410,679	380,932
Student support services	11,500	11,500	11,244
Instructional staff training	25,782	23,512	23,059
School administration	55,750	55,750	53,669
Food services	157,256	152,457	141,727
Operation of plant	115,796	115,796	112,972
Total Current Expenditures	984,687	769,694	723,603
Excess (Deficit) of Revenues Over Current Expenditures	20,116	509,385	747,349
Capital Outlay	4,550	4,550	4,500
Total Expenditures	989,237	774,244	728,103
Excess (Deficit) of Revenues Over Expenditures	15,566	504,835	742,849
Other financing sources (uses)			
Transfers in (out)	(15,566)	(504,835)	(662,367)
Net change in fund balance	-	-	80,482
Fund Balance at beginning of year	43,666	43,666	43,666
Fund Balance at end of year	$ 43,666	$ 43,666	$ 124,148

Notes to Budgetary Comparison Schedule

An annual budget is adopted on the modified accrual basis of accounting, consistent with generally accepted accounting principles. Amendments to the budget can only be made with the approval of the Board of Directors.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of
Somerset Academy
Pembroke Pines, Florida

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Somerset Academy (the "School") as of, and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 30, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We issued a separate management letter dated September 30, 2024 pursuant to Chapter 10.850, Rules of the Auditor General.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CERTIFIED PUBLIC ACCOUNTANTS

Coral Gables, Florida
September 30, 2024

HLB GRAVIER, LLP
CERTIFIED PUBLIC ACCOUNTANTS

MANAGEMENT LETTER

To the Board of Directors of
Somerset Academy
Pembroke Pines, Florida

Report on the Financial Statements

We have audited the financial statements of Somerset Academy, Florida as of and for the fiscal year ended June 30, 2024 and have issued our report thereon dated September 30, 2024.

Auditor's Responsibility

We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General.

Other Reporting Requirements

We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports and schedules, which are dated September 30, 2024, should be considered in conjunction with this management letter.

Prior Audit Findings

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. There were no findings or recommendations in the preceding audit report.

Official Title

Section 10.854(1)(e)5., Rules of the Auditor General, requires the name or official title of the entity and the School code assigned by the Florida Department of Education be disclosed in this management letter. The official title of the entity is Somerset Academy, 5141.

Financial Condition and Management

Sections 10.854(1)(e)2. and 10.855(11), Rules of the Auditor General, require us to apply appropriate procedures and communicate whether or not Somerset Academy has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and to identify the specific condition(s) met. In connection with our audit, we determined that Somerset Academy did not meet any of the conditions described in Section 218.503(1), Florida Statutes.

Pursuant to Sections 10.854(1)(e)6.a and 10.855(12), Rules of the Auditor General, we applied financial condition assessment procedures for Somerset Academy. It is management's responsibility to monitor Somerset Academy's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we had no such recommendations:

Transparency

Sections 10.854(1)(e)7 and 10.855(13), Rules of the Auditor General, require us to apply appropriate procedures and communicate the results of our determination as to whether Somerset Academy maintains on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes. In connection with our audit, we determined that Somerset Academy maintained on its Web site the information specified in Section 1002.33(9)(p), Florida Statutes.

Additional Matters

Section 10.854(1)(e)4., Rules of the Auditor General, requires us to communicate noncompliance with provisions of contracts or grant agreements, fraud, waste or abuse, that has occurred, or is likely to have occurred, that has an effect on the financial statements that is less than material but warrants the attention of those charged with governance. In connection with our audit, we did not note any such findings.

Purpose of this Letter

Our management letter is intended solely for the information and use of the Legislative Auditing Committee, members of the Florida Senate and Florida House of Representatives, the Florida Auditor General, School Board of Broward County, Federal and other granting agencies, the Board of Directors of Somerset Academy, Inc. and applicable management and is not intended to be and should not be used by anyone other than these specified parties.

Coral Gables, Florida
September 30, 2024

CERTIFIED PUBLIC ACCOUNTANTS

TAX RETURN FILING INSTRUCTIONS

FORM 990

FOR THE YEAR ENDING
JUNE 30, 2023

PREPARED FOR:

SOMERSET ACADEMY, INC.
6340 SUNSET DRIVE
MIAMI, FL 33143

FILE COPY

PREPARED BY:

HLB GRAVIER, LLP
396 ALHAMBRA CIRCLE
CORAL GABLES, FL 33134

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-TE TO OUR OFFICE. WE WILL TRANSMIT THE RETURN ELECTRONICALLY TO THE IRS AND NO FURTHER ACTION IS REQUIRED. RETURN FORM 8879-TE TO US BY MAY 15, 2024

HLB GRAVIER, LLP
396 ALHAMBRA CIRCLE, SUITE 900
CORAL GABLES, FL 33134

MARCH 20, 2024

SOMERSET ACADEMY, INC.
6340 SUNSET DRIVE
MIAMI, FL 33143

SOMERSET ACADEMY, INC.:

ENCLOSED ARE THE ORIGINAL AND ONE COPY OF THE 2022 EXEMPT ORGANIZATION RETURN, AS FOLLOWS...

2022 FORM 990

WE HAVE PREPARED THE ENCLOSED RETURNS FROM INFORMATION PROVIDED BY YOU WITHOUT VERIFICATION OR AUDIT. WE SUGGEST THAT YOU EXAMINE THESE RETURNS CAREFULLY TO FULLY ACQUAINT YOURSELF WITH ALL THE ITEMS CONTAINED THEREIN TO ENSURE THAT THERE ARE NO OMISSIONS OR MISSTATEMENTS. IF THE RETURNS ARE EXAMINED, REQUESTS MAY BE MADE FOR SUPPORTING DOCUMENTATION. THEREFORE, WE RECOMMEND THAT YOU RETAIN ALL PERTINENT RECORDS.

EACH ORIGINAL SHOULD BE DATED, SIGNED AND FILED IN ACCORDANCE WITH THE FILING INSTRUCTIONS. THE COPY SHOULD BE RETAINED FOR YOUR FILES.

VERY TRULY YOURS,

HLB GRAVIER, LLP

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS e-file Signature Authorization for a Tax Exempt Entity

For calendar year 2022, or fiscal year beginning JUL 1 , 2022, and ending JUN 30 , 2023

Do not send to the IRS. Keep for your records.
Go to www.irs.gov/Form8879TE for the latest information.

OMB No. 1545-0047

2022

Name of filer
SOMERSET ACADEMY, INC.

EIN or SSN
31-1569428

Name and title of officer or person subject to tax TODD GERMAN
BOARD CHAIR

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b,** 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 one line in Part I.

1a	**Form 990** check here	X	b	**Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	1b 72,140,972.
2a	**Form 990-EZ** check here		b	**Total revenue,** if any (Form 990-EZ, line 9)	2b
3a	**Form 1120-POL** check here		b	**Total tax** (Form 1120-POL, line 22)	3b
4a	**Form 990-PF** check here		b	**Tax based on investment income** (Form 990-PF, Part V, line 5)	4b
5a	**Form 8868** check here		b	**Balance due** (Form 8868, line 3c)	5b
6a	**Form 990-T** check here		b	**Total tax** (Form 990-T, Part III, line 4)	6b
7a	**Form 4720** check here		b	**Total tax** (Form 4720, Part III, line 1)	7b
8a	**Form 5227** check here		b	**FMV of assets at end of tax year** (Form 5227, Item D)	8b
9a	**Form 5330** check here		b	**Tax due** (Form 5330, Part II, line 19)	9b
10a	**Form 8038-CP** check here		b	**Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	10b

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2022 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 electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the 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 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 electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize HLB GRAVIER, LLP to enter my PIN 69428
ERO firm name
Enter five numbers, but do not enter all zeros

as my signature on the tax year 2022 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 or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2022 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.

Signature of officer or person subject to tax _____ 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 2022 electronically filed return 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, 2024

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

A For the 2022 calendar year, or tax year beginning JUL 1, 2022 and ending JUN 30, 2023

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ terminated
- ☐ Amended return
- ☐ Application pending

C Name of organization
SOMERSET 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: TODD GERMAN
SAME AS C ABOVE

D Employer identification number
31-1569428

E Telephone number
305-669-2906

G Gross receipts $ 372,140,972.

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions

H(c) Group exemption number

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: WWW.SOMERSETACADEMYSCHOOLS.COM

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other

L Year of formation: 1997

M State of legal domicile: FL

Part I Summary

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: ESTABLISHED AS CHARTER SCHOOL OPERATOR IN DISTRICT SCHOOL BOARDS OF MIAMI-DADE, BROWARD COUNTY,	
	2	Check this box ☐ 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)	4
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4
	5	Total number of individuals employed in calendar year 2022 (Part V, line 2a)	4334
	6	Total number of volunteers (estimate if necessary)	6884
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	0.
	b	Net unrelated business taxable income from Form 990-T, Part I, line 11	0.

			Prior Year	Current Year
Revenue	8	Contributions and grants (Part VIII, line 1h)	302,167,736.	343,078,830.
	9	Program service revenue (Part VIII, line 2g)	21,367,735.	25,346,401.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	69,574.	2,637,490.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	705,385.	1,078,251.
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	324,310,430.	372,140,972.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	269,796.	80,000.
	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)	166,511,065.	184,253,202.
	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)	153,947,348.	170,931,994.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	320,728,209.	355,265,196.
	19	Revenue less expenses. Subtract line 18 from line 12	3,582,221.	16,875,776.

			Beginning of Current Year	End of Year
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	514,166,798.	546,057,670.
	21	Total liabilities (Part X, line 26)	409,963,720.	424,978,816.
	22	Net assets or fund balances. Subtract line 21 from line 20	104,203,078.	121,078,854.

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	Date
	TODD GERMAN, BOARD CHAIR Type or print name and title	

Paid Preparer Use Only	Print/Type preparer's name LEONARDO D. GRAVIER	Preparer's signature	Date	Check ☐ if self-employed	PTIN P00368983
	Firm's name HLB GRAVIER, LLP			Firm's EIN	20-4946415
	Firm's address 396 ALHAMBRA CIRCLE CORAL GABLES, FL 33134			Phone no.	305 446 3022

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

SEE SCHEDULE O FOR ORGANIZATION MISSION STATEMENT CONTINUATION

Form **8868**
(Rev. January 2022)

Department of the Treasury
Internal Revenue Service

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

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**

OMB No. 1545-0047

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/e-file-providers/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	Name of exempt organization or other filer, see instructions.	Taxpayer identification number (TIN)
File by the due date for filing your return. See instructions.	SOMERSET ACADEMY, INC.	31-1569428
	Number, street, and room or suite no. If a P.O. box, see instructions. 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) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	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
Form 990-T (corporation)	07		

- The books are in the care of ▶ ANA MARIA MARTINEZ
  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 TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until MAY 15, 2024, 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 JUL 1, 2022, and ending JUN 30, 2023.

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-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-TE and Form 8879-TE 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 X

1 Briefly describe the organization's mission:
ESTABLISHED AS CHARTER SCHOOL OPERATOR IN DISTRICT SCHOOL BOARDS OF MIAMI-DADE, BROWARD COUNTY, PALM BEACH COUNTY, DUVAL COUNTY, ST. LUCIE COUNTY, AND TEXAS STATE BOARD OF EDUCATION. SOMERSET ACADEMY, INC. IS DEDICATED TO PROVIDING EQUITABLE, HIGH-QUALITY EDUCATION FOR ALL

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
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ..... ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

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 $ 320,721,865. including grants of $ 80,000.) (Revenue $ 29,112,142.)
PROVIDES EDUCATION FOR CHILDREN FROM PRE-KINDERGARTEN THROUGH TWELFTH GRADE. FOR THE FISCAL YEAR ENDED JUNE 30, 2023 31,600 STUDENTS WERE ENROLLED.

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

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

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

4e Total program service expenses 320,721,865.

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)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		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? *If "Yes," complete Schedule C, Part II*	4		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 Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		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? *If "Yes," complete Schedule D, Part I*	6		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? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		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? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If "Yes," complete Schedule D, Part V*	10		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? *If "Yes," complete Schedule D, Part VI*	11a	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? *If "Yes," complete Schedule D, Part VII*	11b		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? *If "Yes," complete Schedule D, Part VIII*	11c		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? *If "Yes," complete Schedule D, Part IX*	11d	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	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)? *If "Yes," complete Schedule D, Part X*	11f		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a		X
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b	X	
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		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? *If "Yes," complete Schedule F, Parts I and IV*	14b		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? *If "Yes," complete Schedule F, Parts II and IV*	15		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? *If "Yes," complete Schedule F, Parts III and IV*	16		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? *If "Yes," complete Schedule G, Part I.* See instructions	17		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? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
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*	21	X	

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
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*	22		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*	23	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*	24a	X	
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		X
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?	24c		X
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		X
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*	25a		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*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		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*	32		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*	33		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*	34	X	
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		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*	35b		
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*	36		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*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	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 ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	481		
b	Enter the number of Forms W-2G included on 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		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

				Yes	No
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	4334		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b		X	
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a			X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on 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)?	4a			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?	5a			X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b			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?	6a			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?	7a			X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b			
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c			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 on Schedule O*	14b			
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	15			X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16			X
17	**Section 501(c)(21) organizations.** Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	17			

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 on 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

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	4		
	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 on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	4		
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?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3		X	
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			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?	7a			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?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b		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 on Schedule O*	9			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?	10a		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?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on 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*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	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	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process on 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?	16a		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?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed NONE

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, 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 on Schedule O)*

19 Describe on 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 the 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, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) 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.

See the instructions for the order in which to list the persons above.

☐ 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/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(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) BERNARDO MONTERO PRESIDENT	40.00			X				227,380.	0.	0.
(2) KERRI ANN EMPLOYEE	40.00					X		183,333.	0.	0.
(3) SUZETTE RUIZ VICE-PRESIDENT	2.00			X				159,495.	0.	0.
(4) CECILIA GUILARTE EMPLOYEE	40.00					X		152,402.	0.	0.
(5) CLINT DUVO EMPLOYEE	40.00					X		144,331.	0.	0.
(6) DONYALE MCGHEE EMPLOYEE	40.00					X		143,447.	0.	0.
(7) ERIKA RAINS EMPLOYEE	40.00					X		141,479.	0.	0.
(8) ATHENA GUILLEN EMPLOYEE	40.00					X		140,767.	0.	0.
(9) DENNIS MULROONEY EMPLOYEE	40.00					X		128,288.	0.	0.
(10) DINA MILLER EMPLOYEE	40.00					X		126,210.	0.	0.
(11) ANDRE GAINEY EMPLOYEE	40.00					X		125,191.	0.	0.
(12) WALKIRIA SOBERON EMPLOYEE	40.00					X		124,175.	0.	0.
(13) ANTHONY MARUCCI EMPLOYEE	40.00					X		123,332.	0.	0.
(14) WILLIAMS OLATUNJI EMPLOYEE	40.00					X		121,395.	0.	0.
(15) DANIEL SHOURDS EMPLOYEE	40.00					X		119,560.	0.	0.
(16) GEORGE GROEZINGER EMPLOYEE	40.00					X		117,928.	0.	0.
(17) KIONNIE MAURA EMPLOYEE	40.00					X		114,878.	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/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(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) MICHAEL AMENDOLA	40.00									
EMPLOYEE						X		114,689.	0.	0.
(19) LISA ALAMO	40.00									
EMPLOYEE						X		112,238.	0.	0.
(20) CHRISTINA BOVO-CAMUS	40.00									
EMPLOYEE						X		111,090.	0.	0.
(21) JESSICA MESA	40.00									
EMPLOYEE						X		110,534.	0.	0.
(22) MARY STUART	40.00									
EMPLOYEE						X		110,289.	0.	0.
(23) SAILI HERNANDEZ	40.00									
EMPLOYEE						X		108,313.	0.	0.
(24) SONIA ANDREU	40.00									
EMPLOYEE						X		104,759.	0.	0.
(25) ANGELA NUNEZ	40.00									
EMPLOYEE						X		104,703.	0.	0.
(26) LISA SANTIAGO	40.00									
EMPLOYEE						X		103,253.	0.	0.
1b Subtotal								3,373,459.	0.	0.
c Total from continuation sheets to Part VII, Section A								304,742.	0.	0.
d Total (add lines 1b and 1c)								3,678,201.	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 29

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		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*	4	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*	5		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 SUNSET DRIVE, MIAMI, FL 33173	PAYROLL PROVIDER	155,944,242.
ACADEMICA BROWARD, LLC ACADEMICA BROWARD, LLC, MIAMI, FL 33143	EDUCATIONAL SUPPORT PROVIDER	7,277,531.
IT SAWY, LLC PO BOX 3296 GLEN ELLYN, ILLINOIS, IL 60138	IT SERVICES PROVIDER	6,304,583.
CHENEY BROTHERS, INC. 1 CHENEY WAY, RIVIERA BEACH, FL 33404	FOOD PROVIDER	4,201,636.
ACADEMICA DADE, LLC 6340 SUNSET DRIVE, MIAMI, FL 33143	EDUCATIONAL SUPPORT PROVIDER	4,197,833.

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 145

SEE PART VII, SECTION A CONTINUATION SHEETS

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 (check all that apply)						(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			
(27) THOMAS ROMPELLA	40.00									
EMPLOYEE						X		102,508.	0.	0.
(28) LISA KLEIN	40.00									
EMPLOYEE						X		101,197.	0.	0.
(29) CHRISTINA AYO	40.00									
EMPLOYEE						X		101,037.	0.	0.
(30) TODD GERMAN	2.00									
DIRECTOR,CHAIRMAN,TREASURE		X		X				0.	0.	0.
(31) ANA DIAZ	2.00									
DIRECTOR, SECRETARY, VICEC		X		X				0.	0.	0.
(32) BRIAN MATTHEW COX	2.00									
DIRECTOR		X						0.	0.	0.
(33) DAVID CONCEPCION	2.00									
DIRECTOR		X						0.	0.	0.
Total to Part VII, Section A, line 1c								304,742.		

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	1a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e	342,448,984.			
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	629,846.			
	g	Noncash contributions included in lines 1a-1f	1g	$			
	h	**Total.** Add lines 1a-1f			343078830.		
				Business Code			
Program Service Revenue	2a	PROGRAM SVCS: INSTRUCTION SERVICE		611710	16,612,593.	16612593.	
	b	COMMUNITY SERVICES		611710	4,042,111.	4,042,111.	
	c	PROGRAM SVCS: LUNCH FEES		611710	1,865,919.	1,865,919.	
	d	PROGRAM SVCS: VIRTUAL FEES		611710	1,630,818.	1,630,818.	
	e	PROGRAM SVCS: E RATE REBATE		611710	749,108.	749,108.	
	f	All other program service revenue		611710	445,852.	445,852.	
	g	**Total.** Add lines 2a-2f			25,346,401.		
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)			2,637,490.	2,637,490.	
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
				(i) Real	(ii) Personal		
	6a	Gross rents	6a				
	b	Less: rental expenses	6b				
	c	Rental income or (loss)	6c				
	d	Net rental income or (loss)					
				(i) Securities	(ii) Other		
	7a	Gross amount from sales of assets other than inventory	7a				
	b	Less: cost or other basis and sales expenses	7b				
	c	Gain or (loss)	7c				
	d	Net gain or (loss)					
	8a	Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	8a				
	b	Less: direct expenses	8b				
	c	Net income or (loss) from fundraising events					
	9a	Gross income from gaming activities. See Part IV, line 19	9a				
	b	Less: direct expenses	9b				
	c	Net income or (loss) from gaming activities					
	10a	Gross sales of inventory, less returns and allowances	10a				
	b	Less: cost of goods sold	10b				
	c	Net income or (loss) from sales of inventory					
				Business Code			
Miscellaneous Revenue	11a	OTHER INCOME		611710	923,867.	923,867.	
	b	GAIN ON DISPOSAL OF ROU		611710	154,384.	154,384.	
	c						
	d	All other revenue					
	e	**Total.** Add lines 11a-11d			1,078,251.		
	12	**Total revenue.** See instructions			372140972.	29062142.	0. 0.

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 X

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	80,000.	80,000.		
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	154,412,362.	135,229,957.	19,182,405.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	4,160,193.	3,560,434.	599,759.	
9 Other employee benefits	25,680,647.	22,528,099.	3,152,548.	
10 Payroll taxes				
11 Fees for services (nonemployees):				
a Management	12,939,075.	8,564,898.	4,374,177.	
b Legal	318,998.	65,223.	253,775.	
c Accounting	934,140.	4,300.	929,840.	
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.)	13,201,373.	13,007,594.	193,779.	
12 Advertising and promotion	307,170.	306,391.	779.	
13 Office expenses				
14 Information technology	1,841,174.	1,835,724.	5,450.	
15 Royalties				
16 Occupancy	52,535,233.	52,168,264.	366,969.	
17 Travel	605,976.	516,063.	89,913.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	2,303,279.	2,303,229.	50.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	9,389,302.	9,067,166.	322,136.	
23 Insurance	3,687,489.	3,668,898.	18,591.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a COMMUNITY ENRICHMENT AC	7,897,679.	7,897,679.		
b AFTERCARE EXPENSES	7,629,640.	7,629,640.		
c STUDENT LUNCH EXPENSES	7,607,471.	7,579,945.	27,526.	
d PUBLIC UTILITY SERVICE	7,255,396.	7,253,403.	1,993.	
e All other expenses SEE SCH O	42,478,599.	37,454,958.	5,023,641.	
25 **Total functional expenses.** Add lines 1 through 24e	355,265,196.	320,721,865.	34,543,331.	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	82,515,659.	1	99,036,562.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net		3	
	4	Accounts receivable, net	176,218.	4	946,043.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	3,599,504.	9	5,656,606.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 128,233,163.			
	b	Less: accumulated depreciation — 10b: 45,834,393.	84,919,619.	10c	82,398,770.
	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	342,955,798.	15	358,019,689.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	514,166,798.	16	546,057,670.
Liabilities	17	Accounts payable and accrued expenses	21,806,735.	17	18,134,343.
	18	Grants payable		18	
	19	Deferred revenue	808,663.	19	4,271,738.
	20	Tax-exempt bond liabilities	52,308,889.	20	51,224,241.
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties	4,155,875.	23	2,589,793.
	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	330,883,558.	25	348,758,701.
	26	**Total liabilities.** Add lines 17 through 25	409,963,720.	26	424,978,816.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here** ☒ **and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions	94,969,352.	27	109,917,106.
	28	Net assets with donor restrictions	9,233,726.	28	11,161,748.
		Organizations that do not follow FASB ASC 958, check here ☐ **and complete lines 29 through 33.**			
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
	32	Total net assets or fund balances	104,203,078.	32	121,078,854.
	33	Total liabilities and net assets/fund balances	514,166,798.	33	546,057,670.

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	372,140,972.
2	Total expenses (must equal Part IX, column (A), line 25)	2	355,265,196.
3	Revenue less expenses. Subtract line 2 from line 1	3	16,875,776.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	104,203,078.
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 on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	121,078,854.

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: ☐ Cash ☐ Accrual ☒ Other SEE SCH O If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		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: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	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: ☐ Separate basis ☐ Consolidated basis ☒ 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?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on 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 Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	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 on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A (Form 990)

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.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization	Employer identification number
SOMERSET ACADEMY, INC.	31-1569428

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 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
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 on 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 .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
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) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(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) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(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 5 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 2022 (line 6, column (f), divided by line 11, column (f)) ..... 14 %

15 Public support percentage from 2021 Schedule A, Part II, line 14 ..... 15 %

16a **33 1/3% support test - 2022.** 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 - 2021.** 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 - 2022.** 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 - 2021.** 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 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) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(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) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(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 on 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 5 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 2022 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2021 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2022** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2021** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2022.** 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 - 2021.** 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 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, 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.*	1		
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).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
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.*	3b		
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.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
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.*	4b		
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.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c 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).*	5a		
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?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
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.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as 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).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
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.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on 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.**	9c		
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 line 10b below.*	10a		
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.)*	10b		

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 on lines 11b and 11c below, the governing body of a supported organization?	11a		
b	A family member of a person described on line 11a above?	11b		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, 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 officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
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.*	2		

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).*	1		

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?	1		
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).*	2		
3	By reason of the relationship described on line 2, above, 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.*	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 governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b 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.*	2a		
b	Did the activities described on line 2a, above, 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.*	2b		
3	Parent of Supported Organizations. **Answer lines 3a and 3b 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? *If "Yes" or "No" provide details in* **Part VI.**	3a		
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.*	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 0.015 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 0.035.	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 0.85 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 ☐ 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	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6	Other distributions (*describe in* **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9	Distributable amount for 2022 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)		**(i) Excess Distributions**	**(ii) Underdistributions Pre-2022**	**(iii) Distributable Amount for 2022**
1	Distributable amount for 2022 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2022 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2022			
a	From 2017			
b	From 2018			
c	From 2019			
d	From 2020			
e	From 2021			
f	**Total** of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2022 distributable amount			
i	Carryover from 2017 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2022 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2022 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2022, 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 2022. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7	**Excess distributions carryover to 2023.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2018			
b	Excess from 2019			
c	Excess from 2020			
d	Excess from 2021			
e	Excess from 2022			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B
(Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

Attach to Form 990 or Form 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	[X] 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

[X] 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), 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 (entering "N/A" in column (b) instead of the contributor name and address), 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), 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).

Name of organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

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	REO WORK FORCE 15671 NW 91 COURT MIAMI LAKES, FL 33018	$ 77,265.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	SOMERSET ACADEMY ARIZONA, INC SOMERSET ACADEMY ARIZONA, INC PHOENIX, AZ 85021	$ 75,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	SOMI VIP INC 5876 SW 68TH STREET MIAMI, FL 33143	$ 208,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
4	SOBAY PTO, INC 9600 SW 97TH AVENUE MIAMI, FL 33176	$ 165,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

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
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

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

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

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.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization
SOMERSET ACADEMY, INC.

Employer identification number
31-1569428

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? ☐ Yes ☐ 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? ☐ 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).

- ☐ Preservation of land for public use (for example, 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 July 25,2006, 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? ☐ Yes ☐ No

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)? ☐ Yes ☐ No

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 FASB 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 FASB 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 FASB 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 make 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 program
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 Term 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		13,497,282.		13,497,282.
b Buildings		69,421,552.	17,902,307.	51,519,245.
c Leasehold improvements				
d Equipment		40,604,853.	26,192,251.	14,412,602.
e Other		4,709,476.	1,739,835.	2,969,641.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)*				82,398,770.

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)	DEPOSITS	554,304.
(2)	DUE FROM GOVERNMENTAL AGENCIES	30,322,529.
(3)	DUE FROM OTHER DIVISIONS OF S.A. INC	5,070,022.
(4)	RIGHT OF USE LEASE ASSET	256,733,391.
(5)	RIGHT OF USE OPERATING LEASE ASSET	65,198,918.
(6)	OTHER LONG TERM ASSETS	140,525.
(7)		
(8)		
(9)		
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)*		358,019,689.

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)	ACCRUED RENT PAYABLE	1,309,765.
(3)	DUE TO LANDLORD	1,247,928.
(4)	DUE TO GOVERNMENTAL AGENCIES	30,958.
(5)	LEASE LIABILITY SHORT TERM	22,631,427.
(6)	LEASE LIABILITY LONG TERM	323,538,623.
(7)		
(8)		
(9)		
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)*		348,758,701.

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 FASB 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.

1	Total revenue, gains, and other support per audited financial statements			1	
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			
e	Add lines **2a** through **2d**			2e	
3	Subtract line **2e** from line **1**			3	
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	
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	

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.

1	Total expenses and losses per audited financial statements			1	
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			
e	Add lines **2a** through **2d**			2e	
3	Subtract line **2e** from line **1**			3	
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	
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	

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.

SCHEDULE E (Form 990)

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.

Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

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?	1	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?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or 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	3	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?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b		X
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
	THIS SCHOOL DOES NOT OFFER SCHOLARSHIPS AND/OR FINANCIAL ASSISTANCE TO ANY STUDENTS.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		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?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	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, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain on Part II	7	X	

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. See instructions.

LINE 3 - EXPLANATION OF NONDISCRIMINATION POLICY:

EXPLANATION: A NON-DISCRIMATORY STATEMENT IS INCLUDED IN REGISTRATION PACKETS, SCHOOL WEBSITES, EMPLOYEE HANDBOOKS, AND OTHER DISTRUBUTED 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 THE LOCAL NEWSPAPER AND TV STATIONS.

SCHEDULE E, LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THIS ORGANIZATION RECEIVES GOVERNMENT GRANTS THAT ALLOW IT TO PROVIDE A QUALITY EDUCATION TO ITS STUDENTS.

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" on Form 990, Part IV, line 21 or 22.

Attach to Form 990.

Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization
SOMERSET ACADEMY, INC.

Employer identification number
31-1569428

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? ..... [X] 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" on 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 noncash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
SOMERSET VIRTUAL ACADEMY, INC 6340 SUNSET DRIVE MIAMI, FL 33143	90-1139872	501(C)3	80,000.	0.	FMV		TO SUPPORT EDUCATION

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 .....

Part III **Grants and Other Assistance to Domestic Individuals.** Complete if the organization answered "Yes" on 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 noncash assistance

Part IV **Supplemental Information.** Provide the information required in Part I, line 2; Part III, column (b); and any other additional information.

FORM 990, SCHEDULE I, PART I, LINE 2

THE SCHOOL WORKS CLOSELY WITH THE GRANT RECEIPIENTS TO ENSURE THAT THE FUNDS ARE USED FOR THEIR INTENDED PURPOSES.

SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

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.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

Part I Questions Regarding Compensation

			Yes	No
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.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ 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	1b		
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?	2		
3	Indicate which, if any, of the following the 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.			
	☐ Compensation committee	☒ Written employment contract		
	☐ Independent compensation consultant	☐ Compensation survey or study		
	☐ Form 990 of other organizations	☒ 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?	4a		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	4b		X
c	Participate in or receive payment from an equity-based compensation arrangement?	4c		X
	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?	5a		X
b	Any related organization?	5b		X
	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?	6a		X
b	Any related organization?	6b		X
	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	7		X
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	8		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9		

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) BERNARDO MONTERO	(i)	227,380.	0.	0.	0.	0.	227,380.	0.
PRESIDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) KERRI ANN	(i)	183,333.	0.	0.	0.	0.	183,333.	0.
EMPLOYEE	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) SUZETTE RUIZ	(i)	159,495.	0.	0.	0.	0.	159,495.	0.
VICE-PRESIDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(4) CECILIA GUILARTE	(i)	152,402.	0.	0.	0.	0.	152,402.	0.
EMPLOYEE	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
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	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE K (Form 990)
Department of the Treasury
Internal Revenue Service

Supplemental Information on Tax-Exempt Bonds

Complete if the organization answered "Yes" on Form 990, Part IV, line 24a. Provide descriptions, explanations, and any additional information in Part VI.
Attach to Form 990. Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047
2022
Open to Public Inspection

Name of the organization
SOMERSET ACADEMY, INC.

Employer identification number
31-1569428

Part I Bond Issues SEE PART VI FOR COLUMN (A) CONTINUATIONS

	(a) Issuer name	(b) Issuer EIN	(c) CUSIP #	(d) Date issued	(e) Issue price	(f) Description of purpose	(g) Defeased Yes	(g) Defeased No	(h) On behalf of issuer Yes	(h) On behalf of issuer No	(i) Pooled financing Yes	(i) Pooled financing No
A	ARLINGON HIGHER EDUCATION FINANCE CORPOR	27-3906171	NONE	04/19/21	44375567.	FUND CAPITAL IMPROVEMENTS		X		X		X
B	MIAMI-DADE COUNTY INDUSTRIAL DEVELOPMENT A	59-1662816	NONE	12/06/17	12000000.	FUND CAPITAL IMPROVEMENTS		X		X		X
C												
D												

Part II Proceeds

		A	B	C	D
1	Amount of bonds retired				
2	Amount of bonds legally defeased				
3	Total proceeds of issue	44,375,567.	12,000,000.		
4	Gross proceeds in reserve funds	2,805,931.			
5	Capitalized interest from proceeds				
6	Proceeds in refunding escrows				
7	Issuance costs from proceeds	885,564.			
8	Credit enhancement from proceeds				
9	Working capital expenditures from proceeds				
10	Capital expenditures from proceeds	44,375,567.	12,000,000.		
11	Other spent proceeds				
12	Other unspent proceeds				
13	Year of substantial completion				

		A Yes	A No	B Yes	B No	C Yes	C No	D Yes	D No
14	Were the bonds issued as part of a refunding issue of tax-exempt bonds (or, if issued prior to 2018, a current refunding issue)?		X		X				
15	Were the bonds issued as part of a refunding issue of taxable bonds (or, if issued prior to 2018, an advance refunding issue)?		X		X				
16	Has the final allocation of proceeds been made?	X		X					
17	Does the organization maintain adequate books and records to support the final allocation of proceeds?	X		X					

Part III Private Business Use

		A		B		C		D	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Was the organization a partner in a partnership, or a member of an LLC, which owned property financed by tax-exempt bonds?								
2	Are there any lease arrangements that may result in private business use of bond-financed property?								
3a	Are there any management or service contracts that may result in private business use of bond-financed property?								
b	If "Yes" to line 3a, does the organization routinely engage bond counsel or other outside counsel to review any management or service contracts relating to the financed property?								
c	Are there any research agreements that may result in private business use of bond-financed property?								
d	If "Yes" to line 3c, does the organization routinely engage bond counsel or other outside counsel to review any research agreements relating to the financed property?								
4	Enter the percentage of financed property used in a private business use by entities other than a section 501(c)(3) organization or a state or local government	%		%		%		%	
5	Enter the percentage of financed property used in a private business use as a result of unrelated trade or business activity carried on by your organization, another section 501(c)(3) organization, or a state or local government	%		%		%		%	
6	Total of lines 4 and 5	%		%		%		%	
7	Does the bond issue meet the private security or payment test?								
8a	Has there been a sale or disposition of any of the bond-financed property to a non-governmental person other than a 501(c)(3) organization since the bonds were issued?								
b	If "Yes" to line 8a, enter the percentage of bond-financed property sold or disposed of	%		%		%		%	
c	If "Yes" to line 8a, was any remedial action taken pursuant to Regulations sections 1.141-12 and 1.145-2?								
9	Has the organization established written procedures to ensure that all nonqualified bonds of the issue are remediated in accordance with the requirements under Regulations sections 1.141-12 and 1.145-2?								

Part IV Arbitrage

		A		B		C		D	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Has the issuer filed Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty in Lieu of Arbitrage Rebate?		X		X				
2	If "No" to line 1, did the following apply?								
a	Rebate not due yet?		X		X				
b	Exception to rebate?	X		X					
c	No rebate due?		X		X				
	If "Yes" to line 2c, provide in Part VI the date the rebate computation was performed								
3	Is the bond issue a variable rate issue?		X		X				

Part IV Arbitrage *(continued)*

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
4a Has the organization or the governmental issuer entered into a qualified hedge with respect to the bond issue?		X		X				
b Name of provider								
c Term of hedge								
d Was the hedge superintegrated?								
e Was the hedge terminated?								
5a Were gross proceeds invested in a guaranteed investment contract (GIC)?		X		X				
b Name of provider								
c Term of GIC								
d Was the regulatory safe harbor for establishing the fair market value of the GIC satisfied?								
6 Were any gross proceeds invested beyond an available temporary period?		X		X				
7 Has the organization established written procedures to monitor the requirements of section 148?	X		X					

Part V Procedures To Undertake Corrective Action

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
Has the organization established written procedures to ensure that violations of federal tax requirements are timely identified and corrected through the voluntary closing agreement program if self-remediation isn't available under applicable regulations?	X		X					

Part VI Supplemental Information. Provide additional information for responses to questions on Schedule K. See instructions.

SCHEDULE K, PART I, BOND ISSUES:
(A) ISSUER NAME: ARLINGON HIGHER EDUCATION FINANCE CORPORATION

(A) ISSUER NAME: MIAMI-DADE COUNTY INDUSTRIAL DEVELOPMENT AUTHORITY

SCHEDULE O (Form 990)

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 Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

PALM BEACH COUNTY, DUVAL COUNTY, ST. LUCIE COUNTY, AND TEXAS STATE BOARD OF EDUCATION. SOMERSET ACADEMY, INC. IS DEDICATED TO PROVIDING EQUITABLE, HIGH-QUALITY EDUCATION FOR ALL STUDENTS, AND PROMOTES A CULTURE THAT MAXIMIZES STUDENT ACHIEVEMENT AND FOSTERS THE DEVELOPMENT OF ACCOUNTABLE, 21ST CENTURY LEARNERS IN A SAFE AND ENRICHING ENVIRONMENT.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

STUDENTS, AND PROMOTES A CULTURE THAT MAXIMIZES STUDENT ACHIEVEMENT AND FOSTERS THE DEVELOPMENT OF ACCOUNTABLE, 21ST CENTURY LEARNERS IN A SAFE AND ENRICHING ENVIRONMENT.

FORM 990, PART VI, SECTION A, LINE 3:

ACADEMICA DADE LLC, ACADEMICA BROWARD LLC,AND ACADEMICA SOUTHWEST LLC, EDUCATIONAL SERVICE AND SUPPORT PROVIDER COMPANIES, PROVIDE PROFESSIONAL SERVICES AND RELATED SUPPORT TO PUBLIC CHARTER SCHOOLS, INCLUDING, BUT NOT LIMITED TO, ACADEMIC SUPPORT, FACILITY DEVELOPMENT AND 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 SUBMITTING TO INTERNAL REVENUE SERVICE.

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

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 OF OFFICERS OR KEY EMPLOYEES, THE ORGANIZATION REVIEWS THE OFFICER'S CONTRACT, BUDGET, AND PERFORMANCE.

FORM 990, PART VI, SECTION C, LINE 18:

THIS INFORMATION IS AVAILABLE TO THE PUBLIC VIA WWW.GUIDESTAR.ORG.

FORM 990, PART VI, SECTION C, LINE 19:

THIS INFORMATION IS AVAILABLE UPON REQUEST.

FORM 990, PART IX, LINE 24E, ALL OTHER FUNCTIONAL EXPENSES:

SUPPLIES:

PROGRAM SERVICE EXPENSES	6,698,027.
MANAGEMENT AND GENERAL EXPENSES	518,917.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	7,216,944.

REPAIRS & MAINTENANCE:

PROGRAM SERVICE EXPENSES	6,572,624.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	6,572,624.

WORKBOOKS & LICENSES:

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

PROGRAM SERVICE EXPENSES	6,421,377.
MANAGEMENT AND GENERAL EXPENSES	13,776.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	6,435,153.
COMPUTER HARDWARE UNDER DMSH:	
PROGRAM SERVICE EXPENSES	5,648,181.
MANAGEMENT AND GENERAL EXPENSES	10,558.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	5,658,739.
ADMINISTRATIVE FEE:	
PROGRAM SERVICE EXPENSES	0.
MANAGEMENT AND GENERAL EXPENSES	3,642,365.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	3,642,365.
PRE K EXPENSE:	
PROGRAM SERVICE EXPENSES	3,204,431.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	3,204,431.
OTHER PURCHASED SERVICES:	
PROGRAM SERVICE EXPENSES	2,461,856.
MANAGEMENT AND GENERAL EXPENSES	173,921.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	2,635,777.

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

CLEANING/JANITORIAL SERVICES:	
PROGRAM SERVICE EXPENSES	1,577,977.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,577,977.
DUES & FEES:	
PROGRAM SERVICE EXPENSES	1,154,474.
MANAGEMENT AND GENERAL EXPENSES	274,289.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,428,763.
FURNITURE, FIXTURES & EQUIPMENT UNDER DMSH:	
PROGRAM SERVICE EXPENSES	1,403,903.
MANAGEMENT AND GENERAL EXPENSES	17,043.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,420,946.
MISCELLANEOUS EXPENSE:	
PROGRAM SERVICE EXPENSES	779,946.
MANAGEMENT AND GENERAL EXPENSES	369,979.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,149,925.
TEXTBOOKS UNDER DMSH:	
PROGRAM SERVICE EXPENSES	1,024,149.
MANAGEMENT AND GENERAL EXPENSES	0.

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,024,149.
AUDIO VISUAL UNDER DMSH:	
PROGRAM SERVICE EXPENSES	265,748.
MANAGEMENT AND GENERAL EXPENSES	2,793.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	268,541.
ATHLETICS EXPENSE:	
PROGRAM SERVICE EXPENSES	144,758.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	144,758.
REMODELING AND RENOVATIONS UNDER DMSH:	
PROGRAM SERVICE EXPENSES	97,507.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	97,507.
TOTAL OTHER EXPENSES ON FORM 990, PART IX, LINE 24E, COL A	42,478,599.

FORM 990, PART XII, LINE 1, OTHER ACCOUNTING METHOD:

MODIFIED ACCRUAL

SECTION 1.263(A)-1(F) DE MINIMIS SAFE HABOR ELECTION

SOMERSET ACADEMY INC

6340 SUNSET DRIVE

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

MIAMI, FL 33143

EIN:31-1569428

FOR THE YEAR ENDING JUNE 30, 2023

SOMERSET ACADEMY INC IS MAKING THE MINIMIS SAFE HABOR ELECTION UNDER REG.SEC.1.263(A)-1(F).

SECTION 1.263(A)-1(N) ELECTION

SOMERSET ACADEMY INC

6340 SUNSET DRIVE

MIAMI, FL 33143

EIN:31-1569428

FOR THE YEAR ENDING JUNE 30, 2023

SOMERSET ACADEMY INC IS ELECTING TO CAPITALIZE REPAIRS AND MAINTENANCE COSTS UNDER REG.SEC.1.263(A)-1(N).

SCHEDULE R (Form 990)

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.

Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

Part I **Identification of Disregarded Entities.** Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II **Identification of Related Tax-Exempt Organizations.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity? Yes	(g) Section 512(b)(13) controlled entity? No
SOMERSET ACADEMY FOUNDATION, INC - 46-4129017, 20805 JOHNSON ST, PEMBROKE PINES, FL 33029	EDUCATIONAL SUPPORT	FLORIDA	501(C)(3)	LINE 12A, I	NO		X

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) 2022

232161 09-14-22 LHA

Part III **Identification of Related Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) No	(k) Percentage ownership

Part IV **Identification of Related Organizations Taxable as a Corporation or Trust.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity? Yes	(i) No

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.

			Yes	No
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?			
a	Receipt of **(i)** interest, **(ii)** annuities, **(iii)** royalties, or **(iv)** rent from a controlled entity	1a		X
b	Gift, grant, or capital contribution to related organization(s)	1b		X
c	Gift, grant, or capital contribution from related organization(s)	1c		X
d	Loans or loan guarantees to or for related organization(s)	1d		X
e	Loans or loan guarantees by related organization(s)	1e		X
f	Dividends from related organization(s)	1f		X
g	Sale of assets to related organization(s)	1g		X
h	Purchase of assets from related organization(s)	1h		X
i	Exchange of assets with related organization(s)	1i		X
j	Lease of facilities, equipment, or other assets to related organization(s)	1j		X
k	Lease of facilities, equipment, or other assets from related organization(s)	1k	X	
l	Performance of services or membership or fundraising solicitations for related organization(s)	1l		X
m	Performance of services or membership or fundraising solicitations by related organization(s)	1m		X
n	Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)	1n		X
o	Sharing of paid employees with related organization(s)	1o		X
p	Reimbursement paid to related organization(s) for expenses	1p		X
q	Reimbursement paid by related organization(s) for expenses	1q		X
r	Other transfer of cash or property to related organization(s)	1r	X	
s	Other transfer of cash or property from related organization(s)	1s	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)	SOMERSET ACADEMY FOUNDATION	K	2,918,349.	FAIR MARKET VALUE
(2)	SOMERSET ACADEMY FOUNDATION	R	69,054.	FAIR MARKET VALUE
(3)	SOMERSET ACADEMY FOUNDATION	S	8,540,842.	FAIR MARKET VALUE
(4)				
(5)				
(6)				

Part VI **Unrelated Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners sec. 501(c)(3) orgs.? Yes	(e) No	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) No	(k) Percentage ownership

Part VII Supplemental Information

Provide additional information for responses to questions on Schedule R. See instructions.

Form **4562**

Department of the Treasury
Internal Revenue Service

Depreciation and Amortization
(Including Information on Listed Property) 990

Attach to your tax return.

Go to www.irs.gov/Form4562 for instructions and the latest information.

OMB No. 1545-0172

2022

Attachment Sequence No. **179**

Name(s) shown on return	Business or activity to which this form relates	Identifying number
SOMERSET ACADEMY, INC.	FORM 990 PAGE 10	31-1569428

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	1,080,000.
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	2,700,000.
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	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 2021 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 2023. 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)	16	9,389,302.

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 2022	17	
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	☐	

Section B - Assets Placed in Service During 2022 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 2022 Tax Year Using the Alternative Depreciation System

20a	Class life					S/L	
b	12-year			12 yrs.		S/L	
c	30-year	/		30 yrs.	MM	S/L	
d	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	9,389,302.
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, 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	
30 Total business/investment miles driven during the year (**don't** 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												
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
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 **aren't** 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," don't 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 2022 tax year:					
43 Amortization of costs that began before your 2022 tax year				**43**	
44 **Total.** Add amounts in column (f). See the instructions for where to report				**44**	

TAX RETURN FILING INSTRUCTIONS

FORM 990

FOR THE YEAR ENDING
JUNE 30, 2022

PREPARED FOR:

SOMERSET ACADEMY, INC.
6340 SUNSET DRIVE
MIAMI, FL 33143

PREPARED BY:

HLB GRAVIER, LLP
396 ALHAMBRA CIRCLE
CORAL GABLES, FL 33134

FILE COPY

AMOUNT DUE OR REFUND:

NOT APPLICABLE

MAKE CHECK PAYABLE TO:

NOT APPLICABLE

MAIL TAX RETURN AND CHECK (IF APPLICABLE) TO:

NOT APPLICABLE

RETURN MUST BE MAILED ON OR BEFORE:

NOT APPLICABLE

SPECIAL INSTRUCTIONS:

THIS RETURN HAS QUALIFIED FOR ELECTRONIC FILING. AFTER YOU HAVE REVIEWED THE RETURN FOR COMPLETENESS AND ACCURACY, PLEASE SIGN, DATE AND RETURN FORM 8879-TE TO OUR OFFICE. WE WILL TRANSMIT THE RETURN ELECTRONICALLY TO THE IRS AND NO FURTHER ACTION IS REQUIRED. RETURN FORM 8879-TE TO US BY MAY 15, 2023

HLB GRAVIER, LLP
396 ALHAMBRA CIRCLE, SUITE 900
CORAL GABLES, FL 33134

MARCH 6, 2023

SOMERSET ACADEMY, INC.
6340 SUNSET DRIVE
MIAMI, FL 33143

SOMERSET ACADEMY, INC.:

ENCLOSED ARE THE ORIGINAL AND ONE COPY OF THE 2021 EXEMPT ORGANIZATION RETURN, AS FOLLOWS...

2021 FORM 990

WE HAVE PREPARED THE ENCLOSED RETURNS FROM INFORMATION PROVIDED BY YOU WITHOUT VERIFICATION OR AUDIT. WE SUGGEST THAT YOU EXAMINE THESE RETURNS CAREFULLY TO FULLY ACQUAINT YOURSELF WITH ALL THE ITEMS CONTAINED THEREIN TO ENSURE THAT THERE ARE NO OMISSIONS OR MISSTATEMENTS. IF THE RETURNS ARE EXAMINED, REQUESTS MAY BE MADE FOR SUPPORTING DOCUMENTATION. THEREFORE, WE RECOMMEND THAT YOU RETAIN ALL PERTINENT RECORDS.

EACH ORIGINAL SHOULD BE DATED, SIGNED AND FILED IN ACCORDANCE WITH THE FILING INSTRUCTIONS. THE COPY SHOULD BE RETAINED FOR YOUR FILES.

VERY TRULY YOURS,

HLB GRAVIER, LLP

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS e-file Signature Authorization for a Tax Exempt Entity

For calendar year 2021, or fiscal year beginning JUL 1, 2021, and ending JUN 30, 2022

▶ Do not send to the IRS. Keep for your records.

▶ Go to www.irs.gov/Form8879TE for the latest information.

OMB No. 1545-0047

2021

Name of filer
SOMERSET ACADEMY, INC.

EIN or SSN
31-1569428

Name and title of officer or person subject to tax
TODD GERMAN
BOARD CHAIR

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b,** 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 one line in Part I.

1a	**Form 990** check here ▶	[X]	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	1b	324,310,430.
2a	**Form 990-EZ** check here ▶	[ ]	**b Total revenue,** if any (Form 990-EZ, line 9)	2b	
3a	**Form 1120-POL** check here ▶	[ ]	**b Total tax** (Form 1120-POL, line 22)	3b	
4a	**Form 990-PF** check here ▶	[ ]	**b Tax based on investment income** (Form 990-PF, Part V, line 5)	4b	
5a	**Form 8868** check here ▶	[ ]	**b Balance due** (Form 8868, line 3c)	5b	
6a	**Form 990-T** check here ▶	[ ]	**b Total tax** (Form 990-T, Part III, line 4)	6b	
7a	**Form 4720** check here ▶	[ ]	**b Total tax** (Form 4720, Part III, line 1)	7b	
8a	**Form 5227** check here ▶	[ ]	**b FMV of assets at end of tax year** (Form 5227, Item D)	8b	
9a	**Form 5330** check here ▶	[ ]	**b Tax due** (Form 5330, Part II, line 19)	9b	
10a	**Form 8038-CP** check here ▶	[ ]	**b Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	10b	

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2021 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 electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the 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 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 electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize HLB GRAVIER, LLP to enter my PIN 69428

ERO firm name

Enter five numbers, but do not enter all zeros

as my signature on the tax year 2021 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 or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2021 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.

Signature of officer or person subject to tax ▶ 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 2021 electronically filed return 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 ▶ 03/06/23

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

Form **8868**
(Rev. January 2022)

Department of the Treasury
Internal Revenue Service

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

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**

OMB No. 1545-0047

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/e-file-providers/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

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.
SOMERSET ACADEMY, INC.

Taxpayer identification number (TIN)
31-1569428

Number, street, and room or suite no. If a P.O. box, see instructions.
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) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	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
Form 990-T (corporation)	07		

- The books are in the care of ▶ ANA MARIA MARTINEZ
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 TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until MAY 15, 2023, 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 JUL 1, 2021, and ending JUN 30, 2022.

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-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-TE and Form 8879-TE for payment instructions.

EXTENDED TO MAY 15, 2023

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

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

▶ Do not enter social security numbers on this form as it may be made public.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

A For the 2021 calendar year, or tax year beginning JUL 1, 2021 and ending JUN 30, 2022

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ terminated
- ☐ Amended return
- ☐ Application pending

C Name of organization
SOMERSET 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: TODD GERMAN
SAME AS C ABOVE

D Employer identification number
31-1569428

E Telephone number
305-669-2906

G Gross receipts $ 324,310,430.

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions

H(c) Group exemption number ▶

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) ◀ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ▶ WWW.SOMERSETACADEMYSCHOOLS.COM

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ▶

L Year of formation: 1997 M State of legal domicile: FL

Part I Summary

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: ESTABLISHED AS CHARTER SCHOOL OPERATOR IN DISTRICT SCHOOL BOARDS OF MIAMI-DADE, BROWARD COUNTY,	
	2	Check this box ▶ ☐ 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)	5
	4	Number of independent voting members of the governing body (Part VI, line 1b)	5
	5	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	3822
	6	Total number of volunteers (estimate if necessary)	6852
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	0.
	b	Net unrelated business taxable income from Form 990-T, Part I, line 11	0.

			Prior Year	Current Year
Revenue	8	Contributions and grants (Part VIII, line 1h)	282,303,148.	302,167,736.
	9	Program service revenue (Part VIII, line 2g)	10,759,889.	21,367,735.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	13,779.	69,574.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	824,954.	705,385.
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	293,901,770.	324,310,430.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	145,000.	269,796.
	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)	143,446,426.	166,511,065.
	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)	123,223,234.	153,947,348.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	266,814,660.	320,728,209.
	19	Revenue less expenses. Subtract line 18 from line 12	27,087,110.	3,582,221.

			Beginning of Current Year	End of Year
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	197,106,992.	514,166,798.
	21	Total liabilities (Part X, line 26)	93,307,762.	409,963,720.
	22	Net assets or fund balances. Subtract line 21 from line 20	103,799,230.	104,203,078.

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 Date

▶ TODD GERMAN, BOARD CHAIR
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
LEONARDO D. GRAVIER	LEONARDO D. GRAVIER	03/06/23	☐	P00368983

Firm's name ▶ HLB GRAVIER, LLP Firm's EIN ▶ 20-4946415

Firm's address ▶ 396 ALHAMBRA CIRCLE
CORAL GABLES, FL 33134 Phone no. 305 446 3022

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

SEE SCHEDULE O FOR ORGANIZATION MISSION STATEMENT CONTINUATION

Part III Statement of Program Service Accomplishments

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

1 Briefly describe the organization's mission:
ESTABLISHED AS CHARTER SCHOOL OPERATOR IN DISTRICT SCHOOL BOARDS OF MIAMI-DADE, BROWARD COUNTY, PALM BEACH COUNTY, DUVAL COUNTY, ST. LUCIE COUNTY, AND TEXAS STATE BOARD OF EDUCATION. SOMERSET ACADEMY, INC. IS DEDICATED TO PROVIDING EQUITABLE, HIGH-QUALITY EDUCATION FOR ALL

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
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ..... ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

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 $ 289,198,457. including grants of $ 269,796.) (Revenue $ 22,142,694.)
PROVIDES EDUCATION FOR CHILDREN FROM PRE-KINDERGARTEN THROUGH TWELFTH GRADE. FOR THE FISCAL YEAR ENDED JUNE 30, 2022 30,500 STUDENTS WERE ENROLLED.

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

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

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

4e Total program service expenses ▶ 289,198,457.

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)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		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? *If "Yes," complete Schedule C, Part II*	4		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 Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		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? *If "Yes," complete Schedule D, Part I*	6		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? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		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? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If "Yes," complete Schedule D, Part V*	10		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? *If "Yes," complete Schedule D, Part VI*	11a	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? *If "Yes," complete Schedule D, Part VII*	11b		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? *If "Yes," complete Schedule D, Part VIII*	11c		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? *If "Yes," complete Schedule D, Part IX*	11d	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	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)? *If "Yes," complete Schedule D, Part X*	11f		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a		X
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b	X	
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		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? *If "Yes," complete Schedule F, Parts I and IV*	14b		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? *If "Yes," complete Schedule F, Parts II and IV*	15		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? *If "Yes," complete Schedule F, Parts III and IV*	16		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? *If "Yes," complete Schedule G, Part I.* See instructions	17		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? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
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*	21	X	

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
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*	22		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*	23	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*	24a	X	
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		X
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?	24c		X
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		X
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*	25a		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*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		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*	32		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*	33		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*	34	X	
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		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*	35b		
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*	36		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*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	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 ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	478		
b	Enter the number of Forms W-2G included on 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		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
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 3822		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file*. See instructions.			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on 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)?	4a		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?	5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		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?	6a		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?	7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		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 on Schedule O*	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	15		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16		X
17	**Section 501(c)(21) organizations.** Did the trust, any disqualified person, or mine operator engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	17		

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 on 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

				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 on Schedule O.	1a	5		
b	Enter the number of voting members included on line 1a, above, who are independent	1b	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?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3		X	
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			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?	7a			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?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b		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 on Schedule O*	9			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?	10a		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?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on 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*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	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	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process on 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?	16a		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?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶ NONE

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, 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 on Schedule O)*

19 Describe on 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 the 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, Form 1099-MISC, and/or box 1 of Form 1099-NEC) 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.

See the instructions for the order in which to list the persons above.

☐ 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/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(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) BERNARDO MONTERO PRESIDENT	2.00			X				227,380.	0.	0.
(2) CECILIA GUILARTE EMPLOYEE	40.00					X		152,402.	0.	0.
(3) CLINT DUVO EMPLOYEE	40.00					X		144,331.	0.	0.
(4) DONYALE MCGHEE EMPLOYEE	40.00					X		143,447.	0.	0.
(5) ATHENA GUILLEN EMPLOYEE	40.00					X		140,767.	0.	0.
(6) DINA MILLER EMPLOYEE	40.00					X		126,210.	0.	0.
(7) ANTHONY MARUCCI EMPLOYEE	40.00					X		123,332.	0.	0.
(8) MARIA MONGEOTTI GREER EMPLOYEE	40.00					X		120,862.	0.	0.
(9) GEORGE GROEZINGER EMPLOYEE	40.00					X		117,928.	0.	0.
(10) KIONNIE MAURA EMPLOYEE	40.00					X		114,878.	0.	0.
(11) CHRISTINA BOVO-CAMUS EMPLOYEE	40.00					X		111,090.	0.	0.
(12) JESSICA MESA EMPLOYEE	40.00					X		110,534.	0.	0.
(13) SAILI HERNANDEZ EMPLOYEE	40.00					X		108,313.	0.	0.
(14) LAYDA COSIO EMPLOYEE	40.00					X		104,226.	0.	0.
(15) LISA KLEIN EMPLOYEE	40.00					X		101,197.	0.	0.
(16) TODD GERMAN DIRECTOR,CHAIRMAN,TREASURER	2.00	X		X				0.	0.	0.
(17) ANA DIAZ DIRECTOR, SECRETARY, VICEC	2.00	X		X				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/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(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) SUZETTE RUIZ VICE-PRESIDENT	2.00			X				0.	0.	0.
(19) DR. BERNARD KIMMEL DIRECTOR	2.00	X						0.	0.	0.
(20) BRIAN MATTHEW COX DIRECTOR	2.00	X						0.	0.	0.
(21) DAVID CONCEPCION DIRECTOR	2.00	X						0.	0.	0.
1b Subtotal ▶								1,946,897.	0.	0.
c Total from continuation sheets to Part VII, Section A ▶								0.	0.	0.
d Total (add lines 1b and 1c) ▶								1,946,897.	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 ▶ 15

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		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*	4	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*	5		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 SUNSET DRIVE, MIAMI, FL 33173	10200 SW SUNSET DRIVE	132,940,423.
ACADEMICA BROWARD, LLC ACADEMICA BROWARD, LLC, MIAMI, FL 33143	EDUCATIONAL SUPPORT PROVIDER	13,099,256.
IT SAWY, LLC PO BOX 3296 GLEN ELLYN, ILLINOIS, IL 60138	EDUCATIONAL SUPPORT PROVIDER	12,814,903.
ACADEMICA DADE, LLC 6340 SUNSET DRIVE, MIAMI, FL 33143	EDUCATIONAL SUPPORT PROVIDER	9,487,095.
CHENEY BROTHERS, INC. 1 CHENEY WAY, RIVIERA BEACH, FL 33404	FOOD PROVIDER	6,763,786.

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 ▶ 212

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	1a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e	301,500,102.			
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	667,634.			
	g	Noncash contributions included in lines 1a-1f	1g	$			
	h	**Total.** Add lines 1a-1f			302167736.		
Program Service Revenue			Business Code				
	2a	COMMUNITY SERVICES	611710	13,825,934.	13825934.		
	b	PROGRAM SVCS: INSTRUCTION SERVICE	611710	3,139,787.	3,139,787.		
	c	PROGRAM SVCS: VIRTUAL FEES	611710	1,667,509.	1,667,509.		
	d	PROGRAM SVCS: LUNCH FEES	611710	1,587,801.	1,587,801.		
	e	PROGRAM SVCS: OPERATION OF PLANT	611710	635,597.	635,597.		
	f	All other program service revenue	611710	511,107.	511,107.		
	g	**Total.** Add lines 2a-2f		21,367,735.			
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)		69,574.	69,574.		
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
			(i) Real / (ii) Personal				
	6a	Gross rents	6a				
	b	Less: rental expenses	6b				
	c	Rental income or (loss)	6c				
	d	Net rental income or (loss)					
			(i) Securities / (ii) Other				
	7a	Gross amount from sales of assets other than inventory	7a				
	b	Less: cost or other basis and sales expenses	7b				
	c	Gain or (loss)	7c				
	d	Net gain or (loss)					
	8a	Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	8a				
	b	Less: direct expenses	8b				
	c	Net income or (loss) from fundraising events					
	9a	Gross income from gaming activities. See Part IV, line 19	9a				
	b	Less: direct expenses	9b				
	c	Net income or (loss) from gaming activities					
	10a	Gross sales of inventory, less returns and allowances	10a				
	b	Less: cost of goods sold	10b				
	c	Net income or (loss) from sales of inventory					
Miscellaneous Revenue			Business Code				
	11a	OTHER INCOME	611710	650,588.	650,588.		
	b	ROTC	611710	54,797.	54,797.		
	c						
	d	All other revenue					
	e	**Total.** Add lines 11a-11d		705,385.			
	12	**Total revenue.** See instructions		324310430.	22142694.	0.	0.

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 X

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	269,796.	269,796.		
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	138,465,028.	122,307,448.	16,157,580.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	3,741,048.	3,224,676.	516,372.	
9 Other employee benefits	24,304,989.	21,402,204.	2,902,785.	
10 Payroll taxes				
11 Fees for services (nonemployees):				
a Management	12,835,850.	8,553,283.	4,282,567.	
b Legal	811,496.		811,496.	
c Accounting	279,769.	36,642.	243,127.	
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.)	12,643,289.	12,524,810.	118,479.	
12 Advertising and promotion	127,943.	121,864.	6,079.	
13 Office expenses				
14 Information technology	1,935,208.	1,930,464.	4,744.	
15 Royalties				
16 Occupancy	47,461,540.	47,142,248.	319,292.	
17 Travel	454,741.	388,963.	65,778.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	2,485,545.	2,485,545.		
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	9,643,712.	9,307,758.	335,954.	
23 Insurance	3,545,460.	3,533,777.	11,683.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a SUPPLIES	6,886,254.	6,068,697.	817,557.	
b STUDENT LUNCH EXPENSES	6,600,502.	6,599,302.	1,200.	
c PUBLIC UTILITY SERVICE	6,433,081.	6,431,010.	2,071.	
d COMMUNITY ENRICHMENT AC	6,279,395.	6,279,395.		
e All other expenses SEE SCH O	35,523,563.	30,590,575.	4,932,988.	
25 **Total functional expenses.** Add lines 1 through 24e	320,728,209.	289,198,457.	31,529,752.	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	75,116,090.	1	82,515,659.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net		3	
	4	Accounts receivable, net	101,259.	4	176,218.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	5,921,458.	9	3,599,504.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 128,605,203.			
	b	Less: accumulated depreciation — 10b: 43,685,584.	86,112,159.	10c	84,919,619.
	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	29,856,026.	15	342,955,798.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	197,106,992.	16	514,166,798.
Liabilities	17	Accounts payable and accrued expenses	20,320,058.	17	21,806,735.
	18	Grants payable		18	
	19	Deferred revenue		19	808,663.
	20	Tax-exempt bond liabilities	53,754,729.	20	52,308,889.
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties	7,546,791.	23	4,155,875.
	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	11,686,184.	25	330,883,558.
	26	**Total liabilities.** Add lines 17 through 25	93,307,762.	26	409,963,720.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ▶ ☒ and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions	95,910,778.	27	94,969,352.
	28	Net assets with donor restrictions	7,888,452.	28	9,233,726.
		Organizations that do not follow FASB ASC 958, check here ▶ ☐ and complete lines 29 through 33.			
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
	32	Total net assets or fund balances	103,799,230.	32	104,203,078.
	33	Total liabilities and net assets/fund balances	197,106,992.	33	514,166,798.

Part XI Reconciliation of Net Assets

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

1	Total revenue (must equal Part VIII, column (A), line 12)	1	324,310,430.
2	Total expenses (must equal Part IX, column (A), line 25)	2	320,728,209.
3	Revenue less expenses. Subtract line 2 from line 1	3	3,582,221.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	103,799,230.
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 on Schedule O)	9	-3,178,373.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	104,203,078.

Part XII Financial Statements and Reporting

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

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☐ Accrual ☒ Other SEE SCH O If the organization changed its method of accounting from a prior year or checked "Other," explain on 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: ☐ Separate basis ☐ Consolidated basis ☐ 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: ☐ Separate basis ☐ Consolidated basis ☒ 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 on 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 on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990)

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.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

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 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)

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 on 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 .....

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
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) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(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) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(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 5 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 2021 (line 6, column (f), divided by line 11, column (f)) ..... 14 %

15 Public support percentage from 2020 Schedule A, Part II, line 14 ..... 15 %

16a **33 1/3% support test - 2021.** 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 - 2020.** 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 - 2021.** 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 - 2020.** 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 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) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(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) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(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 on 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 5 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 2021 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2020 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2021** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2020** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2021.** 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 - 2020.** 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 box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, 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.*	1		
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).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
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.*	3b		
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.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
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.*	4b		
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.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c 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).*	5a		
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?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
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.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as 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).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
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.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on 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.**	9c		
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 line 10b below.*	10a		
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.)*	10b		

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 on lines 11b and 11c below, the governing body of a supported organization?	11a		
b	A family member of a person described on line 11a above?	11b		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, 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 officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
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.*	2		

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).*	1		

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?	1		
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).*	2		
3	By reason of the relationship described on line 2, above, 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.*	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 governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b 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.*	2a		
b	Did the activities described on line 2a, above, 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.*	2b		
3	Parent of Supported Organizations. **Answer lines 3a and 3b 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? *If "Yes" or "No" provide details in* **Part VI.**	3a		
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.*	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 0.015 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 0.035.	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 0.85 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 ☐ 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	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6	Other distributions (*describe in* **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9	Distributable amount for 2021 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)		(i) Excess Distributions	(ii) Underdistributions Pre-2021	(iii) Distributable Amount for 2021
1	Distributable amount for 2021 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2021 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2021			
a	From 2016			
b	From 2017			
c	From 2018			
d	From 2019			
e	From 2020			
f	**Total** of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2021 distributable amount			
i	Carryover from 2016 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2021 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2021 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2021, 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 2021. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7	**Excess distributions carryover to 2022.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2017			
b	Excess from 2018			
c	Excess from 2019			
d	Excess from 2020			
e	Excess from 2021			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B
(Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990 or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2021

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

Organization type (check one):

Filers of:	Section:
Form 990 or 990-EZ	[X] 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

[X] 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), 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 (entering "N/A" in column (b) instead of the contributor name and address), 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), 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).

Name of organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

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	SOMI VIP INC 5876 SW 68TH STREET MIAMI, FL 33143	$ 215,437.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	ACADEMICA DADE LLC 6340 SUNSET DRIVE MIAMI, FL 33143	$ 58,651.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

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
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

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

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

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.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization
SOMERSET ACADEMY, INC.

Employer identification number
31-1569428

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? ☐ Yes ☐ 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? ☐ 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).
- ☐ Preservation of land for public use (for example, recreation or education)
- ☐ Protection of natural habitat
- ☐ Preservation of open space
- ☐ Preservation of a historically important land area
- ☐ Preservation of a certified historic structure

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 7/25/06, 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? ☐ Yes ☐ No

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)? ☐ Yes ☐ No

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 FASB 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 FASB 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 FASB 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 make 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 program
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 Term 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		13,779,999.		13,779,999.
b Buildings		69,252,189.	15,319,460.	53,932,729.
c Leasehold improvements				
d Equipment		43,063,934.	26,897,143.	16,166,791.
e Other		2,509,081.	1,468,981.	1,040,100.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ▶				84,919,619.

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) DEPOSITS	514,422.
(2) DUE FROM GOVERNMENTAL AGENCIES	19,773,300.
(3) LONG TERM RECEIVABLE FROM LANDLORD	381,298.
(4) DUE FROM OTHER DIVISIONS OF S.A. INC	13,628,894.
(5) RIGHT OF USE LEASE ASSET	262,112,774.
(6) RIGHT OF USE OPERATING LEASE ASSET	46,545,110.
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)* ▶	342,955,798.

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) ACCRUED RENT PAYABLE	666,215.
(3) DUE TO RELATED PARTIES	152,576.
(4) DUE TO LANDLORD	1,354,491.
(5) DUE TO GOVERNMENTAL AGENCIES	3,378,503.
(6) LEASE LIABILITY SHORT TERM	20,916,689.
(7) LEASE LIABILITY LONG TERM	304,415,084.
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)* ▶	330,883,558.

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 FASB 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.

1	Total revenue, gains, and other support per audited financial statements			1	
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			
e	Add lines **2a** through **2d**			2e	
3	Subtract line **2e** from line **1**			3	
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	
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	

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.

1	Total expenses and losses per audited financial statements			1	
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			
e	Add lines **2a** through **2d**			2e	
3	Subtract line **2e** from line **1**			3	
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	
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	

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.

SCHEDULE E
(Form 990)

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.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization
SOMERSET ACADEMY, INC.

Employer identification number
31-1569428

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?	1	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?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or 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	3	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?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b		X
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
	THIS SCHOOL DOES NOT OFFER SCHOLARSHIPS AND/OR FINANCIAL ASSISTANCE TO ANY STUDENTS.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		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?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	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	7	X	

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:

EXPLANATION: A NON-DISCRIMATORY STATEMENT IS INCLUDED IN REGISTRATION PACKETS, SCHOOL WEBSITES, EMPLOYEE HANDBOOKS, AND OTHER DISTRUBUTED 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 THE LOCAL NEWSPAPER AND TV STATIONS.

SCHEDULE E, LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THIS ORGANIZATION RECEIVES GOVERNMENT GRANTS THAT ALLOW IT TO PROVIDE A QUALITY EDUCATION TO ITS STUDENTS.

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" on Form 990, Part IV, line 21 or 22.

▶ **Attach to Form 990.**

▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

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? ..... [X] 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" on 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 noncash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
SOMERSET VIRTUAL ACADEMY, INC 6340 SUNSET DRIVE MIAMI, FL 33143	90-1139872	501(C)3	211,000.	0.	FMV		TO SUPPORT EDUCATION
SOMERSET ACADEMY ARIZONA, INC 8825 N 23RD AVENUE STE 100 PHOENIX, AZ 85021	83-3041155	501(C)3	58,796.	0.	FMV		TO SUPPORT EDUCATION

2 Enter total number of section 501(c)(3) and government organizations listed in the line 1 table ..... ▶ 2.

3 Enter total number of other organizations listed in the line 1 table ..... ▶

Part III **Grants and Other Assistance to Domestic Individuals.** Complete if the organization answered "Yes" on 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 noncash assistance

Part IV **Supplemental Information.** Provide the information required in Part I, line 2; Part III, column (b); and any other additional information.

FORM 990, SCHEDULE I, PART I, LINE 2

THE SCHOOL WORKS CLOSELY WITH THE GRANT RECEIPIENTS TO ENSURE THAT THE FUNDS ARE USED FOR THEIR INTENDED PURPOSES.

SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

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.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

Part I Questions Regarding Compensation

			Yes	No
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.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ 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	1b		
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?	2		
3	Indicate which, if any, of the following the 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.			
	☐ Compensation committee	☒ Written employment contract		
	☐ Independent compensation consultant	☐ Compensation survey or study		
	☐ Form 990 of other organizations	☒ 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?	4a		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	4b		X
c	Participate in or receive payment from an equity-based compensation arrangement?	4c		X
	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?	5a		X
b	Any related organization?	5b		X
	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?	6a		X
b	Any related organization?	6b		X
	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	7		X
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	8		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9		

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) BERNARDO MONTERO	(i)	227,380.	0.	0.	0.	0.	227,380.	0.
PRESIDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) CECILIA GUILARTE	(i)	152,402.	0.	0.	0.	0.	152,402.	0.
EMPLOYEE	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
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	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE K (Form 990)
Department of the Treasury
Internal Revenue Service

Supplemental Information on Tax-Exempt Bonds

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 24a. Provide descriptions, explanations, and any additional information in Part VI.
▶ Attach to Form 990. ▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047
2021
Open to Public Inspection

Name of the organization
SOMERSET ACADEMY, INC.

Employer identification number
31-1569428

Part I Bond Issues SEE PART VI FOR COLUMN (A) CONTINUATIONS

	(a) Issuer name	(b) Issuer EIN	(c) CUSIP #	(d) Date issued	(e) Issue price	(f) Description of purpose	(g) Defeased Yes	(g) Defeased No	(h) On behalf of issuer Yes	(h) On behalf of issuer No	(i) Pooled financing Yes	(i) Pooled financing No
A	ARLINGON HIGHER EDUCATION FINANCE CORPOR	27-3906171	NONE	04/19/21	44375567.	FUND CAPITAL IMPROVEMENTS		X		X		X
B	MIAMI-DADE COUNTY INDUSTRIAL DEVELOPMENT A	59-1662816	NONE	12/06/17	12000000.	FUND CAPITAL IMPROVEMENTS		X		X		X
C												
D												

Part II Proceeds

		A	B	C	D
1	Amount of bonds retired				
2	Amount of bonds legally defeased				
3	Total proceeds of issue	44,375,567.	12,000,000.		
4	Gross proceeds in reserve funds	2,805,931.			
5	Capitalized interest from proceeds				
6	Proceeds in refunding escrows				
7	Issuance costs from proceeds	885,564.			
8	Credit enhancement from proceeds				
9	Working capital expenditures from proceeds				
10	Capital expenditures from proceeds	44,375,567.	12,000,000.		
11	Other spent proceeds				
12	Other unspent proceeds				
13	Year of substantial completion				

		A Yes	A No	B Yes	B No	C Yes	C No	D Yes	D No
14	Were the bonds issued as part of a refunding issue of tax-exempt bonds (or, if issued prior to 2018, a current refunding issue)?		X		X				
15	Were the bonds issued as part of a refunding issue of taxable bonds (or, if issued prior to 2018, an advance refunding issue)?		X		X				
16	Has the final allocation of proceeds been made?	X		X					
17	Does the organization maintain adequate books and records to support the final allocation of proceeds?	X		X					

Part III Private Business Use

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Was the organization a partner in a partnership, or a member of an LLC, which owned property financed by tax-exempt bonds?								
2 Are there any lease arrangements that may result in private business use of bond-financed property?								
3a Are there any management or service contracts that may result in private business use of bond-financed property?								
b If "Yes" to line 3a, does the organization routinely engage bond counsel or other outside counsel to review any management or service contracts relating to the financed property?								
c Are there any research agreements that may result in private business use of bond-financed property?								
d If "Yes" to line 3c, does the organization routinely engage bond counsel or other outside counsel to review any research agreements relating to the financed property?								
4 Enter the percentage of financed property used in a private business use by entities other than a section 501(c)(3) organization or a state or local government ▶	%		%		%		%	
5 Enter the percentage of financed property used in a private business use as a result of unrelated trade or business activity carried on by your organization, another section 501(c)(3) organization, or a state or local government ▶	%		%		%		%	
6 Total of lines 4 and 5	%		%		%		%	
7 Does the bond issue meet the private security or payment test?								
8a Has there been a sale or disposition of any of the bond-financed property to a non-governmental person other than a 501(c)(3) organization since the bonds were issued?								
b If "Yes" to line 8a, enter the percentage of bond-financed property sold or disposed of	%		%		%		%	
c If "Yes" to line 8a, was any remedial action taken pursuant to Regulations sections 1.141-12 and 1.145-2?								
9 Has the organization established written procedures to ensure that all nonqualified bonds of the issue are remediated in accordance with the requirements under Regulations sections 1.141-12 and 1.145-2?								

Part IV Arbitrage

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Has the issuer filed Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty in Lieu of Arbitrage Rebate?		X		X				
2 If "No" to line 1, did the following apply?								
a Rebate not due yet?		X		X				
b Exception to rebate?	X		X					
c No rebate due?		X		X				
If "Yes" to line 2c, provide in Part VI the date the rebate computation was performed								
3 Is the bond issue a variable rate issue?		X		X				

Part IV Arbitrage *(continued)*

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
4a Has the organization or the governmental issuer entered into a qualified hedge with respect to the bond issue?		X		X				
b Name of provider								
c Term of hedge								
d Was the hedge superintegrated?								
e Was the hedge terminated?								
5a Were gross proceeds invested in a guaranteed investment contract (GIC)?		X		X				
b Name of provider								
c Term of GIC								
d Was the regulatory safe harbor for establishing the fair market value of the GIC satisfied?								
6 Were any gross proceeds invested beyond an available temporary period?		X		X				
7 Has the organization established written procedures to monitor the requirements of section 148?	X		X					

Part V Procedures To Undertake Corrective Action

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
Has the organization established written procedures to ensure that violations of federal tax requirements are timely identified and corrected through the voluntary closing agreement program if self-remediation isn't available under applicable regulations?	X		X					

Part VI Supplemental Information. Provide additional information for responses to questions on Schedule K. See instructions.

SCHEDULE K, PART I, BOND ISSUES:
(A) ISSUER NAME: ARLINGON HIGHER EDUCATION FINANCE CORPORATION

(A) ISSUER NAME: MIAMI-DADE COUNTY INDUSTRIAL DEVELOPMENT AUTHORITY

SCHEDULE O
(Form 990)

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 Form 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

PALM BEACH COUNTY, DUVAL COUNTY, ST. LUCIE COUNTY, AND TEXAS STATE BOARD OF EDUCATION. SOMERSET ACADEMY, INC. IS DEDICATED TO PROVIDING EQUITABLE, HIGH-QUALITY EDUCATION FOR ALL STUDENTS, AND PROMOTES A CULTURE THAT MAXIMIZES STUDENT ACHIEVEMENT AND FOSTERS THE DEVELOPMENT OF ACCOUNTABLE, 21ST CENTURY LEARNERS IN A SAFE AND ENRICHING ENVIRONMENT.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

STUDENTS, AND PROMOTES A CULTURE THAT MAXIMIZES STUDENT ACHIEVEMENT AND FOSTERS THE DEVELOPMENT OF ACCOUNTABLE, 21ST CENTURY LEARNERS IN A SAFE AND ENRICHING ENVIRONMENT.

FORM 990, PART VI, SECTION A, LINE 3:

ACADEMICA DADE LLC, ACADEMICA BROWARD LLC,AND ACADEMICA SOUTHWEST LLC, EDUCATIONAL SERVICE AND SUPPORT PROVIDER COMPANIES, PROVIDE PROFESSIONAL SERVICES AND RELATED SUPPORT TO PUBLIC CHARTER SCHOOLS, INCLUDING, BUT NOT LIMITED TO, ACADEMIC SUPPORT, FACILITY DEVELOPMENT AND 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 SUBMITTING TO INTERNAL REVENUE SERVICE.

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

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 OF OFFICERS OR KEY EMPLOYEES, THE ORGANIZATION REVIEWS THE OFFICER'S CONTRACT, BUDGET, AND PERFORMANCE.

FORM 990, PART VI, SECTION C, LINE 18:

THIS INFORMATION IS AVAILABLE TO THE PUBLIC VIA WWW.GUIDESTAR.ORG.

FORM 990, PART VI, SECTION C, LINE 19:

THIS INFORMATION IS AVAILABLE UPON REQUEST.

FORM 990, PART IX, LINE 24E, ALL OTHER FUNCTIONAL EXPENSES:

WORKBOOKS & LICENSES:

PROGRAM SERVICE EXPENSES	5,521,280.
MANAGEMENT AND GENERAL EXPENSES	132,069.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	5,653,349.

REPAIRS & MAINTENANCE:

PROGRAM SERVICE EXPENSES	5,262,770.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	5,262,770.

AFTERCARE EXPENSES:

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

PROGRAM SERVICE EXPENSES	4,919,290.
MANAGEMENT AND GENERAL EXPENSES	6,129.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	4,925,419.
ADMINISTRATIVE FEE:	
PROGRAM SERVICE EXPENSES	14,996.
MANAGEMENT AND GENERAL EXPENSES	3,807,698.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	3,822,694.
COMPUTER HARDWARE UNDER DMSH:	
PROGRAM SERVICE EXPENSES	3,162,262.
MANAGEMENT AND GENERAL EXPENSES	9,662.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	3,171,924.
PRE K EXPENSE:	
PROGRAM SERVICE EXPENSES	2,738,927.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	2,738,927.
OTHER PURCHASED SERVICES:	
PROGRAM SERVICE EXPENSES	2,212,966.
MANAGEMENT AND GENERAL EXPENSES	175,226.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	2,388,192.

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

CLEANING/JANITORIAL SERVICES:	
PROGRAM SERVICE EXPENSES	1,885,534.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,885,534.
TEXTBOOKS UNDER DMSH:	
PROGRAM SERVICE EXPENSES	1,762,815.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,762,815.
DUES & FEES:	
PROGRAM SERVICE EXPENSES	1,361,671.
MANAGEMENT AND GENERAL EXPENSES	313,458.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,675,129.
FURNITURE, FIXTURES & EQUIPMENT UNDER DMSH:	
PROGRAM SERVICE EXPENSES	878,649.
MANAGEMENT AND GENERAL EXPENSES	28,080.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	906,729.
MISCELLANEOUS EXPENSE:	
PROGRAM SERVICE EXPENSES	321,955.
MANAGEMENT AND GENERAL EXPENSES	446,408.

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	768,363.
AUDIO VISUAL UNDER DMSH:	
PROGRAM SERVICE EXPENSES	216,554.
MANAGEMENT AND GENERAL EXPENSES	14,258.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	230,812.
REMODELING AND RENOVATIONS UNDER DMSH:	
PROGRAM SERVICE EXPENSES	217,390.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	217,390.
ATHLETICS EXPENSE:	
PROGRAM SERVICE EXPENSES	105,117.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	105,117.
PROPERTY TAX:	
PROGRAM SERVICE EXPENSES	8,399.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	8,399.
TOTAL OTHER EXPENSES ON FORM 990, PART IX, LINE 24E, COL A	35,523,563.

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

FORM 990, PART XI, LINE 9, CHANGES IN NET ASSETS:

PROVIDE EXPLANATION -3,178,373.

FORM 990, PART XII, LINE 1, OTHER ACCOUNTING METHOD:

MODIFIED ACCRUAL

SECTION 1.263(A)-1(F) DE MINIMIS SAFE HABOR ELECTION

SOMERSET ACADEMY INC

6340 SUNSET DRIVE

MIAMI, FL 33143

EIN:31-1569428

FOR THE YEAR ENDING JUNE 30, 2022

SOMERSET ACADEMY INC IS MAKING THE MINIMIS SAFE HABOR ELECTION

UNDER REG.SEC.1.263(A)-1(F).

SECTION 1.263(A)-1(N) ELECTION

SOMERSET ACADEMY INC

6340 SUNSET DRIVE

MIAMI, FL 33143

EIN:31-1569428

FOR THE YEAR ENDING JUNE 30, 2022

SOMERSET ACADEMY INC IS ELECTING TO CAPITALIZE REPAIRS AND

MAINTENANCE COSTS UNDER REG.SEC.1.263(A)-1(N).

SCHEDULE R
(Form 990)

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.

▶ Attach to Form 990.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

Part I **Identification of Disregarded Entities.** Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II **Identification of Related Tax-Exempt Organizations.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity? Yes	(g) Section 512(b)(13) controlled entity? No
SOMERSET ACADEMY FOUNDATION, INC - 46-4129017, 20805 JOHNSON ST, PEMBROKE PINES, FL 33029	EDUCATIONAL SUPPORT	FLORIDA	501(C)(3)	LINE 12A, I	NO		X

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) 2021

132161 11-17-21 LHA

Part III **Identification of Related Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) No	(k) Percentage ownership

Part IV **Identification of Related Organizations Taxable as a Corporation or Trust.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity? Yes	(i) No

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.

			Yes	No
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?			
a	Receipt of **(i)** interest, **(ii)** annuities, **(iii)** royalties, or **(iv)** rent from a controlled entity	1a		X
b	Gift, grant, or capital contribution to related organization(s)	1b		X
c	Gift, grant, or capital contribution from related organization(s)	1c		X
d	Loans or loan guarantees to or for related organization(s)	1d	X	
e	Loans or loan guarantees by related organization(s)	1e	X	
f	Dividends from related organization(s)	1f		X
g	Sale of assets to related organization(s)	1g		X
h	Purchase of assets from related organization(s)	1h		X
i	Exchange of assets with related organization(s)	1i		X
j	Lease of facilities, equipment, or other assets to related organization(s)	1j		X
k	Lease of facilities, equipment, or other assets from related organization(s)	1k	X	
l	Performance of services or membership or fundraising solicitations for related organization(s)	1l		X
m	Performance of services or membership or fundraising solicitations by related organization(s)	1m		X
n	Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)	1n		X
o	Sharing of paid employees with related organization(s)	1o		X
p	Reimbursement paid to related organization(s) for expenses	1p		X
q	Reimbursement paid by related organization(s) for expenses	1q		X
r	Other transfer of cash or property to related organization(s)	1r		X
s	Other transfer of cash or property from related organization(s)	1s		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)	SOMERSET ACADEMY FOUNDATION	K	1,535,301.	FAIR MARKET VALUE
(2)	SOMERSET ACADEMY FOUNDATION	D	30,999.	FAIR MARKET VALUE
(3)	SOMERSET ACADEMY FOUNDATION	E	4,682,082.	FAIR MARKET VALUE
(4)				
(5)				
(6)				

Part VI **Unrelated Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners sec. 501(c)(3) orgs.? Yes	(e) No	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) No	(k) Percentage ownership

Part VII Supplemental Information

Provide additional information for responses to questions on Schedule R. See instructions.

Form **4562**

Department of the Treasury
Internal Revenue Service (99)

Depreciation and Amortization
(Including Information on Listed Property) 990

▶ Attach to your tax return.

▶ Go to www.irs.gov/Form4562 for instructions and the latest information.

OMB No. 1545-0172

2021

Attachment Sequence No. **179**

Name(s) shown on return	Business or activity to which this form relates	Identifying number
SOMERSET ACADEMY, INC.	FORM 990 PAGE 10	31-1569428

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	1,050,000.
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	2,620,000.
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	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 2020 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 2022. 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)	16	9,643,712.

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 2021	17	
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 ▶ ☐		

Section B - Assets Placed in Service During 2021 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 2021 Tax Year Using the Alternative Depreciation System

20a	Class life					S/L	
b	12-year			12 yrs.		S/L	
c	30-year	/		30 yrs.	MM	S/L	
d	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	9,643,712.
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, 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	
30 Total business/investment miles driven during the year (**don't** 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												
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
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 **aren't** 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," don't 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 2021 tax year:					
43 Amortization of costs that began before your 2021 tax year				43	
44 **Total.** Add amounts in column (f). See the instructions for where to report				44	

EXTENDED TO MAY 15, 2025

Return of Organization Exempt From Income Tax

Form **990**

Department of the Treasury
Internal Revenue Service

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

A For the 2023 calendar year, or tax year beginning JUL 1, 2023 and ending JUN 30, 2024

B Check if applicable:
- [ ] Address change
- [ ] Name change
- [ ] Initial return
- [ ] Final return/ termin-ated
- [ ] Amended return
- [ ] Applica-tion pending

C Name of organization
SOMERSET 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: TODD GERMAN
SAME AS C ABOVE

D Employer identification number
31-1569428

E Telephone number
305-669-2906

G Gross receipts $ 498,370,221.

H(a) Is this a group return for subordinates? [ ] Yes [X] No

H(b) Are all subordinates included? [ ] Yes [ ] No
If "No," attach a list. See instructions

H(c) Group exemption number

I Tax-exempt status: [X] 501(c)(3) [ ] 501(c) ( ) (insert no.) [ ] 4947(a)(1) or [ ] 527

J Website: WWW.SOMERSETACADEMYSCHOOLS.COM

K Form of organization: [X] Corporation [ ] Trust [ ] Association [ ] Other

L Year of formation: 1997

M State of legal domicile: FL

Part I Summary

1 Briefly describe the organization's mission or most significant activities: ESTABLISHED AS CHARTER SCHOOL OPERATOR IN DISTRICT SCHOOL BOARDS OF MIAMI-DADE, BROWARD COUNTY,

2 Check this box [ ] 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 2023 (Part V, line 2a)	5	4190
6	Total number of volunteers (estimate if necessary)	6	6919
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	343,078,830.	451,103,972.
9	Program service revenue (Part VIII, line 2g)	25,346,401.	26,668,525.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	2,637,490.	10,634,011.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	1,078,251.	9,963,713.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	372,140,972.	498,370,221.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	80,000.	0.
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)	184,253,202.	200,600,952.
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)	170,931,994.	178,006,606.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	355,265,196.	378,607,558.
19	Revenue less expenses. Subtract line 18 from line 12	16,875,776.	119,762,663.

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	546,057,670.	640,918,206.
21	Total liabilities (Part X, line 26)	424,978,816.	400,076,689.
22	Net assets or fund balances. Subtract line 21 from line 20	121,078,854.	240,841,517.

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 — Date

TODD GERMAN, BOARD CHAIR
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name: LEONARDO D. GRAVIER | Preparer's signature | Date: 2/21/25 | Check if self-employed [ ] | PTIN: P00368983

Firm's name: HLB GRAVIER, LLP | Firm's EIN: 20-4946415

Firm's address: 4000 PONCE DE LEON BLVD SUITE 610
CORAL GABLES, FL 33146 | Phone no. 305 446 3022

May the IRS discuss this return with the preparer shown above? See instructions [X] Yes [ ] No

SEE SCHEDULE O FOR ORGANIZATION MISSION STATEMENT CONTINUATION

Part III Statement of Program Service Accomplishments

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

1 Briefly describe the organization's mission:
ESTABLISHED AS CHARTER SCHOOL OPERATOR IN DISTRICT SCHOOL BOARDS OF MIAMI-DADE, BROWARD COUNTY, PALM BEACH COUNTY, DUVAL COUNTY, ST. LUCIE COUNTY, AND TEXAS STATE BOARD OF EDUCATION. SOMERSET ACADEMY, INC. IS DEDICATED TO PROVIDING EQUITABLE, HIGH-QUALITY EDUCATION FOR ALL

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
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ..... ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

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 $ 340,664,271. including grants of $ _____) (Revenue $ 47,266,249.)
PROVIDES EDUCATION FOR CHILDREN FROM PRE-KINDERGARTEN THROUGH TWELFTH GRADE. FOR THE FISCAL YEAR ENDED JUNE 30, 2024 32,050 STUDENTS WERE ENROLLED.

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

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

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

4e Total program service expenses 340,664,271.

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)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		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? *If "Yes," complete Schedule C, Part II*	4		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 Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		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? *If "Yes," complete Schedule D, Part I*	6		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? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		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? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		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? *If "Yes," complete Schedule D, Part VI*	11a	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? *If "Yes," complete Schedule D, Part VII*	11b		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? *If "Yes," complete Schedule D, Part VIII*	11c		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? *If "Yes," complete Schedule D, Part IX*	11d	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	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)? *If "Yes," complete Schedule D, Part X*	11f		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a		X
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b	X	
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		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? *If "Yes," complete Schedule F, Parts I and IV*	14b		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? *If "Yes," complete Schedule F, Parts II and IV*	15		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? *If "Yes," complete Schedule F, Parts III and IV*	16		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? *If "Yes," complete Schedule G, Part I.* See instructions	17		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? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
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*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
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*	22		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*	23	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*	24a	X	
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		X
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?	24c		X
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		X
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*	25a		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*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties? (See the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in noncash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		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*	32		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*	33		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*	34	X	
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		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*	35b		
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*	36		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*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	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 ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	509		
b	Enter the number of Forms W-2G included on 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		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
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 4190			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on 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)?	4a		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?	5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		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?	6a		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?	7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		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 on Schedule O*	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	15		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16		X
17	**Section 501(c)(21) organizations.** Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	17		

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 on 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

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	5		
	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 on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	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?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3		X	
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			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?	7a			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?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b		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 on Schedule O*	9			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?	10a		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?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on 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*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	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	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process on 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?	16a		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?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed NONE

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, 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 on Schedule O)*

19 Describe on 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 the 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, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) 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.

See the instructions for the order in which to list the persons above.

☐ 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/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(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) BERNARDO MONTERO PRESIDENT	40.00			X				238,303.	0.	0.
(2) KERRI ANN EMPLOYEE	40.00					X		215,708.	0.	0.
(3) SUZETTE RUIZ VICE-PRESIDENT	2.00			X				203,292.	0.	0.
(4) PRIETO, ALEXANDRA EMPLOYEE	40.00					X		161,093.	0.	0.
(5) ERIKA RAINS EMPLOYEE	40.00					X		160,886.	0.	0.
(6) DONYALE MCGHEE EMPLOYEE	40.00					X		158,778.	0.	0.
(7) DINA MILLER EMPLOYEE	40.00					X		148,992.	0.	0.
(8) ATHENA GUILLEN EMPLOYEE	40.00					X		145,416.	0.	0.
(9) WILLIAMS OLATUNJI EMPLOYEE	40.00					X		142,298.	0.	0.
(10) DENNIS MULROONEY EMPLOYEE	40.00					X		139,679.	0.	0.
(11) GEORGE GROEZINGER EMPLOYEE	40.00					X		136,567.	0.	0.
(12) CASTRO, GEYLER HERRERA EMPLOYEE	40.00					X		136,130.	0.	0.
(13) SAILI HERNANDEZ EMPLOYEE	40.00					X		132,658.	0.	0.
(14) JESSICA MESA EMPLOYEE	40.00					X		126,166.	0.	0.
(15) MARY STUART EMPLOYEE	40.00					X		124,044.	0.	0.
(16) COSIO, LAYDA EMPLOYEE	40.00					X		120,673.	0.	0.
(17) IBER, KARINA EMPLOYEE	40.00					X		117,983.	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/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(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) CHRISTINA BOVO-CAMUS	40.00									
EMPLOYEE						X		116,947.	0.	0.
(19) SONIA ANDREU	40.00									
EMPLOYEE						X		116,768.	0.	0.
(20) CANAS, MARIA CRISTINA	40.00									
EMPLOYEE						X		116,027.	0.	0.
(21) CAMPBELL, MARGARET	40.00									
EMPLOYEE						X		115,553.	0.	0.
(22) TREDOR, TIMOTHY	40.00									
EMPLOYEE						X		115,448.	0.	0.
(23) MICHAEL AMENDOLA	40.00									
EMPLOYEE						X		112,945.	0.	0.
(24) ROACH, JOANN	40.00									
EMPLOYEE						X		112,924.	0.	0.
(25) MORFA, CARIDAD	40.00									
EMPLOYEE						X		112,870.	0.	0.
(26) LISA ALAMO	40.00									
EMPLOYEE						X		111,028.	0.	0.
1b **Subtotal**								3,639,176.	0.	0.
c **Total from continuation sheets to Part VII, Section A**								2,405,542.	0.	0.
d **Total (add lines 1b and 1c)**								6,044,718.	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 49

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		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*	4	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*	5		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 SUNSET DRIVE, MIAMI, FL 33173	PAYROLL PROVIDER	169,618,434.
ACADEMICA BROWARD, LLC ACADEMICA BROWARD, LLC, MIAMI, FL 33143	EDUCATIONAL SUPPORT PROVIDER	10,268,876.
ACADEMICA DADE, LLC 6340 SUNSET DRIVE, MIAMI, FL 33143	EDUCATIONAL SUPPORT PROVIDER	5,970,357.
CHENEY BROTHERS, INC. 1 CHENEY WAY, RIVIERA BEACH, FL 33404	FOOD PROVIDER	5,688,347.
IT SAWY, LLC PO BOX 3296 GLEN ELLYN, ILLINOIS, IL 60138	IT SERVICES PROVIDER	4,848,294.

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 145

SEE PART VII, SECTION A CONTINUATION SHEETS

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 (check all that apply)						(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			
(27) SANCHEZ, JULIE EMPLOYEE	40.00					X		110,520.	0.	0.
(28) SAURI, ELIZABETH EMPLOYEE	40.00					X		108,787.	0.	0.
(29) LISA KLEIN EMPLOYEE	40.00					X		107,840.	0.	0.
(30) STEWART, CHRISTINE EMPLOYEE	40.00					X		107,806.	0.	0.
(31) LISA SANTIAGO EMPLOYEE	40.00					X		107,510.	0.	0.
(32) THOMAS ROMPELLA EMPLOYEE	40.00					X		107,033.	0.	0.
(33) TOKAN, ASHLEY EMPLOYEE	40.00					X		106,014.	0.	0.
(34) MENENDEZ, MAGALY EMPLOYEE	40.00					X		105,940.	0.	0.
(35) MACIAS, LAKISHA ESTHER EMPLOYEE	40.00					X		105,906.	0.	0.
(36) RUSSO, L EMPLOYEE	40.00					X		105,732.	0.	0.
(37) FYE, SARAH EMPLOYEE	40.00					X		105,625.	0.	0.
(38) BOITEUX, PATRICIA EMPLOYEE	40.00					X		105,467.	0.	0.
(39) CHAVEZ, AIMEE EMPLOYEE	40.00					X		104,804.	0.	0.
(40) HEIT, KRISTINA EMPLOYEE	40.00					X		103,514.	0.	0.
(41) CARDOSO, CHRISTIE EMPLOYEE	40.00					X		102,952.	0.	0.
(42) PESTANA, DANAI EMPLOYEE	40.00					X		102,917.	0.	0.
(43) GARCIA, JENNIFER EMPLOYEE	40.00					X		101,851.	0.	0.
(44) GARCIA, JACQUELINE EMPLOYEE	40.00					X		101,254.	0.	0.
(45) GREENBERG, GAYLE EMPLOYEE	40.00					X		101,203.	0.	0.
(46) SANTANA, MARTHA EMPLOYEE	40.00					X		101,140.	0.	0.
Total to Part VII, Section A, line 1c										

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 (check all that apply)						(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			
(47) DUARTE, VIVIAN	40.00									
EMPLOYEE						X		100,917.	0.	0.
(48) ANDRADE, CAROLYN	40.00									
EMPLOYEE						X		100,433.	0.	0.
(49) SOCAS, CRISTINA	40.00									
EMPLOYEE						X		100,377.	0.	0.
(50) TODD GERMAN	2.00									
DIR,CHAIRMAN,TREASURE		X		X				0.	0.	0.
(51) ANA DIAZ	2.00									
DIR, SECRETARY, VICEC		X		X				0.	0.	0.
(52) BRIAN MATTHEW COX	2.00									
DIRECTOR		X						0.	0.	0.
(53) DAVID CONCEPCION	2.00									
DIRECTOR		X						0.	0.	0.
(54) TAYLOR SMITH	2.00									
DIRECTOR		X						0.	0.	0.
Total to Part VII, Section A, line 1c								2,405,542.		

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	1a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e	449,983,596.			
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	1,120,376.			
	g	Noncash contributions included in lines 1a-1f	1g	$			
	h	**Total.** Add lines 1a-1f			451103972.		
Program Service Revenue			Business Code				
	2a	PROGRAM SVCS: INSTRUCTION SERVICE	611710		17,276,468.	17276468.	
	b	PROGRAM SVCS: COMMUNITY SERVICES	611710		5,268,960.	5,268,960.	
	c	PROGRAM SVCS: LUNCH FEES	611710		1,605,933.	1,605,933.	
	d	PROGRAM SVCS: VIRTUAL FEES	611710		1,257,938.	1,257,938.	
	e	PROGRAM SVCS: E RATE REBATE	611710		681,148.	681,148.	
	f	All other program service revenue	611710		578,078.	578,078.	
	g	**Total.** Add lines 2a-2f			26,668,525.		
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)			10,634,011.	10634011.	
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
				(i) Real	(ii) Personal		
	6a	Gross rents	6a				
	b	Less: rental expenses	6b				
	c	Rental income or (loss)	6c				
	d	Net rental income or (loss)					
				(i) Securities	(ii) Other		
	7a	Gross amount from sales of assets other than inventory	7a				
	b	Less: cost or other basis and sales expenses	7b				
	c	Gain or (loss)	7c				
	d	Net gain or (loss)					
	8a	Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	8a				
	b	Less: direct expenses	8b				
	c	Net income or (loss) from fundraising events					
	9a	Gross income from gaming activities. See Part IV, line 19	9a				
	b	Less: direct expenses	9b				
	c	Net income or (loss) from gaming activities					
	10a	Gross sales of inventory, less returns and allowances	10a				
	b	Less: cost of goods sold	10b				
	c	Net income or (loss) from sales of inventory					
Miscellaneous Revenue			Business Code				
	11a	RIGHT OF USE ADJUSTMENT	611710	9,716,398.	9,716,398.		
	b	OTHER INCOME	611710	247,315.	247,315.		
	c						
	d	All other revenue					
	e	**Total.** Add lines 11a-11d		9,963,713.			
	12	**Total revenue.** See instructions		498370221.	47266249.	0.	0.

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 X

	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	167,507,372.	147,193,213.	20,314,159.	
8	Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	4,818,826.	4,158,767.	660,059.	
9	Other employee benefits	28,274,754.	24,753,254.	3,521,500.	
10	Payroll taxes				
11	Fees for services (nonemployees):				
a	Management	14,054,914.	9,403,214.	4,651,700.	
b	Legal	397,966.	59,405.	338,561.	
c	Accounting	683,460.		683,460.	
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.)	14,361,882.	14,216,145.	145,737.	
12	Advertising and promotion	204,174.	204,174.		
13	Office expenses				
14	Information technology	1,819,671.	1,815,714.	3,957.	
15	Royalties				
16	Occupancy	54,846,229.	54,623,661.	222,568.	
17	Travel	487,326.	444,621.	42,705.	
18	Payments of travel or entertainment expenses for any federal, state, or local public officials				
19	Conferences, conventions, and meetings				
20	Interest	2,431,552.	2,377,442.	54,110.	
21	Payments to affiliates				
22	Depreciation, depletion, and amortization	9,391,675.	9,088,606.	303,069.	
23	Insurance	4,006,605.	3,990,030.	16,575.	
24	Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a	COMMUNITY ENRICHMENT AC	9,322,737.	9,322,737.		
b	AFTERCARE EXPENSES	8,726,187.	8,726,187.		
c	STUDENT LUNCH EXPENSES	7,952,856.	7,947,373.	5,483.	
d	PUBLIC UTILITY SERVICE	7,328,394.	7,326,029.	2,365.	
e	All other expenses SEE SCH O	41,990,978.	35,013,699.	6,977,279.	
25	**Total functional expenses.** Add lines 1 through 24e	378,607,558.	340,664,271.	37,943,287.	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	99,036,562.	1	178,639,884.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net		3	
	4	Accounts receivable, net	946,043.	4	257,764.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	5,656,606.	9	3,244,972.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 132,688,123.			
	b	Less: accumulated depreciation — 10b: 49,531,506.	82,398,770.	10c	83,156,617.
	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	358,019,689.	15	375,618,969.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	546,057,670.	16	640,918,206.
Liabilities	17	Accounts payable and accrued expenses	18,134,343.	17	17,881,749.
	18	Grants payable		18	
	19	Deferred revenue	4,271,738.	19	840,797.
	20	Tax-exempt bond liabilities	51,224,241.	20	50,100,161.
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties	2,589,793.	23	1,574,217.
	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	348,758,701.	25	329,679,765.
	26	**Total liabilities.** Add lines 17 through 25	424,978,816.	26	400,076,689.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here** ☒ **and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions	109,917,106.	27	220,106,337.
	28	Net assets with donor restrictions	11,161,748.	28	20,735,180.
		Organizations that do not follow FASB ASC 958, check here ☐ **and complete lines 29 through 33.**			
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
	32	Total net assets or fund balances	121,078,854.	32	240,841,517.
	33	Total liabilities and net assets/fund balances	546,057,670.	33	640,918,206.

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	498,370,221.
2	Total expenses (must equal Part IX, column (A), line 25)	2	378,607,558.
3	Revenue less expenses. Subtract line 2 from line 1	3	119,762,663.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	121,078,854.
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 on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	240,841,517.

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: ☐ Cash ☐ Accrual ☒ Other SEE SCH O If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		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: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	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: ☐ Separate basis ☐ Consolidated basis ☒ 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?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on 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 Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	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 on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A (Form 990)

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.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization	Employer identification number
SOMERSET ACADEMY, INC.	31-1569428

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 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
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 on 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 .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
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) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(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) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(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 5 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 2023 (line 6, column (f), divided by line 11, column (f)) 14 %

15 Public support percentage from 2022 Schedule A, Part II, line 14 15 %

16a **33 1/3% support test - 2023.** 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 - 2022.** 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 - 2023.** 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 - 2022.** 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 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) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(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) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(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 on 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 5 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 2023 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2022 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2023** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2022** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2023.** 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 - 2022.** 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 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, 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.*	1		
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).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
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.*	3b		
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.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
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.*	4b		
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.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c 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).*	5a		
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?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
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.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as 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).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
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.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on 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.**	9c		
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 line 10b below.*	10a		
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.)*	10b		

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 on lines 11b and 11c below, the governing body of a supported organization?	11a		
b	A family member of a person described on line 11a above?	11b		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, 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 officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
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.*	2		

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).*	1		

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?	1		
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).*	2		
3	By reason of the relationship described on line 2, above, 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.*	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 governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b 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.*	2a		
b	Did the activities described on line 2a, above, 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.*	2b		
3	Parent of Supported Organizations. **Answer lines 3a and 3b 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? *If "Yes" or "No" provide details in* **Part VI.**	3a		
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.*	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 0.015 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 0.035.	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 0.85 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 ☐ 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	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6	Other distributions (*describe in* **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9	Distributable amount for 2023 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)		**(i) Excess Distributions**	**(ii) Underdistributions Pre-2023**	**(iii) Distributable Amount for 2023**
1	Distributable amount for 2023 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2023 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2023			
a	From 2018			
b	From 2019			
c	From 2020			
d	From 2021			
e	From 2022			
f	**Total** of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2023 distributable amount			
i	Carryover from 2018 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2023 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2023 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2023, 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 2023. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI.** See instructions.			
7	**Excess distributions carryover to 2024.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2019			
b	Excess from 2020			
c	Excess from 2021			
d	Excess from 2022			
e	Excess from 2023			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B (Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

Attach to Form 990, 990-EZ, or 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

Organization type (check one):

Filers of:	Section:
Form 990 or 990-EZ	[X] 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

[X] 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), 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 (entering "N/A" in column (b) instead of the contributor name and address), 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), 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).

Name of organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

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	SOMERSET ACADEMY ARIZONA, INC 14900 W. VAN BUREN ST GOODYEAR, AZ 85338	$ 150,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	SOMI VIP INC 5876 SW 68TH STREET MIAMI, FL 33143	$ 210,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	SOBAY PTO, INC 9600 SW 97TH AVENUE MIAMI, FL 33176	$ 120,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
4	COLEGIATE PREPARATORY ACADEMY 230 SW 17TH RD MIAMI, FL 33129	$ 200,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
5	SOMERSET ACADEMY FOUNDATION 20805 JOHNSON STREET PEMBROKE PINES, FL 33029	$ 321,300.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

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
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

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

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

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.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization
SOMERSET ACADEMY, INC.

Employer identification number
31-1569428

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? ☐ Yes ☐ 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? ☐ 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).

☐ Preservation of land for public use (for example, 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 on line 2a	2c	
d	Number of conservation easements included on line 2c acquired after July 25, 2006, 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? ☐ Yes ☐ No

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 2d above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

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 FASB 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 FASB 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 FASB 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 make 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 program
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 in 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 Term 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		13,497,282.		13,497,282.
b Buildings		74,523,541.	21,249,254.	53,274,287.
c Leasehold improvements				
d Equipment		39,562,114.	26,341,174.	13,220,940.
e Other		5,105,186.	1,941,078.	3,164,108.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, line 10c, column (B))*				83,156,617.

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, line 12, col. (B))		

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, line 13, col. (B))		

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) DEPOSITS	554,304.
(2) DUE FROM GOVERNMENTAL AGENCIES	36,825,861.
(3) DUE FROM OTHER DIVISIONS OF S.A. INC	5,293,776.
(4) RIGHT OF USE LEASE ASSET	272,569,380.
(5) RIGHT OF USE OPERATING LEASE ASSET	33,021,491.
(6) OTHER LONG TERM ASSETS	27,354,157.
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 15, col. (B))*	375,618,969.

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) ACCRUED RENT PAYABLE	2,285,636.
(3) LEASE LIABILITY SHORT TERM	24,243,519.
(4) LEASE LIABILITY LONG TERM	303,150,610.
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 25, col. (B))*	329,679,765.

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 FASB 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.

1	Total revenue, gains, and other support per audited financial statements			1	498,370,221.
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			
e	Add lines **2a** through **2d**			2e	0.
3	Subtract line **2e** from line **1**			3	498,370,221.
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	498,370,221.

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.

1	Total expenses and losses per audited financial statements			1	378,607,558.
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			
e	Add lines **2a** through **2d**			2e	0.
3	Subtract line **2e** from line **1**			3	378,607,558.
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	378,607,558.

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.

SCHEDULE E (Form 990)

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.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

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?	1	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?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or 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	3	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?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b		X
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
	THIS SCHOOL DOES NOT OFFER SCHOLARSHIPS AND/OR FINANCIAL ASSISTANCE TO ANY STUDENTS.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		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?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	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, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain on Part II	7	X	

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. See instructions.

LINE 3 - EXPLANATION OF NONDISCRIMINATION POLICY:

EXPLANATION: A NON-DISCRIMATORY STATEMENT IS INCLUDED IN REGISTRATION PACKETS, SCHOOL WEBSITES, EMPLOYEE HANDBOOKS, AND OTHER DISTRUBUTED 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 THE LOCAL NEWSPAPER AND TV STATIONS.

SCHEDULE E, LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THIS ORGANIZATION RECEIVES GOVERNMENT GRANTS THAT ALLOW IT TO PROVIDE A QUALITY EDUCATION TO ITS STUDENTS.

SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

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.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

Part I Questions Regarding Compensation

		Yes	No
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.		
	☐ First-class or charter travel ☐ Housing allowance or residence for personal use		
	☐ Travel for companions ☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments ☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account ☐ 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 1b		
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? 2		
3	Indicate which, if any, of the following the 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.		
	☐ Compensation committee ☒ Written employment contract		
	☐ Independent compensation consultant ☐ Compensation survey or study		
	☐ Form 990 of other organizations ☒ 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? 4a		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan? 4b		X
c	Participate in or receive payment from an equity-based compensation arrangement? 4c		X
	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? 5a		X
b	Any related organization? 5b		X
	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? 6a		X
b	Any related organization? 6b		X
	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 7		X
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 8		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)? 9		

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) BERNARDO MONTERO	(i)	238,303.	0.	0.	0.	0.	238,303.	0.
PRESIDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) KERRI ANN	(i)	215,708.	0.	0.	0.	0.	215,708.	0.
EMPLOYEE	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) SUZETTE RUIZ	(i)	203,292.	0.	0.	0.	0.	203,292.	0.
VICE-PRESIDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(4) PRIETO, ALEXANDRA	(i)	161,093.	0.	0.	0.	0.	161,093.	0.
EMPLOYEE	(ii)	0.	0.	0.	0.	0.	0.	0.
(5) ERIKA RAINS	(i)	160,886.	0.	0.	0.	0.	160,886.	0.
EMPLOYEE	(ii)	0.	0.	0.	0.	0.	0.	0.
(6) DONYALE MCGHEE	(i)	158,778.	0.	0.	0.	0.	158,778.	0.
EMPLOYEE	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
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	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE K (Form 990)
Department of the Treasury
Internal Revenue Service

Supplemental Information on Tax-Exempt Bonds

Complete if the organization answered "Yes" on Form 990, Part IV, line 24a. Provide descriptions, explanations, and any additional information in Part VI.
Attach to Form 990. Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047
2023
Open to Public Inspection

Name of the organization
SOMERSET ACADEMY, INC.

Employer identification number
31-1569428

Part I Bond Issues SEE PART VI FOR COLUMN (A) CONTINUATIONS

	(a) Issuer name	(b) Issuer EIN	(c) CUSIP #	(d) Date issued	(e) Issue price	(f) Description of purpose	(g) Defeased		(h) On behalf of issuer		(i) Pooled financing	
							Yes	No	Yes	No	Yes	No
A	ARLINGON HIGHER EDUCATION FINANCE CORPOR	27-3906171	NONE	04/19/21	44375567.	FUND CAPITAL IMPROVEMENTS		X		X		X
B	MIAMI-DADE COUNTY INDUSTRIAL DEVELOPMENT A	59-1662816	NONE	12/06/17	12000000.	FUND CAPITAL IMPROVEMENTS		X		X		X
C												
D												

Part II Proceeds

		A	B	C	D
1	Amount of bonds retired				
2	Amount of bonds legally defeased				
3	Total proceeds of issue	44,375,567.	12,000,000.		
4	Gross proceeds in reserve funds	2,805,931.			
5	Capitalized interest from proceeds				
6	Proceeds in refunding escrows				
7	Issuance costs from proceeds	885,564.			
8	Credit enhancement from proceeds				
9	Working capital expenditures from proceeds				
10	Capital expenditures from proceeds	44,375,567.	12,000,000.		
11	Other spent proceeds				
12	Other unspent proceeds				
13	Year of substantial completion				

		A		B		C		D	
		Yes	No	Yes	No	Yes	No	Yes	No
14	Were the bonds issued as part of a refunding issue of tax-exempt bonds (or, if issued prior to 2018, a current refunding issue)?		X		X				
15	Were the bonds issued as part of a refunding issue of taxable bonds (or, if issued prior to 2018, an advance refunding issue)?		X		X				
16	Has the final allocation of proceeds been made?	X		X					
17	Does the organization maintain adequate books and records to support the final allocation of proceeds?	X		X					

Part III Private Business Use

		A		B		C		D	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Was the organization a partner in a partnership, or a member of an LLC, which owned property financed by tax-exempt bonds?								
2	Are there any lease arrangements that may result in private business use of bond-financed property?								
3a	Are there any management or service contracts that may result in private business use of bond-financed property?								
b	If "Yes" to line 3a, does the organization routinely engage bond counsel or other outside counsel to review any management or service contracts relating to the financed property?								
c	Are there any research agreements that may result in private business use of bond-financed property?								
d	If "Yes" to line 3c, does the organization routinely engage bond counsel or other outside counsel to review any research agreements relating to the financed property?								
4	Enter the percentage of financed property used in a private business use by entities other than a section 501(c)(3) organization or a state or local government	%		%		%		%	
5	Enter the percentage of financed property used in a private business use as a result of unrelated trade or business activity carried on by your organization, another section 501(c)(3) organization, or a state or local government	%		%		%		%	
6	Total of lines 4 and 5	%		%		%		%	
7	Does the bond issue meet the private security or payment test?								
8a	Has there been a sale or disposition of any of the bond-financed property to a non-governmental person other than a 501(c)(3) organization since the bonds were issued?								
b	If "Yes" to line 8a, enter the percentage of bond-financed property sold or disposed of	%		%		%		%	
c	If "Yes" to line 8a, was any remedial action taken pursuant to Regulations sections 1.141-12 and 1.145-2?								
9	Has the organization established written procedures to ensure that all nonqualified bonds of the issue are remediated in accordance with the requirements under Regulations sections 1.141-12 and 1.145-2?								

Part IV Arbitrage

		A		B		C		D	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Has the issuer filed Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty in Lieu of Arbitrage Rebate?		X		X				
2	If "No" to line 1, did the following apply?								
a	Rebate not due yet?		X		X				
b	Exception to rebate?	X		X					
c	No rebate due?		X		X				
	If "Yes" to line 2c, provide in Part VI the date the rebate computation was performed								
3	Is the bond issue a variable rate issue?		X		X				

Part IV Arbitrage *(continued)*

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
4a Has the organization or the governmental issuer entered into a qualified hedge with respect to the bond issue?		X		X				
b Name of provider								
c Term of hedge								
d Was the hedge superintegrated?								
e Was the hedge terminated?								
5a Were gross proceeds invested in a guaranteed investment contract (GIC)?		X		X				
b Name of provider								
c Term of GIC								
d Was the regulatory safe harbor for establishing the fair market value of the GIC satisfied?								
6 Were any gross proceeds invested beyond an available temporary period?		X		X				
7 Has the organization established written procedures to monitor the requirements of section 148?	X		X					

Part V Procedures To Undertake Corrective Action

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
Has the organization established written procedures to ensure that violations of federal tax requirements are timely identified and corrected through the voluntary closing agreement program if self-remediation isn't available under applicable regulations?	X		X					

Part VI Supplemental Information. Provide additional information for responses to questions on Schedule K. See instructions.

SCHEDULE K, PART I, BOND ISSUES:
(A) ISSUER NAME: ARLINGON HIGHER EDUCATION FINANCE CORPORATION

(A) ISSUER NAME: MIAMI-DADE COUNTY INDUSTRIAL DEVELOPMENT AUTHORITY

SCHEDULE O (Form 990)

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 Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

PALM BEACH COUNTY, DUVAL COUNTY, ST. LUCIE COUNTY, AND TEXAS STATE BOARD OF EDUCATION. SOMERSET ACADEMY, INC. IS DEDICATED TO PROVIDING EQUITABLE, HIGH-QUALITY EDUCATION FOR ALL STUDENTS, AND PROMOTES A CULTURE THAT MAXIMIZES STUDENT ACHIEVEMENT AND FOSTERS THE DEVELOPMENT OF ACCOUNTABLE, 21ST CENTURY LEARNERS IN A SAFE AND ENRICHING ENVIRONMENT.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

STUDENTS, AND PROMOTES A CULTURE THAT MAXIMIZES STUDENT ACHIEVEMENT AND FOSTERS THE DEVELOPMENT OF ACCOUNTABLE, 21ST CENTURY LEARNERS IN A SAFE AND ENRICHING ENVIRONMENT.

FORM 990, PART VI, SECTION A, LINE 3:

ACADEMICA DADE LLC, ACADEMICA BROWARD LLC,AND ACADEMICA SOUTHWEST LLC, EDUCATIONAL SERVICE AND SUPPORT PROVIDER COMPANIES, PROVIDE PROFESSIONAL SERVICES AND RELATED SUPPORT TO PUBLIC CHARTER SCHOOLS, INCLUDING, BUT NOT LIMITED TO, ACADEMIC SUPPORT, FACILITY DEVELOPMENT AND 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 SUBMITTING TO INTERNAL REVENUE SERVICE.

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

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 OF OFFICERS OR KEY EMPLOYEES, THE ORGANIZATION REVIEWS THE OFFICER'S CONTRACT, BUDGET, AND PERFORMANCE.

FORM 990, PART VI, SECTION C, LINE 18:

THIS INFORMATION IS AVAILABLE TO THE PUBLIC VIA WWW.GUIDESTAR.ORG.

FORM 990, PART VI, SECTION C, LINE 19:

THIS INFORMATION IS AVAILABLE UPON REQUEST.

FORM 990, PART IX, LINE 24E, ALL OTHER FUNCTIONAL EXPENSES:

WORKBOOKS & LICENSES:

PROGRAM SERVICE EXPENSES	6,678,649.
MANAGEMENT AND GENERAL EXPENSES	8,335.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	6,686,984.

SUPPLIES:

PROGRAM SERVICE EXPENSES	5,300,776.
MANAGEMENT AND GENERAL EXPENSES	1,306,129.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	6,606,905.

REPAIRS & MAINTENANCE:

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

PROGRAM SERVICE EXPENSES	6,242,560.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	6,242,560.
COMPUTER HARDWARE UNDER DMSH:	
PROGRAM SERVICE EXPENSES	4,249,075.
MANAGEMENT AND GENERAL EXPENSES	7,636.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	4,256,711.
ADMINISTRATIVE FEE:	
PROGRAM SERVICE EXPENSES	0.
MANAGEMENT AND GENERAL EXPENSES	4,068,319.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	4,068,319.
PRE K EXPENSE:	
PROGRAM SERVICE EXPENSES	3,619,712.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	3,619,712.
OTHER PURCHASED SERVICES:	
PROGRAM SERVICE EXPENSES	2,654,342.
MANAGEMENT AND GENERAL EXPENSES	233,269.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	2,887,611.

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

DUES & FEES:	
PROGRAM SERVICE EXPENSES	1,459,611.
MANAGEMENT AND GENERAL EXPENSES	733,734.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	2,193,345.
CLEANING/JANITORIAL SERVICES:	
PROGRAM SERVICE EXPENSES	1,767,840.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,767,840.
MISCELLANEOUS EXPENSE:	
PROGRAM SERVICE EXPENSES	717,899.
MANAGEMENT AND GENERAL EXPENSES	598,530.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,316,429.
FURNITURE, FIXTURES & EQUIPMENT UNDER DMSH:	
PROGRAM SERVICE EXPENSES	1,262,266.
MANAGEMENT AND GENERAL EXPENSES	20,727.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,282,993.
TEXTBOOKS UNDER DMSH:	
PROGRAM SERVICE EXPENSES	771,543.
MANAGEMENT AND GENERAL EXPENSES	0.

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	771,543.
AUDIO VISUAL UNDER DMSH:	
PROGRAM SERVICE EXPENSES	161,574.
MANAGEMENT AND GENERAL EXPENSES	45.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	161,619.
REMODELING AND RENOVATIONS UNDER DMSH:	
PROGRAM SERVICE EXPENSES	85,837.
MANAGEMENT AND GENERAL EXPENSES	555.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	86,392.
ATHLETICS EXPENSE:	
PROGRAM SERVICE EXPENSES	35,375.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	35,375.
PROPERTY TAX:	
PROGRAM SERVICE EXPENSES	6,640.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	6,640.
TOTAL OTHER EXPENSES ON FORM 990, PART IX, LINE 24E, COL A	41,990,978.

Name of the organization: SOMERSET ACADEMY, INC.

Employer identification number: 31-1569428

FORM 990, PART XII, LINE 1, OTHER ACCOUNTING METHOD:

MODIFIED ACCRUAL

SECTION 1.263(A)-1(F) DE MINIMIS SAFE HABOR ELECTION

SOMERSET ACADEMY INC

6340 SUNSET DRIVE

MIAMI, FL 33143

EIN:31-1569428

FOR THE YEAR ENDING JUNE 30, 2024

SOMERSET ACADEMY INC IS MAKING THE MINIMIS SAFE HABOR ELECTION

UNDER REG.SEC.1.263(A)-1(F).

SECTION 1.263(A)-1(N) ELECTION

SOMERSET ACADEMY INC

6340 SUNSET DRIVE

MIAMI, FL 33143

EIN:31-1569428

FOR THE YEAR ENDING JUNE 30, 2024

SOMERSET ACADEMY INC IS ELECTING TO CAPITALIZE REPAIRS AND

MAINTENANCE COSTS UNDER REG.SEC.1.263(A)-1(N).

SCHEDULE R
(Form 990)

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.

Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization

SOMERSET ACADEMY, INC.

Employer identification number

31-1569428

Part I **Identification of Disregarded Entities.** Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II **Identification of Related Tax-Exempt Organizations.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity? Yes	(g) Section 512(b)(13) controlled entity? No
SOMERSET ACADEMY FOUNDATION, INC - 46-4129017, 20805 JOHNSON ST, PEMBROKE PINES, FL 33029	EDUCATIONAL SUPPORT	FLORIDA	501(C)(3)	LINE 12A, I	NO		X

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) 2023

332161 09-28-23 LHA

Part III **Identification of Related Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) No	(k) Percentage ownership

Part IV **Identification of Related Organizations Taxable as a Corporation or Trust.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity? Yes	(i) No

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.

			Yes	No
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?			
a	Receipt of **(i)** interest, **(ii)** annuities, **(iii)** royalties, or **(iv)** rent from a controlled entity	1a		X
b	Gift, grant, or capital contribution to related organization(s)	1b		X
c	Gift, grant, or capital contribution from related organization(s)	1c		X
d	Loans or loan guarantees to or for related organization(s)	1d		X
e	Loans or loan guarantees by related organization(s)	1e	X	
f	Dividends from related organization(s)	1f		X
g	Sale of assets to related organization(s)	1g		X
h	Purchase of assets from related organization(s)	1h		X
i	Exchange of assets with related organization(s)	1i		X
j	Lease of facilities, equipment, or other assets to related organization(s)	1j		X
k	Lease of facilities, equipment, or other assets from related organization(s)	1k	X	
l	Performance of services or membership or fundraising solicitations for related organization(s)	1l		X
m	Performance of services or membership or fundraising solicitations by related organization(s)	1m		X
n	Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)	1n		X
o	Sharing of paid employees with related organization(s)	1o		X
p	Reimbursement paid to related organization(s) for expenses	1p		X
q	Reimbursement paid by related organization(s) for expenses	1q		X
r	Other transfer of cash or property to related organization(s)	1r	X	
s	Other transfer of cash or property from related organization(s)	1s		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)	SOMERSET ACADEMY FOUNDATION	K	2,663,096.	FAIR MARKET VALUE
(2)	SOMERSET ACADEMY FOUNDATION	R	83,522.	FAIR MARKET VALUE
(3)	SOMERSET ACADEMY FOUNDATION	E	9,720.	FAIR MARKET VALUE
(4)				
(5)				
(6)				

Part VI **Unrelated Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners sec. 501(c)(3) orgs.? Yes	(e) No	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) No	(k) Percentage ownership

Part VII Supplemental Information

Provide additional information for responses to questions on Schedule R. See instructions.

Form **4562**

Department of the Treasury
Internal Revenue Service

Depreciation and Amortization
(Including Information on Listed Property) 990

Attach to your tax return.

Go to www.irs.gov/Form4562 for instructions and the latest information.

OMB No. 1545-0172

2023

Attachment Sequence No. **179**

Name(s) shown on return	Business or activity to which this form relates	Identifying number
SOMERSET ACADEMY, INC.	FORM 990 PAGE 10	31-1569428

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	1,160,000.
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	2,890,000.
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	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 2022 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 2024. 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)	16	9,391,675.

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 2023	17	
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 ☐		

Section B - Assets Placed in Service During 2023 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 2023 Tax Year Using the Alternative Depreciation System

20a	Class life					S/L	
b	12-year			12 yrs.		S/L	
c	30-year	/		30 yrs.	MM	S/L	
d	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	9,391,675.
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, 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 1		(b) Vehicle 2		(c) Vehicle 3		(d) Vehicle 4		(e) Vehicle 5		(f) Vehicle 6	
30 Total business/investment miles driven during the year (**don't** 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												
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
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 **aren't** 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," don't 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 2023 tax year:					
43 Amortization of costs that began before your 2023 tax year				**43**	
44 **Total.** Add amounts in column (f). See the instructions for where to report				**44**	

Category	Year 1 (300 students)	Year 2 (400 students)	Year 3 (500 students)	Year 4 (600 students)	Year 5 (600 students)
OPERATIONS					
Enrollment	Enroll 300 students across designated grade levels.	Enroll 400 students across designated grade levels.	Enroll 500 students across designated grade levels.	Enroll 600 students across designated grade levels.	Maintain enrollment at 600 students.
Staffing	Fully staff classrooms and operations to support 300 students; recruit highly qualified teachers.	Hire staff to meet expanded enrollment and retain 85% of staff from Year 1.	Hire staff to meet expanded enrollment and retain 88% of staff from prior year.	Hire staff to meet expanded enrollment and retain 90% of staff from prior year.	Retain 90% of staff annually; conduct ongoing professional development.
Community Outreach	Build relationships with local organizations; launch initial family engagement and volunteer programs.	Expand community partnership programs; increase family engagement opportunities.	Develop new community partnerships; increase participation rates in events and programs.	Strengthen partnerships and expand service learning/community service programs.	Sustain and evaluate outreach programs for impact and improvement.
Lunch Program	Implement and comply with all National School Lunch Program requirements.	Maintain compliance and review program for efficiency.	Maintain compliance; assess participation and satisfaction.	Maintain compliance; adjust program as needed.	Maintain compliance and high participation.
Safety	Create and approve comprehensive campus safety and emergency response plans.	Review and update safety plan; conduct drills and staff training.	Review and update safety plan; address any emerging concerns.	Annual review and update of safety procedures.	Annual review and update of safety procedures.
ACADEMICS					

Category	Year 1 (300 students)	Year 2 (400 students)	Year 3 (500 students)	Year 4 (600 students)	Year 5 (600 students)
Attendance	Maintain student attendance rates at or above 95%.	Maintain student attendance rates at or above 95%.	Maintain student attendance rates at or above 95%.	Maintain student attendance rates at or above 95%.	Maintain student attendance rates at or above 95%.
Reading & Math Proficiency	At least 70% of students achieve proficiency in standardized reading and math assessments.	At least 75% of students achieve proficiency in standardized reading and math assessments.	At least 80% of students achieve proficiency in standardized reading and math assessments.	At least 85% of students achieve proficiency in standardized reading and math assessments.	At least 90% of students achieve proficiency in standardized reading and math assessments.
Learning Gains	Establish baseline proficiency in reading and math for each tested grade (grades 3–5) using standardized assessments.	Increase the % of students in tested grades (3–5) demonstrating proficiency by at least 5 percentage points above baseline.	Increase the % of students in tested grades demonstrating proficiency by an additional 5 percentage points over prior year.	Continue to increase proficiency rates in tested grades by at least 5 percentage points over prior year.	Continue to increase proficiency rates in tested grades by at least 5 percentage points over prior year.
FINANCE					
Budget & Financial Health	Develop a balanced budget and establish a contingency fund.	Increase reserve fund to 2% of annual budget.	Increase reserve fund to 5% of annual budget.	Increase reserve fund to 10% of annual budget.	Increase reserve fund to 20% of annual budget.
Audits & Reviews	Conduct external audit; monthly internal budget reviews; report findings to Board.	Conduct annual audit and monthly reviews; address and resolve findings.	Conduct annual audit and monthly reviews; address and resolve findings.	Conduct annual audit and monthly reviews; address and resolve findings.	Conduct annual audit and monthly reviews; address and resolve findings.
Communication	Present monthly financial statements and annual	Continue monthly and annual financial reporting;	Continue monthly and annual financial reporting;	Continue monthly and annual financial reporting; share	Continue monthly and annual financial reporting;

Category	Year 1 (300 students)	Year 2 (400 students)	Year 3 (500 students)	Year 4 (600 students)	Year 5 (600 students)
	financial summaries to Board and stakeholders.	share with stakeholders.	share with stakeholders.	with stakeholders.	share with stakeholders.
GOVERNANCE					
Board Development	Ensure governing board reflects community diversity; provide initial governance training and professional development.	Continue governance training; evaluate board composition and expertise annually.	Continue governance training; evaluate board composition and expertise annually.	Continue governance training; evaluate board composition and expertise annually.	Continue governance training; evaluate board composition and expertise annually.
Assessment	Conduct annual board self-assessment and survey of key stakeholders (families, staff).	Conduct annual board self-assessment and stakeholder surveys; act on key findings.	Conduct annual board self-assessment and stakeholder surveys; act on key findings.	Conduct annual board self-assessment and stakeholder surveys; act on key findings.	Conduct annual board self-assessment and stakeholder surveys; act on key findings.
Communication	Share results of assessments and surveys at board meetings; publish annual summary to the school community.	Continue transparent communication; incorporate feedback into annual planning.	Continue transparent communication; incorporate feedback into annual planning.	Continue transparent communication; incorporate feedback into annual planning.	Continue transparent communication; incorporate feedback into annual planning.

Somerset Preparatory Academy North Carolina

Curriculum Outline

Grades K-5

We are pleased to present the Somerset Preparatory Academy's elementary curricular overview. The curriculum has been meticulously crafted to align with both North Carolina standards and the broader educational objectives that guide our institution. Our aim is to provide a comprehensive and diverse educational experience that prepares students to thrive in a dynamic global environment.

As these outlines are presented for your evaluation, it is pertinent to emphasize that they represent broad frameworks intended to illustrate the foundational structure of our curriculum across core subject areas: language arts, mathematics, science, and social studies. These are program-agnostic previews and are not exhaustive of all educational content. This design allows the flexibility to incorporate the most effective and current pedagogical strategies and resources, ensuring our curriculum remains responsive to advances in educational practices and meets the diverse needs of our student body.

Educational Objectives for Elementary Grades at Somerset Preparatory Academy

Our curricular goals are shaped around several key pillars that ensure a holistic and rigorous educational pathway:

- Comprehensive Skill Development: The curriculum is engineered not only to impart fundamental academic knowledge but also to enhance critical thinking, problem-solving, and communicative abilities. This integration of cognitive and practical skills equips students with the competencies required to navigate complex real-life challenges.
- Global and Cultural Awareness: We place a strong emphasis on global perspectives, ensuring that our students are prepared to engage with the international community. Through comparative studies and exploration of diverse cultural contexts, students develop a broader understanding and appreciation of global interconnectivity.
- STEM Integration: With a focus on the increasing importance of science, technology, engineering, and mathematics, our curriculum integrates STEM activities that foster creativity, analytical thinking, and innovation.
- Diversity and Inclusivity: Our educational methodologies are grounded in principles of cultural sensitivity and inclusiveness. We strive to create an enriching learning environment that respects and celebrates diversity, thus promoting social empathy among students.
- Flexible Learning Strategies: Understanding the uniqueness of each learner, our curriculum is designed to be adaptable, accommodating different learning styles and needs. This flexibility ensures high levels of student engagement and retention.
- Continuous Evaluation and Adaptation: Regular assessment mechanisms are integral to our curriculum, allowing us to monitor the effectiveness of our teaching strategies and make necessary adjustments. This ongoing refinement ensures that our educational offerings remain relevant and aligned with best practices.

In bringing this curriculum overview to your attention, we intend to showcase an overview of our academic programming, while also acknowledging that specific implementations vary in response to educational standards and student requirements. It is our commitment at Somerset Preparatory Academy NC to deliver an education that not only meets established educational metrics but also equips students with the knowledge and skills necessary for lifelong success.

Kinder Curriculum Outline

First Grade Curriculum Outline

Second Grade Curriculum Outline

Third Grade Curriculum Outline

Fourth Grade Curriculum Outline

Fifth Grade Curriculum Outline

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Kinder Curriculum Outline	Q1	Q2	Q3	Q4
ELA/Reading	**Introduction to Literacy** Standards: K.RF.1, K.RF.2, K.RF.3 (Reading: Foundational Skills) Focus: • Recognize and name all upper- and lower-case letters. • Understand rhyming and be able to produce rhyming words. • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Key Activities: • Daily letter recognition practice. • Sing-along rhyming songs. • Phonemic games that segment and blend simple words. Formative Assessments: • Ongoing observations, oral reading records, writing samples. Summative Assessments: • End-of-quarter portfolio reviews, a comprehensive review of letter and sound recognition, reading fluency. Adjustments: • Tailor instruction based on assessment outcomes, providing additional support for students	**Beginning Reading and Writing** Standards: K.RL.1, K.RL.2, K.RL.3 (Reading: Literature) Focus: • With prompting and support, retell familiar stories, including key details. • Recognize common types of texts (e.g., storybooks, poems). • Engage in group reading activities with purpose and understanding. Key Activities: • Read-aloud sessions followed by discussion questions. • Drawing and labeling scenes from a story. • Shared writing exercises. Formative Assessments: • Ongoing observations, oral reading records, writing samples. Summative Assessments: • End-of-quarter portfolio reviews, a comprehensive review of letter and sound recognition, reading fluency. Adjustments: • Tailor instruction based on assessment	**Exploring Informational Texts** Standards: K.RI.1, K.RI.2, K.RI.3 (Reading: Informational Text) Focus: • Identify the front cover, back cover, and title page of a book. • Describe the connection between two individuals, events, ideas, or pieces of information in a text. • Ask and answer questions about unknown words in a text. Key Activities: • Explore simple informational books on topics like animals, weather, and plants. • Create a classroom "question corner" for students to post queries and learn how to find answers. • Vocabulary building activities through photo and word matching games. Formative Assessments: • Ongoing observations, oral reading records, writing samples. Summative Assessments: • End-of-quarter portfolio reviews, a comprehensive review of letter and sound recognition, reading fluency. Adjustments:	**Advanced Literacy Skills and Review** Standards: K.W.1, K.W.2, K.W.3 (Writing) Focus: • Use a combination of drawing, dictating, and writing to compose opinion pieces about topics or books. • Participate in collaborative conversations with diverse partners about kindergarten topics and texts. • Explore and respond to literature and informational texts through creative projects. Key Activities: • Writing short sentences about a favorite book or topic. • Daily journaling with prompts to draw and write. • End-of-year presentation where students share their favorite book and explain why they like it. Formative Assessments: • Ongoing observations, oral reading records, writing samples. Summative Assessments: • End-of-quarter portfolio reviews, a comprehensive review of letter and sound recognition, reading fluency. Adjustments: • Tailor instruction based on assessment outcomes,

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	struggling with specific skills or accelerating learning for advanced students.	outcomes, providing additional support for students struggling with specific skills or accelerating learning for advanced students.	• Tailor instruction based on assessment outcomes, providing additional support for students struggling with specific skills or accelerating learning for advanced students.	providing additional support for students struggling with specific skills or accelerating learning for advanced students.

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Mathematics	Introduction to Numbers and Counting	Understanding Numbers and Relationships	Introduction to Operations and Algebraic Thinking	Exploring Measurement, Data, and Geometry
	Standards: K.CC.1, K.CC.2, K.CC.3 (Counting and Cardinality) Focus: • Count to 100 by ones and by tens. • Count forward beginning from a given number within the known sequence (instead of having to begin at 1). • Write numbers from 0 to 20. Represent a number of objects with a written numeral. Key Activities: • Daily counting practice using a variety of physical objects and visual aids. • Interactive games that encourage counting in sequence and initiating counting from numbers other than one. • Number writing worksheets and craft activities that incorporate number formation.	Standards: K.CC.4, K.CC.5, K.CC.6 (Counting and Cardinality) Focus: • Understand the relationship between numbers and quantities; connect counting to cardinality. • Compare numbers between groups of objects and the corresponding numeral up to 10. Key Activities: • “Show me” activities where students show how many objects correspond to a given number up to 20. • Use of manipulatives to demonstrate more than, less than, and equal to. • Sorting and comparing activities using everyday objects.	Standards: K.OA.1, K.OA.2, K.OA.3 (Operations and Algebraic Thinking) Focus: • Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. • Decompose numbers less than or equal to 10 into pairs in more than one way. Key Activities: • Simple addition and subtraction stories created by students and solved with manipulatives. • "Making 10" activities using a variety of objects to explore different combinations of numbers that add up to 10. • Interactive math games that reinforce addition and subtraction concepts.	Standards: K.MD.1, K.MD.2, K.MD.3, K.G.1, K.G.2, K.G.3 (Measurement and Data, Geometry) Focus: • Describe and compare measurable attributes such as length and weight. • Classify objects and count the number of objects in each category. • Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Key Activities: • Use of rulers and non-standard units (e.g., paper clips, blocks) to measure items. • Sorting activities using various criteria and graphing the results. • Shape hunts in the classroom and outdoor environment to identify and classify shapes.

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Science	Introduction to Living Things and Environments	Weather and Seasons	Physical Properties and Materials	Energy and Motion
	Focus: • Understanding characteristics of living vs. non-living things. • Exploring different habitats and the animals and plants that live there. Key Activities: • Interactive Sorting Games: - Students will classify objects as living or non-living. • Habitat Walks: - Explorations around the school or local park to observe different habitats. Global Connection: • Study one animal and plant from each continent and discuss how they adapt to their environments. STEM Application: • Construct simple models of animal homes using natural materials.	Focus: • Observation and description of daily weather. • Understanding the four seasons and how they affect the environment and living things. Key Activities: • Weather Charting: - Daily weather observations and charting activities. • Seasonal Projects: - Art projects that depict changes in the environment across different seasons. Global Connection: • Explore weather patterns and seasons in different parts of the world and how children live differently in each season. STEM Application: • Build simple instruments like wind vanes or rain gauges to collect weather data.	Focus: • Exploring a variety of materials and their properties (e.g., wood, plastic, metal). • Introduction to basic physical concepts like size, weight, color, texture, and shape. Key Activities: • Sorting and Classification: - Use various materials to sort based on properties. • Sensory Bins: - Hands-on exploration of materials using sensory bins. Global Connection: • Discuss how different materials are used around the world for building homes. STEM Application: • Engage in simple engineering challenges such as building a bridge from straws or a tower from blocks.	Focus: • Basic understanding of movement and energy (pushes and pulls). • Introduction to sources of energy (sun, wind, water). Key Activities: • Movement Experiments: - Activities that explore how things move differently on slopes, under different conditions, and with varying forces. • Energy Discussions: - Talks about how the sun provides warmth and light, how wind can move objects. Global Connection: • Learn how different countries utilize natural resources like wind, water, and solar energy. STEM Application: • Simple projects that use solar energy to power small toys or create windmills to understand wind energy.

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Social Studies

Understanding Self and Others	Our Community and the People Who Help Us	Celebrations, Traditions, and Holidays Around the World	Living in Our World
Focus: • Identity and characteristics: Students learn about their own characteristics and those of others. • Understanding diverse family structures and roles within families across different cultures. Key Activities: • "All About Me" Projects: - Students create visual representations of themselves, their interests, and their families. • Family Interviews: - Children interview family members to learn more about their heritage and cultural practices. Global Connection: • Explore family structures and daily lives of children in different countries using stories, videos, and guest speakers. STEM Application: • Create family trees using basic data sorting software or a simple app.	Focus: • Roles of community helpers and the services they provide. • Understanding neighborhoods and the importance of various roles in a community. Key Activities: • Community Helper Visits: - Invite local community workers to class to discuss their roles or take virtual tours of places like fire stations or post offices. • Map Skills: - Begin basic map skills by mapping out the classroom, then the school, and discussing the concept of a map. Global Connection: • Learn about unusual community roles in different parts of the world and how community needs vary by geography and culture. STEM Application: • Explore transportation tools used by community helpers and design a	Focus: • Explore various cultural celebrations, traditions, and holidays. • Understanding the importance of respecting diverse cultures and beliefs. Key Activities: • Global Festivals Project: - Each student picks a global festival, researches it, and presents what they learned using crafts or posters. • Celebration Circle Time: - Share foods, music, games, or stories from different cultures in class. Global Connection: • Virtual field trips to museums or cultural centers focusing on specific cultural celebrations. STEM Application: • Investigate the science behind festival-specific items (e.g., fireworks in Diwali, water rockets in Songkran).	Focus: • Basic geography: Continents, oceans, and major landmarks. • Understand how environment affects lifestyle and community. Key Activities: • Interactive Globe and Maps: - Use globes, maps, and digital apps to locate continents, oceans, and countries. • Weather and Climate Lessons: - Discuss how different climates affect the clothes we wear and the food we eat. Global Connection: • Connect with a kindergarten class in another country through letters or video exchanges to learn about each other's environments. STEM Application: • Create simple models of homes adapted to different environmental conditions, such as stilt houses for wet areas or tents for nomadic lifestyles.

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		vehicle using building blocks or drawing software.		

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1st Grade Curriculum Outline	Q1	Q2	Q3	Q4
ELA/Reading	**Reading Foundations** Standards: 1.RF.1, 1.RF.2, 1.RF.3 (Reading: Foundational Skills) Focus: • Understand the organization and basic features of print. • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Key Activities: • Daily reading practice with emphasis on decoding regularly spelled one-syllable words. • Engaging in games and activities that strengthen understanding of sentence structure and punctuation. • Phonics workshops that incorporate fun learning activities like matching games and sorting exercises to enhance phonemic awareness.	**Literature Exploration** Standards: 1.RL.1, 1.RL.2, 1.RL.3 (Reading: Literature) Focus: • Ask and answer questions about key details in a text. • Retell stories, including key details, and demonstrate understanding of their central message or lesson. • Describe characters, settings, and major events in a story, using key details. Key Activities: • Participating in read-alouds and guided reading sessions to model fluent reading and enhance comprehension. • Storyboard creations where students illustrate and write about the key components of stories. • Role-play and drama activities to act out and reinforce story events and character actions.	**Informational Text Comprehension** Standards: 1.RI.1, 1.RI.2, 1.RI.3 (Reading: Informational Text) Focus: • Identify the main topic and retell key details of a text. • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • Describe the connection between two individuals, events, ideas, or pieces of information in a text. Key Activities: • Exploratory reading sessions focused on age-appropriate informational texts about animals, weather, and community helpers. • Vocabulary building exercises that enhance understanding of new words and concepts found in informational texts. • Creating simple reports or posters to synthesize and present information learned from texts.	**Writing and Communication Skills** Standards: 1.W.1, 1.W.2, 1.W.3 (Writing) Focus: • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). Key Activities: • Journal writing with prompts that encourage personal reflection and opinion. • Collaborative group projects where students research a topic, gather information, and present their findings.

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				• Regular practice of writing short narratives based on personal experiences or responses to literature.

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Mathematics

Numbers and Place Value	Addition and Subtraction Within 20	Measurement and Data	Geometry and Fractions
Focus: • Counting to 120, starting at any number less than 120. • Understanding place value concepts, recognizing the numbers 11-19 as composed of ten and some further ones. Key Activities: • Interactive Counting Games: - Activities that involve counting objects, jumping on number lines, or using apps that reinforce counting in sequences. • Place Value Workshops: - Using items like bundles of straws or base ten blocks to visually represent tens and ones. Global Connection: • Explore counting systems from different cultures or countries and discuss how children around the world learn numbers.	Focus: • Develop strategies for adding and subtracting within 20, e.g., using objects, mental calculations, and drawings. • Understanding and applying properties of operations as strategies to add and subtract. Key Activities: • Real-Life Math Scenarios: - Setting up a classroom store where students use tokens or play money to buy and sell items, handling simple transactions. • Math Fact Families: - Teaching addition and subtraction together to help understand the relationship between these operations. Global Connection: • Discuss everyday scenarios from various cultures where addition and subtraction are	Focus: • Understanding and using measurement tools to measure lengths of objects by laying multiple copies of a shorter object (the length unit) end to end. • Telling and writing time in hours and half-hours using analog and digital clocks. Key Activities: • Measurement Hunts: - Measure items around the classroom or school using non-standard units (e.g., paper clips) and standard units (like centimeters and inches). • Learning Clocks: - Construct simple clocks to learn about telling time. Global Connection: • Explore how different cultures measure time and lengths, perhaps introducing calendars and traditional tools from other countries. STEM Application:	Focus: • Distinguish between defining attributes versus non-defining attributes of geometric shapes. • Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters. Key Activities: • Shape Explorers: - Identification and creation of shapes using various materials such as clay, sticks, and drawing apps. • Fun with Fractions: - Use real-life objects like pizzas or cakes to visually and physically explore partitioning into equal parts. Global Connection: Learn about geometric patterns found in art and architecture from different cultures, such as Islamic mosaics or African textiles. STEM Application:

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	STEM Application: • Create simple abacuses with recycled materials to understand grouping in tens.	used, like markets or games. STEM Application: • Engage in coding activities that involve adding or subtracting to navigate simple mazes or tasks.	• Design and carry out simple experiments to measure the time it takes for objects to travel down ramps of different lengths.	• Use basic programming tools to create patterns or designs that incorporate geometric shapes and symmetry.

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Science	Exploring Life Sciences	Physical Sciences	Earth and Space Sciences	Human Body and Health
	Focus: • Understanding basic needs of plants and animals (NCES 1.L.1). • Exploring characteristics of living things (NCES 1.L.1). Key Activities: • Plant and Animal Studies: - Investigate the needs of different plants and animals, emphasizing local species to understand life cycles (1.L.1.1, 1.L.1.2). • Classification: - Use simple criteria to classify objects as living or nonliving (1.L.1). Global Connection: • Compare how plants and animals survive in different global environments. STEM Application: • Students will create a model habitat in small groups (1.L.2.2), emphasizing the interdependence in ecosystems.	Focus: • Introduction to properties of materials (solid, liquid, gas) (NCES 1.P.1). • Exploring simple physical changes (melting, freezing, tearing) (NCES 1.P.1). Key Activities: • Experiment Stations: - Set up inquiry stations where students can observe and classify different states of matter and describe the changes they witness (1.P.1.1). • Material Testing: - Students will perform simple experiments to test and sort materials based on their physical properties (1.P.1.2). Global Connection: • Discuss how different materials are used in various cultures depending on their properties and availability. STEM Application:	Focus: • Basic concepts of Earth's environment like weather (NCES 1.E.1) and seasons (NCES 1.E.1). • Introduction to the solar system and simple observations of the sky (NCES 1.E.1). Key Activities: • Weather Journal: - Maintain a class weather journal, correlate weather changes with seasons (1.E.1.1, 1.E.1.2). • Model Solar System: - Create models of the solar system, discuss the orbits and characteristics of different planets (1.E.1.3). Global Connection: • Explore traditional and contemporary understandings of celestial phenomena across different cultures. STEM Application: • Use software or apps to simulate celestial	Focus: • Basic understanding of body parts and their functions (NCES 1.L.2). • Importance of health, hygiene, and nutrition (NCES 1.L.2). Key Activities: • Body Function Activities: - Explore major body systems and their functions through interactive simulations and models (1.L.2.1). • Healthy Habits: - Implement lessons on hygiene and nutrition, conducting experiments to see the effects of healthy vs. unhealthy habits (1.L.2.2). Global Connection: • Study different global dietary habits and how they impact health. STEM Application: • Diagram or use digital tools to

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		• Engage in building projects using various materials to test their properties, such as strength and flexibility, predicting which materials are best for specific uses.	events like eclipses, encouraging students to predict and observe these events using technology.	explore human anatomy, creating a simple interactive representation of how body parts work together.

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Social Studies

Understanding Our Communities	Our World of Maps	Cultures and Traditions	Basics of Economics
Focus: • Identify various types of communities and what makes a community (NCES 1.C&G.1). • Recognize roles and responsibilities of individuals in communities (NCES 1.C&G.2). Key Activities: • Community Role Play: - Students will role-play different community workers, discussing what responsibilities each role entails and how various community members contribute to the society's well-being. • Local Community Exploration: - Conduct virtual or actual tours of local establishments (post office, fire station) to see community roles in action. Global Connection: • Compare and contrast different community structures globally, focusing on community roles in different cultural settings.	Focus: • Introduction to geographic representations using maps and globes (NCES 1.G.1). • Understanding location, place, and regions (NCES 1.G.2). Key Activities: • Interactive Mapping: - Engage students with interactive digital maps to find locations, identify geographic features, and discuss the importance of geographical placement. • Create a Classroom Map: - Students create a map of the classroom or school to learn about symbols and map elements. Global Connection: • Study different types of maps used around the world and consider how people from various parts of the world visualize their geography.	Focus: • Explore family traditions and cultural diversity (NCES 1.C.1). • Understanding how individuals and families are alike and different (NCES 1.C.1). Key Activities: • Cultural Exchange Diary: - Students will keep a diary of cultural traditions within the class, noting similarities and differences. • Celebrating World Festivities: - Highlight global festivals and traditions through multimedia presentations, food tasting, and craft-making. Global Connection: • Connect with a classroom from a different part of the world to exchange information on cultural practices and daily lives. STEM Application: • Use technology to create digital storybooks or presentations that capture different cultural celebrations and family traditions.	Focus: • Understand economic choices individuals and families make (NCES 1.E.1). • Recognize the roles of producers and consumers within a community (NCES 1.E.1). Key Activities: • Community Helper Interviews: - Interview local business owners about their roles as producers and discuss how they meet the needs and wants of consumers. • Product Creation and Barter System: - Engage students in creating simple products and setting up a classroom market where they can learn the basics of buying, selling, and trading. Global Connection: • Explore global markets, focusing on how goods are exchanged internationally, and discussing the idea of

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	STEM Application: • Utilize mapping technologies or simple geographic information systems (GIS) to explore community layouts, understanding geographic placement of essential services.	STEM Application: • Introduction to spatial reasoning concepts through coding activities that require students to navigate simple maps.		global interdependence. STEM Application: • Investigate the production process of a simple item (like pencils or paper) through a STEM lens, understanding the materials, technology, and energy required for production.

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2nd Grade Curriculum Outline	Q1	Q2	Q3	Q4
ELA/Reading	**Advanced Phonics and Fluency** Standards: 2.RF.3, 2.RF.4 (Reading: Foundational Skills) Focus: • Phonics and Word Recognition: - Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. • Fluency: - Read with sufficient accuracy and fluency to support comprehension. Key Activities: • Daily phonics lessons using decodable texts focusing on specific phonetic patterns. • Partner reading to practice fluency, with peer feedback emphasizing pace, accuracy, and expression. • Fluency drills using poems, chants, and short passages linked to phonics lessons.	**Vocabulary Expansion and Text Comprehension** Standards: 2.RI.1, 2.RL.1, 2.L.4 (Reading: Informational Text, Literature, Language) Focus: • Comprehension: - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • Vocabulary: - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Key Activities: • Vocabulary journals where students record new words and their meanings, using them in various contexts. • Guided reading sessions where students discuss texts and answer comprehension questions that probe deeper understanding. • Story mapping and graphic organizers to visually display	**Reading to Learn and Write to Express** Standards: 2.RI.3, 2.RL.3, 2.W.2 (Reading: Informational Text, Literature, Writing) Focus: • Describe the connection between a series of historical events, scientific ideas, or steps in technical procedures in a text. • Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Key Activities: • Research projects on simple science or social studies topics, culminating in written reports or presentations. • Bi-weekly writing workshops where students engage in drafting, revising, and editing informational texts. • Reading and writing connections where students write responses to literature, focusing on character analysis and themes.	**Integrating Knowledge and Ideas** Standards: 2.RI.9, 2.RL.9, 2.SL.1 (Reading: Informational Text, Literature, Speaking and Listening) Focus: • Compare and contrast the most important points presented by two texts on the same topic. • Participate in collaborative conversations with diverse partners about grade 2 topics and texts in small and larger groups. Key Activities: • Paired or group reading activities where students compare two texts, discussing similarities and differences in content and perspective. • Class debates or discussion circles centered on themes or information gleaned from paired texts. • End-of-year group projects that synthesize learning across texts and subjects, presented to the class.

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		understanding of texts (characters, setting, plot, problem/solution).		

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Mathematics

Numbers and Operations in Base Ten	Operations and Algebraic Thinking	Measurement and Data	Geometry
Focus: • Understanding three-digit numbers and the basics of place value (NC.2.NBT.1). • Addition and subtraction within 1000 using models and strategies based on place value (NC.2.NBT.5, NC.2.NBT.7). Key Activities: • Place Value Construction: - Utilize base ten blocks and interactive digital tools to build and understand three-digit numbers and their compositions (NC.2.NBT.1). • Interactive Math Journals: - Implement daily problem-solving activities involving addition and subtraction scenarios, reflecting on strategies and introducing regrouping concepts (NC.2.NBT.5). Global Connection:	Focus: • Mastery of addition and subtraction within 20 (NC.2.OA.2). • Introduction to the concept of even and odd numbers and array foundations for multiplication (NC.2.OA.3, NC.2.OA.4). Key Activities: • Fact Fluency Games: - Use educational games and activities to encourage rapid recall of addition and subtraction facts (NC.2.OA.2). • Multiplication Introduction: - Employ objects, drawings, and story problems to introduce multiplication as repeated addition, starting with arrays (NC.2.OA.3, NC.2.OA.4). Global Connection: • Explore games and mathematical puzzles	Focus: • Measuring and estimating lengths using appropriate units (NC.2.MD.1, NC.2.MD.3). • Data representation with bar and picture graphs (NC.2.MD.9, NC.2.MD.10). Key Activities: • Measurement Hunt: - Integrate measurement scavenger hunts where students practice measuring objects around the classroom using different units like centimeters and inches (NC.2.MD.1). • Graphing Activities: - Collect data from classroom activities and represent it using bar graphs or pictographs, interpreting what the data means (NC.2.MD.10). Global Connection: • Discuss and compare traditional and modern measurement tools and methods used in different countries. STEM Application: • Organize projects that require precise measurement and data analysis, such as a mini	Focus: • Recognize and draw shapes having specific attributes (NC.2.G.1, NC.2.G.2). • Partition shapes into equal parts and describe using terms like halves, thirds, and quarters (NC.2.G.3). Key Activities: • Shape Builders: - Use manipulatives and drawing tools to create and explore various geometric figures, identifying and comparing their properties (NC.2.G.1). • Fraction Art: - Engage in art projects that involve dividing shapes into equal parts and using correct terminology to describe those parts (NC.2.G.3). Global Connection: • Investigate geometric designs and their significance in art and

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	• Investigate counting and numerical systems from different cultures, including historical and contemporary examples. <u>STEM Application:</u> • Develop programming or robotics activities where students program paths or tasks that involve adding or subtracting three-digit numbers.	from various cultures that incorporate basic operations and early algebraic thinking. <u>STEM Application:</u> • Execute simple engineering challenges using arrays and grouping, such as building structures with a specified number of elements per group.	research project on growth rates of plants under different conditions.	architecture from cultures around the world. <u>STEM Application:</u> • Design simple programming or robotics tasks that require students to create and manipulate geometric figures and explore basic fractions through visual representations.

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Science	Life Sciences - Understanding Living Things	Physical Sciences - Matter and Its Interactions	Earth and Space Sciences - Our Earth and Beyond	Technology and Engineering Concepts
	Focus: • Explore the life cycles of different organisms (NCES 2.L.1). • Understand how plants and animals meet their needs (NCES 2.L.1). Key Activities: • Lifecycle Studies: - Observe and document the life cycles of a butterfly and a plant, noting stages from birth/growth to maturity. • Habitat Exploration: - Create models of different habitats and discuss how they meet the needs of specific plants and animals. Global Connection: • Study and compare how similar species adapt to different environments worldwide. STEM Application: • Use simple simulation software or apps to model and predict plant growth under various conditions, integrating data handling and basic programming skills.	Focus: • Investigate properties of matter and changes in states (NCES 2.P.2). • Understand the effects of different types of forces on the motion of an object (NCES 2.P.1). Key Activities: • Experiment with States of Matter: - Conduct experiments that involve freezing, melting, condensing, and evaporating to observe state changes. • Force and Motion Experiments: - Utilize ramps, balls, and varying surfaces to explore how force affects movement. Global Connection: • Discuss and explore how different cultures use unique materials for building or everyday objects based on their physical properties.	Focus: • Identify patterns and cycles in the natural world (NCES 2.E.1). • Understand Earth's water cycle and weather phenomena (NCES 2.E.1). Key Activities: • Weather Station: - Create a classroom weather station; record and analyze patterns like temperature changes, rainfall, and wind. • Water Cycle Model: - Build a model of the water cycle to understand evaporation, condensation, and precipitation. Global Connection: • Investigate how different global climates affect the lifestyles and agriculture of the people living there. STEM Application: • Use digital tools or coding projects to track weather patterns or simulate the water cycle process.	Focus: • Apply knowledge of materials to construct simple structures and devices (NCES 2.P.2). • Solve problems by developing tools or models (NCES 2.E.1, 2.P.1). Key Activities: • Recycled Builders: - Engage students in a project using recycled materials to build a structure that serves a specific purpose, like a bridge or a shelter. • Problem Solving through Innovation: - Challenge students to design a simple tool or machine that solves a common problem (e.g., cleaning, lifting, or moving objects). Global Connection: • Explore innovative solutions to common problems in different parts of the world,

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		STEM Application: • Build simple machines or tools that demonstrate the use of force (like levers or pulleys) and discuss the science behind them.		such as water purification or efficient farming techniques. STEM Application: • Facilitate engineering design challenges that involve building models, testing them, and refining the designs based on test outcomes, integrating concepts from math and physics.

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Social Studies

Communities and Cultures	Time and History	Geography and Environment	Economy and Resources
Focus: • Understanding what communities are and how various cultures contribute to the diversity of communities (NC.2.C&G.1, NC.2.C.1). Key Activities: • Community Mapping: - Students use digital tools to create maps of their local community, identifying key cultural landmarks and community centers. • Cultural Studies: - Explore a variety of cultures within the community through interviews, local visits, or guest speakers, focusing on customs, languages, and traditions. Global Connection: • Compare and contrast the local community with a community in another part of the world, focusing on cultural elements and community structure. STEM Application: • Integrate geography with technology by using software to analyze	Focus: • Understanding the past and its influence on present communities (NC.2.H.1). Key Activities: • Timeline Projects: - Students create timelines highlighting significant historical events in their community or family histories. • Historical Change: - Discuss and analyze how specific inventions or innovations from the past have shaped modern society. Global Connection: • Study a significant historical event from another country and explore its global impacts. STEM Application: • Investigate the history of a particular technological invention, understanding its development and impact over time.	Focus: • Identifying and utilizing maps and globes; understanding human interaction with the environment (NC.2.G.1, NC.2.G.2). Key Activities: • Map Skills Workshops: - Engage students with activities that teach them how to read and create different types of maps using digital mapping tools. • Environmental Impact Studies: - Explore local and global environmental issues, such as pollution or resource management, through project-based learning. Global Connection: • Examine how different geographical locations influence the lifestyle, economy, and environmental practices of a community elsewhere in the world. STEM Application: • Conduct simple scientific experiments to understand natural phenomena like weather patterns or water cycles and their effects on geography.	Focus: • Understanding basic economic concepts and exploring how resources are used in the community and around the world (NC.2.E.1). Key Activities: • Resource Mapping: - Identify key resources in the community and map where they come from, including discussion on renewable vs. non-renewable resources. • Goods and Services: - Students create a small business plan that addresses a need or want in the community, understanding basic economic decisions. Global Connection: • Learn about how children in different parts of the world engage with the economy, comparing their roles as consumers and producers. STEM Application:

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	demographic data and visualize cultural diversity through graphs and maps.			• Use economic reasoning to solve problems related to resource management, possibly using simulations or games to demonstrate concepts like supply and demand.

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3rd Grade Curriculum Outline	Q1	Q2	Q3	Q4
ELA/Reading	**Foundations of Reading and Narrative Elements** Focus: • Develop an understanding of complex phonics patterns and decoding skills (NC.3.RF.3). • Explore narrative elements in stories, including setting, characters, plot, and theme (NC.3.RL.2, NC.3.RL.3). Key Activities: • Phonics Workshops: - Systematic instruction in advanced phonics patterns using multisensory methods to enhance decoding skills. • Story Maps: - Students create visual story maps to identify and analyze narrative elements in texts. • Interactive Read-Alouds: - Use a variety of literature to model fluent reading and discuss narrative techniques. Global Connection: • Introduce narratives from different cultures and	**Informational Texts and Research Skills** Focus: • Comprehend and use information from informational texts (NC.3.RI.1, NC.3.RI.3). • Develop research skills and present findings (NC.3.W.7, NC.3.W.8). Key Activities: • Text Feature Treasure Hunts: - Activities that help students navigate and utilize text features like indexes, glossaries, and headings in informational texts. • Mini-Research Projects: - Guide students through the process of conducting simple research on a topic, synthesizing information, and presenting findings. • Fact vs. Opinion: Lessons on distinguishing factual	**Writing and Language Use** Focus: • Enhance writing skills across various genres: narrative, informative, and opinion (NC.3.W.1, NC.3.W.2, NC.3.W.3). • Grammar and language usage focusing on sentence structure, verb tenses, and conjunctions (NC.3.L.1, NC.3.L.3). Key Activities: • Genre Writing Workshops: - Weekly writing sessions where students practice and refine writing in different genres with specific teacher feedback. • Grammar Games: - Interactive games and activities that reinforce grammar rules and language use. • Peer Review and Editing: - Structured peer review sessions to cultivate editing skills and collaborative learning. Global Connection: • Write letters or emails to pen pals in different	**Speaking, Listening, and Presentation Skills** Focus: • Develop effective speaking and listening skills (NC.3.SL.1, NC.3.SL.4). • Prepare and deliver coherent presentations (NC.3.SL.4, NC.3.SL.6). Key Activities: • Oral History Projects: - Students interview family or community members and prepare a presentation of their findings. • Book Talks: - Students prepare and deliver a short presentation about a book they have read, encouraging peer-to-peer book recommendations. • Listening and Discussion Rules: - Establish and practice guidelines for effective and respectful listening and discussion in the classroom. Global Connection: • Explore different communication styles and

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	discuss universal themes and diverse settings. Science of Reading Alignment: - Emphasize systematic phonics and the cognitive processes involved in decoding and understanding texts.	information from opinions within texts. <u>Global Connection:</u> • Research and present on environmental issues or historical events from various parts of the world. <u>Science of Reading Alignment:</u> • Foster comprehension strategies, including summarizing and questioning for understanding complex informational texts.	countries; share and compare experiences. <u>Science of Reading Alignment:</u> • Apply knowledge of language structures and syntax in writing, enhancing both decoding and encoding abilities.	public speaking formats used around the world. <u>Science of Reading Alignment:</u> • Integrate oral language and listening activities to reinforce phonological awareness and comprehension.

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Mathematics

Numbers and Place Value	Fractions and Data	Geometry and Measurement	Multiplication and Division
Focus: • Understanding place value up to 1,000s (NC.3.NBT.1). • Performing operations with multi-digit numbers (NC.3.NBT.2). Key Activities: • Place Value Construction: - Use base ten blocks and digital tools for visual representation and understanding of large numbers. • Mathematical Operations Race: - Interactive games that challenge students to quickly add and subtract numbers within 1,000 using mental math and paper-pencil methods. Global Connection: • Explore the numbering systems of ancient civilizations (e.g., Roman numerals, Egyptian hieroglyphs) and compare them with the modern decimal system. STEM Application: • Integrate coding activities that require students to create simple programs using loops and conditions	Focus: • Understanding fractions as parts of a whole and parts of a set (NC.3.NF.1 & NC.3.NF.2). • Collecting, representing, and interpreting data (NC.3.MD.3 & NC.3.DA.1). Key Activities: • Fraction Fiesta: - Hands-on cooking or art projects where fractions are used for measuring ingredients or materials. • Data and Graphs Workshop: - Students conduct surveys within the school and present their findings using bar graphs, line plots, and pictographs. Global Connection: • Investigate and compare dietary habits or popular games among children from different countries and represent this data mathematically.	Focus: • Exploring the properties of shapes and understanding the concept of perimeter and area (NC.3.G.1 & NC.3.MD.8). • Understanding time, using calendars, and measuring to the nearest minute (NC.3.MD.1 & NC.3.MD.2). Key Activities: • Shape Investigators: - Students build various 2D and 3D shapes using everyday materials and identify properties such as angles, sides, faces, and vertices. • Mastering Measurement: - Engage in practical measuring activities related to real-life scenarios, such as designing a small garden plot (area and perimeter). Global Connection: • Study architectural wonders around the world, discussing the geometric concepts and measurement skills involved. STEM Application:	Focus: • Gaining fluency in multiplication and division within 100 (NC.3.OA.7). • Solving word problems involving these operations (NC.3.OA.3). Key Activities: • Times Table Tournaments: - Fun competitions and games to help memorize and apply multiplication tables. • Real-World Problem Solving: - Students tackle multi-step word problems that relate to everyday situations or global issues, such as allocation of resources. Global Connection: • Explore and discuss how different cultures use multiplication and division in trades, schooling, and other daily activities. STEM Application: • Use math-oriented computer games or simulations that reinforce multiplication and division skills through interactive scenarios.

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	based on number operations.	<u>STEM Application:</u> • Use software tools to create dynamic charts and graphs, enhancing students' digital literacy along with their understanding of data.	• Incorporate engineering challenges, such as building simple models of bridges or towers, where understanding of geometry and measurement is crucial.	

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Science	**Life Science – Plant and Animal Adaptations**	**Earth Science – Weather and Climate**	**Physical Science – Forces and Motion**	**Environmental Science - Conservation and Human Impact**
	Focus: • Understanding plant and animal adaptations (NC.3.L.1). Key Activities: • Adaptation Stations: - Students rotate through stations featuring different environments (desert, tundra, rainforest, etc.) to explore how plants and animals adapt to conditions in each. • DIY Habitats: - Create model habitats in the classroom to observe how changes in conditions affect plant growth and animal behavior. Global Connection: • Study unique adaptations of animals and plants found in extreme environments around the world, such as the Saharan cactus or Arctic fox. STEM Application: • Use digital simulations to modify environmental parameters and observe how plants and animals	Focus: • Exploring weather patterns and climate (NC.3.E.2). Key Activities: • Weather Journal: - Students keep a daily journal documenting weather conditions, learning to identify patterns and predict future weather. • Climate Zone Posters: - Groups create informational posters about different climate zones, highlighting typical flora, fauna, and weather patterns. Global Connection: • Compare local weather data with data from a different part of the world, discussing factors that influence these patterns, like latitude and ocean currents. STEM Application: • Engage in projects that use weather prediction software or simple	Focus: • Investigating forces, motion, and the principles of energy and magnetism (NC.3.P.1). Key Activities: • Motion Experiments: - Use toy cars, ramps, and various surfaces to experiment with concepts of speed, friction, and gravity. • Magnet Exploration: - Discover the properties of magnets through hands-on experiments that explore attraction, repulsion, and magnetic fields. Global Connection: • Study historical and modern uses of magnetic technology in transportation systems around the world, such as Maglev trains in Japan. STEM Application: • Build simple machines or conduct experiments with electromagnets, enhancing understanding through practical application and engineering principles.	Focus: • Understanding human impact on the environment and the importance of conservation (NC.3.L.2). Key Activities: • Recycling Project: - Analyze the effectiveness of different recycling methods and develop a plan to improve recycling efforts in the school. • Conservation Posters: - Create awareness posters that highlight endangered species or threatened environments worldwide. Global Connection: • Engage with a classroom in another country to exchange ideas and strategies for conservation and discuss how environmental issues are tackled globally. STEM Application: • Use technology to monitor and record data on local environmental changes, or simulate how various

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	adapt, fostering an understanding of ecological relationships and dependencies.	programming tools to analyze and forecast weather, integrating data from multiple global sources.		conservation methods can affect an ecosystem.

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Social Studies

	Local Communities and Citizenship	Geography Skills and Environmental Awareness	Historical Perspectives and Cultures	Economics and Resource Utilization
	Focus: • Understanding local government roles and responsibilities (NC.3.C&G.1). • Basics of civic participation and the importance of community rules and laws (NC.3.C&G.2). Key Activities: • Local Leader Interviews: - Students prepare questions and interview local government officials to learn about their roles and responsibilities. • Classroom Community: - Create a classroom "government" where students can enact roles and pass classroom "laws" to understand the legislative process. Global Connection: • Compare local government structure with that of another country's local governance, highlighting similarities and differences. Assessment: • Students create presentations about what they learned from	Focus: • Using maps and globes to locate places and understand geographical concepts (NC.3.G.1). • Recognize the impact of humans on the environment (NC.3.G.2). Key Activities: • Map It Out: - Hands-on activities with maps and globes where students find various cities, countries, rivers, mountains, and more. • Local Environment Study: - Identify local environmental issues through field trips or research and discuss potential solutions. Global Connection: • Study environmental challenges faced by another country and compare their coping strategies with local approaches. Assessment:	Focus: • Understanding local and state history (NC.3.H.1, NC.3.H.2). • Exploring cultural diversity and heritage (NC.3.C.1). Key Activities: • Time Capsule: - Create a timeline or a time capsule project that highlights significant events in the local or state history. • Cultural Exploration Day: - Host a day dedicated to exploring various cultures present in the community, including food tasting, traditional clothing, and storytelling. Global Connection: • Connect with a classroom in another country to share historical and cultural insights via letters or video exchanges. Assessment: • Students prepare a report or presentation on a specific cultural celebration, comparing its historical roots and how it is observed locally and in another part of the world.	Focus: • Basic economic concepts such as supply, demand, and economic choices (NC.3.E.1). • Understanding the use and conservation of resources (NC.3.E.2). Key Activities: • Class Market: - Students create goods or services and simulate a market to learn about supply, demand, and economic decision-making. • Resource Conservation Plan: - Develop a plan for conserving resources at school or in the community. Global Connection: • Study how resources are used in another country, focusing on one resource like water or timber, and discuss different methods of conservation. Assessment: • A project where students analyze a local business and create a presentation on how it impacts the local economy and utilizes resources.

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	interviews and classroom activities.	• Group project on environmental conservation efforts, including a comparative study between local and another country's methods.		

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4th Grade Curriculum Outline	Q1	Q2	Q3	Q4
ELA/Reading	**Diverse Narratives and Global Perspectives** Focus: • Analyzing elements of literature including theme, setting, characters, and plot (NC.4.RL.2, NC.4.RL.3). • Understanding diverse perspectives through multicultural literature (NC.4.RL.6). Key Activities: • Reading Around the World: - Students will read and discuss stories and books that focus on different cultures, exploring themes and settings that provide a window into other worlds. • Story Elements Map: - Create visual representations (story maps) of the elements in a story, emphasizing how cultural settings influence characters and plot. Global Connection: • Collaborate with international classrooms through virtual book clubs or pen pal exchanges	**Nonfiction Texts and Informational Reading** Focus: • Analyzing nonfiction texts to determine main idea, supporting details, and text features (NC.4.RI.2, NC.4.RI.5). • Comparing and contrasting the treatment of similar themes and topics across cultures (NC.4.RI.9). Key Activities: • Information Detective: - Students work on projects where they research a global issue or topic (e.g., environmental challenges, technological advances) using various informational texts. • Text Feature Hunt: - Engage students in scavenger hunts that help them discover and utilize text features in informational texts effectively. Global Connection:	**Writing for Different Purposes** Focus: • Writing narratives, informative/explanatory texts, and opinion pieces (NC.4.W.1, NC.4.W.2, NC.4.W.3). • Strengthening grammar, usage, and mechanics to improve clarity (NC.4.L.1, NC.4.L.2). Key Activities: • World Cultures Journal: - Students maintain a journal where they write entries from the perspective of a child in a different country, using cultural research to inform their narratives. • Writing Workshops: - Regular sessions where students draft, revise, and edit their writings; peers and teachers provide feedback. Global Connection: • Create a class blog where students publish their writings and receive feedback from a global audience. Assessment: • A portfolio of writing across different genres,	**Speaking, Listening, and Media Literacy** Focus: • Enhancing speaking and listening skills through presentations and discussions (NC.4.SL.1, NC.4.SL.4). • Evaluating media and digital resources critically (NC.4.SL.2). Key Activities: • Global Debates: - Organize debates on global issues where students must research, present arguments, and counterarguments. • Multimedia Projects: - Students create digital presentations or videos that synthesize reading and research on global topics. Global Connection: • Participate in virtual exchanges with students from other countries to discuss a common text or topic. Assessment: • Oral presentations that require the use of digital tools to support claims and findings,

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	discussing the same book or story. Assessment: • Students produce a multimedia presentation on how setting influences the narrative in two different cultural contexts.	• Present findings on how different cultures approach similar problems or topics discussed in their readings. Assessment: • Research papers or presentations that explore a global issue, using multiple sources and examining diverse perspectives.	showcasing the ability to adapt language and style to different purposes and audiences.	demonstrating media literacy and effective communication skills.

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Mathematics	Number Sense and Place Value	Operations and Algebraic Thinking	Fractions and Decimals	Geometry and Measurement
	Focus: • Understanding place value up to one million and comparing whole numbers (NC.4.NBT.1, NC.4.NBT.2). • Rounding and estimating large numbers (NC.4.NBT.3). Key Activities: • Global Number Systems: - Explore different number systems from various cultures (e.g., Mayan, Roman) and compare them with the base-ten system. • Place Value Projects: - Students create visual projects (like place value charts) that demonstrate their understanding of numbers up to one million. STEM Application: • Utilize software to simulate real-life situations where estimation and rounding are necessary, such as budgeting for a school event or planning a trip. Assessment: • Hands-on assessments and quizzes that assess understanding of place	Focus: • Mastering multiplication and division of multi-digit whole numbers (NC.4.NBT.5, NC.4.NBT.6). • Understanding and solving multi-step word problems (NC.4.OA.3). Key Activities: • Coding for Math: - Integrate simple coding projects that require students to use loops and conditional statements to solve multiplication and division problems. • World Market Math: - Students solve problems related to buying and selling goods in a simulated global market, incorporating currency conversion and calculation of profits and taxes. Global Connection: • Discuss and solve problems related to global trades, such as	Focus: • Understanding fractions and decimals, including equivalence and operations with these numbers (NC.4.NF.1 to NC.4.NF.7). Key Activities: • Cooking with Fractions: - Use recipes from various countries to illustrate the use of fractions and decimals in cooking, adjusting recipe sizes and converting measurements. • Fractions Around the World: - Explore how different cultures use fractions in daily life, such as in traditional crafts, building, and sports. STEM Application: • Design experiments that involve precise measurements and calculations using fractions and decimals, such as mixing ingredients for a science project. Assessment: • Projects and presentations that demonstrate understanding of fractions and decimals in various	Focus: • Exploring concepts of angle, line, symmetry, and geometric properties (NC.4.G.1, NC.4.MD.5, NC.4.MD.6, NC.4.MD.7). • Applying concepts of area and perimeter in real life scenarios (NC.4.MD.3). Key Activities: • Architectural Wonders: - Study famous structures around the world and investigate the geometric principles used in their design. Global Mapping Project: • Use mapping tools to understand geometric concepts, including symmetry and tessellation, found in nature and human-made structures worldwide. STEM Application: • Engage students in a robotics or engineering challenge where they must use their knowledge of geometry to build models or solve puzzles. Assessment: • Interactive geometry software assessments where students manipulate shapes and solve problems involving

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	value, rounding, and estimation techniques.	time differences affecting transactions and comparison of market prices. <u>STEM Application:</u> • Use interactive math tools and game-based learning platforms where students can practice and refine their operation skills.	cultural and practical contexts.	measurements, demonstrating their mastery of the subject.

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Science	Energy and Motion	Earth and Space Sciences	Ecosystems and Adaptations	Weather, Climate, and Human Impact
	Focus: • Understanding forms of energy and the principles of motion and force (NC.4.P.1, NC.4.P.3). Key Activities: • Energy Around Us: - Explore and classify different types of energy (thermal, light, sound) in daily life and their transformations. • Motion Experiments: - Conduct experiments using ramps, balls, and timers to understand speed, velocity, and the effects of different surfaces on motion. Global Connection: • Study how different cultures harness and use energy, including renewable energy usage worldwide. STEM Application: • Create simple machines and conduct experiments to demonstrate energy conversion and the laws of motion. Assessment: • Students present a science project demonstrating an understanding of energy forms and basic physics.	Focus: • Exploring the Earth's surface, geological processes, and features of the solar system (NC.4.E.1, NC.4.E.2). Key Activities: • Rock and Mineral Collection: - Start a class collection where students identify and classify rocks and minerals from local areas or as part of a kit. • Model Solar System: - Build scale models of the solar system, discussing each planet's characteristics. Global Connection: • Compare geological features of their home state with those in different parts of the world, like mountains, rivers, and volcanoes. STEM Application: • Use software to simulate geological processes such as erosion, volcanic activity, or asteroid impacts and their effects on Earth's surface.	Focus: • Examining ecosystems, the interdependence of organisms, and animal adaptations (NC.4.L.1). Key Activities: • Local Ecosystem Field Trip: - Visit a local nature reserve or park to observe ecosystems firsthand and collect data. • Adaptation Art: - Create detailed drawings or models of animals showing specific adaptations that help them survive in their environments. Global Connection: • Research and report on unique ecosystems around the world such as the Amazon Rainforest or Sahara Desert. STEM Application: • Engage in projects that model food chains and food webs, using interactive online tools to simulate changes in ecosystems. Assessment: • Group presentations on different ecosystems, focusing on flora, fauna, and the ecological balance.	Focus: • Investigating weather patterns, climate zones, and the impact of human activities on climate and weather (NC.4.E.3, NC.4.E.4). Key Activities: • Weather Station: - Set up a classroom weather station to track weather changes and learn to predict weather using basic tools. • Climate Zone Posters: - Create informative posters detailing various global climate zones and their characteristics. Global Connection: • Examine case studies of how different cities around the world are adapting to climate change, such as flood defenses or green roofing. STEM Application: • Use digital tools and databases to analyze weather data or model climate change scenarios. Assessment: • An environmental impact study by students on local

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		Assessment: • A research project on a chosen planet or geological feature, including comparative analysis of similar features across different global regions.		vs. global environmental challenges, incorporating scientific data and proposing solutions.

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Social Studies

Geography and North Carolina	North Carolina History	Government and Civic Education	Economics and Resource Management
Focus: • Understanding North Carolina's place within the regions of the United States and the world (NC.4.G.1). • Geographic factors that influence where people live and work in North Carolina (NC.4.G.1.2). Key Activities: • Mapping Skills Workshop: - Students use maps and globes to locate North Carolina, its neighboring states, and interact with topographical maps to discuss geographic diversity. • Local vs. Global: - Compare the geography of North Carolina to a different state or country, examining environmental features, climate, and human adaptation. Field Trip: • Visit a local geographic or historical landmark and report on its significance. Assessment: • Create an interactive map project that includes physical features, major	Focus: • Major events and figures in North Carolina's history from its indigenous peoples to the present (NC.4.H.1). • The impact of these historical events nationally and globally (NC.4.H.1.3). Key Activities: • Timeline Creation: - Students create a timeline that charts key events in North Carolina's history, tying in national and global events where relevant. • Biography Reports: - Research and presentations on significant figures in North Carolina's history, considering their local, national, or global impact. Global Connection: • Study the migration patterns to and from North Carolina and their reasons, comparing them with global migration trends.	Focus: • The structure of state government in North Carolina (NC.4.C&G.1). • Roles and responsibilities of citizens (NC.4.C&G.2). Key Activities: • Mock Government: - Students role-play parts of the state government, simulating legislative sessions or court cases. • Rights and Responsibilities: - Discussions on civic duties, rights and responsibilities of citizens in a democratic society. Global Connection: • Compare the government structures of North Carolina with those of another democratic country, focusing on similarities and differences in governance. Assessment: • Students design a "new country" complete with a constitution and a government structure, explaining how it compares and contrasts with North Carolina's government.	Focus: • Economic principles including supply and demand, and the concept of scarcity (NC.4.E.1). • The role of natural resources in North Carolina's economic development (NC.4.E.2). Key Activities: • Resource Hunt: - Identify the natural resources of North Carolina and explain how they are used economically. • Economic Decisions Simulation: - Create simulations or games that require students to make economic choices involving scarcity and supply/demand. Global Connection: • Study how similar resources are utilized in different parts of the world and the economic implications. Assessment: • Create and present a business plan for a hypothetical product or service that could be developed in North Carolina, considering

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	cities, and cultural landmarks of North Carolina and a selected region from another continent.	Assessment: • Group research project on a key historical event and its wider implications, presented as a multimedia presentation.		local resources, market demand, and global economic concepts.

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5th Grade Curriculum Outline	Q1	Q2	Q3	Q4
ELA/Reading	**Advanced Reading Comprehension and Analysis** Focus: • Analyzing multiple forms of literature including stories, dramas, and poetry (NC.5.RL.1, NC.5.RL.5). • Understanding how elements of a story interact (NC.5.RL.3). Key Activities: • Literary Circles: Students participate in literary circles where they discuss themes, characters, and plot developments of globally diverse literature. • Story Elements Drama: Students perform a play based on a story read in class, focusing on delivering dialogue and interpreting character actions and motives. Global Connection: • Read folklore and myths from different cultures; discuss their morals, themes, and cultural significance. Assessment: • Write a comparative essay on two pieces of literature from different cultures focusing on a common theme.	**Nonfiction Texts and Informational Reading** Focus: • Analyzing main ideas and details from nonfiction texts (NC.5.RI.2). • Evaluating arguments and claims in texts (NC.5.RI.8). Key Activities: • Fact or Opinion Workshop: - Teach students to distinguish between fact and opinion, and to identify unsupported claims vs. well-supported arguments in nonfiction texts. • Research project: - Students choose a global issue, conduct online research, and synthesize their findings into a well-organized report. Global Connection: • Connect with students from another country to exchange information about each other's local news and discuss	**Writing Skills Development** Focus: • Writing narratives, informative/explanatory texts, and opinion pieces (NC.5.W.1, NC.5.W.2, NC.5.W.3). • Strengthening grammar, punctuation, and usage (NC.5.L.1, NC.5.L.2). Key Activities: • Author's Chair: - Weekly opportunity for students to share their writing with the class and receive constructive feedback. • Multigenre Research Project: - Write about a historical or contemporary figure, using different genres like narrative, newspaper article, and biography. Global Connection: • Engage in penpal exchanges or blog postings with students from another country to share and receive feedback on writing. Assessment: • A portfolio of written works across different genres,	**Speaking, Listening, and Multimedia Literacy** Focus: • Enhancing speaking and listening skills through discussion and presentation (NC.5.SL.1, NC.5.SL.4, NC.5.SL.6). • Analyzing multimedia elements and their role in conveying information (NC.5.SL.2). Key Activities: • Debate Club: - Organize debates on current global issues, encouraging students to use persuasive language and solid evidence. • Multimedia Project: - Create a documentary or news report on a historical event, incorporating interviews, images, and other media. Global Connection: • Collaboratively create a virtual presentation with students from another country, discussing a shared topic of interest. Assessment: • Oral presentations and multimedia projects that

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		different perspectives on similar issues. <u>Assessment:</u> • Presentations or digital posters summarizing research on a selected global issue, demonstrating an understanding of key points and evidence.	focusing on coherent development, organization, style, and grammar.	require synthesizing information and presenting it effectively.

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Mathematics

Operations and Algebraic Thinking	Number and Operations—Fractions	Measurement and Data	Geometry
Focus: • Mastery of multiplication and division of whole numbers (NC.5.OA.1, NC.5.OA.2). • Understanding and applying order of operations in numerical expressions (NC.5.OA.3). Key Activities: • Math in Context: - Use real-world problems involving large numbers, such as calculating populations or distances between global cities, to practice multiplication and division. • Interactive Games: - Incorporate technology with interactive math games that reinforce the order of operations and arithmetic skills. Global Connection: • Explore different counting systems or mathematical methods from around the world like the Abacus (Asia) or Quipu (Andean cultures). Assessment: • Problem sets and a project using order of operations	Focus: • Addition, subtraction, multiplication, and division of fractions (NC.5.NF.1 through NC.5.NF.7). Key Activities: • Cooking Class: - Use recipes to demonstrate how fractions are used in real life for ingredient measurements, adjusting proportions for more or fewer servings. • Fraction Art: - Create art projects that involve fraction calculations to ensure correct proportions and symmetries. Global Connection: • Students compare how different cultures use fractions in commerce, cooking, and crafts, enhancing their understanding with practical examples. Assessment: • Create and present a "how-to" guide or video demonstrating the use	Focus: • Understanding concepts of volume and measurement conversion (NC.5.MD.1, NC.5.MD.2, NC.5.MD.3, NC.5.MD.5). • Representing and interpreting data (NC.5.MD.4). Key Activities: • Science Lab: - Measure different substances or objects, converting measurements between different metric and standard units. • Survey Project: - Students conduct a survey within or outside school, collect data, and use it to create graphs and charts. Global Connection: • Examine data from international sources, such as climate or demographic data, and analyze global trends. Assessment: • A comprehensive report that includes data collection, data analysis, and conclusions presented through graphs and written explanations.	Focus: • Classification of two-dimensional figures based on their properties (NC.5.G.3, NC.5.G.4). Key Activities: • Geometric Construction: - Use geometry tools to construct shapes and understand their properties practically. • Architecture Project: - Investigate different architectural styles around the world and design a model of a building using specific geometric shapes. Global Connection: • Explore how different cultures have used geometry in art, architecture, and everyday life, such as Islamic geometric patterns or the Fibonacci sequence in nature. Assessment: • Design a presentation or digital portfolio showcasing an architectural model, explaining the use of geometry in its design.

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	to solve complex real-life scenarios.	of fractions in daily life or in a cultural activity.		

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Science	Ecosystems and Environmental Science	Matter and Energy	Earth Systems and Patterns	Forces and Motion
	Focus: • Understanding ecosystems and the interactions between organisms (NC.5.L.2). • Analyzing the impact of human activity on ecosystems (NC.5.L.2.3). Key Activities: • Local Ecosystem Walk: - Students explore nearby natural settings to observe and document different species and their interactions. • Eco-Footprint Analysis: - Calculate their own ecological footprint and compare it with those of children in different parts of the world. Global Connection: • Study ecosystems from around the world such as the Amazon Rainforest, the Sahara Desert, and the Great Barrier Reef, discussing their global importance and conservation needs. Assessment: • Create a visual or digital presentation on a particular ecosystem, detailing species interactions, food webs, and human impacts.	Focus: • Properties and states of matter; understanding that matter is made of particles too small to be seen (NC.5.P.2). • Conservation of matter and energy relationships (NC.5.P.3). Key Activities: • Lab Experiments: - Conduct experiments to observe changes in states of matter and mixtures. • Energy Transfer Models: - Build models to demonstrate the transfer of energy from one form to another. Global Connection: • Explore how different cultures use science to manage energy, such as windmills in the Netherlands or solar panels in Morocco. Assessment: • Develop an experiment to demonstrate the conservation of matter, including a detailed lab report.	Focus: • Earth's major systems and cycles including weather, water, rock cycles (NC.5.E.1). • Effects of earth's rotation and revolution (NC.5.E.1). Key Activities: • Weather Station Monitoring: - Set up and monitor a classroom weather station; collect and analyze data. • Virtual Field Trips: - Utilize online resources to explore significant geological formations around the world. Global Connection: • Study and compare weather patterns and natural events like earthquakes or hurricanes across different continents. Assessment: • A report on a global environmental issue, such as climate change, including data analysis and proposed mitigation strategies.	Focus: • Understanding forces, motion, and the relationship between them (NC.5.P.1). Key Activities: • Physics of Sports: - Analyze the forces involved in different sports through video analysis and live experiments. • Rube Goldberg Machines: - Design and build a machine that accomplishes a simple task through a complex chain reaction, demonstrating knowledge of physical principles. Global Connection: • Investigate how various innovations around the world (such as Japan's bullet trains or the Netherlands' flood barrier systems) utilize physical sciences. Assessment: • Students design and conduct an experiment to test a hypothesis related to forces and motion, presented in a science fair format.

SOMERSET PREPARATORY ACADEMY NORTH CAROLINA

Social Studies

Foundations of American History	Formation of the United States	Development of the New Nation	America on the Global Stage
Focus: • Exploration and colonization of America (NC.5.H.1). • Interactions between Native Americans and European settlers (NC.5.H.1.1). Key Activities: • Explorer Simulation: - Students take on the roles of various explorers and indigenous people to simulate first encounters and settlements. • Interactive Timelines: - Create timelines mapping key events in the colonization of America. Global Connection: • Compare colonization experiences in North America with those of other regions like Africa and Asia. Assessment: • Group presentations on different explorer expeditions and the impacts of these journeys on indigenous populations.	Focus: • Events leading to the American Revolution (NC.5.H.1, NC.5.H.2). • Key figures and foundational documents of the United States (NC.5.H.2.2, NC.5.H.2.3). Key Activities: • Debate Club: - Stage debates on pivotal decisions and perspectives of the Revolutionary period. • Document Deep Dive: - Analyze primary sources such as the Declaration of Independence and Articles of Confederation. Global Connection: • Study other global revolutions and independence movements for comparative politics and strategies. Assessment: • Write and defend a "position paper" as a figure from the American Revolution, arguing their standpoint on key issues.	Focus: • Major events and challenges of the early 19th century (NC.5.H.1, NC.5.H.3). • Westward expansion and its effects on the nation and indigenous peoples (NC.5.H.3.2). Key Activities: • Manifest Destiny Interactive Map: - Create a digital or physical map showing territorial changes and movement patterns. • Impact Journals: - Write from the perspective of different stakeholders (settlers, indigenous peoples, etc.) during the period of Westward expansion. Global Connection: • Examine case studies of other nations experiencing similar expansive or colonial phases. Assessment: • Multimedia presentation on the impacts of Westward expansion, considering multiple perspectives and using primary and secondary sources.	Focus: • The role of the United States in global affairs in the late 19th and early 20th centuries (NC.5.H.3). • Major American innovations and their global impact (NC.5.C.1). Key Activities: • Innovations Timeline: - Research and display major American inventions and their global influence. • World Affairs Role-Play: - Simulate a historical international conference where students represent the US and other nations. Global Connection: • Look into the export of American culture and technology and its reception and adaptation globally. Assessment: • A project analyzing a major American innovation, discussing its development, application, and effects both domestically and worldwide.

SOMERSET PREPARATORY ACADEMY NORTH CAROLINA

March 3, 2025

Re: Somerset Academy North Carolina, Inc
Insurance Program

To Whom it May Concern:

HUB International is the insurance broker for Academica Management LLC and we handle the insurance for new charter schools opening up outside of the state of Florida. We understand that a new charter school in North Carolina, Somerset Academy North Carolina, Inc, is set to open up in North Carolina in August 2026. Please be advised that we will secure the following insurance coverages for the school, well before the August 2026 date:

1. Errors and Omissions: one million dollars ($1,000,000) per occurrence;
2. General Liability: one million dollars ($1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars ($250,000) to cover employee theft and dishonesty; and
5. Automobile Liability: one million dollars ($1,000,000) per occurrence.

SBE will be named as an additional insured the Errors and Omissions, General Liability and Automobile Liability policies.

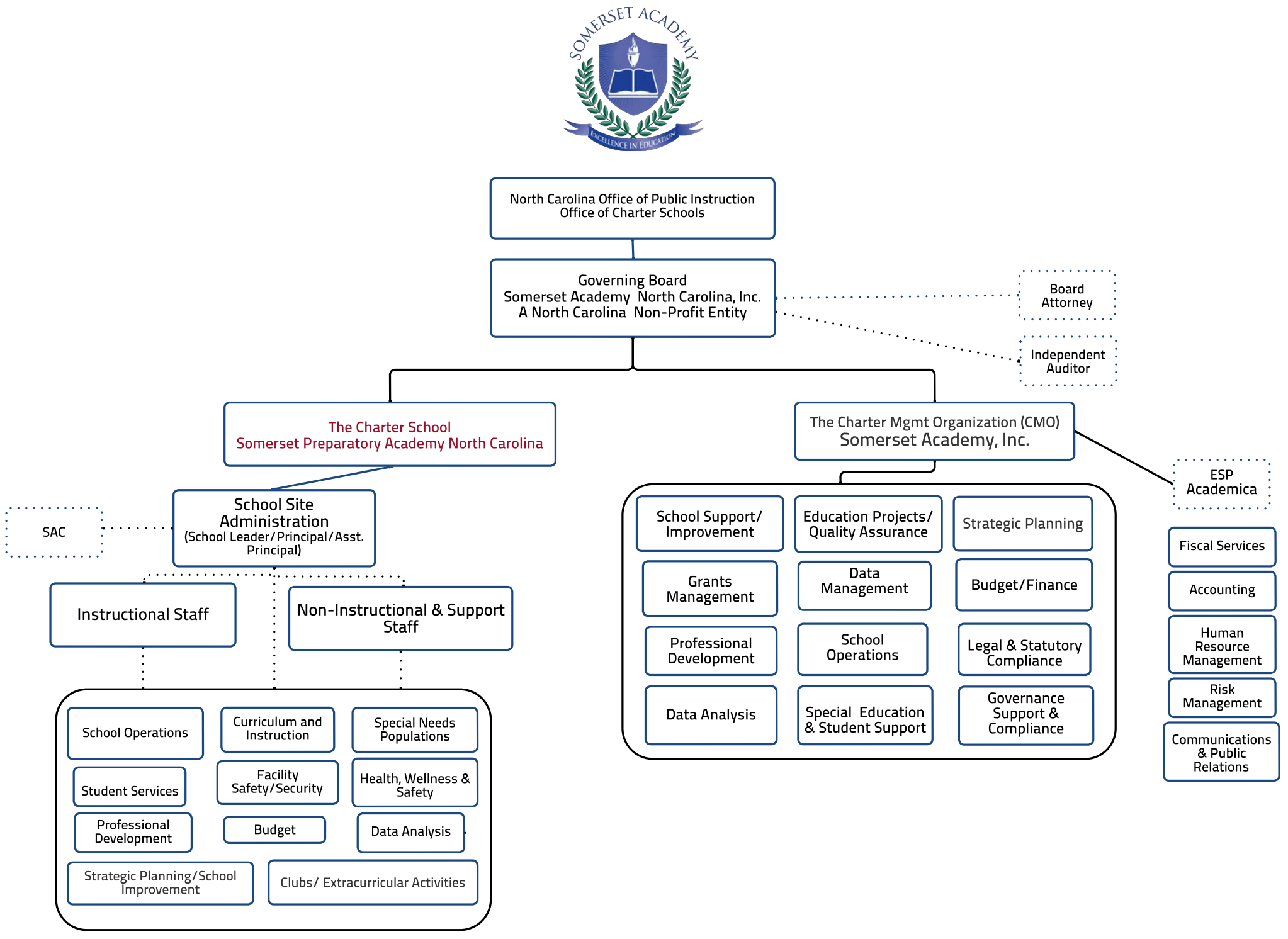
The estimated insurance cost for the school is $13,000 to $18,000 annually. Please note that this is just an estimated cost and the final costs will be determined by the insurance carrier.

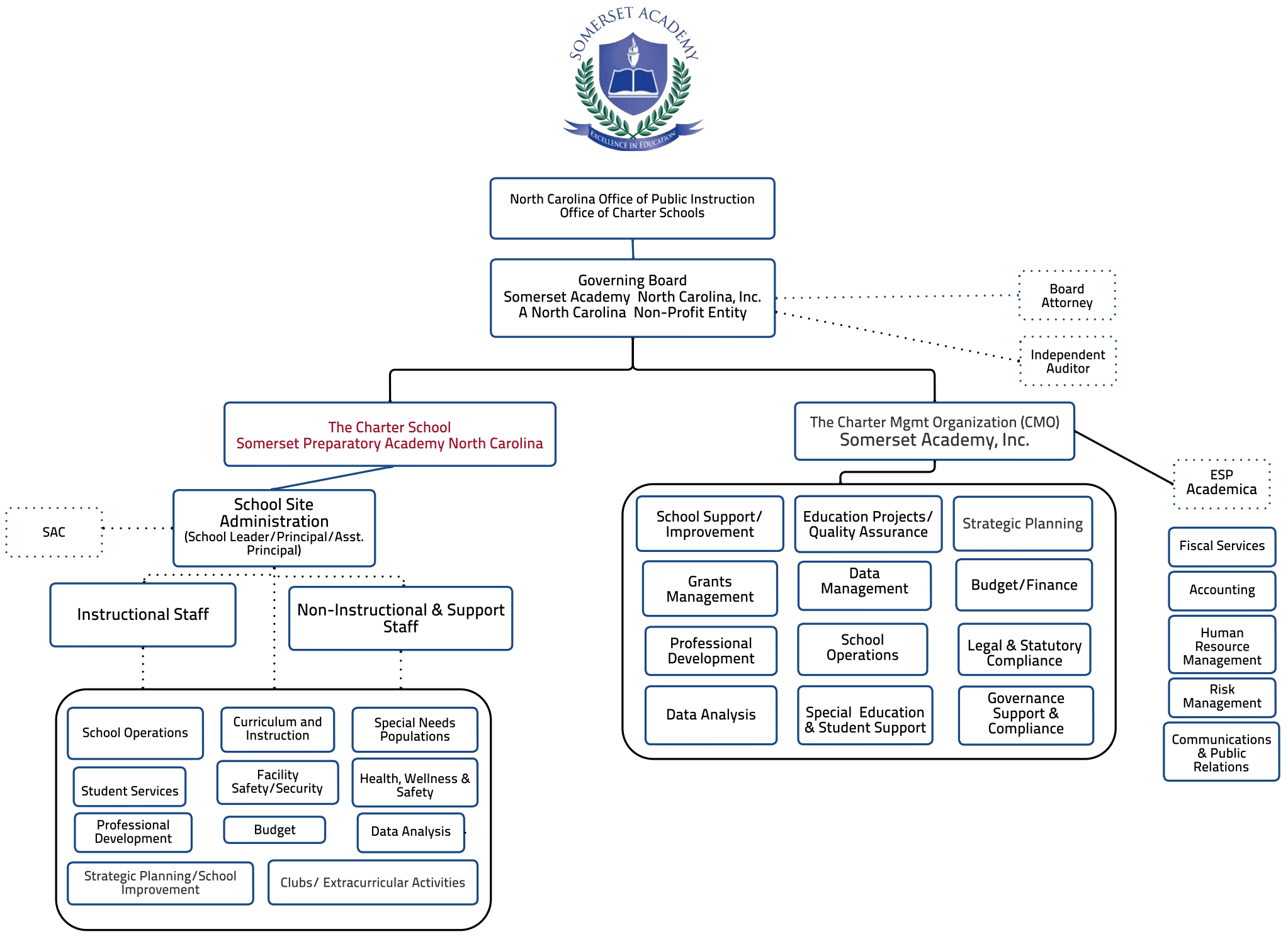
If you have any questions, please feel free to contact me.

Thank you,

DocuSigned by:
Pamela Shimono
Pamela Shimono

Chief Client Officer
203.285.4448/pamela.shimono@hubinternational.com


North Carolina Office of Public Instruction
Office of Charter Schools
Governing Board
Somerset Academy North Carolina, Inc.
A North Carolina Non-Profit Entity
Board Attorney
Independent Auditor
The Charter School
Somerset Preparatory Academy North Carolina
The Charter Mgmt Organization (CMO)
Somerset Academy, Inc.
ESP
Academica
SAC
School Site Administration
(School Leader/Principal/Asst. Principal)
Instructional Staff
Non-Instructional & Support Staff
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
Fiscal Services
Accounting
Human Resource Management
Risk Management
Communications & Public Relations
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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Human Resource Management
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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

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	1	0%
Asian	19	6%
Black or African American	36	12%
Hispanic	60	20%
Native HI or Pacific Islander	0	0%
Two or More Races	13	4%
White	171	57%
EDS Subgroups		
Economically Disadvantaged Students	115	38%
Students with Disabilities	30	10%
English Language Learners	15	5%
Students Experiencing Homelessness	2	1%

Benefit Comparison North 2025

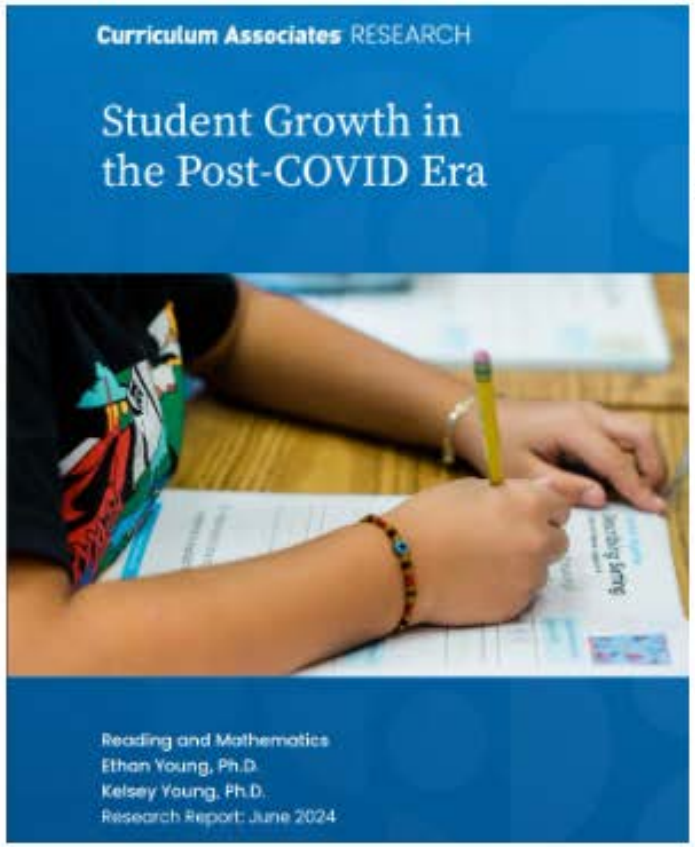
Carrier	UNITED HEALTHCARE							
Plan Name	**UHC CP EC68/Q90S 1000/80%**		**UHC CP EDA3/Q91S 2500/80%**		**UHC/EPO EC8Y/Q92S 4000/80%**		**UHC-CP EC9D/L81S 3300 Embeded***	
Plan Type	Choice Plus		Choice Plus		EPO		**High Ded Health Plan** must meet the deductible before the	
Coverage Areas	**Nationwide**		**Nationwide**		**Nationwide**		**Nationwide**	
In vs. Out of Network	In	Out	In	Out	In	Out	In	Out
Preventive Care	$0	40% after ded	$0	50% after ded	$0	Not Covered	$0	50% after ded
Primary Care Copay	$25	40% after ded	$30	50% after ded	$30	Not Covered	$30 after ded	50% after ded
Specialist Copay	$50	40% after ded	$30/$60	50% after ded	$60	Not Covered	$60 after ded	50% after ded
Virtual (Telehealth)	$0	Cost share	$0	Cost share	$0	Not Covered	$0 after ded	Cost share
Referrals Required	No	No	No	No	No	Not Covered	No	No
Hospital Inpatient Deductible/Copay	20% after ded	40% after ded	$500 & 20% after ded	50% after ded	20% after ded	Not Covered	$500 after ded	50% after ded
Hospital Outpatient Deductible/Copay	20% after ded	40% after ded	$250 & 20% after ded	50% after ded	20% after ded	Not Covered	$300 after ded	50% after ded
Calendar Year Ded Individual	$1,000	$2,000	$2,500	$5,000	$4,000	Not Covered	$3,300	$5,000
Calendar Year Ded Family	$3,000	$6,000	$5,000	$10,000	$8,000	Not Covered	$6,600	$10,000
Calendar Year Out of Pocket Max -Individual (inc. ded)	$4,000	$6,250	$6,000	$10,000	$7,900	Not Covered	$6,000	$10,000
Calendar Year Out of Pocket Max- Family (inc. ded)	$8,000	$12,500	$12,000	$20,000	$15,800	Not Covered	$12,000	$20,000
Diagnostics (X-Ray & Lab)	DSGND Lab $25 INN Lab 50% X-ray $25	40% after ded	DSGND Lab $25 INN Lab 50% X-ray $25	50% after ded	DSGND Lab $25 INN Lab 50% X-ray $25	Not Covered	DSGND Lab $0 after ded INN Lab 50% after ded X-ray 0% after ded	50% after ded
Imaging (CT/PET/MRI)	DSGND 20% after ded INN 50% after ded	40% after ded	DSGND 20% after ded INN 50% after ded	50% after ded	DSGND 20% after ded INN 50% after ded	Not Covered	DSGND $300 after ded INN $750 after ded	50% after ded
Prescriptions Tiers	$5 / $35 / $90		$10/ $45 / $90		$15/$50/$100	Not Covered	$10 / $35/ $60 after ded	
Emergency Room Copay	$500		$500		$500		$500 after ded	
Urgent Care Copay	$75	40% after ded	$75	50% after ded	$75	Not Covered	$75 after ded	50% after ded
Health Savings Plan	N/A		N/A		N/A		$45 monthly employer contribution	

*Embeded deductible health plan; the policy will have two deductibles; the individual deductible for each family member and a family deductible. When a family member meets his/her individual deductible, the insurance company will begin paying according to the plan's coverage for that member. The individual deductible will also go toward the family deductible so your insurance will start paying for medical care earlier for all covered members.

Student Growth in the Post-COVID Era
Longitudinal Comparison to National Trends

ACADEMICA - SOMERSET ACADEMY

What Questions Can These Results Help Answer?



National research focused on:

- How student growth post-pandemic differed from historical growth (based on a pre-pandemic trajectory).
- To what extent those patterns differed by age/grade and beginning placement level during the pandemic.

These results leverage the national research to help you understand:

1. How your students compare to historical pre-COVID (2016-17 to 2018-19) national trends.
2. How your students compare to post-COVID (2021-22 to 2023-24) national trends.
3. How your student achievement has changed over the last three years.

Student-Level Inclusion Criteria

For each longitudinal cohort, student assessment data were selected using the following criteria*:

1. Total number of completed assessments was between six and nine (maximum possible was nine);
2. The time lag between any two assessments was shorter than 52 weeks; students must have an initial Fall 2021 test result (to inform baseline placement assignment);
3. Assessments were completed in English;
4. Assessments showed no evidence of rushing.

Results for terms or student groups with fewer than 100 students are not displayed in accompanying graphs.

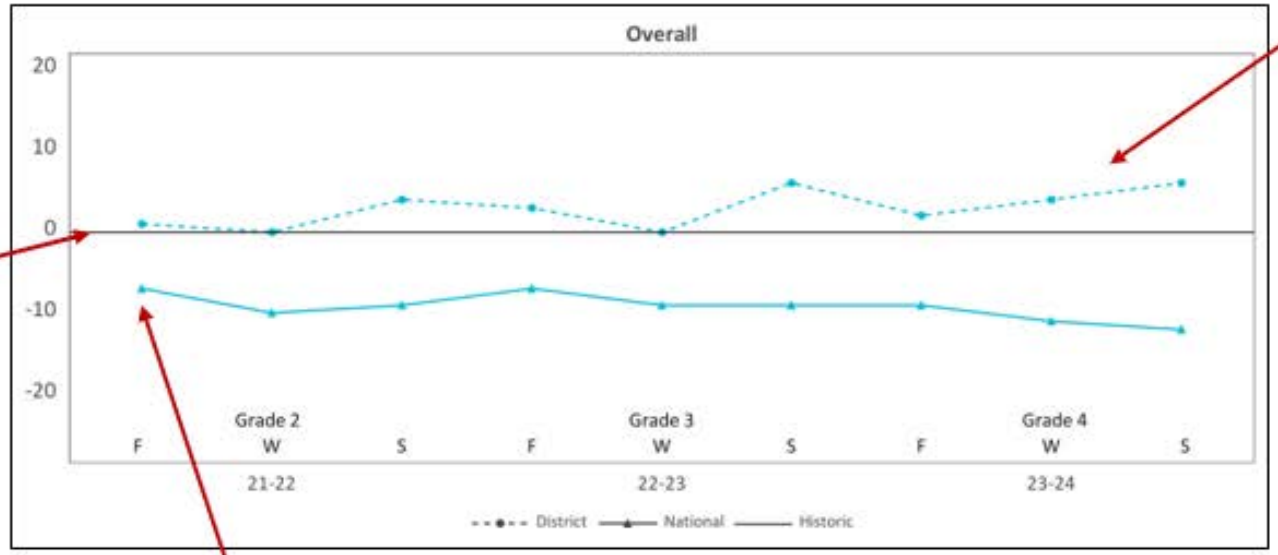
**Inclusion criteria consistent with national research approach.*

Interpreting Graphs

The dashed line indicates the post-COVID (2021-22 to 2023-24) trend for a given cohort and subject for your students.

The black "0" line represents the historical pre-COVID (2016-17 to 2018-19) **national** trend.

This line summarizes the historical performance average for students by cohort and subject. The scores informing the historical trend vary by baseline placement level and overall performance.



The solid line indicates how the post-COVID (2021-22 to 2023-24) **national** trend differs from the historical pre-COVID national trend for a given cohort and subject.

When this line is below 0, that means students post-COVID had lower performance compared to historical, pre-COVID trends (and vice versa).

In this example, in Fall of 2021, students in 2nd grade across the nation were 7.5 scale score points below the historical national estimate in math.

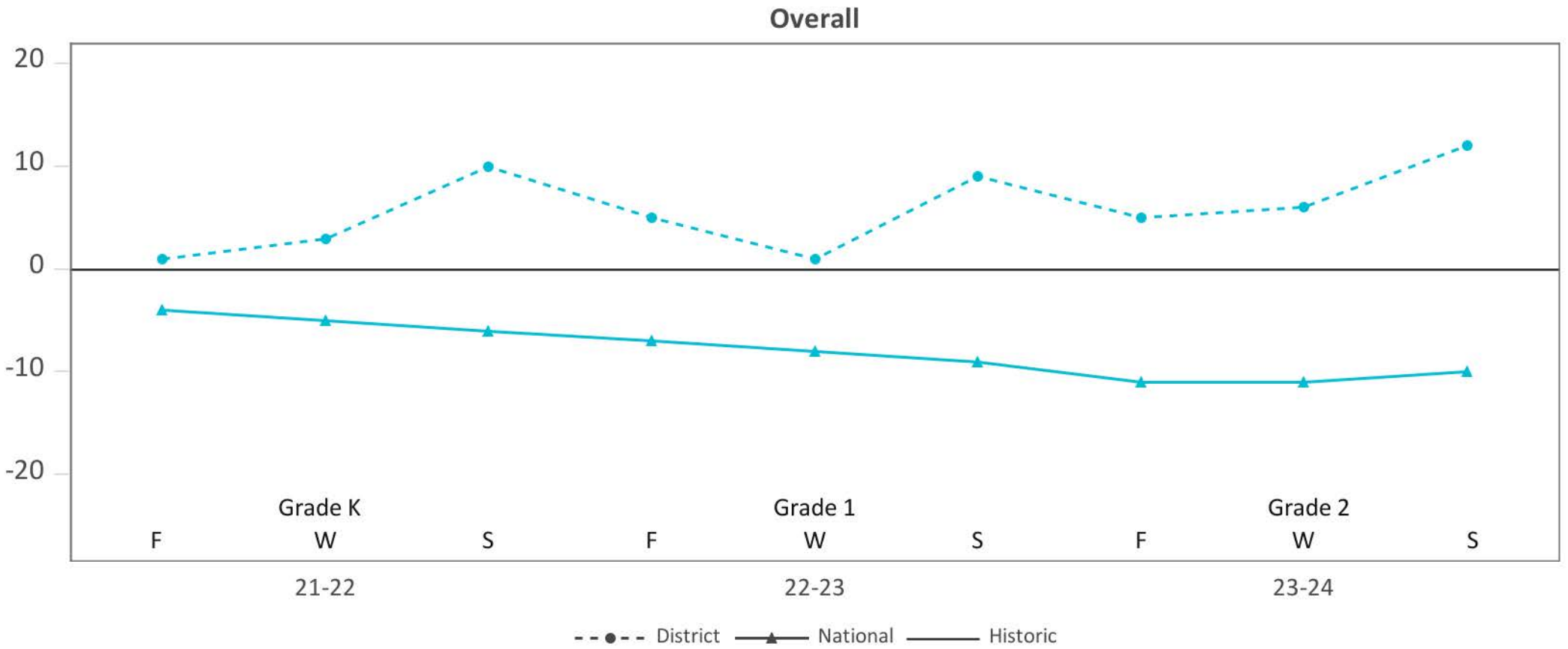
Summary of ACADEMICA - SOMERSET ACADEMY Trends Compared to National

Historical and Post-COVID Trends

Graphs summarize student trends by cohort and subject (Overall and by Baseline Placement Level)

Grade K Cohort - Overall Reading Trends

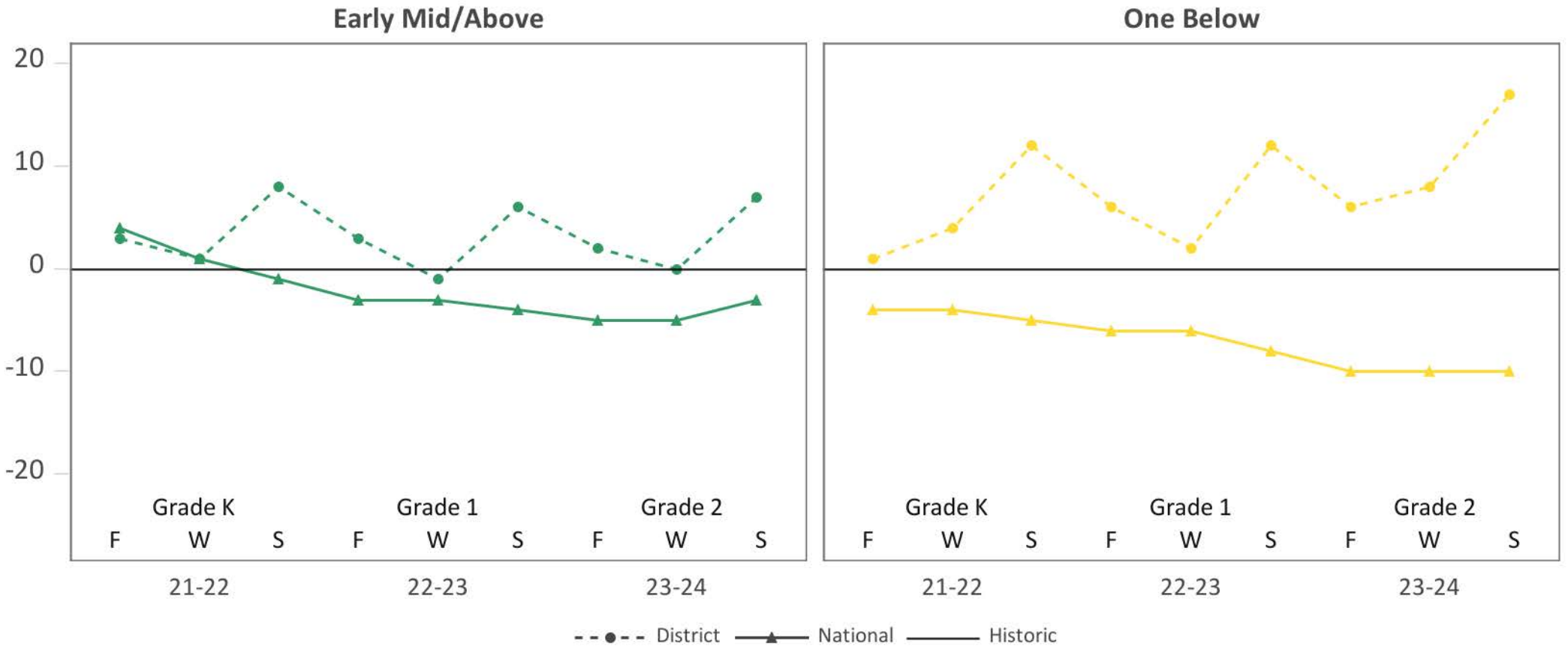
Average Scale Score Difference From Historic Scores



	F 21-22	W 21-22	S 21-22	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24
Students Included	1,703	1,688	1,680	1,689	1,688	1,686	1,695	1,666	1,647

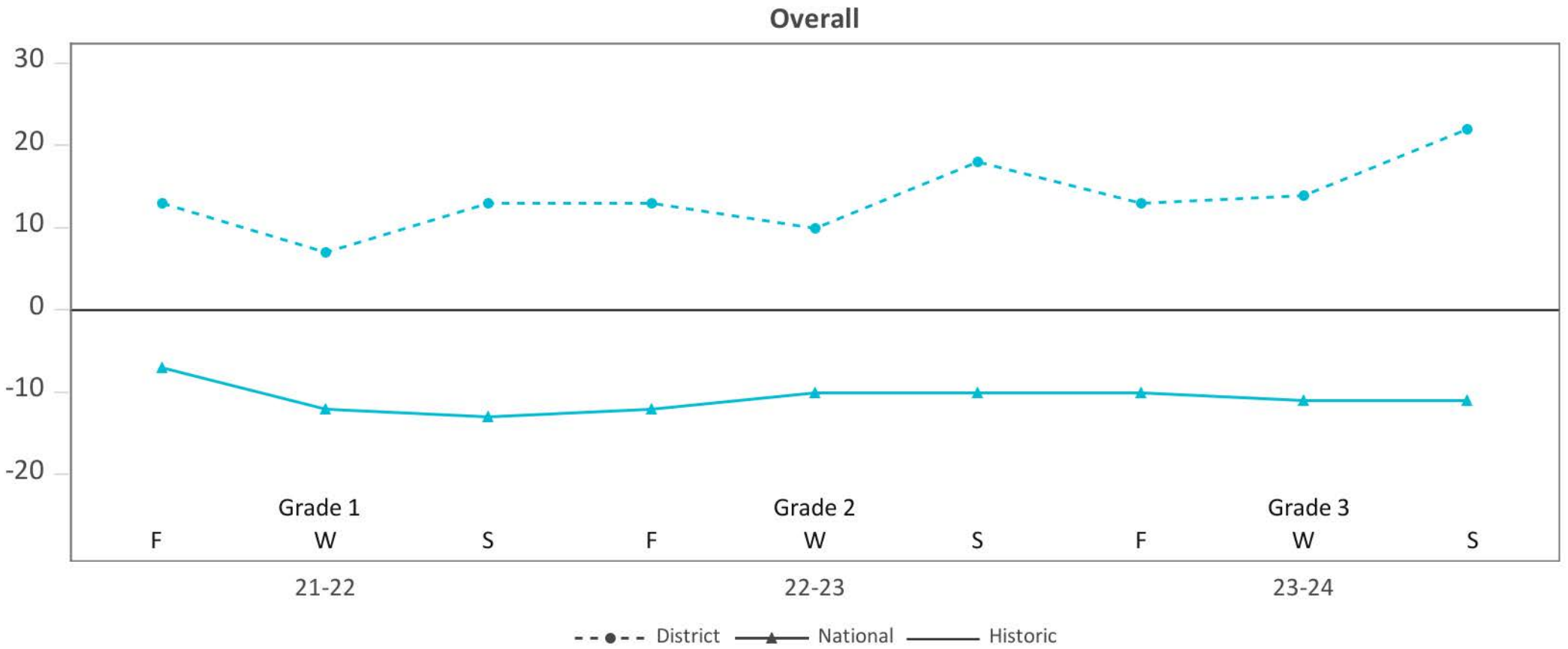
Grade K Cohort - Reading Trends by Baseline Placement

Average Scale Score Difference From Historic Scores



Grade 1 Cohort - Overall Reading Trends

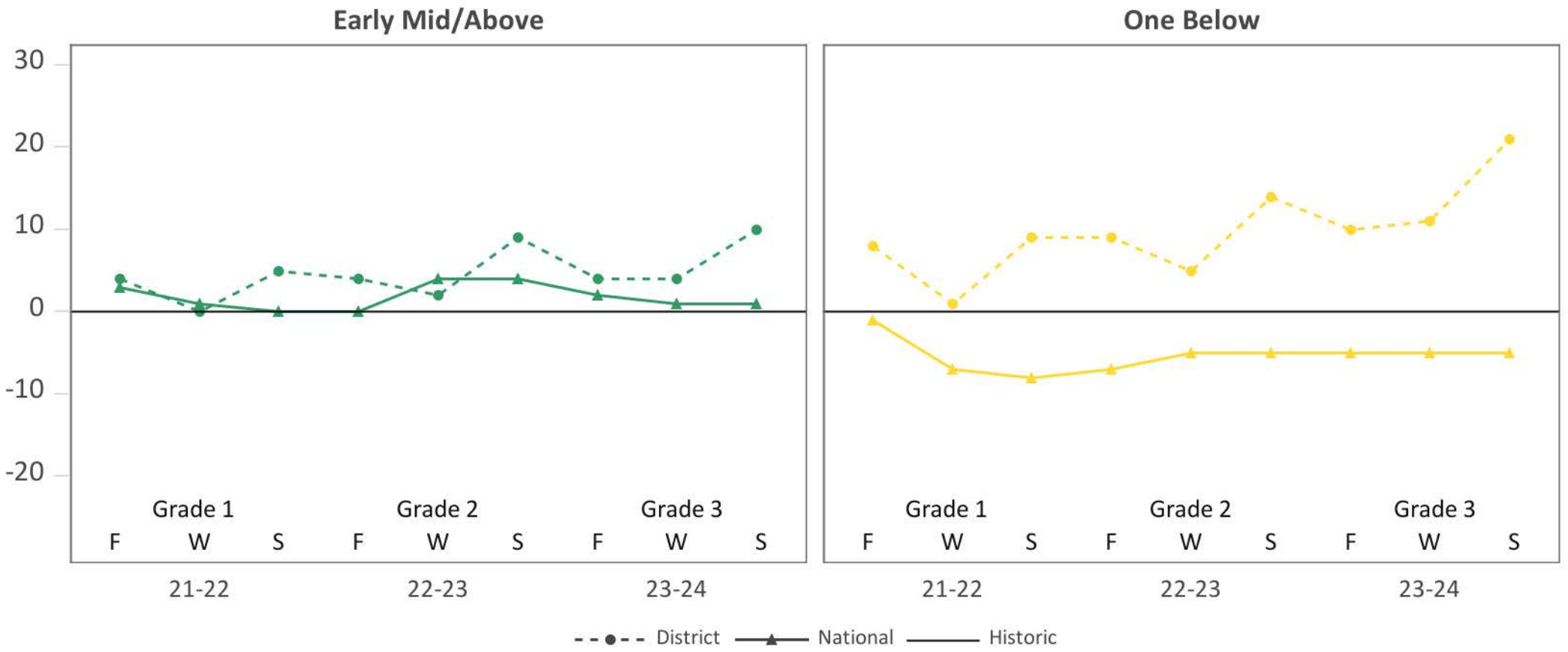
Average Scale Score Difference From Historic Scores



	F 21-22	W 21-22	S 21-22	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24
Students Included	1,742	1,722	1,732	1,730	1,729	1,725	1,738	1,713	1,609

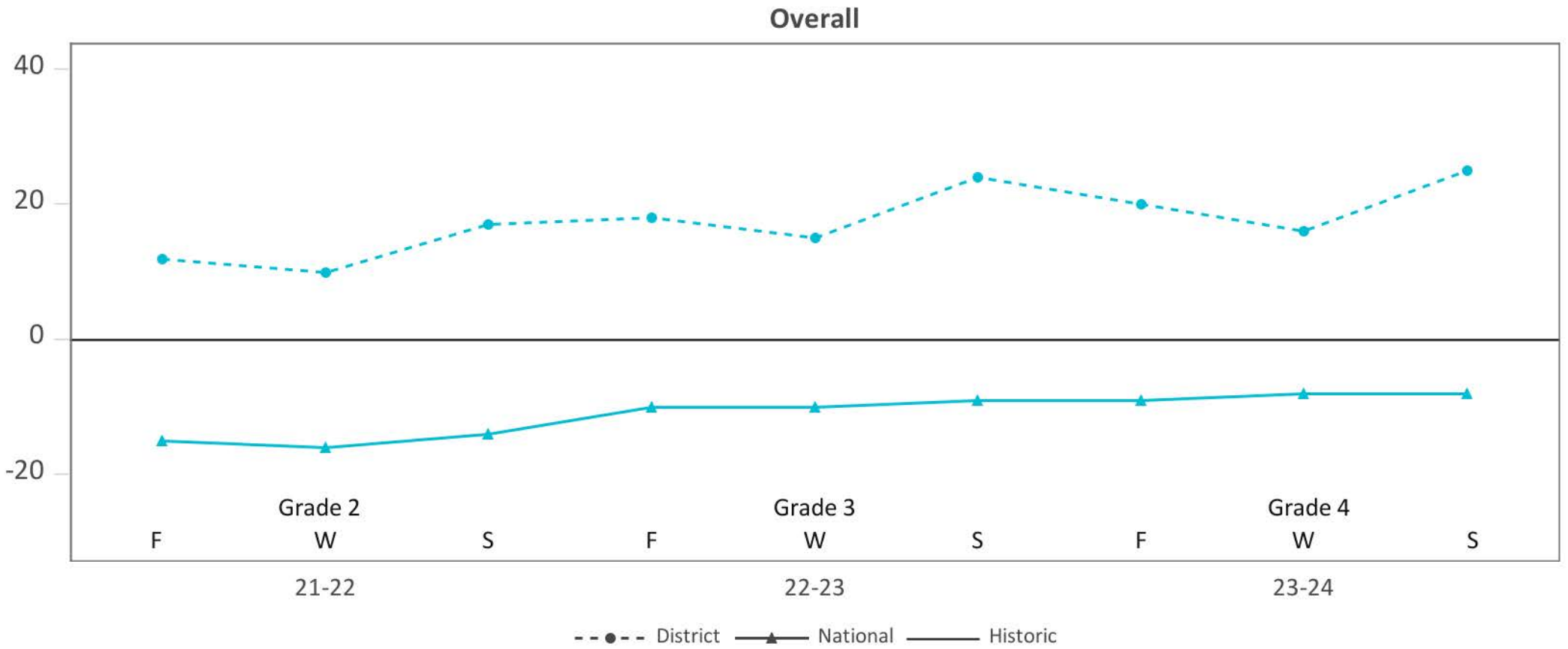
Grade 1 Cohort - Reading Trends by Baseline Placement

Average Scale Score Difference From Historic Scores



Grade 2 Cohort - Overall Reading Trends

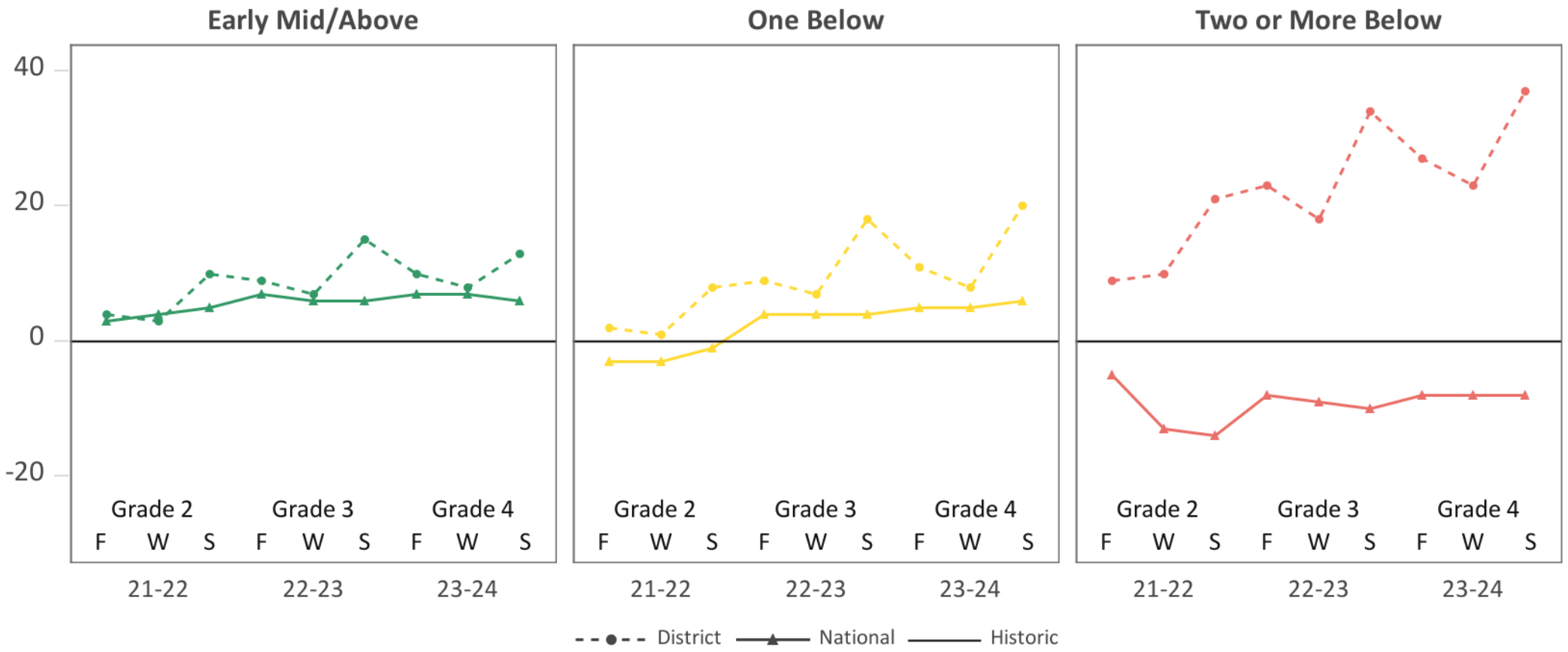
Average Scale Score Difference From Historic Scores



	F 21-22	W 21-22	S 21-22	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24
Students Included	1,699	1,690	1,693	1,693	1,694	1,607	1,678	1,665	1,642

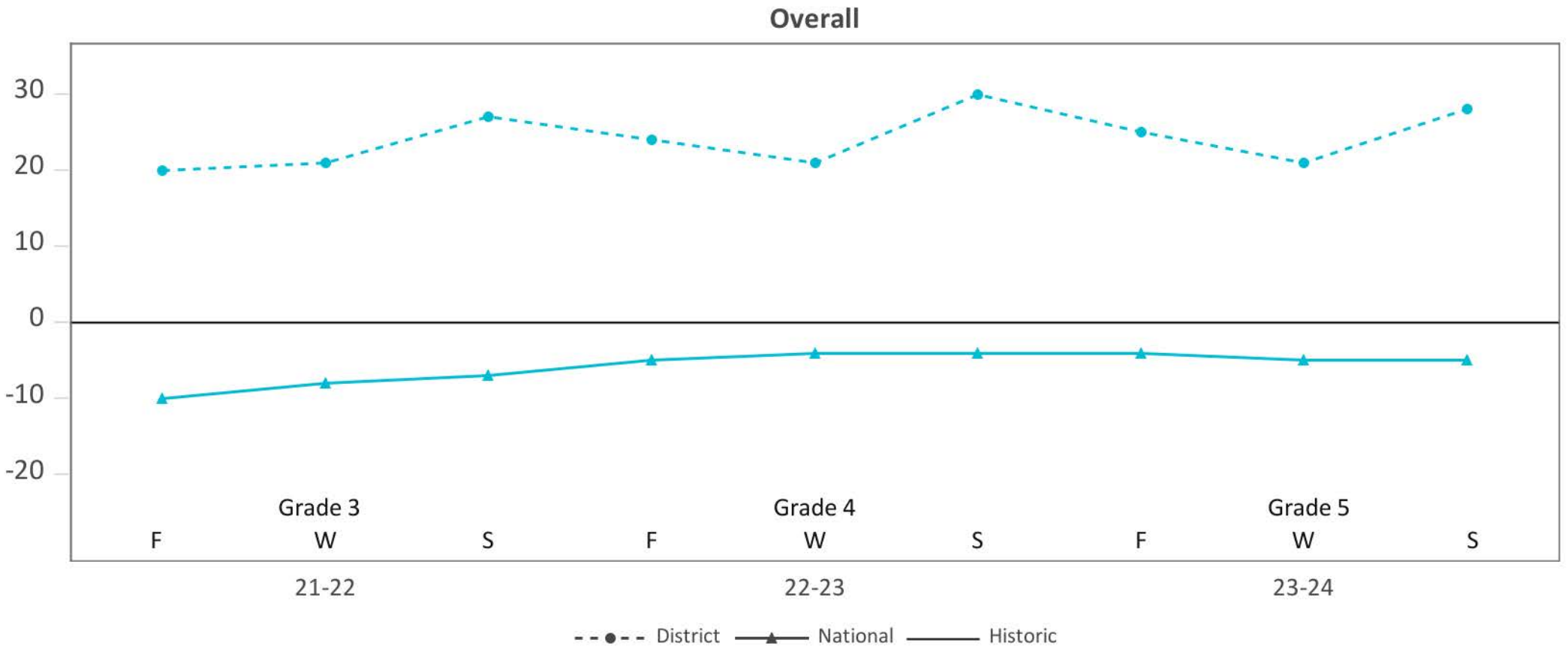
Grade 2 Cohort - Reading Trends by Baseline Placement

Average Scale Score Difference From Historic Scores



Grade 3 Cohort - Overall Reading Trends

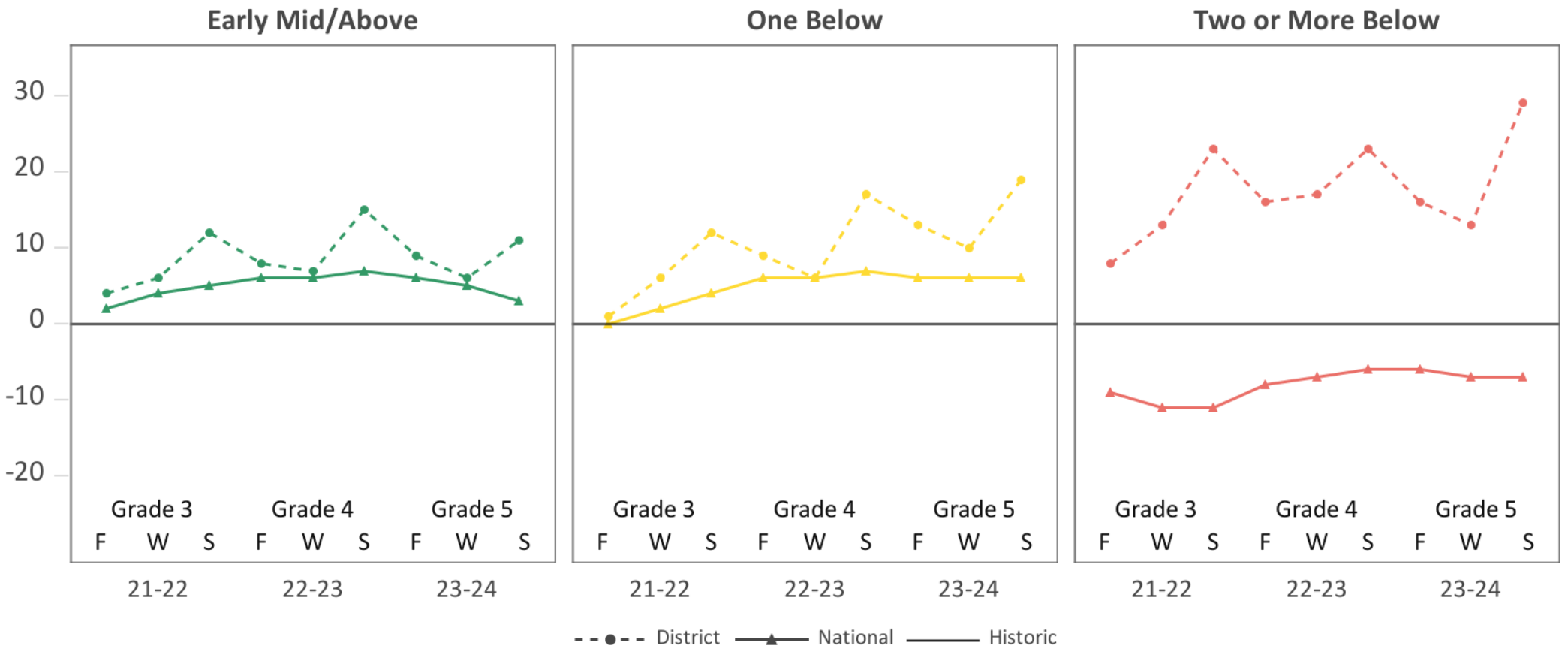
Average Scale Score Difference From Historic Scores



	F 21-22	W 21-22	S 21-22	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24
Students Included	1,662	1,653	1,579	1,645	1,651	1,645	1,651	1,641	1,623

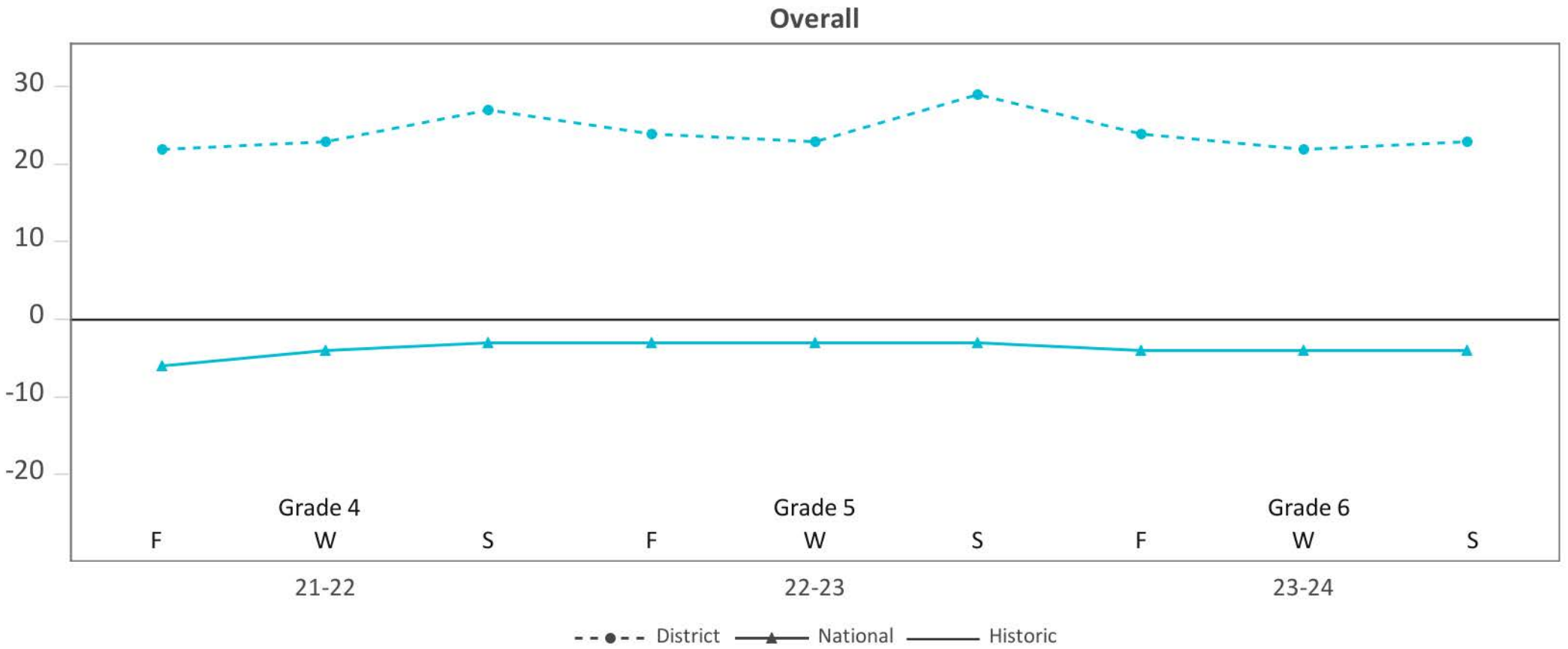
Grade 3 Cohort - Reading Trends by Baseline Placement

Average Scale Score Difference From Historic Scores



Grade 4 Cohort - Overall Reading Trends

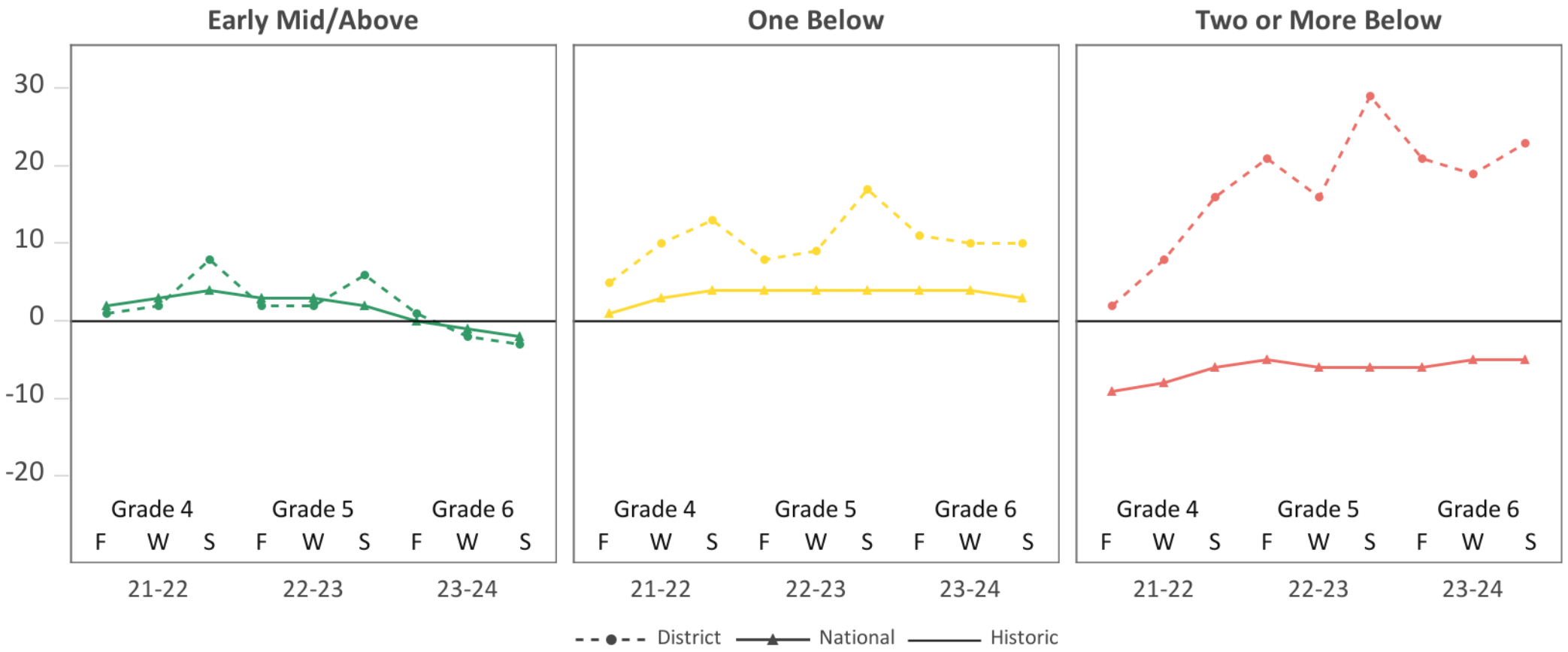
Average Scale Score Difference From Historic Scores



	F 21-22	W 21-22	S 21-22	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24
Students Included	1,370	1,357	1,356	1,364	1,363	1,359	1,353	1,322	1,288

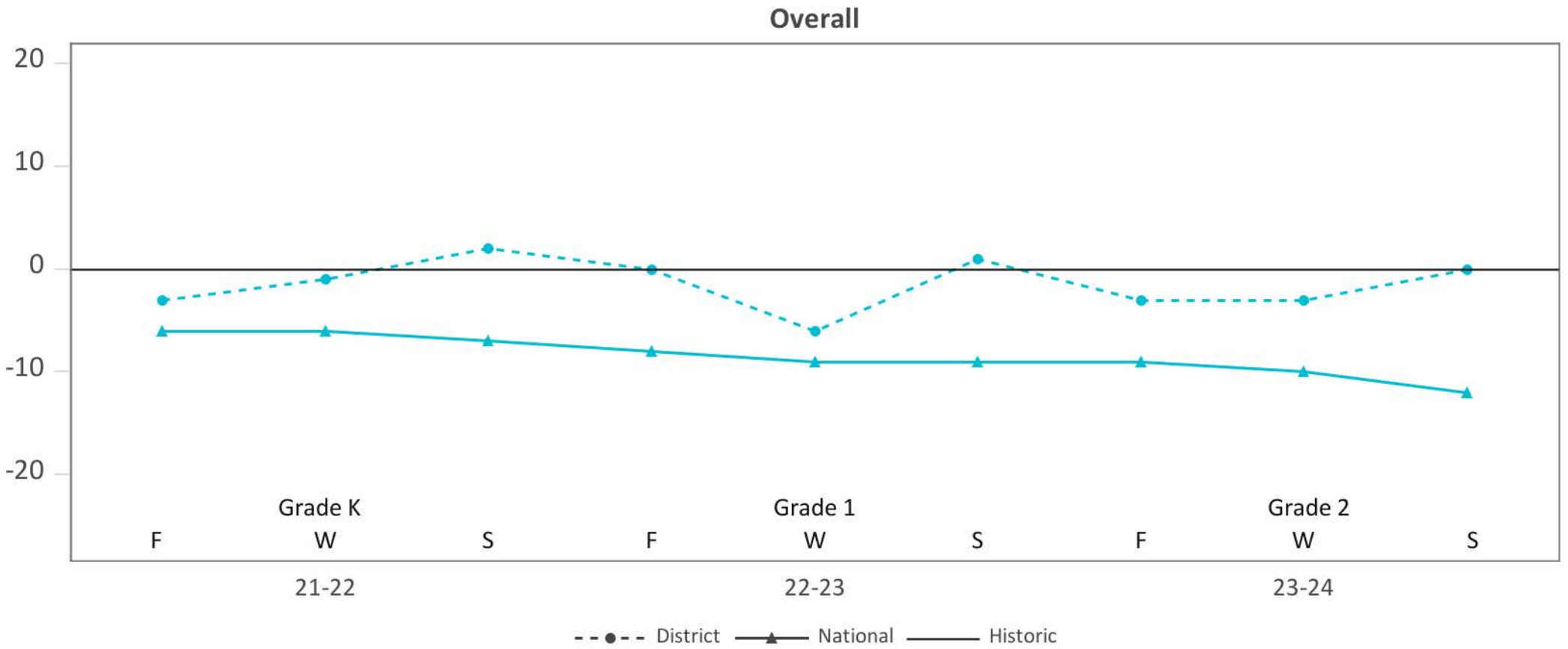
Grade 4 Cohort - Reading Trends by Baseline Placement

Average Scale Score Difference From Historic Scores



Grade K Cohort - Overall Math Trends

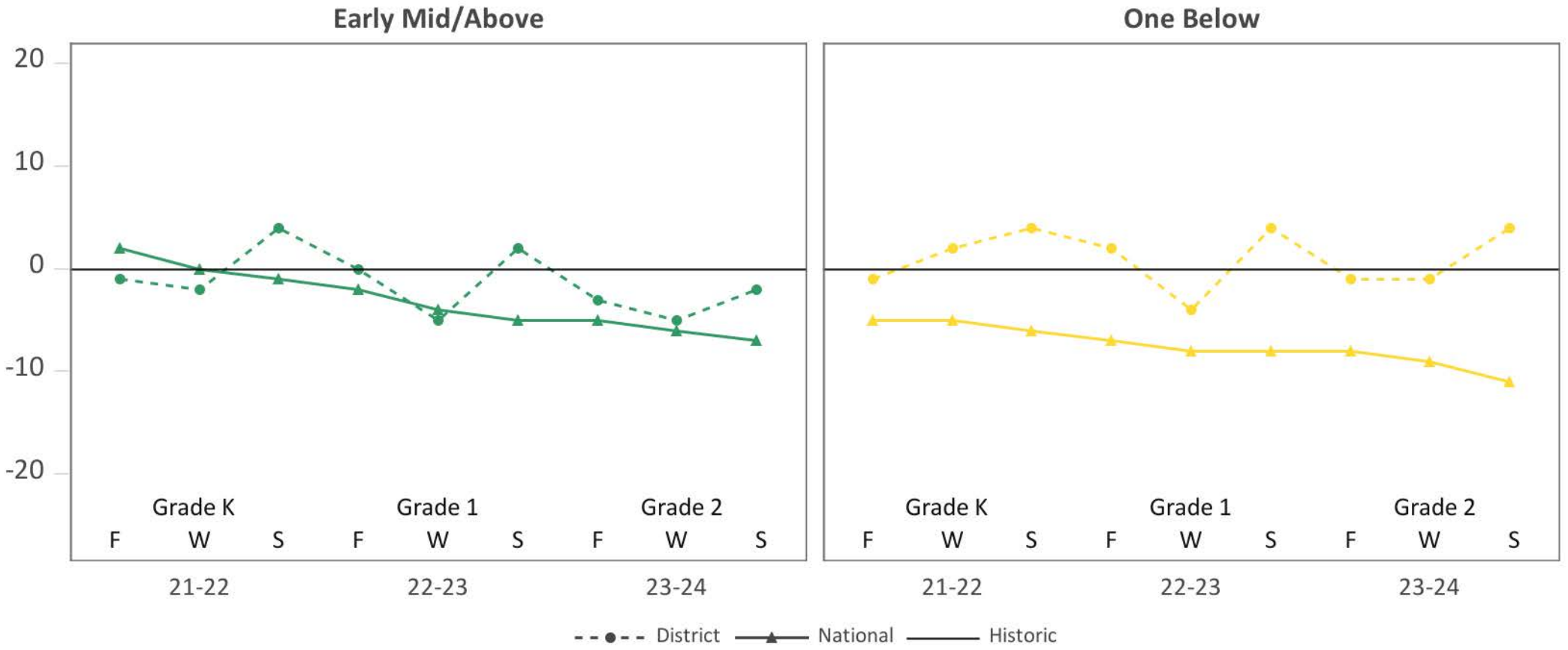
Average Scale Score Difference From Historic Scores



	F 21-22	W 21-22	S 21-22	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24
Students Included	1,699	1,672	1,676	1,692	1,689	1,674	1,696	1,665	1,637

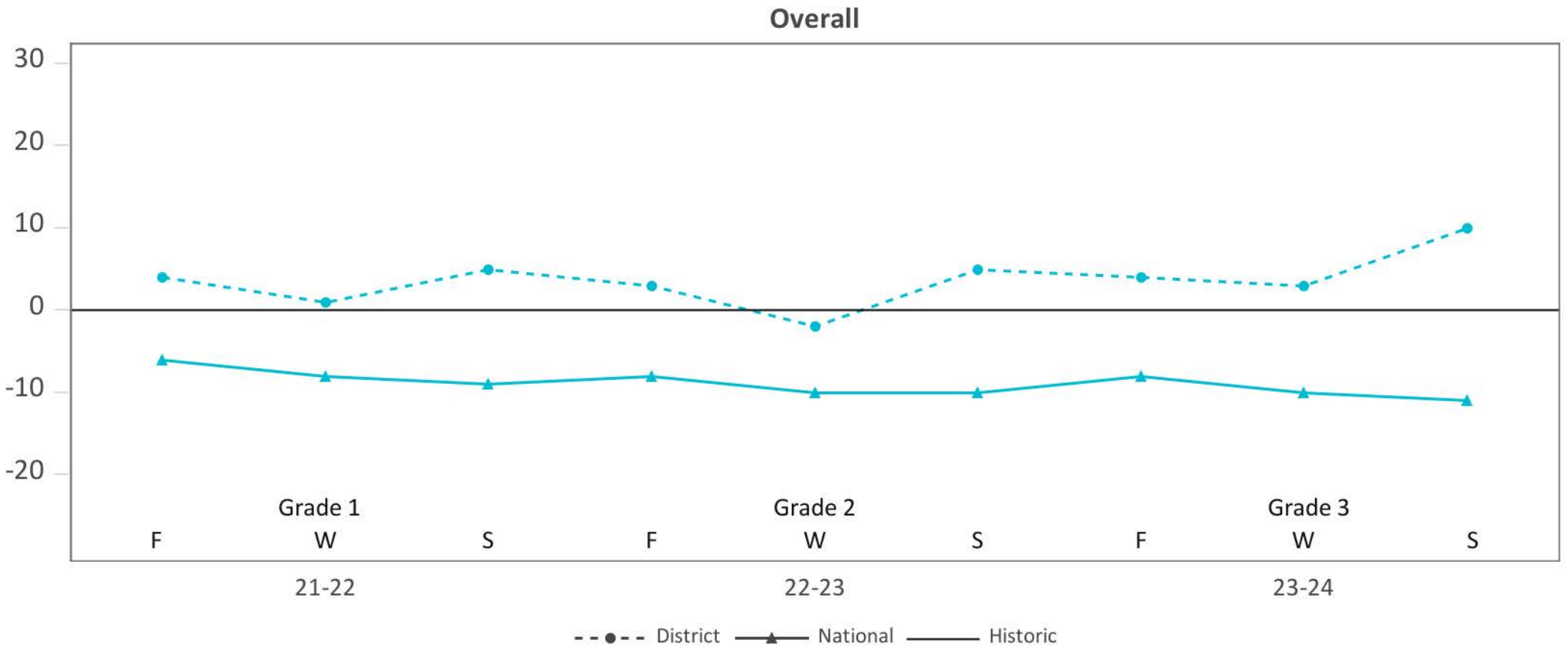
Grade K Cohort - Math Trends by Baseline Placement

Average Scale Score Difference From Historic Scores



Grade 1 Cohort - Overall Math Trends

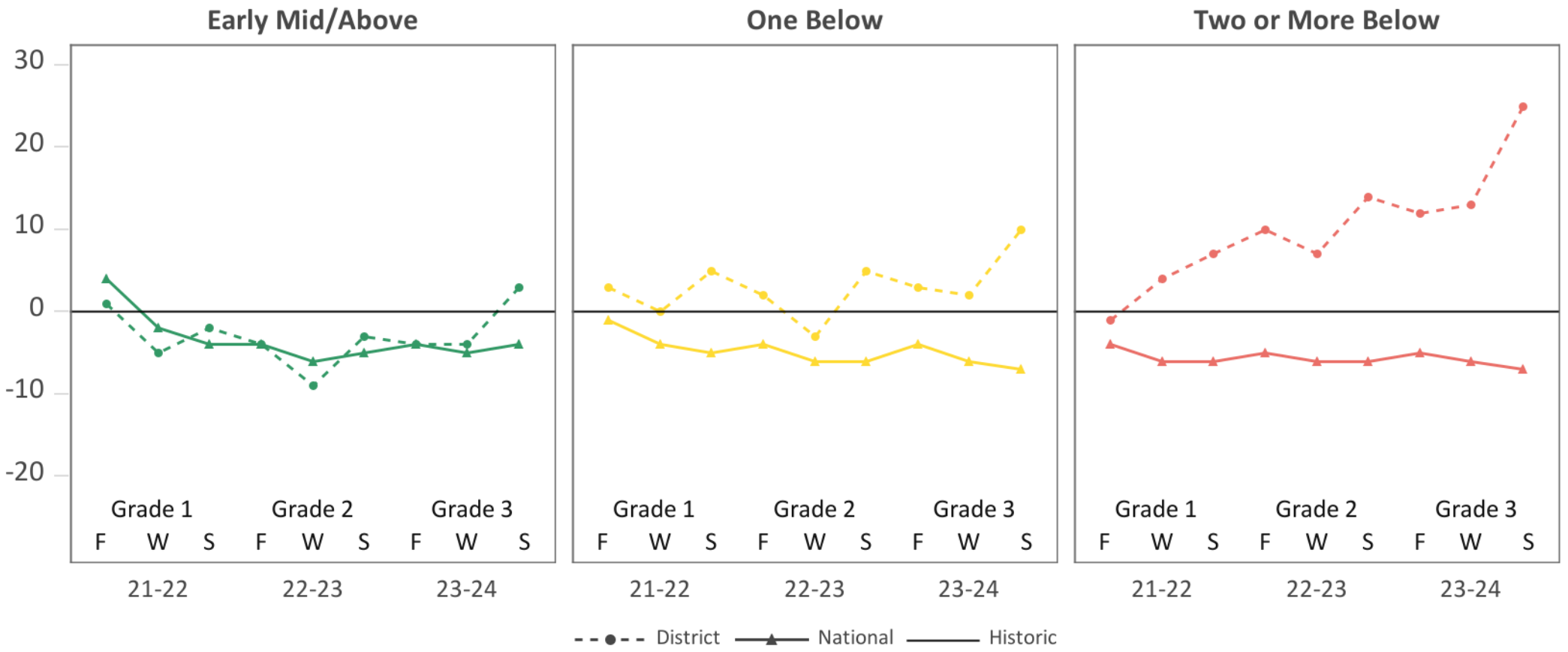
Average Scale Score Difference From Historic Scores



	F 21-22	W 21-22	S 21-22	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24
Students Included	1,737	1,709	1,719	1,731	1,716	1,728	1,731	1,709	1,607

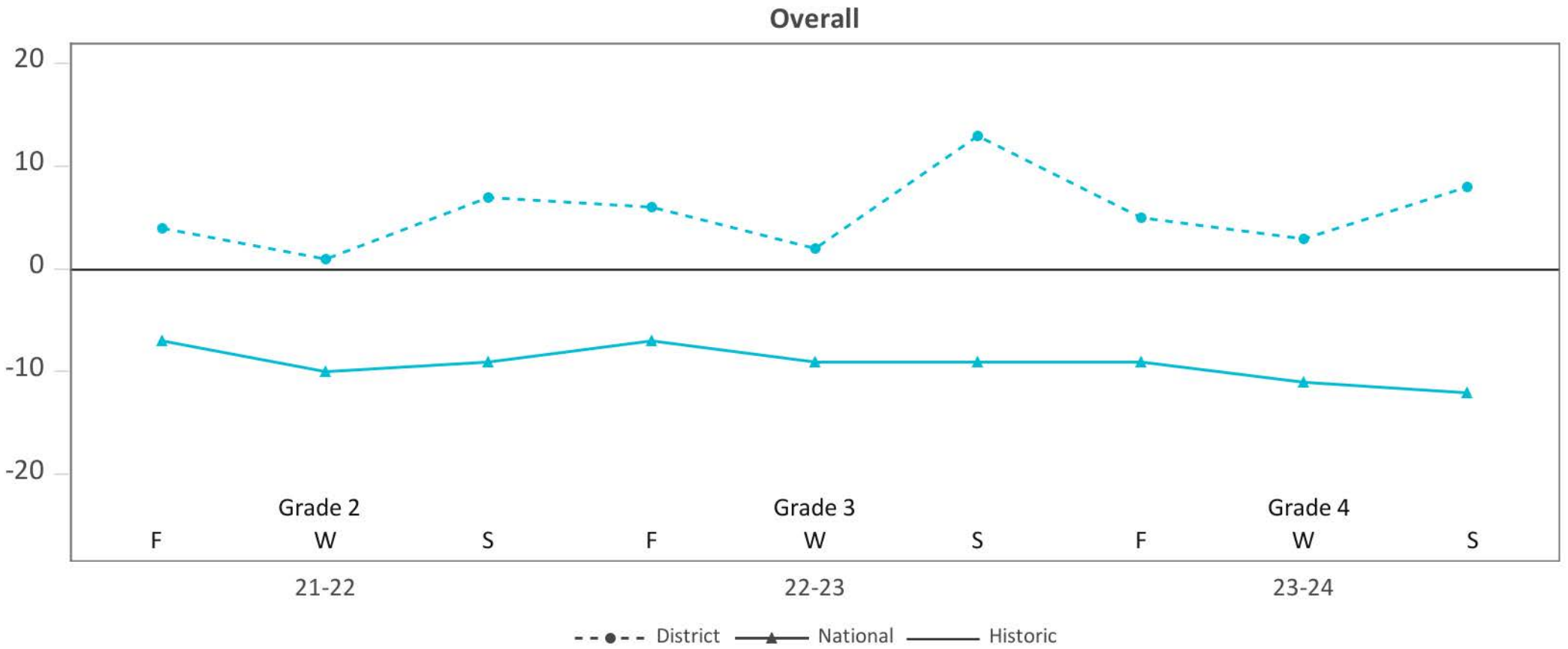
Grade 1 Cohort - Math Trends by Baseline Placement

Average Scale Score Difference From Historic Scores



Grade 2 Cohort - Overall Math Trends

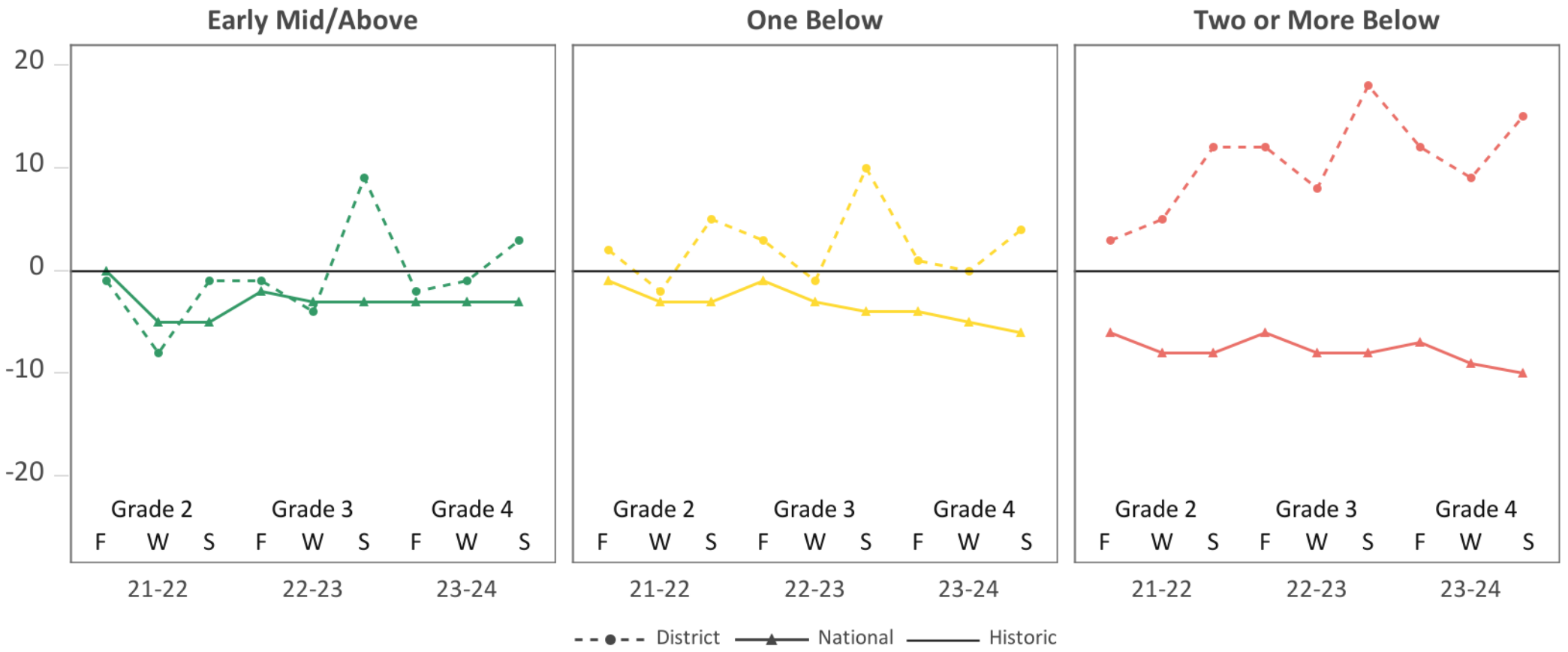
Average Scale Score Difference From Historic Scores



	F 21-22	W 21-22	S 21-22	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24
Students Included	1,701	1,688	1,692	1,699	1,700	1,607	1,691	1,677	1,645

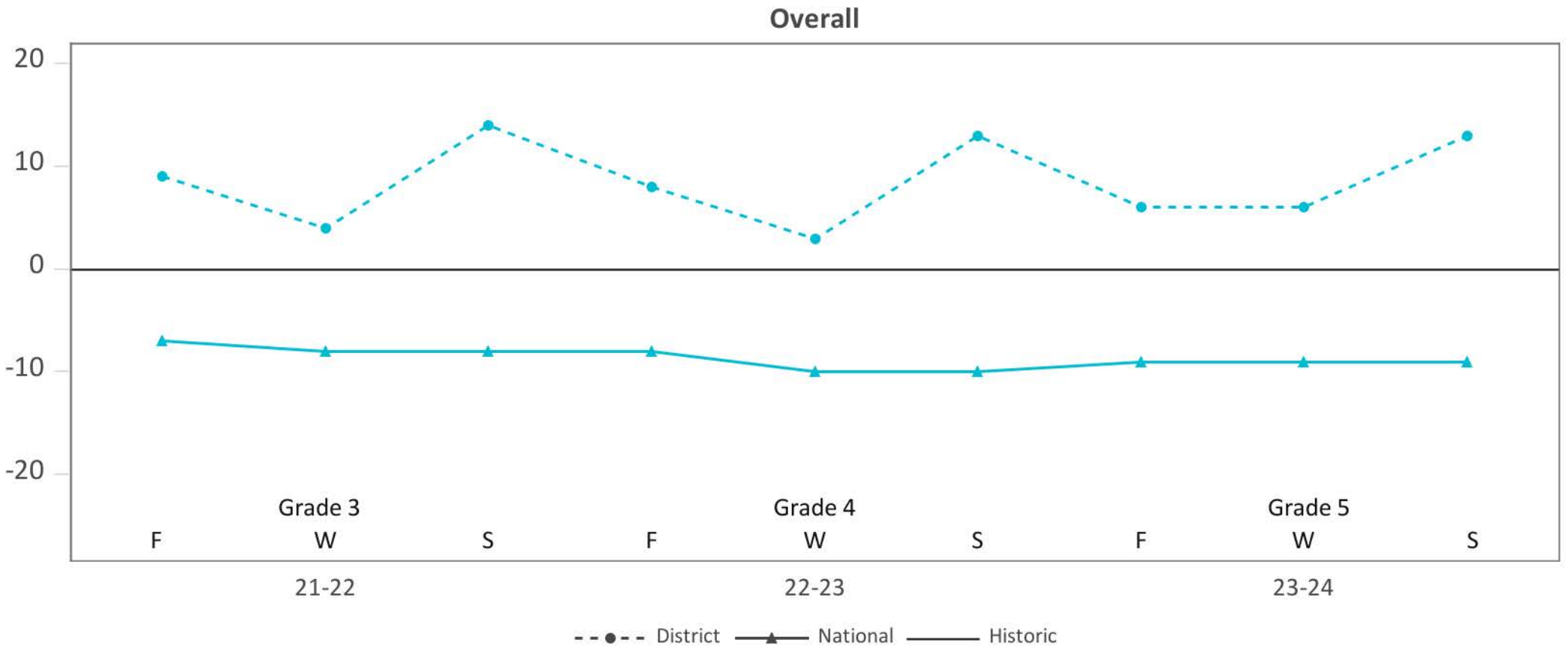
Grade 2 Cohort - Math Trends by Baseline Placement

Average Scale Score Difference From Historic Scores



Grade 3 Cohort - Overall Math Trends

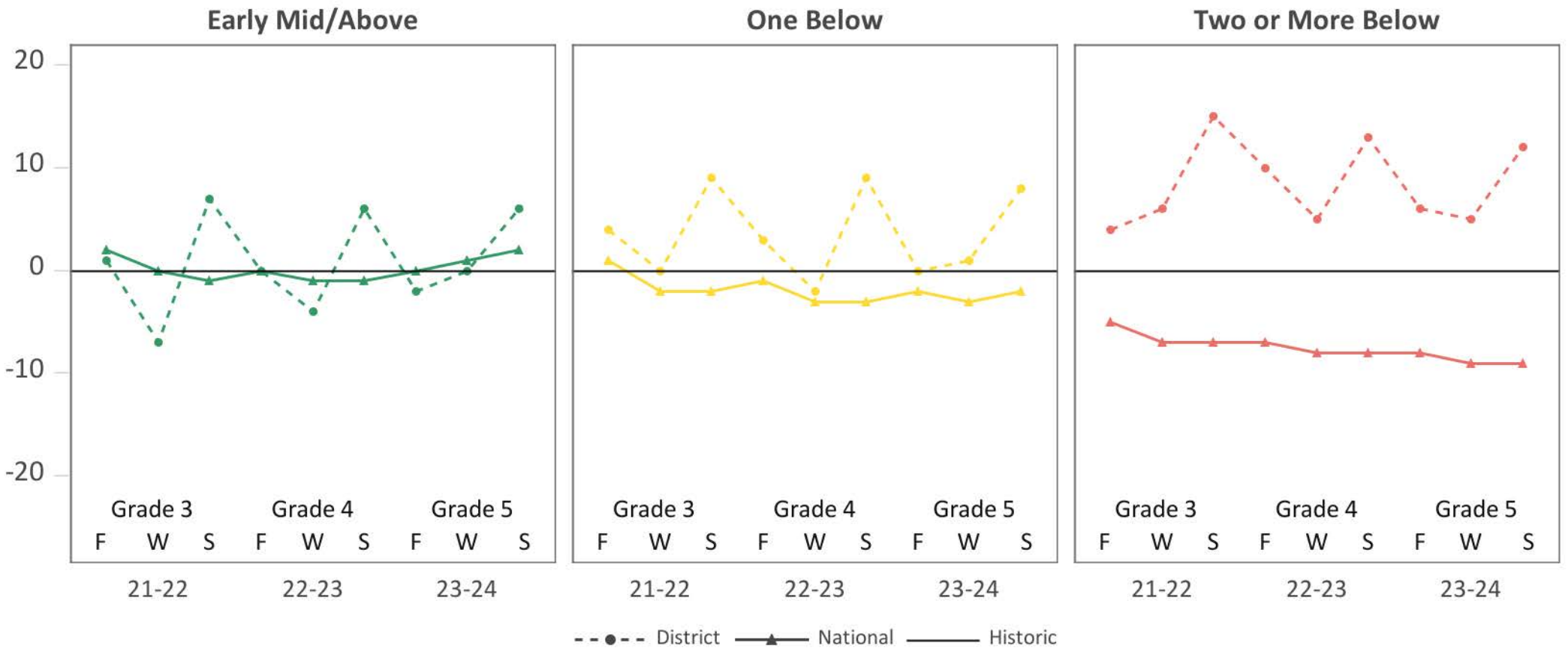
Average Scale Score Difference From Historic Scores



	F 21-22	W 21-22	S 21-22	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24
Students Included	1,665	1,662	1,588	1,657	1,659	1,650	1,662	1,650	1,627

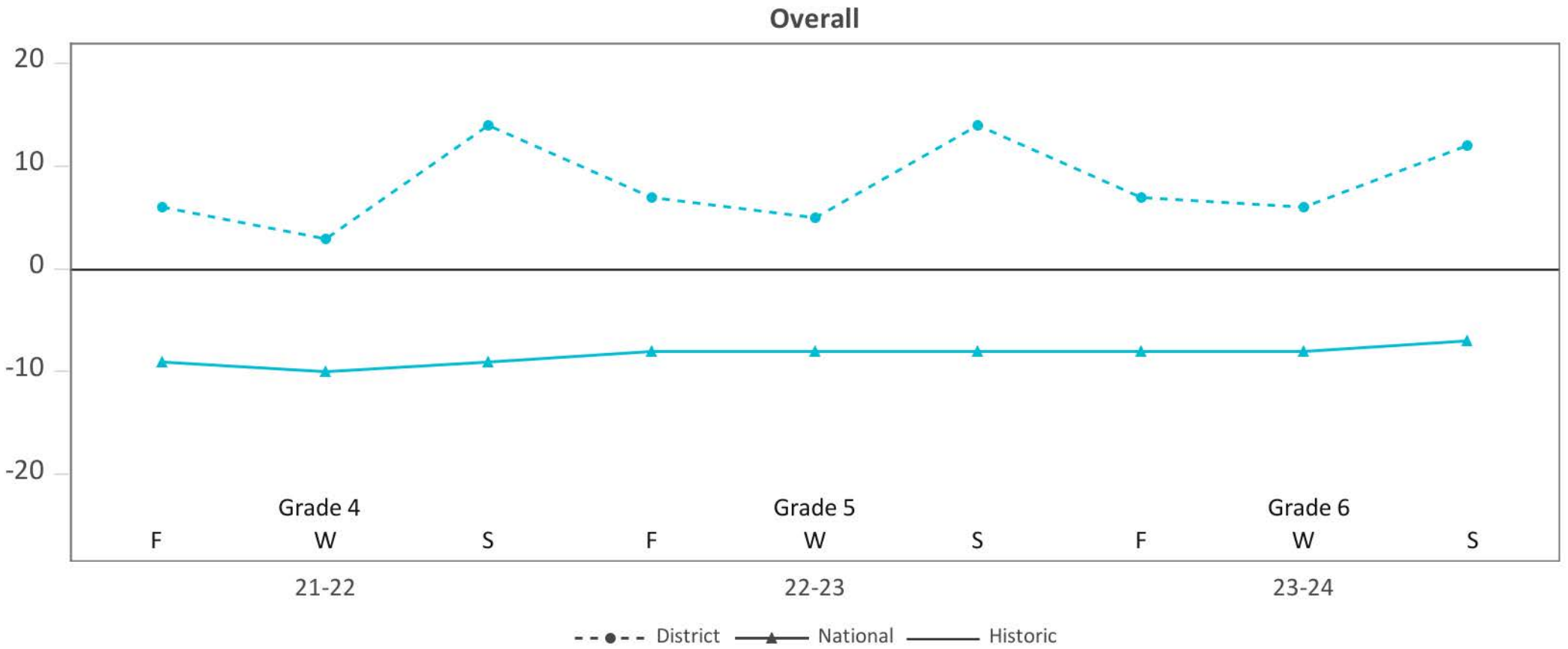
Grade 3 Cohort - Math Trends by Baseline Placement

Average Scale Score Difference From Historic Scores



Grade 4 Cohort - Overall Math Trends

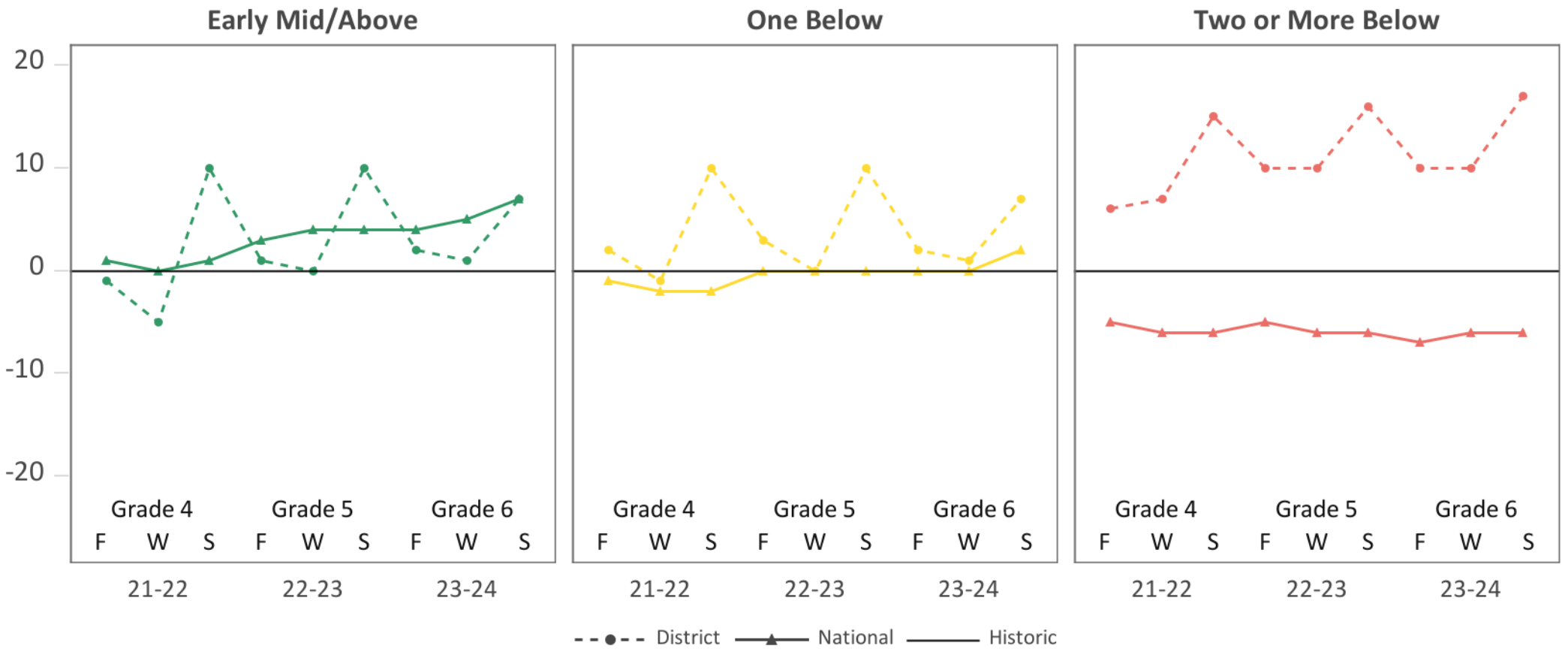
Average Scale Score Difference From Historic Scores



	F 21-22	W 21-22	S 21-22	F 22-23	W 22-23	S 22-23	F 23-24	W 23-24	S 23-24
Students Included	1,382	1,379	1,376	1,379	1,381	1,372	1,378	1,351	1,328

Grade 4 Cohort - Math Trends by Baseline Placement

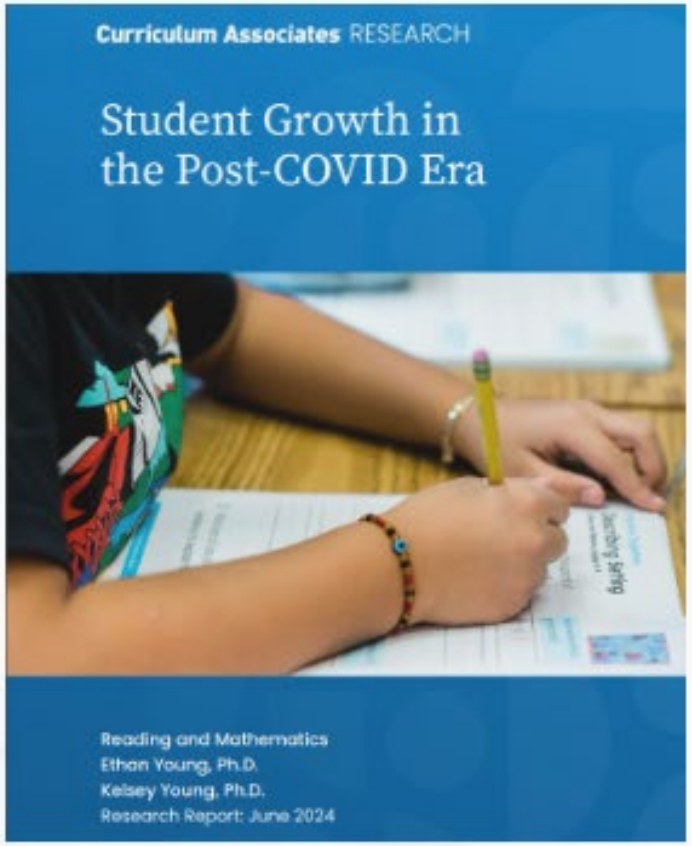
Average Scale Score Difference From Historic Scores



Appendix:

National Student Growth Research Overview

Access to National Research Slide Deck



An overview of the national research can be accessed at the following link:

National Research

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign 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.

School Information	
Name of charter school	Somerset Preparatory Academy of North Carolina

Board Member's Information	
Board Members	Full name: Annaliet Echaniz
	Home Address: 2950 Candlehurst Ln Raleigh NC 27616
	Business Name & Address: Doral Academy of North Carolina 7001 Destiny Drive Raleigh NC 27604
	Telephone No.: 919-874-1001

	E-mail address: aechaniz@doralacademync.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: x☐ Yes: ☐
Educational History	• Masters in Educational Leadership and Administration of Educational Programs from Nova Southeastern University • Bachelors in Elementary Education K-6 from Carlos Albizu University
Employment History	• Doral Academy of North Carolina 2019- present • Doral Academy Preparatory Middle School 2017-2019 • Miami Dade County Public Schools 2013-2017
How were you recruited to join this Board of Directors?	I have worked with some of the Somerset leaders and received a call asking to share my education experience on their board.
Why do you wish to serve on the board of the proposed charter school?	I would like to share the perspective of an experienced educator in hopes to provide the best educational experience for all students.

How were you recruited to join this Board of Directors?	Due to my experience with leading a school in North Carolina, someone from Somerset asked if I would join the board.
Why do you wish to serve on the board of the proposed charter school?	To help provide educational choice options to families in NC.
What is your understanding of the appropriate role of a public charter school board member?	Vote on major policies that impact the educational experience for all students, while being responsible fiscal stewards.
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 can be an effective board member.	I have been a principal for the last 4 years and have been in the education field for over 11 years. I believe I bring valuable insight from an educators perspective.
Describe the specific knowledge and experience that you would bring to the board.	Educational experience in terms of curriculum, personnel retention, parent involvement, marketing and school safety.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Somerset Academy id dedicated to providing an equitable, highquality education for all students.
What is your understanding of the school's proposed educational program?	It is designed to reach students at all academic levels and bridge gaps to foster academic success.
What do you believe to be the characteristics of a successful school?	One that has open lines of communication between families, school administrators, teachers and students. Put students safety and best interest first, and reviews finances periodically.
How will you know that the school is succeeding (or not) in its mission?	Students are learning, staff morale is high, leading to great retention rate, finances make sense.

Governance

Describe the role that the board will play in the school's operation.	We are responsible for the school leadership, direction and major financial decisions.
How will you know if the school is successful at the end of the first year of operation?	Meeting goals and milestones set prior to the first year of operation, review of enrollment, testing results and financial report.
How will you know at the end of five years of the schools is successful?	Schools academic report card, enrollment numbers (its it growing and meeting enrollment targets) and financial records.
What specific steps will the charter school board need to take to ensure that the school is successful?	Meeting with stakeholders and making them a part of the decision making process, holding leaders accountable, reviewing school academic, enrollment and financial growth.
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 speak to the Board attorney and/or report to state DOE.

Certification

I, __Annaliet Echaniz_____, 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 _ Somerset Preparatory Academy of North Carolina _ Charter School is true and correct in every respect.

Board Member's Signature

Signature Annaliet Echaniz	**Date: 4/25/2024**

**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 and the license validity.* Click or tap here to enter text.

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign 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.

School Information	
Name of charter school	Somerset Academy

Board Member's Information	
Board Members	Full name: Ukachukwu Onuoha
	Home Address: 1252 St Johns Ave, Matthews, NC 28104
	Business Name & Address:
	Telephone No.: (919) 841-7300
	E-mail address: ufonuoha@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: X Yes: ☐
Educational History	I have both a bachelor's degree (NC State 2011) and a JD (UNC School of Law 2014)
Employment History	Trademark Examining Attorney, USPTO Nov 2015-Present Volunteer Associate, Kurtz & Blum PLLC May 2015-Sept 2015; June 2012-Aug 2012 Case Manager, Experis for IBM Sept 2014-March 2015 Summer Clerk, Charlotte City Attorney's Office May 2013-July 2013 Judicial Intern, NC Court of Appeals May 2012-June 2012
How were you recruited to join this Board of Directors?	A friend of mine who currently serves on a different school board reached out to gauge my interest and, ultimately, recommended me
Why do you wish to serve on the board of the proposed charter school?	I think it would be a great way to give back to the community and a good learning experience
How were you recruited to join this Board of Directors?	See above
Why do you wish to serve on the board of the proposed charter school?	See above
What is your understanding of the appropriate role of a public charter school board member?	High-level oversight of the school including approving the budget, reviewing financial reports, and shaping policy
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If	I am currently serving on my neighborhood HOA board

you have not had previous experience of this nature, explain why you can be an effective board member.	
Describe the specific knowledge and experience that you would bring to the board.	specialized legal analytics skills, ability to read and interpret laws and relevant statutes, experience in parliamentary procedure as a member of a board

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	To provide global learning opportunities for students while enriching the communities of which the students are members. Maximizing student achievement and development in a safe learning environment.
What is your understanding of the school's proposed educational program?	The school will provide high-quality education that fosters development of students into contributing members of the global community
What do you believe to be the characteristics of a successful school?	Rigorous academics, quality teachers with the necessary resources, high parental involvement
How will you know that the school is succeeding (or not) in its mission?	Graduation and retention rates, test scores, matriculation

Governance	
Describe the role that the board will play in the school's operation.	Will strategically plan the direction of the school at a high-level, approve the annual budget, and review and structure policy
How will you know if the school is successful at the end of the first year of operation?	Primarily test scores and retention and matriculation rates, teacher exit surveys, review of budgetary matters
How will you know at the end of five years of the schools is successful?	By the outcomes of students, retention and satisfaction of teachers, parental satisfaction, review of budgetary matters
What specific steps will the charter school board need to take to ensure that the school is successful?	Ensure the school has the budget, resources, teachers, and support necessary

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 first consult the attorney for the school board and then bring the issues up at a board meeting with all members present, if appropriate

Certification

I, ____Ukachukwu Onuoha___, 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 _Somerset Academy_ Charter School is true and correct in every respect.

Board Member's Signature

Signature	**Date** 4/15/2024

**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 and the license validity.* Click or tap here to enter text.

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

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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.

School Information	
Name of charter school	Somerset Preparatory Academy North Carolina

Board Member's Information	
Board Members	Full name: Jorge A. Rivas
	Home Address: 11343 Fenimore Ct. Windermere, Fl 43786
	Business Name & Address: Cornerstone Charter Academy
	Telephone No.: 407-608-7171
	E-mail address: jrivas@cornerstonecharter.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: x☒ Yes: ☐
Educational History	**Nova Southeastern University** • Educational Leadership Certificate Program / Specialist Program. **St. Thomas University** • Master of Science, Guidance and Counseling. • Graduated with honors, 3.92 G.P.A. **Florida International University** • Bachelor of Arts, Liberal Studies with a focus in Economics, Government and Political Science.
Employment History	• **2024-Current** **School Principal-Cornerstone Charter Academy** • **2022-2024** **School Principal-Mater Palms Academy** • **2019-2022** **School Principal-Pinecrest Academy Four Corners** • **2015-2019** **School Principal-Riviera Middle School** • **2009-2015** **School Principal-Miami Heights Elementary** • **2007-2009** **Assistant Principal - Homestead Senior High**

	• **2004-2007** **District Supervisor of Student Services – M-DCPS** • **1999-2024** **School Counselor – Miami Killian High School** • **1989-1999** **School Teacher / Social Studies – Miami Senior High School**
How were you recruited to join this Board of Directors?	Someone from Somerset Academy approached me to see my interest due to my background in opening new schools and experience in multiple grade levels.
Why do you wish to serve on the board of the proposed charter school?	To serve the school community
What is your understanding of the appropriate role of a public charter school board member?	To oversee curriculum, operations and finances of the school
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 can be an effective board member.	• School Principal for 17 years • Educator for 37 years

Describe the specific knowledge and experience that you would bring to the board.	Strong understanding of school budget, curriculum operations, safety and security

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	To promote a transformational culture that maximizes student achievement and the development of global learners.
What is your understanding of the school's proposed educational program?	STEM and early literacy
What do you believe to be the characteristics of a successful school?	High performing academic results, financially responsible, safe and secure
How will you know that the school is succeeding (or not) in its mission?	Performance data

Governance	
Describe the role that the board will play in the school's operation.	Oversee the operational details of the school
How will you know if the school is successful at the end of the first year of operation?	Performance data and financial audit
How will you know at the end of five years of the schools is successful?	To renew the contract, we have to be in good standing financially and performing well academically
What specific steps will the charter school board need to take to ensure that the school is successful?	Monitor its finances and performance data
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?	Consult with the by-laws and ethics policies and bring up at a board meeting.

Certification

I, Jorge A. Rivas, 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 Somerset Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature	**Date** 4/18/25

**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 and the license validity.* Click or tap here to enter text.

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Required Signature Certification

Note: *Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.*

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.

I. School Information	
Name of charter school	Somerset Preparatory Academy North Carolina

II. Selected Board Attorney	
☐ The selected Board Attorney 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. **No:** ☐ **Yes:** X **Not yet identified:** ☐	Name of Selected Board Attorney: Mary Nash Rusher
	Business/Law Firm Name: McGuire Woods LLP
	Business Address: 501 Fayetteville St. Suite 500 Raleigh, NC 27601
	Telephone No.: 919-755-6694
	E-mail address: MNRusher@mcguirewoods.com

III. Selected Board Auditor

☐ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations. **No:** ☐ **Yes:** X **Not yet identified:** ☐	Name of Selected Board Auditor: Rebekah Barr
	Business/Firm Name: Rebekah Barr CPA PC
	Business Address: 1520 Nash Street N Wilson, NC 27893
	Telephone No.: 252-294-6920
	Email address: contact@rbarrcpa.com

IV. Selected CMO/EMO

☐ 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. **No:** ☐ **Yes:** X **Not yet identified:** ☐	Name of Selected Management Organization: Somerset Academy, Inc.
	Business Address: 20801 Johnson St. Pembroke Pines, FL 33029
	Telephone No.: 954-442-0233
	Email address: berntero@somersetacademy.com

V. Selected Financial Management Service Provider

☐ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided. **No:** ☐ **Yes:** X **Not yet identified:** ☐	Name of Selected Financial Management Service Provider: Somerset Academy, Inc..
	Business Address: 20801 Johnson St. Pembroke Pines, FL 33029
	Telephone No.: 954-442-0233
	Email address: berntero@somersetacademy.com

VI. Selected Infinite Campus Service Provider

☐ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool, that service provider has reviewed all of the financial processes and services provided. **No:** X **Yes:** ☐ **Not yet identified:** ☐	Name of Selected PS or IC Service Provider: Click or tap here to enter text.
	Business Address: Click or tap here to enter text.
	Telephone No.: Click or tap here to enter text.
	Email address: Click or tap here to enter text.

VII. Signatures of All Charter Board Members

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.

VIII. Certification of Board Chair

I, Jorge Rivas., 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 Charter Schools Review Board as Chair. Charter School is true and correct in every respect.

Signature	**Date** 04 / 22 / 2025

CERTIFICATE *of* SIGNATURE

REF. NUMBER
C6E7A-4Y3UG-EBHRW-QBNYC

DOCUMENT COMPLETED BY ALL PARTIES ON
23 APR 2025 14:26:53 UTC

SIGNER	TIMESTAMP	SIGNATURE
ANNALIET ECHANIZ EMAIL AECHANIZ@DORALACADEMYNC.COM	SENT 22 APR 2025 16:16:45 UTC VIEWED 22 APR 2025 17:25:17 UTC SIGNED 22 APR 2025 17:25:39 UTC	 IP ADDRESS 66.57.52.178 LOCATION RALEIGH, UNITED STATES
RECIPIENT VERIFICATION	EMAIL VERIFIED 22 APR 2025 17:25:17 UTC	
JORGE RIVAS EMAIL JRIVAS@CORNERSTONECHARTER.COM	SENT 22 APR 2025 16:16:45 UTC VIEWED 22 APR 2025 16:17:37 UTC SIGNED 22 APR 2025 19:19:13 UTC	 IP ADDRESS 69.80.67.70 LOCATION ORLANDO, UNITED STATES
RECIPIENT VERIFICATION	EMAIL VERIFIED 22 APR 2025 16:17:37 UTC	

CERTIFICATE *of* SIGNATURE

REF. NUMBER
C6E7A-4Y3UG-EBHRW-QBNYC

DOCUMENT COMPLETED BY ALL PARTIES ON
23 APR 2025 14:26:53 UTC

SIGNER	TIMESTAMP	SIGNATURE
REYNA FERNANDEZ-ROMANI EMAIL GFERNANDEZROMANI@MATERACADEMY.COM	SENT 22 APR 2025 16:16:45 UTC VIEWED 23 APR 2025 02:52:45 UTC SIGNED 23 APR 2025 02:53:49 UTC	 IP ADDRESS 108.216.194.72 LOCATION MIAMI, UNITED STATES
RECIPIENT VERIFICATION	EMAIL VERIFIED 23 APR 2025 02:52:45 UTC	
MALCOLM RAY EMAIL MALCOLM.RAY@DIMENSIONAL.COM	SENT 22 APR 2025 16:16:45 UTC VIEWED 22 APR 2025 16:17:06 UTC SIGNED 23 APR 2025 04:12:08 UTC	 IP ADDRESS 199.10.253.5 LOCATION AUSTIN, UNITED STATES
RECIPIENT VERIFICATION	EMAIL VERIFIED 22 APR 2025 16:17:06 UTC	

CERTIFICATE *of* SIGNATURE

REF. NUMBER
C6E7A-4Y3UG-EBHRW-QBNYC

DOCUMENT COMPLETED BY ALL PARTIES ON
23 APR 2025 14:26:53 UTC

SIGNER	TIMESTAMP	SIGNATURE
UKACHUKWU ONUOHA EMAIL UFONUOHA@GMAIL.COM	SENT 22 APR 2025 16:16:45 UTC VIEWED 23 APR 2025 14:19:47 UTC SIGNED 23 APR 2025 14:26:53 UTC	 IP ADDRESS 38.64.20.56 LOCATION INDIAN TRAIL, UNITED STATES

RECIPIENT VERIFICATION

EMAIL VERIFIED
23 APR 2025 14:19:47 UTC

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

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School Information	
Name of charter school	Somerset Preparatory Academy of North Carolina

Board Member's Information	
Board Members	Full name: Reyna G Fernandez-Romani
	Home Address: 9301 SW 92nd Ave, Apt. A216 Miami, FL 33176
	Business Name & Address: Mater Academy, Inc. 8003 NW 103rd Street, Hialeah Gardens, FL 33016
	Telephone No.: 786-245-3377

	E-mail address: gfernandezromani@materacademy.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: x☐ Yes: ☐
Educational History	• Master of Science in Educational Leadership and Administration from Florida State University • Bachelor of Arts in Psychology from Florida International University • Aspiring Leadership Graduate of Doral Leadership Institute
Employment History	• Mater Academy, Inc. 2021 - Present • Mater Academy Bay Elementary 2020-2021 • Somerset Academy South Miami 2009-2020 • Mater Academy Elementary School 2008 -2009
How were you recruited to join this Board of Directors?	I was approached by a colleague who was familiar with my tenure and dedication to Somerset Academy during my employment from 2009 to 2020.
Why do you wish to serve on the board of the proposed charter school?	I am deeply passionate about education, and it is this passion that drives my desire to serve on the board of the proposed charter school, where I can contribute to creating a nurturing and innovative learning environment for all students.

How were you recruited to join this Board of Directors?	As past Somerset teacher and due to my knowledge of the CMO grant, Somerset asked me to join the board to provide guidance and compliance oversight with the grant and Somerset model.
Why do you wish to serve on the board of the proposed charter school?	To provide families a high-quality education in NC.
What is your understanding of the appropriate role of a public charter school board member?	Actively seeking the most fitting educational resources for students, aligning them with the district's needs and objectives, all while maintaining fiscal stewardship.
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 can be an effective board member.	I have been in education for 16 years. Currently, I Work closely with the Mater Academy, Inc. board., to align network goals and initiatives with organizational priorities, ensuring coherence and effectiveness in educational programming.
Describe the specific knowledge and experience that you would bring to the board.	I would bring 16 years of extensive education experience to the board, encompassing a diverse range of skills and insights that can contribute to effective decision-making and strategic planning.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Somerset Academy is committed to promoting a culture that maximizes student achievement and fosters the development of responsible, self-directed, life-long learners in a safe environment.
What is your understanding of the school's proposed educational program?	The school's proposed educational program is designed to cater to students of all levels, providing support and opportunities for academic growth and success.
What do you believe to be the characteristics of a successful school?	A successful school prioritizes student well-being and academic growth, fosters strong relationships among students, staff, and the community, and demonstrates effective leadership and innovation.
How will you know that the school is succeeding (or not) in its mission?	I will assess the school's success by maintaining open communication with administrators, parents, and students while regularly reviewing budgets. Additionally, I will monitor key performance indicators such

	as student achievement data and school culture indicators to gauge progress towards our mission goals.

Governance	
Describe the role that the board will play in the school's operation.	The board will provide leadership and direction for the school, funding operations, and establishes policies and strategic goals.
How will you know if the school is successful at the end of the first year of operation?	We will gauge the success of the school at the end of the first year of operation by assessing various metrics, including student academic performance, engagement levels, feedback from stakeholders, adherence to budgetary goals, and the overall fulfillment of the school's mission and objectives..
How will you know at the end of five years of the schools is successful?	School's academic report card, enrollment, and metrics assessed yearly.
What specific steps will the charter school board need to take to ensure that the school is successful?	To ensure success, the board needs to closely monitor academic progress at the school site by conducting data analysis, conduct regular financial audits, review enrollment, actively involve stakeholders in decision-making processes, and actively seek to address the school's unique needs.
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?	Discuss with Board attorney, and if necessary take to State DOE.

Certification
I, __Reyna G. Fernandez-Romani_____, 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 _ Somerset Preparatory Academy _ Charter School is true and correct in every respect.

Board Member's Signature	
Signature Reyna Fernandez-Rowani	**Date: 2024-04-25**

**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 and the license validity.* Click or tap here to enter text.

CERTIFICATE *of* SIGNATURE

REF. NUMBER
AKCPG-XTOGZ-KUDWB-NWZRP

DOCUMENT COMPLETED BY ALL PARTIES ON
24 APR 2025 12:58:58 UTC

SIGNER	TIMESTAMP	SIGNATURE
REYNA FERNANDEZ-ROMANI EMAIL GFERNANDEZROMANI@MATERACADEMY.COM	SENT 24 APR 2025 12:58:23 UTC VIEWED 24 APR 2025 12:58:46 UTC SIGNED 24 APR 2025 12:58:58 UTC	 IP ADDRESS 108.216.194.72 LOCATION MIAMI, UNITED STATES

RECIPIENT VERIFICATION

EMAIL VERIFIED
24 APR 2025 12:58:46 UTC

Office of CHARTER SCHOOLS
NC Department of Public Instruction

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* ***one-page*** *resume with this form and sign 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.

School Information	
Name of charter school	Somerset Academy of North Carolina, Inc.

Board Member's Information	
Board Members	Full name: Malcolm Ray
	Home Address: 1107 Butterburr Drive Matthews, NC 28104
	Business Name & Address: N/A
	Telephone No.: 919-612-7039
	E-mail address: MalcolmJerryRay@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: X Yes: ☐
Educational History	Campbell University – BBA Finance University of Chapel Hill – MBA – Finance – Expected 2027
Employment History	Vanguard Group-2015 Bank of America-2015-2018 Wells Fargo-2018-2022 Dimensional Fund Advisors-2022-Present
How were you recruited to join this Board of Directors?	Personal friend is Board Chair for school in Raleigh, NC
Why do you wish to serve on the board of the proposed charter school?	Have positive impact on county where I live
How were you recruited to join this Board of Directors?	Personal friend is Board Chair for school in Raleigh, NC

Why do you wish to serve on the board of the proposed charter school?	Have positive impact on county where I live
What is your understanding of the appropriate role of a public charter school board member?	As Treasurer, my role is to understand and analyze the budgets for the charter school
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 can be an effective board member.	I have worked in analytical finance for the past 10 years all in the state of North Carolina and specifically in the Charlotte-Mecklenburg-Union area.
Describe the specific knowledge and experience that you would bring to the board.	Strong background in finance

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	Empowering students to explore global learning opportunities to promote and enrich their communities and the communities we serve.
What is your understanding of the school's proposed educational program?	Somerset Academy, Inc. promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.

What do you believe to be the characteristics of a successful school?	Student learning and achievement is paramount Effective school leaders Highly qualified staff Effective governing board Safe and secure learning environment Data assessments to drive curriculum and educational focus Research-based curriculum Continuous Improvement Teacher training and mentoring throughout the academic year Balanced budgets to ensure resources for student achievement and teacher efficiency Teamwork with stakeholders - community leaders, parents, students, teachers, administration and governing board Communications among all Somerset leaders
How will you know that the school is succeeding (or not) in its mission?	Monthly board meetings to understand current status and future plans of the school

Governance	
Describe the role that the board will play in the school's operation.	I will be the Treasurer on the Board
How will you know if the school is successful at the end of the first year of operation?	High enrollment and high academic success for students
How will you know at the end of five years of the schools is successful?	Growing student population and enrollment while continuing academic success for students
What specific steps will the charter school board need to take to ensure that the school is successful?	Take a proactive approach in reviewing plans and budgets, while ensure they are actively doing what is best of the school and students.
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?	Take immediate action by raising concerns to the whole Board of Directors.

Certification

I, Malcolm Ray , 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 Somerset Academy of North Carolina Charter School is true and correct in every respect.

Board Member's Signature

Signature	**Date 04/24/2025**

**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 and the license validity.* Click or tap here to enter text.

Malcolm Jerry Ray

Phone: (919) 612-7039 | Email: MalcolmJerryRay@gmail.com | Website: www.linkedin.com/in/malcolmjerryray
Address: 1107 Butterburr Drive, Matthews, NC 28104

EDUCATION

CAMPBELL UNIVERSITY, LUNDY-FETTERMAN SCHOOL OF BUSINESS
Bachelor of Arts in Business Administration, Concentration in Finance
Graduated Class of 2014

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, KENAN-FLAGLER SCHOOL OF BUSINESS
Master of Business Administration, Finance
Expected Graduation 2027

EXPERIENCE

DIMENSIONAL FUND ADVISORS — Charlotte, North Carolina
Regional Director, Consultant Relations — **October 2024 - Present**

- Develop, coordinate and implement marketing and sales and client service programs for institutional clients and prospects in the United States
- Work with senior Institutional Services team members to fully develop all opportunities in the region
- Build and maintain deep relationships with staff at all levels of a client's business
- Act as an intellectual contributor and a trusted advisor to our prospects and clients

DIMENSIONAL FUND ADVISORS — Charlotte, North Carolina
Senior Associate, Consultant Relations — **March 2022 – October 2024**

- Develop, coordinate and implement business development plans for the institutional consultant community
- Establish and develop relationships with manager researchers and field consultants who are key influencers
- Provide constructive feedback on strategies and trends to the executive, sales and investment management teams
- Lead complex technical investment discussions with a sophisticated audience
- Mentor and guide less experienced team members as manager for five associates and analysts

WELLS FARGO SECURITIES — Charlotte, North Carolina
Senior Capital Markets Specialist — **July 2018 – March 2022**

- Collaborate with Front Office Traders on enhancement and development of new and existing P&L and risk management tools
- Work with quantitative partners and technology colleagues to run different market dependent stress analyses for the Municipal Derivatives and Structured Funding trading desks
- Drive strategic initiatives in both Middle and Front Office from introductory discussions to production-ready processes or tools
- Maintain relationships across multiples areas in the firm (Market Risk, Collateral, Technology, Compliance, Finance, Audit) to ensure completion of continual ad-hoc projects
- Provide all front office colleagues with live flash and actual risk/P&L on daily basis

BANK OF AMERICA MERRILL LYNCH — **Charlotte, North Carolina**
AVP, Sales and Trading Assistant (Structured Notes) — **January 2018 – July 2018**

- Liaise with Front Office Traders to streamline all day-to-day hedging activities
- Provide constant risk and P&L for all new trades, new issuance and portfolio level analysis
- Work with quantitative partners to build complex and exotic financial instruments/models for Structured Notes within Equities, FX and Interest Rates
- Subject matter expert for all regulatory initiatives included but not limited to Volcker Reporting, CFTR, Regulation W
- Champion reengineering of processes to gain global consistency and efficiency along with improved risk management and controls

BANK OF AMERICA MERRILL LYNCH — **Charlotte, North Carolina**
Officer, Trade Control Analyst (Structured Notes) — **January 2016 – January 2018**

- Maintain a portfolio of Structured Products totaling +$10 billion with subject matter expertise in Equities, FX and Interest Rates
- Execute controls related to trade capture, data quality, trade lifecycle event management, query resolution, front to back process flows, and confirmation validation
- Contribute to the execution of structured note migrations and hedging activity as they are transitioned from treasury to the Central Funding Desk within Counterparty Portfolio Management and Non-Linear Global Rates
- Understand the front to back support model including trade booking, valuation and risk analytics, P&L reporting, lifecycle event management and settlement and accounting engines
- Coordinate trade support related activity for system releases including UAT testing

THE VANGUARD GROUP, INC — **Charlotte, North Carolina**
Brokerage Investment Associate — **January 2015 – December 2015**

- Assist in the guidance/education of clients about the multitude of investment products and strategies available
- Create long-term investment portfolios of asset allocations between $50K and $10 million. Portfolios are constructed using Vanguard's investment philosophy as a basis, but the overall asset mix is customized through independent analysis of the client's risk tolerance and overall investment objective
- Perform constant portfolio analysis to determine areas of that require improvement, but also capitalize on positions of strength
- Maintain up-to-date knowledge of all domestic and foreign market events while conforming investment advisory methods to current trends. Markets events includes, but not limited to M&A of any listed security, analysis of an IPO, corporate reorganization, international capital market occurrences
- Execute brokerage trades involving equity securities, mutual funds, ETFs, and bonds while recommending different order types aligning with the investment objectives of the client
- Develop relationships from current and prospective clients while maintaining data, notes, and analysis of all discussions through Salesforce

ADDITIONAL INFORMATION

CORE STRENGTHS: Municipal Debt Products, Interest Rate Derivatives; Structured Financial Products and Derivatives; Risk Management and Analytics; P&L Reporting and Analytics; Equities, FX and Rates Hedging Strategy; Financial Modeling; Regulatory SME (Reg W, Volcker, TLAC); SOX; GAAP; Business Advisory; Operations Analysis; Investment Education and Guidance; Client Relationship Management

TECHNICAL KNOWLEDGE: CRM; PowerBI; eVestment; Morningstar; Mastery of Microsoft Office, Excel, Access, PowerPoint, and Outlook; Visual Basic (VBA); Introductory SQL and Python; GDA; Calypso; GXL; KrakenCash; KrakenRisk; Catalyst; Thomson ONE Research Analyst with Datastream; Bloomberg; NetSuite Financials; Sage Standard and Advanced; Apple OS

CERTIFICATIONS: FINRA Series 7; FINRA Series 63; CFA Level II Candidate

Reyna G Fernandez-Romani

Miami, FL
gfernandezromani@materacademy.com
(786) 385-0303

Dedicated and results-driven Curriculum and Administrative Support Specialist with extensive experience in the education sector. Skilled in providing comprehensive support to a network of 44 schools across South Florida, Central Florida, Nevada, and Ohio. Proficient in delivering tailored professional development, conducting data analysis, and collaborating with stakeholders to enhance instructional practices and school performance. Demonstrated success in implementing innovative technology initiatives and fostering cross-functional collaboration to achieve organizational goals.

Key Skills

- Organizational Skills
- Stakeholder Collaboration
- Technology Integration
- Data Analysis

Professional Experience

Project Manager/ Community Liaison

Mater Academy, Inc. | August 2021 - Present

- Provide comprehensive curriculum and administrative support to a network of 44 schools spanning South Florida, Central Florida, Nevada, and Ohio.
- Design and deliver high-quality professional development sessions tailored to the specific needs of educators and school leaders, fostering continuous growth and improvement in instructional practices.
- Conduct data analysis to identify trends, assess school performance, and inform strategic decision-making at both the school and network levels.
- Collaborate with Verizon Innovative Learning Schools collecting data to assist in implement cutting-edge technology initiatives, integrating digital tools and resources to enhance teaching and learning experiences.
- Work closely with the Chief Operating Officer and President of Mater Academy, Inc., to align network goals and initiatives with organizational priorities, ensuring coherence and effectiveness in educational programming.
- Facilitate cross-functional collaboration among school leaders, instructional staff, and support teams to promote a cohesive and student-centered approach to school management and improvement efforts.
- Serve as a liaison between schools and central office leadership, providing guidance, support, and resources to empower schools to meet their academic and operational objectives effectively.

Curriculum Specialist

Mater Academy Cutler Bay | July 2020

- Report to and work closely with Principal on all daily school operations
- Mentor and coach teachers on effective teaching and classroom management methods
- Coordinated training and development programs for both teachers and administrators

Teacher, Leadership Team Member

Somerset South Miami | August 2009 - July 2020

Grade Level Chair & Highly Effective Educator

- Instructed 5th to 7th-grade students across multiple academic subjects, fostering a dynamic and engaging learning environment.
- Demonstrated leadership as Grade Level Chair, facilitating collaboration among colleagues and implementing innovative teaching strategies.
- Recognized for high effectiveness in teaching, consistently receiving positive evaluations from administrators, peers, and the state of Florida.
- Achieved outstanding results with a 90%+ passing rate on state tests, reflecting students' academic growth and mastery of curriculum objectives.
- Served as a mentor teacher, guiding new educators in curriculum development, classroom management, and instructional delivery.
- Conducted comprehensive classroom observations, offering targeted support and coaching to improve teaching effectiveness and student outcomes.

Education

- Bachelor of Arts in Psychology

  Florida International University, Miami, FL | December 2009

- Master of Science in Educational Leadership and Administration

  Florida State University, Tallahassee, FL | December 2015

Activities and Honors

- Doral Leadership Institute Aspiring Leadership Graduate 2017

  Somerset South Miami, Teacher of the Year, 2012

  Somerset South Miami, Teacher of the Year, 2019

  Somerset South Miami, Teacher of the Year, 2020

  SoMi Cares Volunteer Club Founder, 2010 - 2020

  Student Council Chair, 2012 - 2020

  St. Brendan Church Cathecist Volunteer

UKACHUKWU F. ONUOHA

Matthews, NC • 919.841.7300 • ufonuoha@gmail.com

BAR ADMISSION AND CITIZENSHIP

United States Patent and Trademark Office (Registration Number: 72179)
North Carolina, 2014
US Citizen

EDUCATION

University of North Carolina School of Law, Chapel Hill, NC — May 2014
Juris Doctor

North Carolina State University, Raleigh, NC — May 2011
Bachelor of Science in Biological Sciences
Minor in Business Management

PROFESSIONAL EXPERIENCE

US Patent & Trademark Office — Alexandria, VA (remote)
Trademark Examining Attorney — Oct 2015 – Present

Review trademark applications for compliance with the Lanham Act for the purpose of determining registrability in the US. Research and write correspondences to applicants on various statutory and procedural issues, work with applicants to correct informal defects in applications, and approve applications for publication and registration. Draft appeal briefs and represent the USPTO before the Trademark Trial and Appeal Board (TTAB).

Kurtz & Blum, PLLC — Raleigh, NC
Volunteer Associate (unpaid) — May 2015 – Sept 2015; June 2012 – August 2012

Negotiated plea deals, secured dismissals, and made arguments. Conducted legal research, drafted motions and legal memoranda. Also worked on a child support modification order during prior experience.

Experis for IBM — RTP/Durham, NC
Case Manager ($19.00/hr) — Sept 2014 – March 2015

Prepared and drafted support letters and all USCIS forms in order to secure H-1B visas, extensions, and amendments for foreign nationals employed by IBM.

Charlotte City Attorney's Office — Charlotte, NC
Summer Clerk ($12.50/hr) — May 2013 – July 2013

Conducted legal research, drafted legal memoranda regarding First Amendment issues, contract disputes, and the constitutionality and applicability of proposed and current city ordinances.

The Court of Appeals of North Carolina — Raleigh, NC
Judicial Intern for the Honorable Cheri Beasley (unpaid) — May 2012 – June 2012

Conducted legal research, analyzed various statutes and case law, and drafted legal memoranda in order to provide the Judge with a recommended course of action.

Annaliet Echaniz

2950 Candlehurst In, Raleigh NC 27616
Phone: 786-602-4017 E-Mail: aechaniz@doralacademync.org annaliet1125@aol.com

Objective

Dedicated professional committed to providing comprehensive instruction that fosters child development. Highly skilled in developing classroom environment that are stimulating, fun, and diverse to accommodate all learning styles. Demonstrated capacity to teach, motivate, and direct students while maintaining high levels of interest and achievement. Excellent interpersonal skills; able to establish positive relationships with students, parents, faculty, and local officials. Strong planning, organizational and leadership abilities. Ready for a new path in my career…

Education

Doral Leadership Institute **January 2020**

Synergy **July 2017**

Transformational Coaching Academy **June 2017**

Nova Southeastern University **2016**
Masters in Management and Administration of Educational Programs

- FELE Certified

Carlos Albizu University **2012**
Bachelors in Arts and Elementary Education K-6

- Reading Endorsed ES
- ESOL Endorsed

Experience

Doral Academy Charter School Of North Carolina **Aug 2020-Present**

- Principal/Superintendent
- Founding Principal

Doral Academy Preparatory Middle School **Nov.2017- July 2020**

- EESAC Chair
- Math Department Co-Chair
- 8th Grade Sponsor for the class of 2024
- Math teacher
- Curriculum team member

Education Transformation Office- Curriculum Support Specialist **Sept.2017-Nov.2017**

- CSS supporting at risk schools in the areas of Math and Science. Led common planning with school coaches and teachers, as well as modeling lessons.
- Professional Development Leader. Assessing areas of needs for professional opportunities, developing PDs and leading these learning communities.

Maya Angelou Elementary - Teacher **March 2013 – Aug.2017**

- Fifth Grade Math, Science, Spanish, Language Arts, Social Studies and Writing teacher, assisted ESE and ESOL students experiencing inclusion in the mainstream classroom.
- EESAC Chair/ President. Worked cooperatively with teachers, students, Dade County District, and Region Support Staff to create the most adequate school improvement plan.
- Common Planning Director. Facilitated teachers of the same subject area materials and strategies aligned with common core and our Sunshine State Standards to use in the classroom.
- School leadership team member attending to data driven decision making, interviewed new staff members and collaborated to achieve the school's mission and vision.

Full Potential - Tutor August **2012 - August 2013**

- Private tutor. Helped students with learning, and physical disabilities complete their assigned homework and also provided further instruction to ensure understanding in the material previously presented by their classroom teacher.
- Provided Training for Middle School Entrance Exams, showing test taking tips and specific skills in the subjects of math and reading.
- Hosted trainings for CPT and SAT exams required for University Admission.

Hialeah Gardens Elementary - Intern **August 2012 - April 2013**

- Math Instructor for Saturday FCAT Academy facilitated fifth grade student's mathematical strategies effective to pass our state exam (FCAT).
- Internship Student Teaching. Co-teaching with a fifth-grade math professor, assessing students and analyzing data to later develop effective lessons.

Skills

- Power BI trained
- Highly effective track record in the classroom
- Fluent in English and Spanish
- Participated in Multi Comprehensive Reading Trainings
- C.R.I.S.S Trained 2014
- Facilitated in ESOL Testing
- Organized Career Day Activities
- Competent in Microsoft Word, Excel, PowerPoint, and most computer applications

Jorge A. Rivas

11343 Fenimore Ct.
Windermere, Fl. 3478

jrivas@cornerstonecharter.com
786-258-5951

Professional Summary

Experienced School Principal with proven track record in implementing school wide improvement strategies that assure academic excellence, growth and long-term sustainability. Priorities include building relationships with all stakeholders, creating a strong vision for success, identifying and developing high functioning teams to support the vision and using data to drive all curriculum decisions.

Experience

School Principal – Cornerstone Charter Academy K-12 2024-Present

- Manages and supervises daily operations, personnel, budget, curriculum, discipline and all other aspects of the school.
- Supervises the total school facility and assumes responsibility for cleanliness, construction, maintenance and the safety of the building and the surrounding grounds.
- Sets the Vision and Mission for the School.
- Utilizes all resources to create a safe and academically challenging learning environment.
- Interviews and recommend appointments to school site vacancies and recommends continued employment or the termination of active employees.
- Develops the school's master schedule and curriculum plan
- Creates a comprehensive marketing plan to meet enrollment goals.
- Works collaboratively with the PTSA to support the mission of the school

School Principal - Mater Palms Academy 2022-2024

- All School Principal duties and responsibilities as stated above

School Principal – Pinecrest Academy Four Corners 2019-2022

- All School Principal duties and responsibilities as stated above

School Principal - Riviera Middle School 2015-2018

- All School Principal duties and responsibilities as stated above

School Principal - Miami Heights Elementary 2010-2016

- All School Principal duties and responsibilities as stated above

Assistant Principal - Homestead Senior High 2008-2010

- Assisted the Principal with all School Principal duties and responsibilities as stated above

District Supervisor of Student Services – M-DCPS 2006-2008

- Supervised district, regional, and school site personnel relative to senior high and adult education guidance and counseling, student progression, graduation requirements and options, and transitional issues.
- Organized and implemented presentations to all senior high student services chairpersons and school site administrators on issues related to the student progression plan.
- Provided on-site consultation to senior high and adult education center principals regarding the delivery of guidance services and the implementation of the Comprehensive Student Services program.
- Provided ongoing consultative services to administration, school-site guidance counselors, teachers, parents and students on issues regarding graduation requirements, the Florida Bright Futures Scholarship Program, Talented 20 Program, FACTS.org, ePEP, dual enrollment advisement, and Student Educational Records.

School Counselor – Miami Killian High School 2000-2006

- Organized and implemented a Standards-Based Student Career Development Plan for the school's counseling department.
- Organized and conducted ongoing departmental meetings for school site counseling department on issues regarding program tasks, activities and policies.
- Organized, planned and implemented classroom presentations on the Student Progression Plan and graduation requirements.
- Collaborated with administration on key issues pertaining to the Student Progression Plan and student achievement.
- Organized and implemented articulation schedule with feeder pattern middle schools.
- Prepared and delivered presentations using multimedia to teachers, parents and students on various student services topics.
- Provided ongoing consultative services to administration, school-site guidance counselors, teachers, parents and students on issues regarding graduation requirements, the Florida Bright Futures Scholarship Program, Talented 20 Program, FACTS.org, dual enrollment advisement, and Student Educational Records.

School Teacher / Social Studies – Miami Senior High School 1990-2000

- Planned and executed successful lessons, evaluated student work, communicated with parents to ensure student success.
- Instructor of World History, American History and Government/Economics.

Education

Nova Southeastern University, Ed.S. 2008

- Educational Leadership Certificate Program / Specialist Program.

St. Thomas University, M.S. 2000

- Master of Science, Guidance and Counseling.

Florida International University, B.A. 1989

- Bachelor of Arts, Liberal Studies with a focus in Economics, Government and Political Science.

Additional Areas of Professional Board or Committees

BSED/EPI Advisory Council

ACT.org Florida Board Member

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expe
please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match th

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maxi
The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part

LEA #1:	900-Union	What percentage of students from
LEA #2:		What percentage of students from
LEA #3:		What percentage of students from

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	900			900			900
Kindergarten	95			95			95
Grade 1	95			95			95
Grade 2	95			95			95
Grade 3				95			95
Grade 4							95
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	285	0	0	380	0	0	475

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as se
subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

ɛcts to enroll. In addition,
ose on the initial cover page.

mum of three LEAs.
icular level.

the LEA selected above will qualify for EC funding?	100%

the LEA selected above will qualify for EC funding?	

the LEA selected above will qualify for EC funding?	

Year 3			Year 4			Year 5	
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
		900			900		
		95			95		
		95			95		
		95			95		
		95			95		
		95			95		
		95			95		
0	0	570	0	0	570	0	0

ɛt forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: *Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.*

In year 1: *Base state allotments are determined by the LEA in which the student resides.*

In year 2 and Beyond: *Base State allotments are determined by the LEA in which the school is located.*

Local Funds: *Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.*

State EC Funds: *Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).*

Federal EC Funds: *Charter schools must qualify and apply for the individual federal grants based on their population of students.*

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	**900-Union**		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	$6,219.41	285	$1,772,531.85
Local Funds	$2,829.88	285	$806,515.80
State EC Funds	$5,365.09	36	$194,953.96
Federal EC Funds	$1,514.35	36	$55,027.69
		Total:	$2,829,029.30

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
		Total:	$0.00

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			

Total:	$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants may need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	$ 1,772,532	$ 2,363,376	$ 2,954,220	$ 3,545,064
Local Per Pupil Funds	$ 806,516	$ 1,075,354	$ 1,344,193	$ 1,613,032
State EC Funds	$ 194,954	$ 259,939	$ 324,923	$ 389,908
Federal EC Funds	-	$ 55,028	$ 91,713	$ 110,055
Other Funds*	$ 125,685	$ 167,580	$ 209,475	$ 251,370
Working Capital*	$ 750,000	$ 750,000		
TOTAL REVENUE:	$ 3,649,687	$ 4,671,277	$ 4,924,524	$ 5,909,429

**All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the op provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of t figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.*

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appenc

on federal funding in

Year 5
$ 3,545,064
$ 1,613,032
$ 389,908
$ 110,055
$ 251,370
$ 5,909,429

ıdditional questions by
erating budget, please
'hese funds. If these

dix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	$ 100,000	$ 100,000	1	$ 102,000	$ 102,000	1	$ 104,040	$ 104,040	1	$ 106,121	$ 106,121	1	$ 111,427	$ 111,427
Assistant Administrator	1	$ 75,000	$ 75,000	1	$ 76,500	$ 76,500	1	$ 78,030	$ 78,030	1	$ 79,591	$ 79,591	1	$ 83,570	$ 83,570
Finance Officer			$ -			$ -			$ -			$ -			$ -
Clerical	2	$ 35,000	$ 70,000	2	$ 35,700	$ 71,400	3	$ 36,414	$ 109,242	3	$ 37,142	$ 111,427	3	$ 38,999	$ 116,998
Food Service Staff	2	$ 18,000	$ 36,000	2	$ 18,360	$ 36,720	2	$ 18,727	$ 37,454	3	$ 19,102	$ 57,305	3	$ 19,484	$ 58,451
Custodians	2	$ 25,000	$ 50,000	2	$ 25,500	$ 51,000	3	$ 26,010	$ 78,030	3	$ 26,530	$ 79,591	3	$ 27,857	$ 83,570
Transportation Staff	1	$ 25,000	$ 25,000	2	$ 25,500	$ 51,000	2	$ 26,010	$ 52,020	2	$ 26,530	$ 53,060	2	$ 27,857	$ 55,713
Instructional Technology Facilitator (Remote Applicants ONLY)			$ -			$ -			$ -			$ -			$ -
24/7 Help Desk Technicians (Remote Applicants ONLY)			$ -			$ -			$ -			$ -			$ -
Library Media Specialists (Remote Applicants ONLY)			$ -			$ -			$ -			$ -			$ -
Business Manager	1	$ 48,000	$ 48,000	1	$ 48,960	$ 48,960	1	$ 49,939	$ 49,939	1	$ 50,938	$ 50,938	1	$ 51,957	$ 51,957
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
Total Admin and Support:	10		$ 404,000	11		$ 437,580	13		$ 508,756	14		$ 538,032	14		$ 561,687
Instructional Personnel															
Core Content Teacher(s)	12	$ 48,115	$ 577,380	16	$ 49,077	$ 785,237	20	$ 50,059	$ 1,001,177	24	$ 51,060	$ 1,225,441	24	$ 52,081	$ 1,249,949
Electives/Specialty Teacher(s)	3	$ 48,115	$ 144,345	4	$ 49,077	$ 196,309	5	$ 50,059	$ 250,294	5	$ 51,060	$ 255,300	5	$ 52,081	$ 260,406
Exceptional Children Teacher(s)	2	$ 50,000	$ 100,000	2	$ 51,000	$ 102,000	2	$ 52,020	$ 104,040	3	$ 53,060	$ 159,181	3	$ 54,122	$ 162,365
Instructional Support	4	$ 35,000	$ 140,000	4	$ 35,700	$ 142,800	5	$ 36,414	$ 182,070	5	$ 37,142	$ 185,711	5	$ 37,885	$ 189,426
Teacher Assistants	2	$ 35,000	$ 70,000	3	$ 35,700	$ 107,100	4	$ 36,414	$ 145,656	5	$ 37,142	$ 185,711	5	$ 37,885	$ 189,426
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
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*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
Total Instructional Personnel:	23		$ 1,031,725	29		$ 1,333,446	36		$ 1,683,237	42		$ 2,011,345	42		$ 2,051,572
Total Admin, Support and Instructional Personnel:	33		$ 1,435,725	40		$ 1,771,026	49		$ 2,191,993	56		$ 2,549,377.12	56		$ 2,613,258

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	7	$ 7,000	$ 49,000	9	$ 8,050	$ 72,450	11	$ 9,258	$ 101,833	11	$ 10,646	$ 117,107	11	$ 12,243	$ 134,673
Retirement Plan--NC State			$ -			$ -			$ -			$ -			$ -
Retirement Plan--Other	1	$ 16,160	$ 16,160	1	$ 17,503	$ 17,503	1	$ 20,350	$ 20,350	1	$ 21,521	$ 21,521	1	$ 22,467	$ 22,467
Life Insurance			$ -			$ -			$ -			$ -			$ -
Disability			$ -			$ -			$ -			$ -			$ -
Medicare	1	$ 5,858	$ 5,858	1	$ 6,345	$ 6,345	1	$ 7,377	$ 7,377	1	$ 7,801	$ 7,801	1	$ 8,144	$ 8,144
Social Security	1	$ 25,048	$ 25,048	1	$ 27,130	$ 27,130	1	$ 31,543	$ 31,543	1	$ 33,358	$ 33,358	1	$ 34,825	$ 34,825
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
Total Admin and Support Benefits:			$ 96,066			$ 123,428			$ 161,103			$ 179,788			$ 200,110
Instructional Personnel Benefits															
Health Insurance	22	$ 7,000	$ 154,000	27	$ 8,050	$ 217,350	34	$ 9,258	$ 314,755	42	$ 10,646	$ 447,137	42	$ 12,243	$ 514,208
Retirement Plan--NC State			$ -			$ -			$ -			$ -			$ -
Retirement Plan--Other	1	$ 41,269	$ 41,269	1	$ 53,338	$ 53,338	1	$ 67,329	$ 67,329	1	$ 80,454	$ 80,454	1	$ 82,063	$ 82,063
Social Security	1	$ 63,967	$ 63,967	1	$ 82,674	$ 82,674	1	$ 104,361	$ 104,361	1	$ 124,703	$ 124,703	1	$ 127,197	$ 127,197
Disability			$ -			$ -			$ -			$ -			$ -
Medicare	1	$ 14,960	$ 14,960	1	$ 19,335	$ 19,335	1	$ 24,407	$ 24,407	1	$ 29,164	$ 29,164	1	$ 29,748	$ 29,748
Life Insurance			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
*** Edit text as needed. ***			$ -			$ -			$ -			$ -			$ -
Total Instructional Personnel Benefits:			$ 274,196			$ 372,696			$ 510,852			$ 681,459			$ 753,216
Total Personnel Benefits:			$ 370,262			$ 496,125			$ 671,955			$ 861,247			$ 953,326
Total Admin & Support Personnel (Salary & Benefits):	10		$ 500,066	11		$ 561,008	13		$ 669,858	14		$ 717,820.61	14		$ 761,797
Total Instructional Personnel (Salary & Benefits):	23		$ 1,305,921	29		$ 1,706,142	36		$ 2,194,089	42		$ 2,692,804	42		$ 2,804,787
TOTAL PERSONNEL:	33		$ 1,805,987	40		$ 2,267,151	49		$ 2,863,947	56		$ 3,410,624	56		$ 3,566,584

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support	Year 1	Year 2	Year 3
Office			
Office Supplies	$ 5,000.00	$ 6,666.67	$ 8,333.33
Paper	$ 2,500.00	$ 3,750.00	$ 4,687.50
Computers & Software	$ 10,000.00	$ 13,333.33	$ 16,666.67
Communications & Telephone	$ 5,000.00	$ 6,666.67	$ 8,333.33
Copier leases	$ 6,000.00	$ 8,000.00	$ 10,000.00
Other	$ 5,000.00	$ 5,500.00	$ 6,050.00
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees	$ 213,750.00	$ 285,000.00	$ 356,250.00
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	$ 25,000.00	$ 15,000.00	$ 18,750.00
Speech Therapist	$ 20,000.00	$ 20,400.00	$ 20,808.00
Audit	$ 15,000.00	$ 15,300.00	$ 15,606.00
Other contract ESE services	$ 25,000.00	$ 33,333.33	$ 41,666.67
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	$ 315,000.00	$ 420,000.00	$ 525,000.00
Maintenance	$ 50,000.00	$ 66,666.67	$ 83,333.33
Custodial Supplies	$ 12,500.00	$ 16,666.67	$ 20,833.33
Custodial Contract	$ 75,000.00	$ 100,000.00	$ 102,000.00
Insurance (pg19)	$ 80,000.00	$ 92,000.00	$ 105,800.00
Other	$ 15,000.00	$ 20,000.00	$ 25,000.00
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	$ 50,000.00	$ 66,666.67	$ 83,333.33
Gas	$ 7,500.00	$ 10,000.00	$ 12,500.00
Water/Sewer	$ 9,000.00	$ 12,000.00	$ 15,000.00
Trash	$ 4,000.00	$ 5,333.33	$ 6,666.67
Other	$ 12,000.00	$ 12,240.00	$ 12,484.80

*** Insert rows and edit text as needed. ***			
Transportation			
Buses			
Gas			
Oil/Tires & Maintenance			
Contracted Bus Company	$ 67,500.00	$ 68,850.00	$ 140,454.00
*** Insert rows and edit text as needed. ***			
Other			
Marketing	$ 10,000.00	$ 15,000.00	$ 20,000.00
Child nutrition	$ 107,730.00	$ 143,640.00	$ 179,550.00
Travel			
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	$ 1,147,480.00	$ 1,462,013.33	$ 1,839,106.97

OPERATIONS BUDGET: Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Classrooom/Student Devices	$ 210,000.00	$ 210,000.00	$ 50,000.00
Software (LMS, SIS, etc.)	$ 21,000.00	$ 21,000.00	
Wifi Access (Remote Applicants ONLY)			
Other			
Instructional Contract			
Staff Development	$ 55,000.00	$ 55,000.00	$ 20,000.00
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	$ 105,000.00	$ 105,000.00	$ 25,000.00
Curriculum/Texts	$ 52,500.00	$ 52,500.00	
Copy Paper			
Testing Supplies			
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	$ 443,500.00	$ 443,500.00	$ 95,000.00

TOTAL OPERATIONS:	$ 1,590,980.00	$ 1,905,513.33	$ 1,934,106.97

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
$ 10,000.00	$ 10,000.00
$ 5,625.00	$ 5,625.00
$ 20,000.00	$ 20,000.00
$ 10,000.00	$ 10,000.00
$ 12,000.00	$ 12,000.00
$ 7,260.00	$ 7,986.00
$ 427,500.00	$ 427,500.00
$ 22,500.00	$ 22,500.00
$ 21,224.16	$ 21,648.64
$ 15,918.12	$ 16,236.48
$ 50,000.00	$ 50,000.00
$ 600,000.00	$ 612,000.00
$ 100,000.00	$ 103,000.00
$ 20,833.33	$ 21,458.33
$ 104,040.00	$ 106,120.80
$ 121,670.00	$ 139,920.50
$ 37,500.00	$ 38,625.00
$ 85,000.00	$ 87,550.00
$ 15,000.00	$ 15,450.00
$ 18,000.00	$ 18,540.00
$ 8,000.00	$ 8,240.00
$ 12,734.50	$ 12,989.19

$ 143,263.08	$ 146,128.34
$ 25,000.00	$ 30,000.00
$ 215,460.00	$ 215,460.00
$ 2,108,528.19	$ 2,158,978.29

Year 4	Year 5
$ 50,000.00	$ 50,000.00
$ 20,400.00	$ 20,808.00
$ 30,000.00	$ 50,000.00
$ 100,400.00	$ 120,808.00

$ 2,208,928.19	$ 2,279,786.29

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	$ 1,805,986.96	$ 2,267,150.53	$ 2,863,947.41	$ 3,410,624.18	$ 3,566,584.26
Total Operations	M	$ 1,590,980.00	$ 1,905,513.33	$ 1,934,106.97	$ 2,208,928.19	$ 2,279,786.29
Total Expenditures	N = J + M	$ 3,396,966.96	$ 4,172,663.86	$ 4,798,054.37	$ 5,619,552.37	$ 5,846,370.54
Total Revenue	Z	$ 3,649,686.61	$ 4,671,276.50	$ 4,924,523.84	$ 5,909,428.60	$ 5,909,428.60
Surplus / (Deficit)	= Z - N	$ 252,719.65	$ 498,612.64	$ 126,469.46	$ 289,876.23	$ 63,058.06

This sample start-up plan for the School involved thorough planning and coordination across multiple domains to ensure the school is ready to open its doors and operate effectively. All tasks are a collaborative effort between the School leadership team, the CMO and the Board.

Below is a structured one-year plan broken down into quarterly goals leading up to the opening of the School:

Quarter 1: Conceptualization and Initial Planning	
Objective: Establish the foundation of the school's vision, mission, and objectives.	
1. Define Vision and Mission:	- Set clear, actionable, and achievable goals for the school. - Ensure alignment with educational standards and community needs.
2. Conduct Market Research:	- Analyze community demographics and needs assessment. - Identify potential competition and unique selling propositions.
3. Develop Educational Philosophy and Curriculum Framework:	- Decide on educational approaches (e.g., Montessori, STEM focus, etc.). - Outline curriculum standards based on state and local educational requirements.
4. Create a Business Plan:	- Detail the financial model, including startup costs, ongoing expenses, and revenue projections. - Identify potential funding sources (grants, loans, private investment).
5. Form an Advisory Board:	- Recruit educational experts, community leaders, and industry professionals. - Schedule initial board meetings to review and approve the school's strategic direction.

SOMERSET PREPARATORY ACADEMY NORTH CAROLINA

Quarter 2: Legal Structure and Staff Recruitment	
Objective: Establish the school's legal standing and begin building the team.	
1. Register the School:	- Choose an appropriate legal structure (non-profit, for-profit, charter). - Register with state and local education departments.
2. Secure Location and Facilities:	- Identify and lease/purchase school building. - Plan necessary renovations and obtain required permits.
3. Start Staff Recruitment:	- Identify key positions (Principal, administrative staff, teachers). - Begin the hiring process, focusing on qualifications and fit with school culture.
4. Develop Policies and Procedures:	- Create student enrollment policies. - Draft safety protocols, staff handbooks, and operational guidelines.

SOMERSET PREPARATORY ACADEMY NORTH CAROLINA

Quarter 3: Implementation and Preparation	
Objective: Solidify educational and operational frameworks and prepare for school opening.	
1. Finalize Curriculum Development:	- Purchase educational materials and resources. - Develop lesson plans and assessment tools.
2. Continue Staffing:	- Hire remaining teaching and support staff. - Begin professional development and team-building activities.
3. Launch Marketing and Student Enrollment:	- Develop a marketing strategy to promote the school. - Open enrollment and begin student recruitment campaigns.
4. Establish IT and Administrative Systems:	- Set up student information systems, accounting software, and other administrative tools. - Ensure compliance with data protection and privacy laws.

SOMERSET PREPARATORY ACADEMY NORTH CAROLINA

Quarter 4: Final Preparations and Launch	
Objective: Complete final preparations and officially open the school.	
1. Staff Training and Orientation:	- Conduct comprehensive training sessions for all staff members. - Host orientation events to align the team with the school's mission and operations.
2. Finalize School Environment:	- Ensure classrooms are fully equipped and decorated. - Set up common areas, playgrounds, and security systems.
3. Community Engagement:	- Host open houses and informational sessions for parents and community members. - Establish partnerships with local businesses and organizations for support and resources.
4. Opening Day Preparation	- Plan an inaugural ceremony to celebrate the school's opening. - Ensure all operational aspects are tested and running smoothly (transport, meals, etc.).
5. Feedback and Adjustment:	- Implement a system for gathering feedback from students, parents, and staff. - Prepare to make necessary adjustments after the first few weeks of operation.

SOMERSET PREPARATORY ACADEMY NORTH CAROLINA

By adhering to this one-year startup plan, the School will ensure it is well-prepared to offer a comprehensive and fulfilling educational experience to its students right from the start. Regular review points should be scheduled to monitor progress and make adjustments as needed.

		M	T	W	R	F
8:00	8:05					
8:05	8:10					
8:10	8:15					
8:15	8:20					
8:20	8:25					
8:25	8:30					
8:30	8:35					
8:35	8:40					
8:40	8:45					
8:45	8:50					
8:50	8:55					
8:55	9:00					
9:00	9:05					
9:05	9:10					
9:10	9:15					
9:15	9:20					
9:20	9:25					
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12:40	12:45					
12:45	12:50					
12:50	12:55					
12:55	1:00					
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1:05	1:10					
1:10	1:15					
1:15	1:20					
1:20	1:25					
1:25	1:30					
1:30	1:35					
1:35	1:40					
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2:05	2:10					
2:10	2:15					
2:15	2:20					
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3:00	3:05					
3:05	3:10					
3:10	3:15					
3:15	3:20					
3:20	3:25					
3:25	3:30					
3:30	3:35					
3:35	3:40					
3:40	3:45					
3:45	3:50					
3:50	3:55					
3:55	4:00					

KINDERGARTEN						
Kindergarten Teacher 1						
		M	T	W	TH	F
7:45	8:00	Arrival				
8:00	8:05	School Begins/Morning Routine/ Morning Snack/Bell Work				
8:05	8:10					
8:10	8:15					
8:15	8:20					
8:20	8:25					
8:25	8:30					
8:30	8:35	Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)				
8:35	8:40					
8:40	8:45					
8:45	8:50					
8:50	8:55					
8:55	9:00					
9:00	9:05					
9:05	9:10					
9:10	9:15					
9:15	9:20					
9:20	9:25					
9:25	9:30					
9:30	9:35					
9:35	9:40					
9:40	9:45					
9:45	9:50					
9:50	9:55					
9:55	10:00					
10:00	10:05	Mathematics - 60min.				
10:05	10:10					
10:10	10:15					
10:15	10:20					
10:20	10:25					
10:25	10:30					
10:30	10:35					
10:35	10:40					
10:40	10:45					
10:45	10:50					
10:50	10:55					
10:55	11:00					
11:00	11:05	LUNCH/Transitions				
11:05	11:10					
11:10	11:15					
11:15	11:20					
11:20	11:25					
11:25	11:30					
11:30	11:35					
11:35	11:40					
11:40	11:45	Science				
11:45	11:50					
11:50	11:55					
11:55	12:00					
12:00	12:05					
12:05	12:10					
12:10	12:15	Social Studies				
12:15	12:20					
12:20	12:25					
12:25	12:30					
12:30	12:35					
12:35	12:40					
12:40	12:45	Recess				
12:45	12:50					
12:50	12:55					
12:55	1:00					
1:00	1:05					
1:05	1:10					
1:10	1:15					
1:15	1:20	Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)				
1:20	1:25					
1:25	1:30					
1:30	1:35					
1:35	1:40					
1:40	1:45					
1:45	1:50					
1:50	1:55					
1:55	2:00					
2:00	2:05	Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)				
2:05	2:10					
2:10	2:15					
2:15	2:20					
2:20	2:25					
2:25	2:30					
2:30	2:35					
2:35	2:40					
2:40	2:45					
2:45	2:50					
2:50	2:55					
2:55	3:00					
3:00	3:05	Break/Transition				
3:05	3:10					
3:10	3:15					
3:15	3:20	Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)				
3:20	3:25					
3:25	3:30					
3:30	3:35					
3:35	3:40					
3:40	3:45					
3:45	3:50					
3:55	4:00					

KINDERGARTEN						
Kindergarten Teacher 2						
		M	T	W	TH	F
7:45	8:00	Arrival				
8:00	8:05	School Begins/Morning Routine/ Morning Snack/Bell Work				
8:05	8:10					
8:10	8:15					
8:15	8:20					
8:20	8:25					
8:25	8:30					
8:30	8:35	Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)				
8:35	8:40					
8:40	8:45					
8:45	8:50					
8:50	8:55					
8:55	9:00					
9:00	9:05					
9:05	9:10					
9:10	9:15					
9:15	9:20					
9:20	9:25					
9:25	9:30					
9:30	9:35					
9:35	9:40					
9:40	9:45					
9:45	9:50					
9:50	9:55					
9:55	10:00					
10:00	10:05	Mathematics - 60min.				
10:05	10:10					
10:10	10:15					
10:15	10:20					
10:20	10:25					
10:25	10:30					
10:30	10:35					
10:35	10:40					
10:40	10:45					
10:45	10:50					
10:50	10:55					
10:55	11:00					
11:00	11:05	LUNCH/Transitions				
11:05	11:10					
11:10	11:15					
11:15	11:20					
11:20	11:25					
11:25	11:30					
11:30	11:35					
11:35	11:40					
11:40	11:45	Science				
11:45	11:50					
11:50	11:55					
11:55	12:00					
12:00	12:05					
12:05	12:10					
12:10	12:15	Social Studies				
12:15	12:20					
12:20	12:25					
12:25	12:30					
12:30	12:35					
12:35	12:40					
12:40	12:45	Recess				
12:45	12:50					
12:50	12:55					
12:55	1:00					
1:00	1:05					
1:05	1:10					
1:10	1:15					
1:15	1:20	Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)				
1:20	1:25					
1:25	1:30					
1:30	1:35					
1:35	1:40					
1:40	1:45					
1:45	1:50					
1:50	1:55					
1:55	2:00					
2:00	2:05	Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)				
2:05	2:10					
2:10	2:15					
2:15	2:20					
2:20	2:25					
2:25	2:30					
2:30	2:35					
2:35	2:40					
2:40	2:45					
2:45	2:50					
2:50	2:55					
2:55	3:00					
3:00	3:05	Break/Transition				
3:05	3:10					
3:10	3:15					
3:15	3:20	Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)				
3:20	3:25					
3:25	3:30					
3:30	3:35					
3:35	3:40					
3:40	3:45					
3:45	3:50					
3:55	4:00					

KINDERGARTEN						
Kindergarten Teacher 3						
		M	T	W	TH	F
7:45	8:00	Arrival				
8:00	8:05	School Begins/Morning Routine/ Morning Snack/Bell Work				
8:05	8:10					
8:10	8:15					
8:15	8:20					
8:20	8:25					
8:25	8:30					
8:30	8:35	Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)				
8:35	8:40					
8:40	8:45					
8:45	8:50					
8:50	8:55					
8:55	9:00					
9:00	9:05					
9:05	9:10					
9:10	9:15					
9:15	9:20					
9:20	9:25					
9:25	9:30					
9:30	9:35					
9:35	9:40					
9:40	9:45					
9:45	9:50					
9:50	9:55					
9:55	10:00					
10:00	10:05	Mathematics - 60min.				
10:05	10:10					
10:10	10:15					
10:15	10:20					
10:20	10:25					
10:25	10:30					
10:30	10:35					
10:35	10:40					
10:40	10:45					
10:45	10:50					
10:50	10:55					
10:55	11:00					
11:00	11:05	LUNCH/Transitions				
11:05	11:10					
11:10	11:15					
11:15	11:20					
11:20	11:25					
11:25	11:30					
11:30	11:35					
11:35	11:40					
11:40	11:45	Science				
11:45	11:50					
11:50	11:55					
11:55	12:00					
12:00	12:05					
12:05	12:10					
12:10	12:15	Social Studies				
12:15	12:20					
12:20	12:25					
12:25	12:30					
12:30	12:35					
12:35	12:40					
12:40	12:45	Recess				
12:45	12:50					
12:50	12:55					
12:55	1:00					
1:00	1:05					
1:05	1:10					
1:10	1:15					
1:15	1:20	Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)				
1:20	1:25					
1:25	1:30					
1:30	1:35					
1:35	1:40					
1:40	1:45					
1:45	1:50					
1:50	1:55					
1:55	2:00					
2:00	2:05	Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)				
2:05	2:10					
2:10	2:15					
2:15	2:20					
2:20	2:25					
2:25	2:30					
2:30	2:35					
2:35	2:40					
2:40	2:45					
2:45	2:50					
2:50	2:55					
2:55	3:00					
3:00	3:05	Break/Transition				
3:05	3:10					
3:10	3:15					
3:15	3:20	Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)				
3:20	3:25					
3:25	3:30					
3:30	3:35					
3:35	3:40					
3:40	3:45					
3:45	3:50					
3:55	4:00					

KINDERGARTEN						
Kindergarten Teacher 4						
		M	T	W	TH	F
7:45	8:00	Arrival				
8:00	8:05	School Begins/Morning Routine/ Morning Snack/Bell Work				
8:05	8:10					
8:10	8:15					
8:15	8:20					
8:20	8:25					
8:25	8:30					
8:30	8:35	Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)				
8:35	8:40					
8:40	8:45					
8:45	8:50					
8:50	8:55					
8:55	9:00					
9:00	9:05					
9:05	9:10					
9:10	9:15					
9:15	9:20					
9:20	9:25					
9:25	9:30					
9:30	9:35					
9:35	9:40					
9:40	9:45					
9:45	9:50					
9:50	9:55					
9:55	10:00					
10:00	10:05	Mathematics - 60min.				
10:05	10:10					
10:10	10:15					
10:15	10:20					
10:20	10:25					
10:25	10:30					
10:30	10:35					
10:35	10:40					
10:40	10:45					
10:45	10:50					
10:50	10:55					
10:55	11:00					
11:00	11:05	LUNCH/Transitions				
11:05	11:10					
11:10	11:15					
11:15	11:20					
11:20	11:25					
11:25	11:30					
11:30	11:35					
11:35	11:40					
11:40	11:45	Science				
11:45	11:50					
11:50	11:55					
11:55	12:00					
12:00	12:05					
12:05	12:10					
12:10	12:15	Social Studies				
12:15	12:20					
12:20	12:25					
12:25	12:30					
12:30	12:35					
12:35	12:40					
12:40	12:45	Recess				
12:45	12:50					
12:50	12:55					
12:55	1:00					
1:00	1:05					
1:05	1:10					
1:10	1:15					
1:15	1:20	Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)				
1:20	1:25					
1:25	1:30					
1:30	1:35					
1:35	1:40					
1:40	1:45					
1:45	1:50					
1:50	1:55					
1:55	2:00					
2:00	2:05	Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)				
2:05	2:10					
2:10	2:15					
2:15	2:20					
2:20	2:25					
2:25	2:30					
2:30	2:35					
2:35	2:40					
2:40	2:45					
2:45	2:50					
2:50	2:55					
2:55	3:00					
3:00	3:05	Break/Transition				
3:05	3:10					
3:10	3:15					
3:15	3:20	Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)				
3:20	3:25					
3:25	3:30					
3:30	3:35					
3:35	3:40					
3:40	3:45					
3:45	3:50					
3:55	4:00					

KINDERGARTEN						
Kindergarten Teacher 5						
		M	T	W	TH	F
7:45	8:00	Arrival				
8:00	8:05	School Begins/Morning Routine/ Morning Snack/Bell Work				
8:05	8:10					
8:10	8:15					
8:15	8:20					
8:20	8:25					
8:25	8:30					
8:30	8:35	Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)				
8:35	8:40					
8:40	8:45					
8:45	8:50					
8:50	8:55					
8:55	9:00					
9:00	9:05					
9:05	9:10					
9:10	9:15					
9:15	9:20					
9:20	9:25					
9:25	9:30					
9:30	9:35					
9:35	9:40					
9:40	9:45					
9:45	9:50					
9:50	9:55					
9:55	10:00					
10:00	10:05	Mathematics - 60min.				
10:05	10:10					
10:10	10:15					
10:15	10:20					
10:20	10:25					
10:25	10:30					
10:30	10:35					
10:35	10:40					
10:40	10:45					
10:45	10:50					
10:50	10:55					
10:55	11:00					
11:00	11:05	LUNCH/Transitions				
11:05	11:10					
11:10	11:15					
11:15	11:20					
11:20	11:25					
11:25	11:30					
11:30	11:35					
11:35	11:40					
11:40	11:45	Science				
11:45	11:50					
11:50	11:55					
11:55	12:00					
12:00	12:05					
12:05	12:10					
12:10	12:15	Social Studies				
12:15	12:20					
12:20	12:25					
12:25	12:30					
12:30	12:35					
12:35	12:40					
12:40	12:45	Recess				
12:45	12:50					
12:50	12:55					
12:55	1:00					
1:00	1:05					
1:05	1:10					
1:10	1:15					
1:15	1:20	Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)				
1:20	1:25					
1:25	1:30					
1:30	1:35					
1:35	1:40					
1:40	1:45					
1:45	1:50					
1:50	1:55					
1:55	2:00					
2:00	2:05	Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)				
2:05	2:10					
2:10	2:15					
2:15	2:20					
2:20	2:25					
2:25	2:30					
2:30	2:35					
2:35	2:40					
2:40	2:45					
2:45	2:50					
2:50	2:55					
2:55	3:00					
3:00	3:05	Break/Transition				
3:05	3:10					
3:10	3:15					
3:15	3:20	Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)				
3:20	3:25					
3:25	3:30					
3:30	3:35					
3:35	3:40					
3:40	3:45					
3:45	3:50					
3:55	4:00					

1st Grade

1st Grade Teacher 1

		M	T	W	TH	F
7:45	8:00	Arrival				
8:00	8:05	School Begins/Morning Routine/ Morning Snack/Bell Work				
8:05	8:10					
8:10	8:15					
8:15	8:20					
8:20	8:25					
8:25	8:30					
8:30	8:35	Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)				
8:35	8:40					
8:40	8:45					
8:45	8:50					
8:50	8:55					
8:55	9:00					
9:00	9:05					
9:05	9:10					
9:10	9:15					
9:15	9:20					
9:20	9:25					
9:25	9:30					
9:30	9:35					
9:35	9:40					
9:40	9:45					
9:45	9:50					
9:50	9:55					
9:55	10:00					
10:00	10:05	Mathematics - 60min.				
10:05	10:10					
10:10	10:15					
10:15	10:20					
10:20	10:25					
10:25	10:30					
10:30	10:35					
10:35	10:40					
10:40	10:45					
10:45	10:50					
10:50	10:55					
10:55	11:00					
11:00	11:05	LUNCH/Transitions				
11:05	11:10					
11:10	11:15					
11:15	11:20					
11:20	11:25					
11:25	11:30					
11:30	11:35					
11:35	11:40					
11:40	11:45	Recess				
11:45	11:50					
11:50	11:55					
11:55	12:00					
12:00	12:05					
12:05	12:10					
12:10	12:15	Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)				
12:15	12:20					
12:20	12:25					
12:25	12:30					
12:30	12:35					
12:35	12:40					
12:40	12:45					
12:45	12:50					
12:50	12:55					
12:55	1:00	Science				
1:00	1:05					
1:05	1:10					
1:10	1:15					
1:15	1:20					
1:20	1:25					
1:25	1:30	Social Studies				
1:30	1:35					
1:35	1:40					
1:40	1:45					
1:45	1:50					
1:50	1:55					
1:55	2:00	Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)				
2:00	2:05					
2:05	2:10					
2:10	2:15					
2:15	2:20					
2:20	2:25					
2:25	2:30					
2:30	2:35					
2:35	2:40					
2:40	2:45					
2:45	2:50					
2:50	2:55					
2:55	3:00					
3:00	3:05	Break/Transition				
3:05	3:10					
3:10	3:15					
3:15	3:20	Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)				
3:20	3:25					
3:25	3:30					
3:30	3:35					
3:35	3:40					
3:40	3:45					
3:45	3:50					
3:55	4:00					

		M
7:45	8:00	
8:00	8:05	School Be
8:05	8:10	
8:10	8:15	
8:15	8:20	
8:20	8:25	
8:25	8:30	
8:30	8:35	Reading - 90r
8:35	8:40	
8:40	8:45	Word-Level Re
8:45	8:50	
8:50	8:55	
8:55	9:00	
9:00	9:05	Connected Tex
9:05	9:10	
9:10	9:15	
9:15	9:20	
9:20	9:25	
9:25	9:30	
9:30	9:35	
9:35	9:40	
9:40	9:45	
9:45	9:50	
9:50	9:55	
9:55	10:00	
10:00	10:05	
10:05	10:10	
10:10	10:15	
10:15	10:20	
10:20	10:25	
10:25	10:30	
10:30	10:35	
10:35	10:40	
10:40	10:45	
10:45	10:50	
10:50	10:55	
10:55	11:00	
11:00	11:05	
11:05	11:10	
11:10	11:15	
11:15	11:20	
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11:25	11:30	
11:30	11:35	
11:35	11:40	
11:40	11:45	
11:45	11:50	
11:50	11:55	
11:55	12:00	
12:00	12:05	
12:05	12:10	
12:10	12:15	Specials (Mus
12:15	12:20	
12:20	12:25	
12:25	12:30	
12:30	12:35	
12:35	12:40	
12:40	12:45	
12:45	12:50	
12:50	12:55	
12:55	1:00	
1:00	1:05	
1:05	1:10	
1:10	1:15	
1:15	1:20	
1:20	1:25	
1:25	1:30	
1:30	1:35	
1:35	1:40	
1:40	1:45	
1:45	1:50	
1:50	1:55	
1:55	2:00	Enrichment &
2:00	2:05	
2:05	2:10	
2:10	2:15	
2:15	2:20	
2:20	2:25	
2:25	2:30	
2:30	2:35	
2:35	2:40	
2:40	2:45	
2:45	2:50	
2:50	2:55	
2:55	3:00	
3:00	3:05	
3:05	3:10	
3:10	3:15	
3:15	3:20	Common Plan
3:20	3:25	(2x
3:25	3:30	
3:30	3:35	
3:35	3:40	
3:40	3:45	
3:45	3:50	
3:55	4:00	

1st Grade							1st
1st Grade Teacher 2							1st Grad
T	W	TH	F			M	T
Arrival				7:45	8:00		
egins/Morning Routine/ Morning Snack/Bell Work				8:00	8:05	School Begins/Morning	
				8:05	8:10		
				8:10	8:15		
				8:15	8:20		
				8:20	8:25		
				8:25	8:30		
min. (Phonetic Awareness - 20min., Word Analysis and eading Fluency -30 min., Letter Formation and Read xts (40min.)				8:30	8:35	Reading - 90min. (Phonetic Word-Level Reading Fluency Connected Texts (40min.)	
				8:35	8:40		
				8:40	8:45		
				8:45	8:50		
				8:50	8:55		
				8:55	9:00		
				9:00	9:05		
				9:05	9:10		
				9:10	9:15		
				9:15	9:20		
				9:20	9:25		
				9:25	9:30		
				9:30	9:35		
				9:35	9:40		
				9:40	9:45		
				9:45	9:50		
				9:50	9:55		
				9:55	10:00		
Mathematics - 60min.				10:00	10:05	Mat	
				10:05	10:10		
				10:10	10:15		
				10:15	10:20		
				10:20	10:25		
				10:25	10:30		
				10:30	10:35		
				10:35	10:40		
				10:40	10:45		
				10:45	10:50		
				10:50	10:55		
				10:55	11:00		
LUNCH/Transitions				11:00	11:05	LU	
				11:05	11:10		
				11:10	11:15		
				11:15	11:20		
				11:20	11:25		
				11:25	11:30		
				11:30	11:35		
				11:35	11:40		
Recess				11:40	11:45		
				11:45	11:50		
				11:50	11:55		
				11:55	12:00		
				12:00	12:05		
				12:05	12:10		
sic, Arts, Physical Education, Digital Literacy, & STEM)				12:10	12:15	Specials (Music, Arts, P	
				12:15	12:20		
				12:20	12:25		
				12:25	12:30		
				12:30	12:35		
				12:35	12:40		
				12:40	12:45		
				12:45	12:50		
				12:50	12:55		
Science				12:55	1:00		
				1:00	1:05		
				1:05	1:10		
				1:10	1:15		
				1:15	1:20		
				1:20	1:25		
Social Studies				1:25	1:30		
				1:30	1:35		
				1:35	1:40		
				1:40	1:45		
				1:45	1:50		
				1:50	1:55		
& Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)				1:55	2:00	Enrichment & Intervention Ever	
				2:00	2:05		
				2:05	2:10		
				2:10	2:15		
				2:15	2:20		
				2:20	2:25		
				2:25	2:30		
				2:30	2:35		
				2:35	2:40		
				2:40	2:45		
				2:45	2:50		
				2:50	2:55		
				2:55	3:00		
Break/Transition				3:00	3:05	Br	
				3:05	3:10		
				3:10	3:15		
nning/Professional Development (2 x per week)/PLCs per week), Faculty Meetings (1x per month)				3:15	3:20	Common Planning/P week)/PLCs (2x per wee	
				3:20	3:25		
				3:25	3:30		
				3:30	3:35		
				3:35	3:40		
				3:40	3:45		
				3:45	3:50		
				3:55	4:00		

t Grade					1st Grade		
le Teacher 1					1st Grade Teacher 4		
W	TH	F			M	T	W
Arrival			7:45	8:00	Arrival		
g Routine/ Morning Snack/Bell Work			8:00	8:05	School Begins/Morning Routine/ Mo		
			8:05	8:10			
			8:10	8:15			
			8:15	8:20			
			8:20	8:25			
			8:25	8:30			
Awareness - 20min., Word Analysis and -30 min., Letter Formation and Read			8:30	8:35	Reading - 90min. (Phonetic Awareness - 2 Word-Level Reading Fluency -30 min., Lette Connected Texts (40min.)		
			8:35	8:40			
			8:40	8:45			
			8:45	8:50			
			8:50	8:55			
			8:55	9:00			
			9:00	9:05			
			9:05	9:10			
			9:10	9:15			
			9:15	9:20			
			9:20	9:25			
			9:25	9:30			
			9:30	9:35			
			9:35	9:40			
			9:40	9:45			
			9:45	9:50			
			9:50	9:55			
			9:55	10:00			
hematics - 60min.			10:00	10:05	Mathematics - 60		
			10:05	10:10			
			10:10	10:15			
			10:15	10:20			
			10:20	10:25			
			10:25	10:30			
			10:30	10:35			
			10:35	10:40			
			10:40	10:45			
			10:45	10:50			
			10:50	10:55			
			10:55	11:00			
NCH/Transitions			11:00	11:05	LUNCH/Transitio		
			11:05	11:10			
			11:10	11:15			
			11:15	11:20			
			11:20	11:25			
			11:25	11:30			
			11:30	11:35			
			11:35	11:40			
Recess			11:40	11:45	Recess		
			11:45	11:50			
			11:50	11:55			
			11:55	12:00			
			12:00	12:05			
			12:05	12:10			
hysical Education, Digital Literacy, & STEM)			12:10	12:15	Specials (Music, Arts, Physical Educa STEM)		
			12:15	12:20			
			12:20	12:25			
			12:25	12:30			
			12:30	12:35			
			12:35	12:40			
			12:40	12:45			
			12:45	12:50			
			12:50	12:55			
Science			12:55	1:00	Science		
			1:00	1:05			
			1:05	1:10			
			1:10	1:15			
			1:15	1:20			
			1:20	1:25			
Social Studies			1:25	1:30	Social Studies		
			1:30	1:35			
			1:35	1:40			
			1:40	1:45			
			1:45	1:50			
			1:50	1:55			
ns Block (Silent Reading- D.E.A.R. - Drop ything and Read)			1:55	2:00	Enrichment & Interventions Block (Silen Everything and Re		
			2:00	2:05			
			2:05	2:10			
			2:10	2:15			
			2:15	2:20			
			2:20	2:25			
			2:25	2:30			
			2:30	2:35			
			2:35	2:40			
			2:40	2:45			
			2:45	2:50			
			2:50	2:55			
			2:55	3:00			
reak/Transition			3:00	3:05	Break/Transitio		
			3:05	3:10			
			3:10	3:15			
rofessional Development (2 x per ek), Faculty Meetings (1x per month)			3:15	3:20	Common Planning/Professional D week)/PLCs (2x per week), Faculty M		
			3:20	3:25			
			3:25	3:30			
			3:30	3:35			
			3:35	3:40			
			3:40	3:45			
			3:45	3:50			
			3:55	4:00			

		1st Grade						
		1st Grade Teacher 5						
TH	F			M	T	W	TH	
		7:45	8:00	Arrival				
orning Snack/Bell Work		8:00	8:05	School Begins/Morning Routine/ Morning Snack/				
		8:05	8:10					
		8:10	8:15					
		8:15	8:20					
		8:20	8:25					
		8:25	8:30					
0min., Word Analysis and		8:30	8:35	Reading - 90min. (Phonetic Awareness - 20min., Word A				
r Formation and Read		8:35	8:40					
		8:40	8:45					
		8:45	8:50					
		8:50	8:55					
		8:55	9:00					
		9:00	9:05					
		9:05	9:10					
		9:10	9:15					
		9:15	9:20					
		9:20	9:25					
		9:25	9:30					
		9:30	9:35					
		9:35	9:40					
		9:40	9:45					
		9:45	9:50					
		9:50	9:55					
		9:55	10:00					
min.		10:00	10:05	Mathematics - 60min.				
		10:05	10:10					
		10:10	10:15					
		10:15	10:20					
		10:20	10:25					
		10:25	10:30					
		10:30	10:35					
		10:35	10:40					
		10:40	10:45					
		10:45	10:50					
		10:50	10:55					
		10:55	11:00					
ns		11:00	11:05	LUNCH/Transitions				
		11:05	11:10					
		11:10	11:15					
		11:15	11:20					
		11:20	11:25					
		11:25	11:30					
		11:30	11:35					
		11:35	11:40					
		11:40	11:45	Recess				
		11:45	11:50					
		11:50	11:55					
		11:55	12:00					
		12:00	12:05					
		12:05	12:10					
tion, Digital Literacy, &		12:10	12:15	Specials (Music, Arts, Physical Education, Digital L				
		12:15	12:20	STEM)				
		12:20	12:25					
		12:25	12:30					
		12:30	12:35					
		12:35	12:40					
		12:40	12:45					
		12:45	12:50					
		12:50	12:55					
		12:55	1:00	Science				
		1:00	1:05					
		1:05	1:10					
		1:10	1:15					
		1:15	1:20					
		1:20	1:25					
		1:25	1:30	Social Studies				
		1:30	1:35					
		1:35	1:40					
		1:40	1:45					
		1:45	1:50					
		1:50	1:55					
t Reading- D.E.A.R. - Drop		1:55	2:00	Enrichment & Interventions Block (Silent Reading- D.				
ead)		2:00	2:05	Everything and Read)				
		2:05	2:10					
		2:10	2:15					
		2:15	2:20					
		2:20	2:25					
		2:25	2:30					
		2:30	2:35					
		2:35	2:40					
		2:40	2:45					
		2:45	2:50					
		2:50	2:55					
		2:55	3:00					
on		3:00	3:05	Break/Transition				
		3:05	3:10					
		3:10	3:15					
evelopment (2 x per		3:15	3:20	Common Planning/Professional Development (				
eetings (1x per month)		3:20	3:25	week)/PLCs (2x per week), Faculty Meetings (1x p				
		3:25	3:30					
		3:30	3:35					
		3:35	3:40					
		3:40	3:45					
		3:45	3:50					
		3:55	4:00					

F

Bell Work

nalysis and
d Read

iteracy, &

E.A.R. - Drop

2 x per
er month)

2nd Grade 2nd Grade Teacher 1	2nd Grade 2nd Grade Teacher 2	2nd Grade 2nd Grade Teacher 3	2nd Grade 2nd Grade Teacher 4	2nd Grade 2nd Grade Teacher 5
Arrival	Arrival	Arrival	Arrival	Arrival
Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)	Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)	Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)	Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)	Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)
Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)	Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)	Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)	Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)	Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)
Science	Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Lunch	Lunch	Lunch	Lunch	Lunch
Recess	Recess	Recess	Recess	Recess
Math (60min.)	Math (60min.)	Math (60min.)	Math (60min.)	Math (60min.)
Snack Time/Transition	Snack Time/Transition	Snack Time/Transition	Snack Time/Transition	Snack Time/Transition
Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)	Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)	Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)	Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)	Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)
Break/Transition	Break/Transition	Break/Transition	Break/Transition	Break/Transition
Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)	Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)	Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)	Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)	Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)

3rd Grade

3rd Grade Teacher 1

		M	T	W	TH	F		
7:45	8:00	Arrival					7:45	8:00
8:00	8:05	School Begins/Morning Routine/ Morning Snack/Bell Work					8:00	8:05
8:05	8:10						8:05	8:10
8:10	8:15						8:10	8:15
8:15	8:20						8:15	8:20
8:20	8:25						8:20	8:25
8:25	8:30						8:25	8:30
8:30	8:35	Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)					8:30	8:35
8:35	8:40						8:35	8:40
8:40	8:45						8:40	8:45
8:45	8:50						8:45	8:50
8:50	8:55						8:50	8:55
8:55	9:00						8:55	9:00
9:00	9:05						9:00	9:05
9:05	9:10						9:05	9:10
9:10	9:15						9:10	9:15
9:15	9:20						9:15	9:20
9:20	9:25						9:20	9:25
9:25	9:30						9:25	9:30
9:30	9:35						9:30	9:35
9:35	9:40						9:35	9:40
9:40	9:45						9:40	9:45
9:45	9:50						9:45	9:50
9:50	9:55						9:50	9:55
9:55	10:00						9:55	10:00
10:00	10:05	Lunch					10:00	10:05
10:05	10:10						10:05	10:10
10:10	10:15						10:10	10:15
10:15	10:20						10:15	10:20
10:20	10:25						10:20	10:25
10:25	10:30						10:25	10:30
10:30	10:35						10:30	10:35
10:35	10:40						10:35	10:40
10:40	10:45	Math (60min.)					10:40	10:45
10:45	10:50						10:45	10:50
10:50	10:55						10:50	10:55
10:55	11:00						10:55	11:00
11:00	11:05						11:00	11:05
11:05	11:10						11:05	11:10
11:10	11:15						11:10	11:15
11:15	11:20						11:15	11:20
11:20	11:25						11:20	11:25
11:25	11:30						11:25	11:30
11:30	11:35						11:30	11:35
11:35	11:40						11:35	11:40
11:40	11:45	Social Studies					11:40	11:45
11:45	11:50						11:45	11:50
11:50	11:55						11:50	11:55
11:55	12:00						11:55	12:00
12:00	12:05						12:00	12:05
12:05	12:10						12:05	12:10
12:10	12:15	Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)					12:10	12:15
12:15	12:20						12:15	12:20
12:20	12:25						12:20	12:25
12:25	12:30						12:25	12:30
12:30	12:35						12:30	12:35
12:35	12:40						12:35	12:40
12:40	12:45						12:40	12:45
12:45	12:50	Science					12:45	12:50
12:50	12:55						12:50	12:55
12:55	1:00						12:55	1:00
1:00	1:05						1:00	1:05
1:05	1:10						1:05	1:10
1:10	1:15						1:10	1:15
1:15	1:20	Recess					1:15	1:20
1:20	1:25						1:20	1:25
1:25	1:30						1:25	1:30
1:30	1:35						1:30	1:35
1:35	1:40						1:35	1:40
1:40	1:45						1:40	1:45
1:45	1:50						1:45	1:50
1:50	1:55						1:50	1:55
1:55	2:00						1:55	2:00
2:00	2:05	Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)					2:00	2:05
2:05	2:10						2:05	2:10
2:10	2:15						2:10	2:15
2:15	2:20						2:15	2:20
2:20	2:25						2:20	2:25
2:25	2:30						2:25	2:30
2:30	2:35						2:30	2:35
2:35	2:40						2:35	2:40
2:40	2:45						2:40	2:45
2:45	2:50						2:45	2:50
2:50	2:55						2:50	2:55
2:55	3:00						2:55	3:00
3:00	3:05	Break/Transition					3:00	3:05
3:05	3:10						3:05	3:10
3:10	3:15						3:10	3:15
3:15	3:20	Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)					3:15	3:20
3:20	3:25						3:20	3:25
3:25	3:30						3:25	3:30
3:30	3:35						3:30	3:35
3:35	3:40						3:35	3:40
3:40	3:45						3:40	3:45
3:45	3:50						3:45	3:50
3:55	4:00						3:55	4:00

3rd Grade							
3rd Grade Teacher 2							
M	T	W	TH	F			M
Arrival					7:45	8:00	
School Begins/Morning Routine/ Morning Snack/Bell Work					8:00	8:05	School Be
					8:05	8:10	
					8:10	8:15	
					8:15	8:20	
					8:20	8:25	
					8:25	8:30	
Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)					8:30	8:35	Reading - 9 Word-Leve
					8:35	8:40	
					8:40	8:45	
					8:45	8:50	
					8:50	8:55	
					8:55	9:00	
					9:00	9:05	
					9:05	9:10	
					9:10	9:15	
					9:15	9:20	
					9:20	9:25	
					9:25	9:30	
					9:30	9:35	
					9:35	9:40	
					9:40	9:45	
					9:45	9:50	
					9:50	9:55	
					9:55	10:00	
Lunch					10:00	10:05	
					10:05	10:10	
					10:10	10:15	
					10:15	10:20	
					10:20	10:25	
					10:25	10:30	
					10:30	10:35	
					10:35	10:40	
Math (60min.)					10:40	10:45	
					10:45	10:50	
					10:50	10:55	
					10:55	11:00	
					11:00	11:05	
					11:05	11:10	
					11:10	11:15	
					11:15	11:20	
					11:20	11:25	
					11:25	11:30	
					11:30	11:35	
					11:35	11:40	
Social Studies					11:40	11:45	
					11:45	11:50	
					11:50	11:55	
					11:55	12:00	
					12:00	12:05	
					12:05	12:10	
Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)					12:10	12:15	
					12:15	12:20	
					12:20	12:25	
					12:25	12:30	Specials (Mus
					12:30	12:35	
					12:35	12:40	
					12:40	12:45	
Science					12:45	12:50	
					12:50	12:55	
					12:55	1:00	
					1:00	1:05	
					1:05	1:10	
					1:10	1:15	
Recess					1:15	1:20	
					1:20	1:25	
					1:25	1:30	
					1:30	1:35	
					1:35	1:40	
					1:40	1:45	
					1:45	1:50	
					1:50	1:55	
					1:55	2:00	
Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)					2:00	2:05	
					2:05	2:10	
					2:10	2:15	
					2:15	2:20	
					2:20	2:25	Enrichment &
					2:25	2:30	
					2:30	2:35	
					2:35	2:40	
					2:40	2:45	
					2:45	2:50	
					2:50	2:55	
					2:55	3:00	
Break/Transition					3:00	3:05	
					3:05	3:10	
					3:10	3:15	
Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)					3:15	3:20	
					3:20	3:25	
					3:25	3:30	
					3:30	3:35	
					3:35	3:40	
					3:40	3:45	
					3:45	3:50	
					3:55	4:00	

3rd Grade						3r	
3rd Grade Teacher 3						3rd Gra	
T	W	TH	F			M	T
Arrival				7:45	8:00		
egins/Morning Routine/ Morning Snack/Bell Work				8:00	8:05	School Begins/Morning	
				8:05	8:10		
				8:10	8:15		
				8:15	8:20		
				8:20	8:25		
				8:25	8:30		
0min. (Phonetic Awareness - 20min., Word Analysis and l Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)				8:30	8:35	Reading - 90min. (Phonet Word-Level Reading Fluer Conn	
				8:35	8:40		
				8:40	8:45		
				8:45	8:50		
				8:50	8:55		
				8:55	9:00		
				9:00	9:05		
				9:05	9:10		
				9:10	9:15		
				9:15	9:20		
				9:20	9:25		
				9:25	9:30		
				9:30	9:35		
				9:35	9:40		
				9:40	9:45		
				9:45	9:50		
				9:50	9:55		
				9:55	10:00		
Lunch				10:00	10:05		
				10:05	10:10		
				10:10	10:15		
				10:15	10:20		
				10:20	10:25		
				10:25	10:30		
				10:30	10:35		
				10:35	10:40		
Math (60min.)				10:40	10:45		
				10:45	10:50		
				10:50	10:55		
				10:55	11:00		
				11:00	11:05		
				11:05	11:10		
				11:10	11:15		
				11:15	11:20		
				11:20	11:25		
				11:25	11:30		
				11:30	11:35		
				11:35	11:40		
Social Studies				11:40	11:45		
				11:45	11:50		
				11:50	11:55		
				11:55	12:00		
				12:00	12:05		
				12:05	12:10		
sic, Arts, Physical Education, Digital Literacy, & STEM)				12:10	12:15	Specials (Music, Arts, Phys	
				12:15	12:20		
				12:20	12:25		
				12:25	12:30		
				12:30	12:35		
				12:35	12:40		
				12:40	12:45		
Science				12:45	12:50		
				12:50	12:55		
				12:55	1:00		
				1:00	1:05		
				1:05	1:10		
				1:10	1:15		
Recess				1:15	1:20		
				1:20	1:25		
				1:25	1:30		
				1:30	1:35		
				1:35	1:40		
				1:40	1:45		
				1:45	1:50		
				1:50	1:55		
				1:55	2:00		
& Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)				2:00	2:05	Enrichment & Intervention Ever	
				2:05	2:10		
				2:10	2:15		
				2:15	2:20		
				2:20	2:25		
				2:25	2:30		
				2:30	2:35		
				2:35	2:40		
				2:40	2:45		
				2:45	2:50		
				2:50	2:55		
				2:55	3:00		
Break/Transition				3:00	3:05	Br	
				3:05	3:10		
				3:10	3:15		
on Planning/Professional Development (2 x per Cs (2x per week), Faculty Meetings (1x per month)				3:15	3:20	Common Planning/P week)/PLCs (2x per wee	
				3:20	3:25		
				3:25	3:30		
				3:30	3:35		
				3:35	3:40		
				3:40	3:45		
				3:45	3:50		
				3:55	4:00		

d Grade					3rd Grade		
de Teacher 4					3rd Grade Teacher 5		
W	TH	F			M	T	W
Arrival			7:45	8:00			Arrival
g Routine/ Morning Snack/Bell Work			8:00	8:05			
			8:05	8:10			
			8:10	8:15			
			8:15	8:20			
			8:20	8:25			
			8:25	8:30			
ic Awareness - 20min., Word Analysis and ncy -30 min., Letter Formation and Read ected Texts (40min.)			8:30	8:35			
			8:35	8:40			
			8:40	8:45			
			8:45	8:50			
			8:50	8:55			
			8:55	9:00			
			9:00	9:05			
			9:05	9:10			
			9:10	9:15			
			9:15	9:20			
			9:20	9:25			
			9:25	9:30			
			9:30	9:35			
			9:35	9:40			
			9:40	9:45			
			9:45	9:50			
			9:50	9:55			
			9:55	10:00			
Lunch			10:00	10:05			Lunch
			10:05	10:10			
			10:10	10:15			
			10:15	10:20			
			10:20	10:25			
			10:25	10:30			
			10:30	10:35			
			10:35	10:40			
Math (60min.)			10:40	10:45			
			10:45	10:50			
			10:50	10:55			
			10:55	11:00			
			11:00	11:05			
			11:05	11:10			
			11:10	11:15			
			11:15	11:20			
			11:20	11:25			
			11:25	11:30			
			11:30	11:35			
			11:35	11:40			
Social Studies			11:40	11:45			Social Studies
			11:45	11:50			
			11:50	11:55			
			11:55	12:00			
			12:00	12:05			
			12:05	12:10			
ical Education, Digital Literacy, & STEM)			12:10	12:15			Specials (Music, Arts, Physical Educatio
			12:15	12:20			
			12:20	12:25			
			12:25	12:30			
			12:30	12:35			
			12:35	12:40			
			12:40	12:45			
Science			12:45	12:50			Science
			12:50	12:55			
			12:55	1:00			
			1:00	1:05			
			1:05	1:10			
			1:10	1:15			
Recess			1:15	1:20			Recess
			1:20	1:25			
			1:25	1:30			
			1:30	1:35			
			1:35	1:40			
			1:40	1:45			
			1:45	1:50			
			1:50	1:55			
			1:55	2:00			
ns Block (Silent Reading- D.E.A.R. - Drop rything and Read)			2:00	2:05			Enrichment & Interventions Block (Silen Everything and R
			2:05	2:10			
			2:10	2:15			
			2:15	2:20			
			2:20	2:25			
			2:25	2:30			
			2:30	2:35			
			2:35	2:40			
			2:40	2:45			
			2:45	2:50			
			2:50	2:55			
			2:55	3:00			
reak/Transition			3:00	3:05			Break/Transitio
			3:05	3:10			
			3:10	3:15			
Professional Development (2 x per ek), Faculty Meetings (1x per month)			3:15	3:20			Common Planning/Professional D week)/PLCs (2x per week), Faculty M
			3:20	3:25			
			3:25	3:30			
			3:30	3:35			
			3:35	3:40			
			3:40	3:45			
			3:45	3:50			
			3:55	4:00			

TH	F
orning Snack/Bell Work	
20min., Word Analysis and etter Formation and Read min.)	
n, Digital Literacy, & STEM)	
t Reading- D.E.A.R. - Drop ead)	
on	
evelopment (2 x per leetings (1x per month)	

4th Grade 4th Grade Teacher 1		4th Grade 4th Grade Teacher 2		4th Grade 4th Grade Teacher 3		4th Grade 4th Grade Teacher 4		4th Grade 4th Grade Teacher 5	
M T W Th F		M T W Th F		M T W Th F		M T W Th F		M T W Th F	
Arrival		Arrival		Arrival		Arrival		Arrival	
School Begins/Morning Routine/ Morning Snack/Bell Work		School Begins/Morning Routine/ Morning Snack/Bell Work		School Begins/Morning Routine/ Morning Snack/Bell Work		School Begins/Morning Routine/ Morning Snack/Bell Work		School Begins/Morning Routine/ Morning Snack/Bell Work	
Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)		Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)		Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)		Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)		Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)	
Lunch		Lunch		Lunch		Lunch		Lunch	
Math (60min.)		Math (60min.)		Math (60min.)		Math (60min.)		Math (60min.)	
Social Studies		Social Studies		Social Studies		Social Studies		Social Studies	
Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)		Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)		Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)		Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)		Recess	
Science		Science		Science		Science		Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)	
Recess		Recess		Recess		Recess		Science	
Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)		Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)		Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)		Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)		Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)	
Break/Transition		Break/Transition		Break/Transition		Break/Transition		Break/Transition	
Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)		Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)		Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)		Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)		Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)	

5th Grade
5th Grade Teacher 1

M	T	W	Th	F
Arrival				
School Begins/Morning Routine/ Morning Snack/Bell Work				
Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)				
Lunch				
Math (60min.)				
Social Studies				
Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)				
Science				
Recess				
Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)				
Break/Transition				
Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)				

5th Grade
5th Grade Teacher 2

M	T	W	Th	F
Arrival				
School Begins/Morning Routine/ Morning Snack/Bell Work				
Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)				
Lunch				
Math (60min.)				
Social Studies				
Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)				
Science				
Recess				
Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)				
Break/Transition				
Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)				

5th Grade
5th Grade Teacher 3

M	T	W	Th	F
Arrival				
School Begins/Morning Routine/ Morning Snack/Bell Work				
Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)				
Lunch				
Math (60min.)				
Social Studies				
Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)				
Science				
Recess				
Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)				
Break/Transition				
Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)				

5th Grade
5th Grade Teacher 4

M	T	W	Th	F
Arrival				
School Begins/Morning Routine/ Morning Snack/Bell Work				
Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)				
Lunch				
Math (60min.)				
Social Studies				
Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)				
Science				
Recess				
Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)				
Break/Transition				
Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)				

5th Grade
5th Grade Teacher 5

M	T	W	Th	F
Arrival				
ool Begins/Morning Routine/ Morning Snack/Bell W				
Reading - 90min. (Phonetic Awareness - 20min., Word Analysis and Word-Level Reading Fluency -30 min., Letter Formation and Read Connected Texts (40min.)				
Lunch				
Math (60min.)				
Social Studies				
Specials (Music, Arts, Physical Education, Digital Literacy, & STEM)				
Science				
Recess				
Enrichment & Interventions Block (Silent Reading- D.E.A.R. - Drop Everything and Read)				
Break/Transition				
Common Planning/Professional Development (2 x per week)/PLCs (2x per week), Faculty Meetings (1x per month)				

Position	**Year 0**	**Year 1**
Principal/School Leader	1	1
Assistant Principal		1
Dean(s)		
Additional School Leadership		
Core Classroom Teachers		12
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		5
Student Support Positions (e.g. social workers, psychologists, etc.)		contracted serv
Specialized School Staff (Instructional Support)		4
Teaching Aides or Assistants		2
School Operations Support Staff (Clerical; Custodians; Food Service; Transportation; Business Manager)	1	8

Year 2	Year 3	Year 4	Year 5	
	1	1	1	1
	1	1	1	1
	16	20	24	24
	6	7	8	8

contracted services; n contracted services; r contracted servi contracted services; not staffed

4	5	5	5
3	4	5	5
9	11	12	12

Board Member Name	Board Title	Phone Number	Email Address	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Jorge Rivas	Board Chair	(407) 608-7171	jrivas@cornerstonecharter.com	Orange County	Principal	FLDOE professional certificate in School Principal and Educational Leadersh	None
Annaliet Echaniz	Vice Chair/Secretary	919-874-1001	aechaniz@doralacademync.com	Wake County	Principal	Educator	None
Malcolm Ray	Treasurer	(704) 448-8215	MalcolmJerryRay@gmail.com	Union County	Regional Director at Dimensional Fund Advisor	Series 7 and Series 63	None
Ukachukwu Onuoha	Member	919-841-7300	ufonuoha@gmail.com	Union County	Attorney	NC State Bar, Patent Bar	None
Reyna Fernandez-Romani	Member	786-385-0303	gfernandezromani@materacademy.com	Miami Dade County	Project Manager/Community Liaison	Educator	None

5141 SG Components Comparison 2015-2024

SOMERSET ACADEMY		2014-2015 Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
Proficiency	ELA 3rd Grade									80
	ELA	76	78	79	77	82	80	82	79	81
	Math	80	77	82	83	86	74	80	86	87
	Science	68	64	73	64	67	68	79	67	72
	Social Studies									
	Middle School Acceleration									
	Graduation									
	HS Acceleration									
	Total Points	224	219	234	224	235	222	241	232	320
Learning Gains	ELA LG		69	65	71	70	72	79		76
	ELALG 25		64	49	55	55	43	55		64
	Math LG		65	71	66	77	50	80		71
	MathLG 25		55	52	54	56	47	55		58
	Total Points		253	237	246	258	212	269		269
Total Points and Letter Grade	Total points	224	472	471	470	493	434	510	232	589
	Nr.of Components	3	7	7	7	7	7	7	3	8
	% Score	75%	67%	67%	67%	70%	62%	73%	77%	74%
	School Grade 23-24	A	A	A	A	A	A	A	A	A
Ranked State Wide on % Score		88%	87%	82%	81%	84%	83%	91%	89%	90%
										1

Principal >> Bernardo Montero

School Grade Cut-off Scores for 2024

Elementary	Middle	High	Combination	Letter Grade
0%	0%	0%	0%	F
32%	34%	34%	34%	D
41%	44%	44%	44%	C
54%	57%	57%	57%	B
62%	64%	64%	64%	A

Prepared by Hermes Ortiz

SOMERSET ACADEMY

2027/28 School Calendar

August 2027						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2027						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2027						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2027						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2028						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2028						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

March 2028						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2028						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2028						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2028						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2028						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

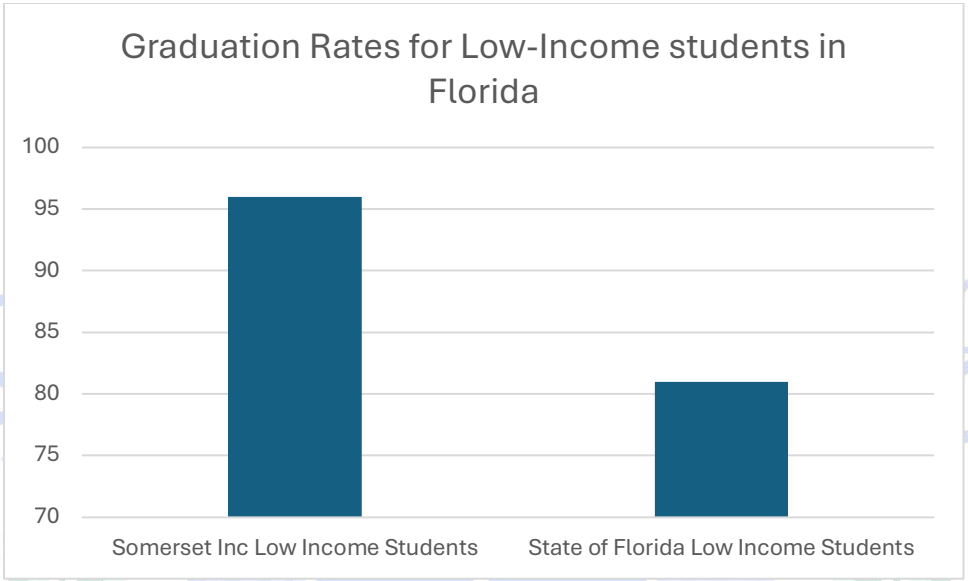
Legend
Teacher Workdays
First and Last Day of School
No School

DRAFT

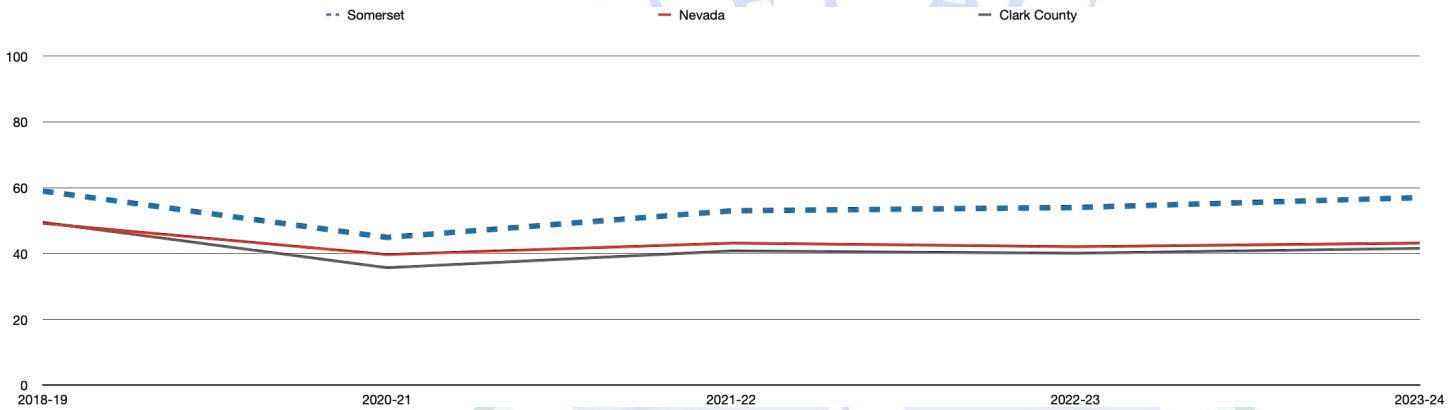
Federal holidays 2027/28

Sep 6, 2027	Labor Day	Dec 18-Jan 2	Winter Break	Jan 1, 2028	New Year's Day	May 29, 2028	Memorial Day
Oct 11, 2027	Columbus Day			Jan 17, 2028	Martin L. King Day	Jun 19, 2028	Juneteenth
Nov 11, 2027	Veterans Day			Feb 21, 2028	Presidents' Day	Jul 4, 2028	Independence Day
Nov 25, 2027	Thanksgiving Day			April 15-23	Spring Break'		

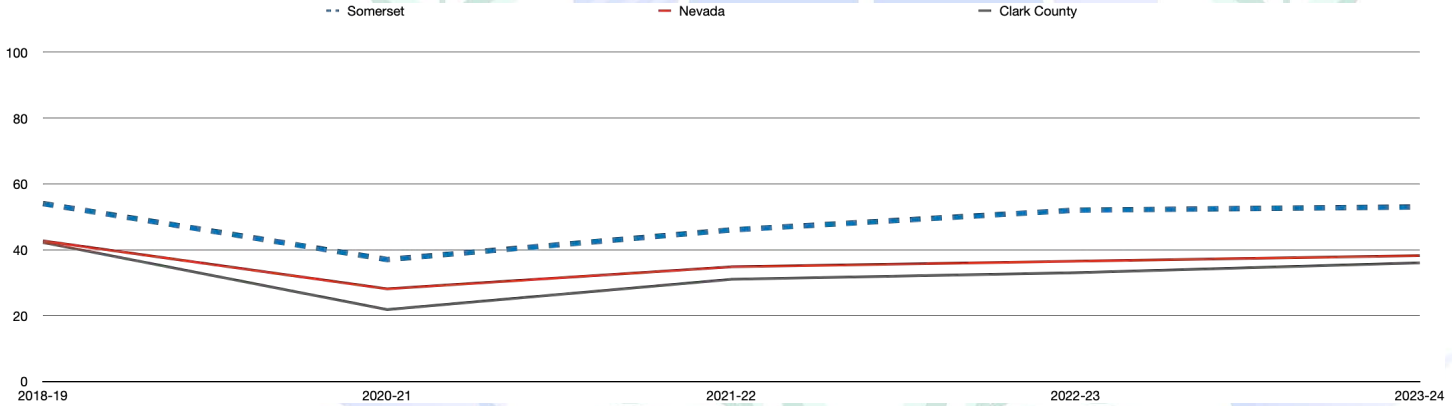
Data provided 'as is' without warranty

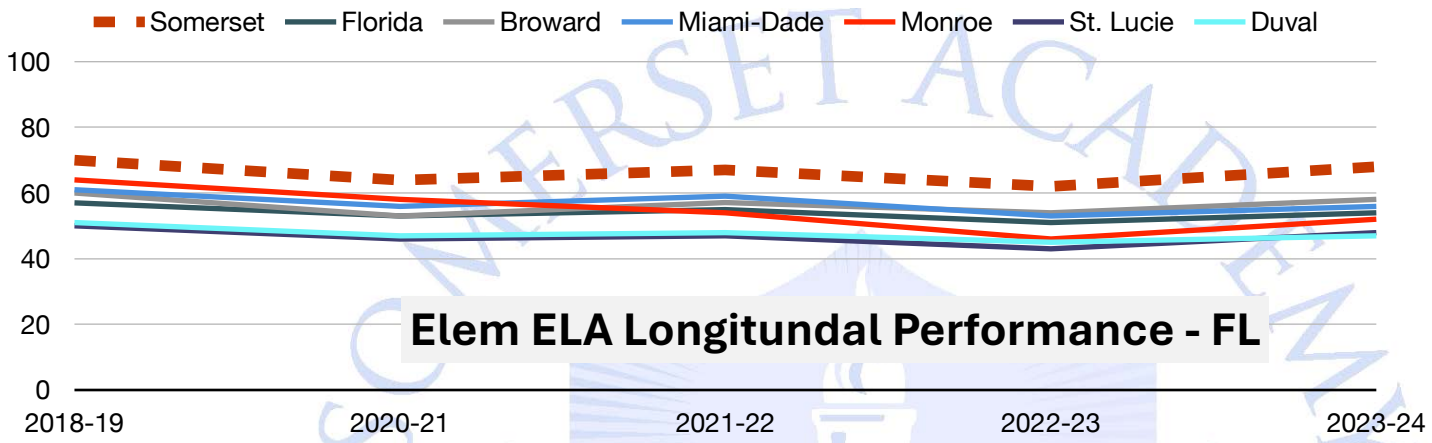

Graduation Rates for Low-Income students in Florida
100
95
90
85
80
75
70
Somerset Inc Low Income Students
State of Florida Low Income Students

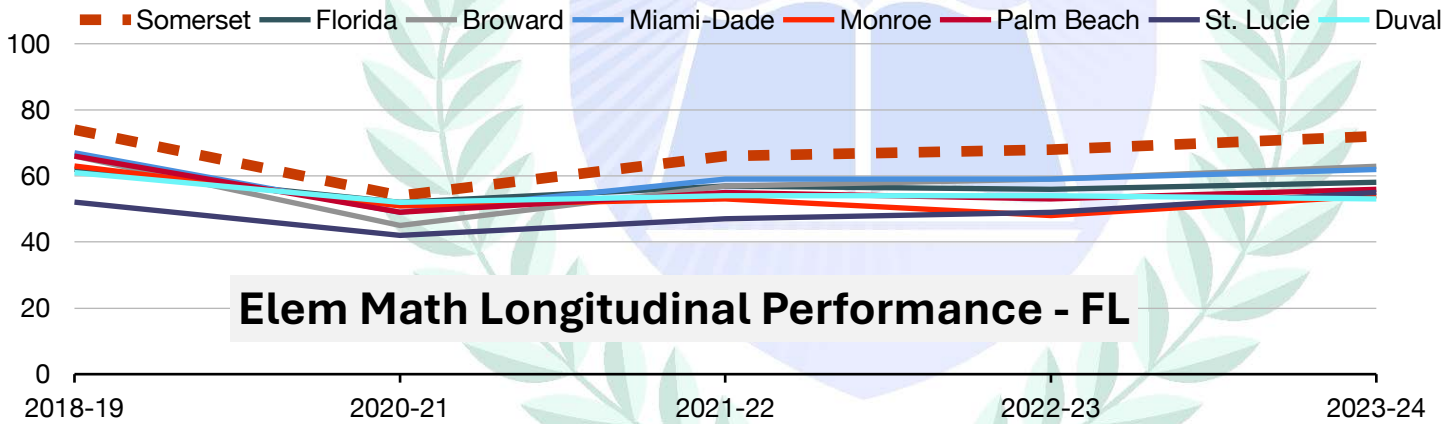
NV ELEM READING

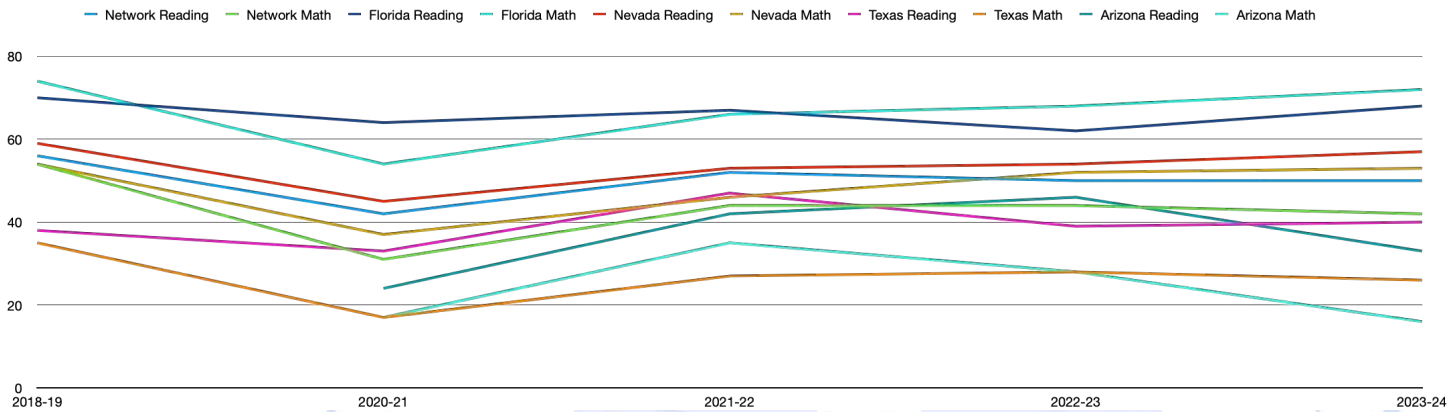


NV ELEM MATH




Somerset
Florida
Broward
Miami-Dade
Monroe
St. Lucie
Duval
100
80
60
40
20
0
2018-19
2020-21
2021-22
2022-23
2023-24
Elem ELA Longitundal Performance - FL


Somerset
Florida
Broward
Miami-Dade
Monroe
Palm Beach
St. Lucie
Duval
100
80
60
40
20
0
2018-19
2020-21
2021-22
2022-23
2023-24
Elem Math Longitudinal Performance - FL



EXCELLENCE IN EDUCATION

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
Pointe Schools	-0.070	**		-0.148	**	
Pontiac Academy for Excellence	-0.065	*		-0.047		
Por Vida, Inc.	-0.172	**		-0.114		
Portable Practical Educational Preparation Training for Employment Centers (PPEP § Affiliates)	-0.297	**		-0.065		
Prairie Seeds Academy	-0.087		✓	-0.144	**	✓
Premier High Schools	-0.108	**		-0.238	**	
PrepNet LLC	-0.176	**		-0.102	**	
Priority Charter Schools	-0.058	**		-0.037	*	✓
Propel Schools	0.073	**	✓	0.049	*	
Public Preparatory Network, Inc.	0.100	**	✓	0.116	**	✓
Quest Middle Schools	0.006			-0.029		
Rapoport Academy Public School (East Waco Innovative School Development Inc.)	-0.046			-0.060		
Raul Yzaguirre School for Success	0.050		✓	0.129		✓
ReGeneration Schools	0.174	**		0.150	**	✓
Renaissance Charter School, Inc.	0.023		✓	0.009		✓
ReNew Schools	-0.036			-0.015		
RePublic Charter Schools	0.064		✓	0.096		✓
ResponsiveEd Classical Academies	0.058	**	✓	0.053		✓
Richard Milburn Academies	-0.403	**		-0.475	**	
River City Science Academy	0.011		✓	0.048	**	✓
Rocketship Education	0.166	**	✓	0.239	**	✓
Rocklin Academies	0.024	**		0.051	**	
Rocky Mountain Prep	0.075	*		0.331	**	✓
Roger Bacon	0.051	**	✓	0.048	**	✓
Rose Management Group	-0.134			0.126		
Scholar Academies	0.121	*	✓	0.027		
School of Excellence in Education (SEE)	-0.027		✓	-0.044		✓

	Reading			Math		
	Estimate	Significance	Gap Buster	Estimate	Significance	Gap Buster
School of Science and Technology	0.054	*	✓	0.104	*	✓
Seeds of Health Inc.	-0.040			0.039		
SER-Ninos, Inc.	0.023		✓	0.160	**	
Shekinah Learning Institute, Inc.	-0.037		✓	0.017		✓
Sherman Thomas Public Charter Schools	-0.090			0.096		
Skyline Schools, Inc.	-0.198	**		-0.120	**	
Somerset Academy	0.021		✓	0.033		✓
South Texas Education Technologies, Inc.	0.044	*	✓	0.029		✓
Southwest Schools (Educational Leadership Inc.)	-0.092	**		-0.049		
Southwest Winners Foundation, Inc.	-0.115	**		-0.147	**	✓
Springs Charter Schools (SCS)	-0.012		✓	-0.035	*	✓
St. Croix Preparatory Academy	0.135	**	✓	0.107	**	
St. Hope Public Schools	0.149	**	✓	0.193	**	✓
Strive Prep Charter Schools	-0.003		✓	0.031		
Student Alternatives Program Incorporated	-0.241	**		0.110		✓
Success Charter Network	0.185	**	✓	0.357	**	✓
Summit Academies Utah	-0.059	**		0.035		✓
Summit Academy of Schools	0.016			0.027		
Summit Public Schools	0.055			0.083	*	✓
Superior Schools Corporation	0.048	**	✓	0.054		✓
Synergy Academies	0.008			0.052		✓
TeamCFA	0.013		✓	0.000		✓
Tekoa Academy of Accelerated Studies	0.157			0.363	**	
Texas Boys Choir	0.062	**		-0.006		
Texas Education Centers (Salvaging Teens at Risk)	0.016		✓	-0.127		
Texas Leadership Public Schools	-0.091	**		-0.193	**	
The Charter Schools of Excellence	0.064		✓	0.066		✓
The Classical Academies	-0.024			0.035		✓

Signature Page

The foregoing application is submitted on behalf Somerset Preparatory Academy North Carolina. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Jorge A. Rivas
Board Position: Board Chair
Signature: _____
Date: 4/22/25

Sworn to and subscribed before me this 22 day of April, 2025.

Notary Public: _____ Official Seal:

My commission expires: 10/19, 2028.

EILEEN JOHANSSON
Notary Public
State of Florida
Comm# HH564648
Expires 10/19/2028