



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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MARIANA D. PADILLA
SECRETARY DESIGNATE OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2023-24 Annual Report
Revised January 9, 2025**

School Name: The GREAT Academy

School Address: 6001-A San Mateo Blvd. NE Albuquerque, NM 87109

Head Administrator: Jasper Matthews

Governing Board Chair: Henry Douglas II

Business Manager: Chris Gilman

Authorized Grade Levels: 6-12

Grade Levels Served: 6-12

Authorized Enrollment Cap: 360

2023-24 Enrollment: 100 (NMVistas.org: Enrollment Count from Avg. of 80 & 120 day Active Students Report)

Contract Term: 2022-2027

CAPs or Conditions: Renewal Conditions: academic, personnel, fiscal, governance (updated conditions document attached to the end of this report)

Notice from 2022-23 Annual Report: Unsatisfactory performance

Unsatisfactory terms that need to be addressed from 2022-23 Annual Report: the PEC has issued an overall annual report notice of unsatisfactory performance related to: the Vistas designation of the Vistas designation of Comprehensive Support School (CSI)-Graduation; negative growth for all students and for the student subgroups as listed on pages 7-8 of the annual report; and organizational concerns listed on page 9 of the annual report, indicators 3.b. and 5.b.

Progress from 2022-23 Notice to 2023-24:

- Vistas designation of the Vistas designation of Comprehensive Support School (CSI)-Graduation: the school's 2023-24 Vistas designation continues to be CSI.Grad.
- Negative growth: NM Vistas changed the business rules for computing growth from 2022-23 to 2023-24, so comparative growth cannot be obtained. However, the school's math growth percentile in 2023-24 was 63rd percentile and reading was 66th percentile. Percentile ranges from 34-66 represent about a year's growth typical for the academic peer group.
- Indicators 3.b. Attendance and Retention and 5.b. Accounting Principles: both indicators earned repeat Does Not Meet ratings for 2022-23 and 2023-24.

Waivers: Driver Education

Mission: The GREAT Academy's mission is to ensure that all students Gain Real-world Experience through Active Transition. Our vision is to see that every student takes advantage of the opportunity to earn college credit while in high school, understanding that through advanced academic training they will save time and money, which will enable them to gain employment and/or post- secondary success.

Educational Program:

The GREAT Academy is an in-person, asynchronous hybrid program that provides a learning environment in which five unique components are emphasized: virtual learning, Academic Improvement Plans (AIP) for all students, service learning, leadership and character education, and pathways to success (career pathways and a college preparatory pathway).

Teaching methods fall into two areas: support of students learning through the virtual/online Edgenuity program with staff support and face-to-face teaching. In both areas, the GREAT Academy teachers utilize technology in the classroom, differentiated instruction, cooperative learning, inquiry-based instruction and graphic organizers.

The GREAT Academy 9th and 10th graders participate in transition courses. TGA students also participate in SMART Labs that encourage career exploration.

The GREAT Academy has an early college model that makes accessibility to dual credit courses available to all students. Students begin taking dual credit courses in the 10th grade. To increase accessibility to these courses, The GREAT Academy has introductory level dual credit courses that are taught on campus by TGA teachers.

At The GREAT Academy, our hybrid model is defined as an environment where both traditional teaching and online learning are utilized. In addition, hybrid refers to the flexible environment of where the student receives instruction, whether that is on-campus or online.

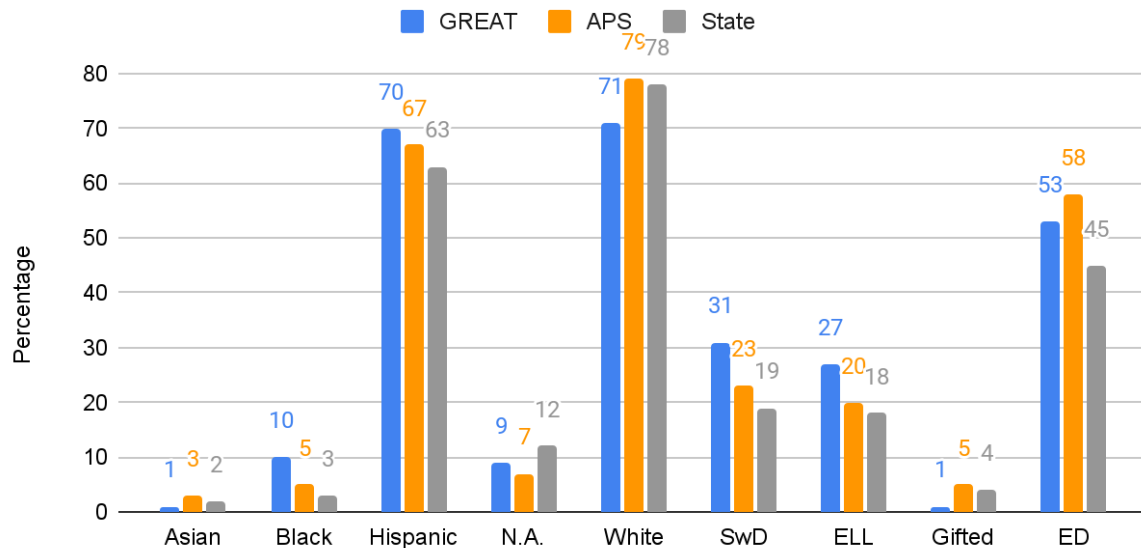
Students in grades 6-10 attend on-campus and take core courses through Edgenuity and have face-to-face courses.

11-12 graders schedule accommodates the students' college schedule (dual credit courses) and/or work schedule. These students take the necessary core high school through Edgenuity.

Demographics as reported in Nova 2023-24 (120-Day)

Note. Students are identified as Hispanic independently of their race.

Enrollment by Subgroup (120D) 2023-24



Source: Nova Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)	2023-24 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	CSI 29.5	CSI.Grad 51.2*
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable	unavailable
3: School-specific Goals: if two goals, average of points on each	50	50
Overall Academic Score: average of indicators 1 and 3	39.75	50.6

*Note: Per NM Vistas, point totals from SY22-23 and SY23-24 cannot be compared due to changes in business rules. For more information about point differentials, refer to: [2022-23 Accountability Measures Overview](#) and [2023-24 Accountability Measures Overview.pdf - Google Drive](#)

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the school years 2021-22, 2022-23, and 2023-24.

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

<p>Spotlight: Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p>	<p>Traditional: No other designation</p>	<p>TSI (Targeted Support and Improvement): Multi-year low performing subgroup(s)</p>
		<p>ATSI (Additional Targeted Support and Improvement): TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.</p>
		<p>CSI (Comprehensive Support): Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%</p>
		<p>MRI (More Rigorous Intervention): on CSI for 3 years</p>

Note: According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

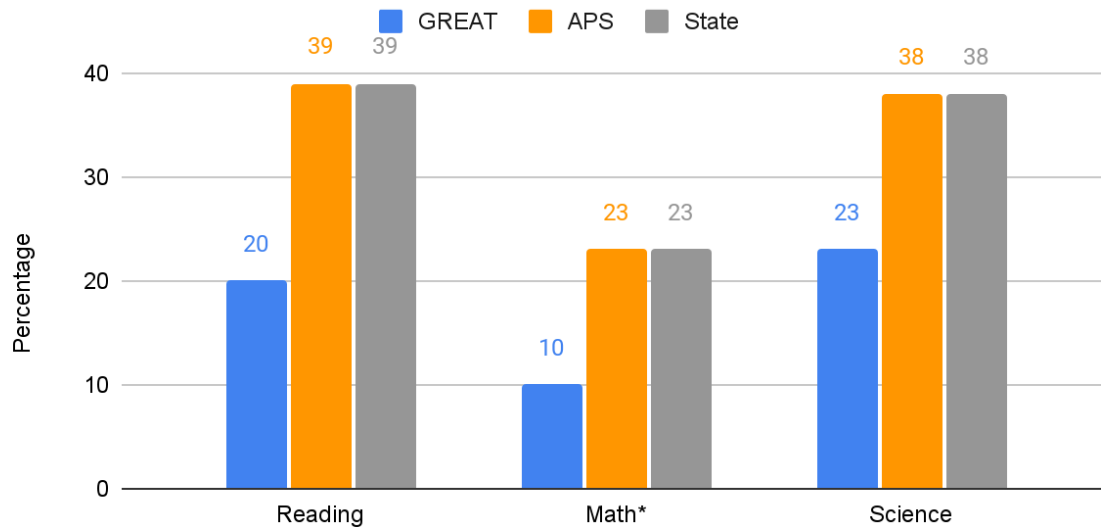
Refer to the [2023-24 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

For the school year 2023-24, **The GREAT Academy** received a designation of **CSI.Grad**.

Proficiency

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

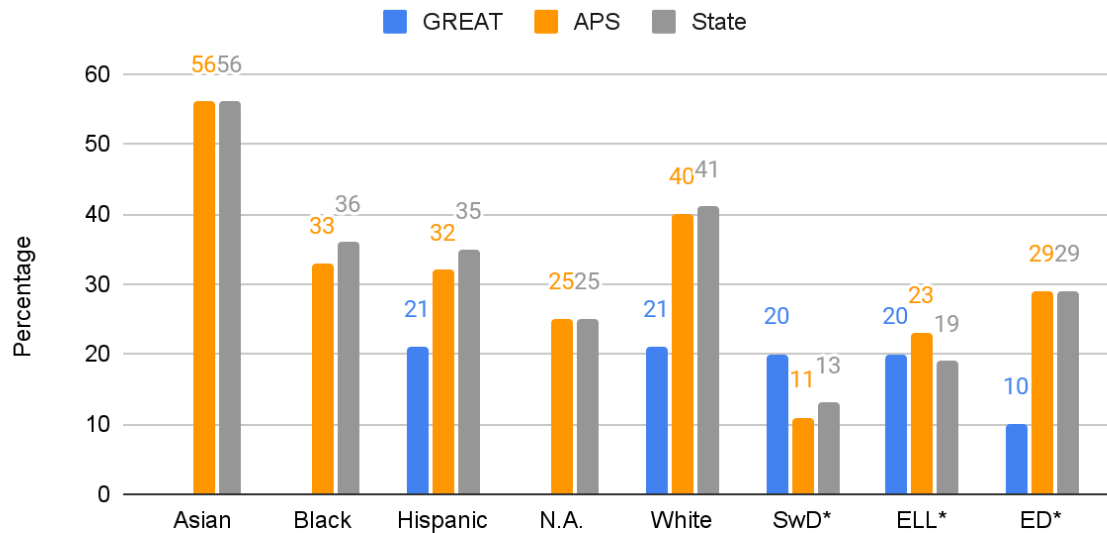
Percent of Students Proficient in Core Subjects 2023-24



Source: NMVistas.org

***Note:** The school's math proficiencies are partially masked, $\leq 10\%$.

Percent Proficient in Reading by Subgroup 2023-24



Source: NMVistas.org

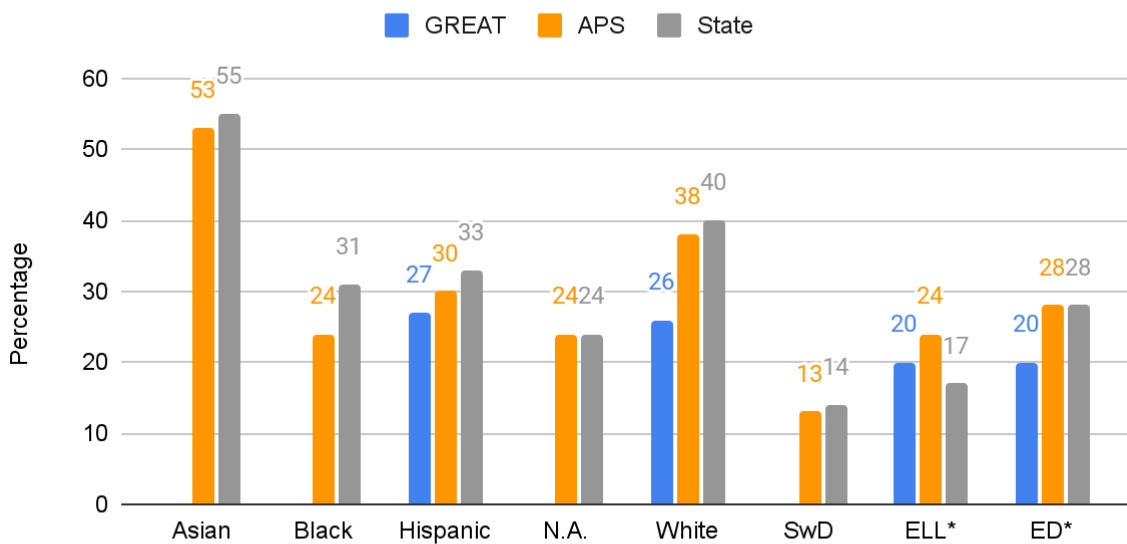
Note: groups are masked due to population size, and/or some groups are not represented in the school.

***Note:** The school's English language learners and students with disabilities are partially masked, $\leq 20\%$, and their economically disadvantaged population is partially masked, $\leq 10\%$ in reading.

Math

Note: proficiency rates in math are **masked** for The GREAT Academy, per NM Vistas: [NM Vistas | The Great Academy](#)

Percent Proficient in Science by Subgroup 2023-24



Source: NMVistas.org

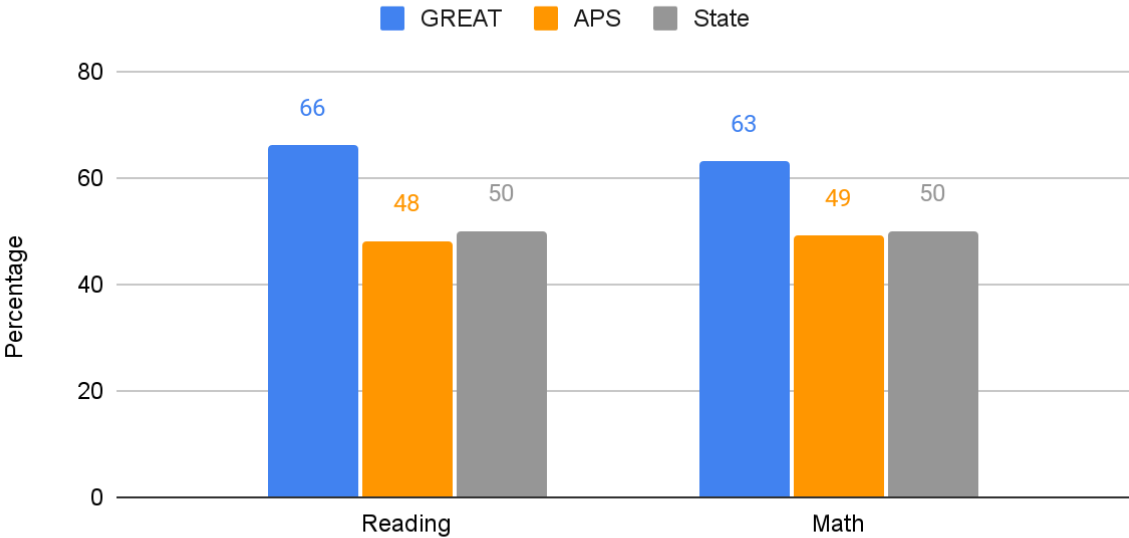
Note: groups are masked due to population size, and/or some groups are not represented in the school.

***Note:** The school's English language learner and economically disadvantaged populations are partially masked, $\leq 20\%$ in science.

Growth

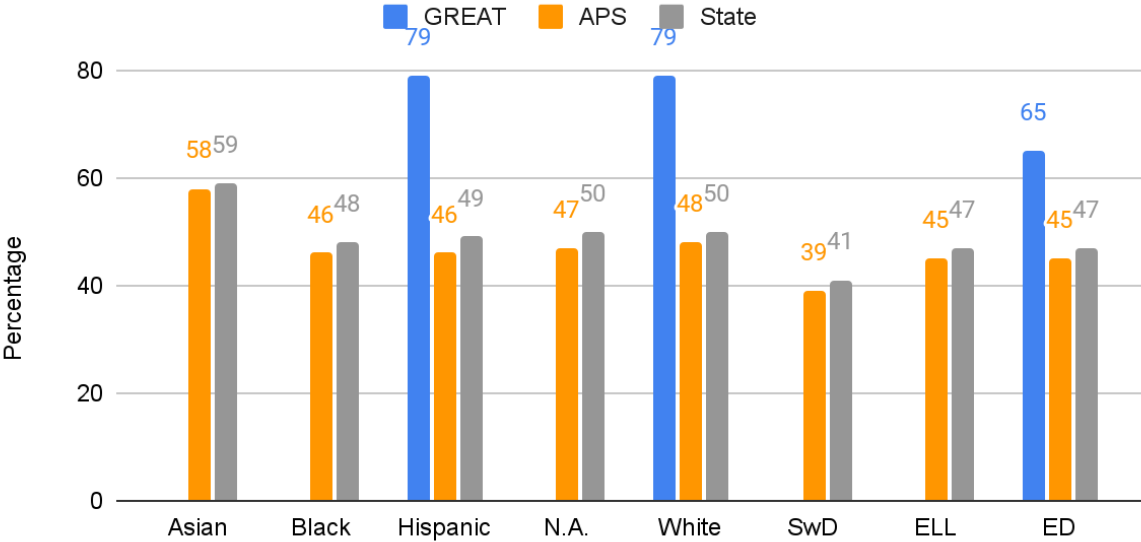
Definition per NM Vistas: median growth of students (Student Growth Percentile, or SGP) in math or reading compared to their peers who had similar scores on previous tests. Percentile ranges from 34-66 represent about a year's growth typical for the academic peer group. Growth is not available for high school students as data is limited to 11th grade SAT and Assessment of Science Readiness (ASR).

Growth Percentile for All Students (2022-23 to 2023-24)



Source: NMVistas.org

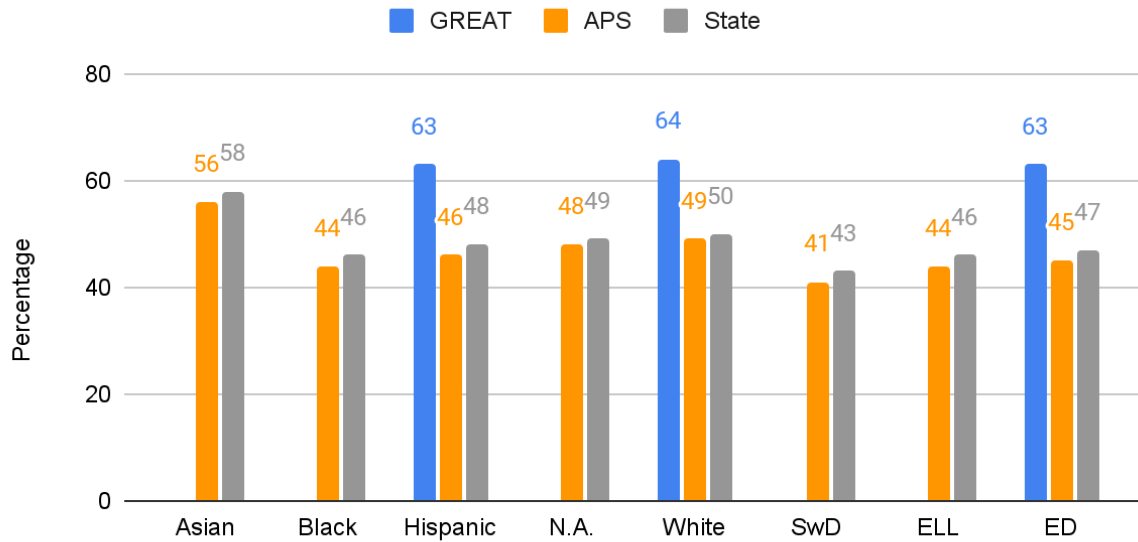
Reading Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

Note: groups are masked due to population size.

Math Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

Note: groups are masked due to population size.

English Learner Progress (ELP):

English Learner Progress measures the percentage of students currently identified for EL services who are on track toward achieving English language proficiency (an ACCESS score of 4.7 or higher) within five years as measured by the ACCESS English language development assessment. (NMVistas.org)

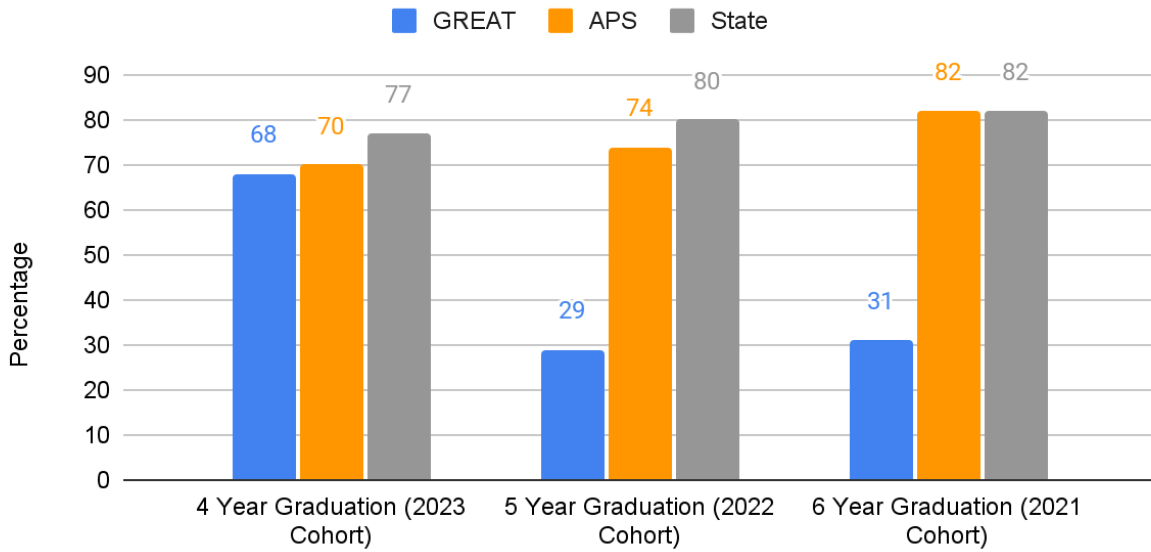
GREAT ELP: ≤10%	APS ELP: 18.2%	State ELP: 17.5%
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Source: NMVistas.org

High School Graduation

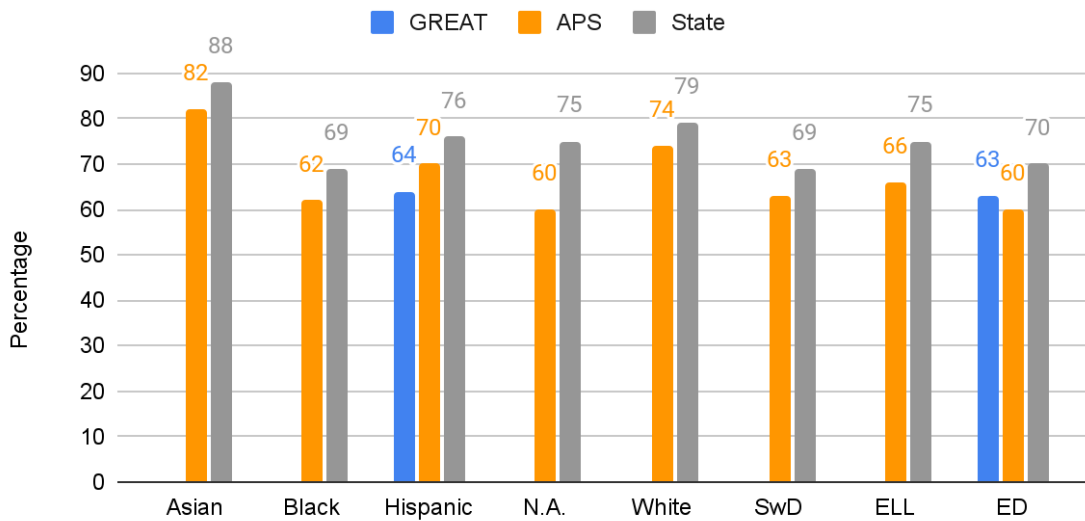
Data refer to prior year cohorts, with the most recent 4-year graduation data available for the **2023** graduation cohort, 5-year data for the **2022** cohort, and 6-year data for the **2021** cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.

High School Graduation



Source: NMVistas.org

4-Year Graduation by Subgroup



Source: NMVistas.org

Note: groups are masked due to population size.

Mission-Specific Goal: Dual Credit

Goal 1: TGA’s dual-credit goal measures the number of dual credit courses completed by graduating seniors. The metric to determine success is the number of credits earned by all graduating seniors who were students at TGA in the 10th through 12th grades.

Note: Although the time for measurement of the goal that follows is stated as “at the end of each school year”, students who graduate at the end of the school year and students who graduate at the end of the first semester of the same year will be included in the evaluation.

Performance Level	Target	Points
Exceeds Standard	At the end of each school year, 75% or more graduating seniors who were Full-Academic-Year students at TGA during the 10th through 12th grades will have accrued 9 or more college credits over their time at TGA.	100
Meets Standard	At the end of each school year, 65% - 74% graduating seniors who were Full-Academic-Year students at TGA during the 10th through 12th grades will have accrued 9 or more college credits over their time at TGA.	75
Working to Meet Standard	At the end of each school year, 55% - 64% graduating seniors who were Full-Academic-Year students at TGA during the 10th through 12th grades will have accrued 9 or more college credits over their time at TGA.	25
Does Not Meet Standard	At the end of each school year, 54% or below graduating seniors who were Full-Academic-Year students at TGA during the 10th through 12th grades will have accrued 9 or more college credits over their time at TGA.	0

Goal 1 Rating: 33% attained- Does Not Meet Standard. **Score: 0**

Goal 2: Mission-Specific Goal - Service-Learning

TGA’s service-learning goal measures the number of service-learning experiences and self-reflective narratives completed by middle school students. The metric to determine success is the percent of students earning a score of 2 or better out of a possible score of 3 on the TGA service-learning reflection rubric.

Performance Level	Target	Points
Exceeds Standard	80% to 100% of FAY students in grades 6-8, will participate in (4) service-learning experiences and will complete a self-reflective narrative for each activity, earning an average score of 2 or better on the four Service-Learning Reflection Rubrics.	100
Meets Standard	70% to 79% of FAY students in grades 6-8, will participate in (4) service-learning experiences and will complete a self-reflective narrative for each activity, earning an average score of 2 or better on the four Service-Learning Reflection Rubrics.	75
Working to Meet Standard	60% to 69% of FAY students in grades 6-8, will participate in (4) service-learning experiences and will complete a self-reflective narrative for each activity, earning an average score of 2 or better on the four Service-Learning Reflection Rubrics.	25
Does Not Meet Standard	0% to 59% of FAY students in grades 6-8, will participate in (4) service-learning experiences and will complete a self-reflective narrative for each activity, earning an average score of 2 or better on the four Service-Learning Reflection Rubrics.	0

Full Academic Year (FAY) refers to students who were present at the 40th, 80th and 120th day report.

Goal 2 Rating: 87% attained-Exceeds Standard. **Score: 100**

Organizational and Financial Performance Framework

2023-24 Overall Rating: Meets Standard

Pursuant to the [PEC Performance Framework and Accountability System](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

Screenshot of Multi-year Performance Framework Ratings

The Great Academy	2022-23	2023-24
Organizational and Financial Performance Ratings		
1a Mission and Educational Program	Meets Standard	Working to Meet Standard
1b State Assessment Requirements	Working to Meet Standard	Working to Meet Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard
1d Rights of English Learners	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Meets Standard
1f NM DASH Plan	Meets Standard	Working to Meet Standard
2a Governance Requirements	Meets Standard	Meets Standard
2b Nepotism, Conflict of Interest	Working to Meet Standard	Meets Standard
2c Reporting Requirements	Meets Standard	Meets Standard
3a Rights of All Students	Meets Standard	Meets Standard
3b Attendance and Retention	Does Not Meet Standard	Working to Meet Standard
3c Staff Credentialing	Meets Standard	Does Not Meet Standard
3d Employee Rights	Meets Standard	Meets Standard
3e Background Checks, Ethics	Meets Standard	Meets Standard
4a Facilities	Meets Standard	Meets Standard
4b Transportation	N/A	N/A
4c Health and Safety	Meets Standard	Meets Standard
4d Handling Information	Meets Standard	Meets Standard
4e Information accessible to the public	Meets Standard	Meets Standard
4f School climate	Meets Standard	Meets Standard
5a Financial Reporting and Compliance	Meets Standard	Meets Standard
5b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard
5c Responsive to Audit Findings	Working to Meet Standard	Working to Meet Standard
5d Managing Grant Funds	Meets Standard	Meets Standard
5e Staffing for Fiscal Management	Meets Standard	Meets Standard
5f Internal Controls	Meets Standard	Meets Standard

Explanation of 2023-24 Indicator Ratings

1.a. No plan in place for full implementation of education program, site visit team did not observe inquiry-based learning, cooperative learning, face-to-face teaching and differentiated instruction, and SMART Lab.

1.b. Participation rate: 93% for math and reading, the target is 95%.

1.f. The school did not submit a completed DASH plan.

3.b. Attendance percentage rate is 94% (95% target), retention rate is 98% (80% target) and recurrent is 45% (70% target). After reviewing the school's Attendance Improvement Plan, the school has a plan to engage students and parents.

3.c. Licensure discrepancies not resolved by 120D.

5.b. 3 findings (2 school + 1 foundation) on [FY23 audit](#), including a material weakness finding (2023-001 school) and a significant deficiency (2023-001 foundation).

Site Visit Attendees

April 23, 2024

CSD Team: Lucy Valenzuela (lead), Dr. Brigette Russell and Kristen LaVolpa

School Leadership: Jasper Matthews (head administrator) and Keisha Matthews

Governing Board: Michael Pitts and Stacey Boyd

The GREAT Academy – 23-24
Charter Renewal Documentation showing compliance with
school condition
(to be completed and submitted to CSD annually)

Cabinet Secretary's order of April 4, 2022:

IT IS FURTHER ORDERED that in entering into the contract, the New Mexico Public Education Commission and the GREAT Academy include, but not be limited to, conditions pertaining to the GREAT Academy Foundation operations, the GREAT Academy Foundation financial conditions, the GREAT Academy's instructional spending, the GREAT Academy Personnel and Payroll, and conditions involving the GREAT Academy Governing Board training and board operations consistent with the training.

I affirm that the information is correct as provided below or is explained further in the comment section below.


The GREAT Academy Executive Director or designee

1/8/2025

Date (On or before June 30 of each year of the charter)

A. The GREAT Academy academic improvement

1. Meet or exceed the state graduation rate for each year of the charter, considering 4, 5 and 6-year graduates, for similar schools serving similar populations with students who are English Language Learners, Economically Disadvantaged and Students with Disabilities as determined annually by PED.

2. Meet or exceed the average growth rates for similar schools serving similar populations with students who are English Language Learners, Economically Disadvantaged and Students with Disabilities as determined annually by PED.

School data provided:

The PED determined the followings rates for similar schools to be as follows: 4 year

NM VISTAS REPORT FOR The Great Academy

Print

OVERVIEW INDICATORS ACCOUNTABLE SCHOOLS

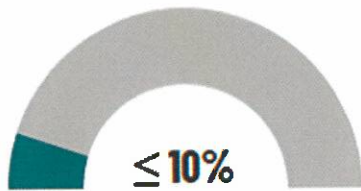
SCHOOL YEAR
2023-2024

TOTAL ENROLLMENT
100

ACCOUNTABLE SCHOOLS
1

PROFICIENCIES

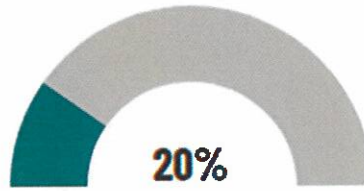
MATH PROFICIENCY



The percentage of students proficient and above in math.

[Explore This Section](#)

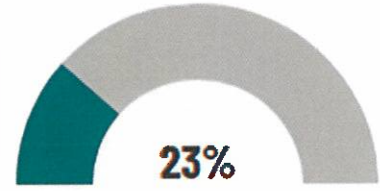
READING PROFICIENCY



The percentage of students who are proficient and above in reading.

[Explore This Section](#)

SCIENCE PROFICIENCY

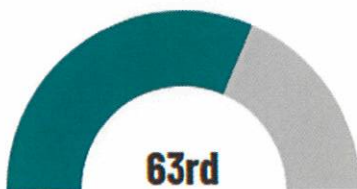


The percentage of students who are proficient and above in science.

[Explore This Section](#)

GROWTH

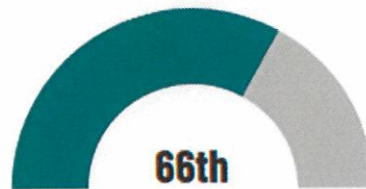
MATH GROWTH



The median growth of students in math compared to their peers who had similar scores on previous tests.

[Explore This Section](#)

READING GROWTH



The median growth of students in reading compared to their peers who had similar scores on previous tests.

[Explore This Section](#)

GRADUATION



Four-, five-, and six-year graduation rates for cohorts plus the annual increase in the four-year graduation rate over three years.

[Explore This Section](#)

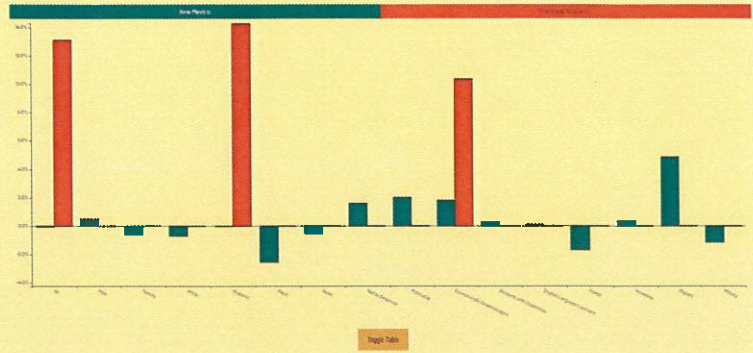
The Great Academy

2023-2024

Graduation Growth

13.1% OVERALL GRADUATION GROWTH

The annual change in the 4-year graduation rate over three years



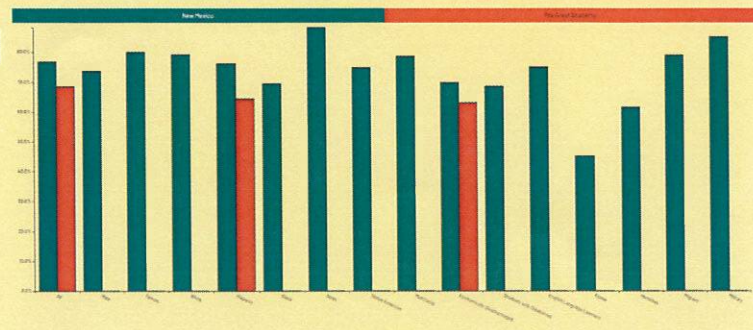
The Great Academy

2023-2024

Four Year Graduation Data

60.4% OVERALL FOUR YEAR GRADUATION RATE

Four-year adjusted cohort rate for the Class of 2023



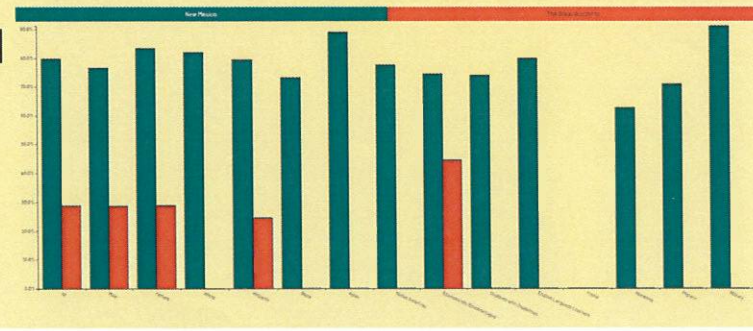
The Great Academy

2023-2024

Five Year Graduation Data

28.7% OVERALL FIVE YEAR GRADUATION RATE

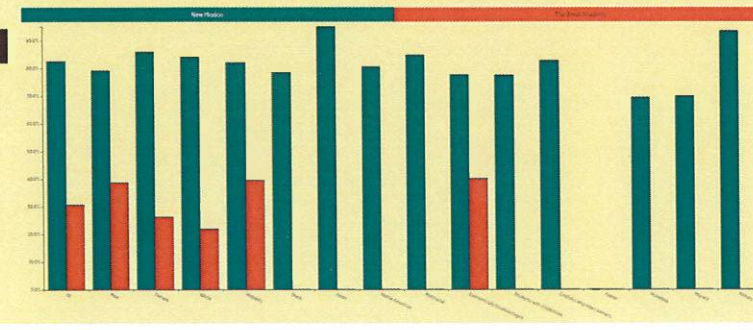
Five-year adjusted cohort rate for the Class of 2023



Six Year Graduation Rate

30.6% OVERALL SIX YEAR GRADUATION RATE

Six-year adjusted cohort rate for the Class of 2023



graduates _____, 5 year graduates _____, 6 year graduates _____

Average Growth rate as determined by PED: _____

TGA's graduation rate for the same period was:

4 year graduates 68.4, 5 year graduates 28.7, 6 year graduates 30.6

Average Growth rate for TGA as determined by PED: 13.1%

Comment by School: See NMVistas document attached

B. The GREAT Academy Personnel and payroll

1. Staffing

a. Employees may hold no more than the equivalent of 1.0 FTE between the school and foundation. (Employees may be paid by the school through an hourly contract for additional services.) N/A

b. Employees splitting time between instruction and administration will have a separate contract for each to allocate the time for instructional support adequately. c. All direct instructional supports (function codes 1000, 2000, 2100 and 2200) shall come out of the school budget, not out of the Foundation funds that originate from state funds. No bonus may be paid from Foundation funds that originate from state funds. d. Employees salary schedules, for all salaried school employees, will be established. 2. Performance evaluation template and rating rubric for the Head Administrator will be approved by NMPED CSD.

3. All school employees will receive an annual performance evaluation.

School data provided:

All of the terms set forth above were met: Yes

Comment by School: TGA Business Manager confirmed with Betty Seeley, CSD Rep 5/9/2024

C. The GREAT Academy Governing Board training

1. Board members must complete a one-time additional financial training in the fall of the school year 2022-2023 provided by CSD or a trainer approved by them. The webinar will be taped, and new members will be required to watch and successfully complete the webinar within 30 days of when that person joins the board. N/A

School data provided:

Evidence of TGA Governing Board Member attendance at required governing body training

during 2022-2023 or later for a new board member. See attached

Current Governing Board members	Training Completed	Date of Training/webinar

See Board Member tracking sheet attached. No new members to do the new training during 23-24.

D. The GREAT Academy GC postings on-line

1. Board must provide and post their annual board calendar, the list of current board members with contact information, and the head administrator contact information.
2. Board must provide a hybrid method for the public to attend board meetings, record the board meetings and post a link to the recording on the school website with the minutes of the meeting.

School data provided:

All of the terms set forth above were met Yes

Comment by School: See www.thegreatacademy.org/news/page/10/ through www.thegreatacademy.org/news/page/4/ - click through the pages - page 10 through page 4 to see docs from 23-24.

E. The GREAT Academy Foundation operations

1. For Foundation Board meetings in which the use of funds received from the school are discussed (building issues, other expenses using lease funds or decisions related to expenditures of state lease money), the Foundation board meetings, and meeting minutes must be posted on the school website, with meeting agendas posted 72 hours before meetings are held, meetings open to public, minutes posted within 10 business days and a recording posted. Meetings must have a hybrid on-line option for attendance, and the meetings must be recorded and a link to the recording posted.
2. School employees shall not be a member of the Foundation Board. Former school employees will become eligible to join the board after 12 months of departure from

Board Member Name	Position	Term Start	Course Code	Fiscal Understanding 3 hours required	Academic	Open Governance/ Organizational Performance	ESNCs & Responsibilities	Equity, Cultural and Linguistic Responsibilities	New Member Course	Total Hours	Email Address	In Canvas	Statement to Consult	Affidavit	Assurances
Michael Pitts	Wor Pres.	2/15/17	FY24F1, FY24F	3	2	1	1	1		8	mcpitts@thebreatheacademy.org	NO	Yes	Yes	Yes
Henry Douglas	President	1/1/23	FY24OG, FY24F	3	2	1	1	1		8	henrydoug@brc.comcast.net	NO	Yes	Yes	Yes
Suzette Cole		8/17/22	FY24OG, VFY	3	2	1	1	1		8	lgs@brc.org	Yes	Yes	Yes	Yes
Stacey Boyd		1/30/23	FY24ALL	3	2	1	1	1		8	stacey.boyd@gatewaycc.edu	Yes	Yes	Yes	Yes
Nicole Edmund	Secretary	4/10/23	FY24OG, FY24F	3	2	1	1	1		8	Nicole.edmund@gmail.com	Yes	Yes	Yes	Yes

No new BOD Members in 23-24.

the school.

Data provided:

The Foundation has certified to the School that all of the terms set forth above were met: Yes

Comment by School or Foundation:

See letter dated June 28, 2024 - see attached

F. The GREAT Academy Foundation financial conditions

1. Foundation will segregate funds raised through the private sector from funds received from the School.
2. As shown by a new Memorandum of Understanding between the Foundation and the School, Foundation funds received from the School will be used for
 - a. building expenses,
 - b. building maintenance and mortgage payments,
 - c. retiring credit card debt that exists as of 5/20/22 and
 - d. lawyer and accountant services for the Foundation.
3. Once the credit card balance is cleared, the Foundation will pay the credit card balance in full monthly.

Data provided:

The Foundation has certified to the School that all of the terms set forth above were met: Yes

Comment by School or Foundation:

See letter dated June 28, 2024 - see attached

Privately-raised funds not subject to this Condition Document. Foundation board discussions and Foundation decisions related to privately-raised funds may be discussed in non-public meetings. The Foundation Board is not required to disclose the use of any privately-raised funds and may spend funds in any manner approved by the Board.



June 28, 2024

Great Academy Governing Council

Re: Compliance with School Conditions

Ladies and Gentlemen:

On behalf of the Great Academy Foundation, I am providing information to The Great Academy Governing Council related to the school's annual certification to the Charter School Division of the Public Education Department in the form attached for the 2023-2024 school year, to supplement the Foundation's prior letter to the School, provided on June 28, 2024.

As to item E, the Foundation certifies that items 1 and 2 have been met for the 2023-2024 school year.

Condition E.1 relates to recording and posting Foundation Board meetings and minutes in meetings "in which the use of funds received from the school are discussed..." No Foundation board meetings have occurred in the last fiscal year where the use of funds from the School were on the agenda for discussion or were otherwise discussed. Therefore, there have been no board meetings where posting notice of the meeting or minutes of the meeting has been required. For clarification, the one meeting the Foundation held was for the purpose of voting on a new board member, and there was no other business.

As to item E.2, no school employee was a member of the Foundation Board, and no Great Academy employee who departed the school within the last 12 months was a member of the Foundation Board.

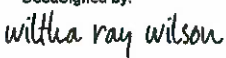
As to item F, the Foundation certifies that items 1, 2, and 3 have been met for the 2023-2024 school year.

As to item F.1, the Foundation has segregated funds raised through the private sector from funds received from the Great Academy.

As to Item F.2, Foundation funds received from The Great Academy were only used for building expenses, building maintenance and mortgage payments, and lawyer and accounting services for the Foundation.

As to item F.3, the credit card has a zero balance and the Foundation commits to paying the credit card balance in full monthly.

Sincerely,

DocuSigned by:

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wiltha ray wilson