

Somerset Academy of Las Vegas Expansion Amendment

EXECUTIVE SUMMARY

Provide a brief overview of your school, including:

- **An overview of the mission and vision for the expanded school network**
- **Proposed model and target communities**
- **The outcomes you expect to achieve across the network of campuses**
- **The key components of your educational model for the expanded school**
- **The values, approach, and leadership accomplishments of your school or network leader and leadership team**
- **Key supporters, partners, or resources that will contribute to your expanded school's success**

Somerset Academy of Las Vegas (SOM) is seeking to expand its high-performing school network by increasing SOM's capacity to serve students in the Northwest Las Vegas, North Las Vegas and the Henderson areas of Southern Nevada. SOM's academic programs are in high demand, as thousands of students are on SOM's waitlists. Specifically, this expansion application hopes to create opportunities to not only reduce these waitlists, but also to give all SOM students the opportunity to attend SOM throughout their entire K-12 experience by creating feeder systems as follows: 1) K-8 site opening 2017 located in Northwest Las Vegas with the specific location specified in the application. 2) K-8 site opening 2018 located in North Las Vegas with an exact location yet to be determined. 3) K-12 Campus opening 2019 located in Henderson with an exact location yet to be determined. 4) K-8 Campus opening 2020 located in Henderson with an exact location yet to be determined. This expansion request is also grounded in SOM's intentional efforts to recruit and serve a much more diverse group of students.

Mission

The mission of SOM of Las Vegas is to prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. SOM of Las Vegas promotes a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment.

Vision

SOM, a College Prep School with an emphasis on Leadership, Character, and Service.

Expanding Opportunities

SOM's intentional efforts to expand opportunity for all students to attend and excel at SOM include (1) implementing the National School Lunch Program,; (2) planning a weighted lottery to increase



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the likelihood for students in at-risk populations or attending failing schools, as specified once Nevada statutes and regulations outline the procedures for doing so; and (3) implementing a robust grassroots campaign (using proven outreach models with the guidance of organizations with a history of doing effective outreach to these populations in Southern Nevada) that meets parents and families where they are located to educate them about SOM's educational program and application process.

SOM's expansion is also grounded on the principle that it will not forgo its high standards for financial, operational, and academic operations. SOM will maintain its high level of performance in all of these areas through ensuring that SOM's Governing Board (Board), Executive Director and Campus Principals work together to ensure close fidelity to SOM's best practices and use system-wide resources to minimize the potential for otherwise common startup issues.

This expansion will include SOM's extensive relationships with various community organizations who help amplify our students' educational experiences, including:

- Academica Nevada
- SOM Inc.
- Jostens
- Life Touch Photography
- Hansen Orthodontics
- Champions
- NIAA (Nevada Interscholastic Activities Association)
- Advanc-ED
- City of the World – Artz-to-Go

MEETING THE NEED

TARGETED PLAN

(1) Identify the community you wish to serve as a result of the expansion and describe your interest in serving this specific community.

SOM proposes to amend their charter contract with the SPCSA to expand to 4 new sites located in the areas of North Las Vegas, Northwest Las Vegas and Henderson. The addition of these campuses will not change the target population as SOM currently operates campuses in each of the specified communities. SOM since opening its doors in 2011 has experienced a high amount of demand for their educational experience to which they have significant wait-lists at each of their 5 current campuses.

SOM feels it is important to be able to offer each student the opportunity to attend SOM through their entire K-12 educational experience. To do so the Board of SOM is proposing to create feeder systems that would matriculate to support each of their High School campuses. The facilities proposed within the Charter School Expansion Amendment Request include: 1) K-8 site opening 2017 located in Northwest Las Vegas with the specific location specified in the application. 2) K-8 site opening 2018 located in North Las Vegas with an exact location yet to be determined. 3) K-12



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Campus opening 2019 located in Henderson with an exact location yet to be determined. 4) K-8 Campus opening 2020 located in Henderson with an exact location yet to be determined.

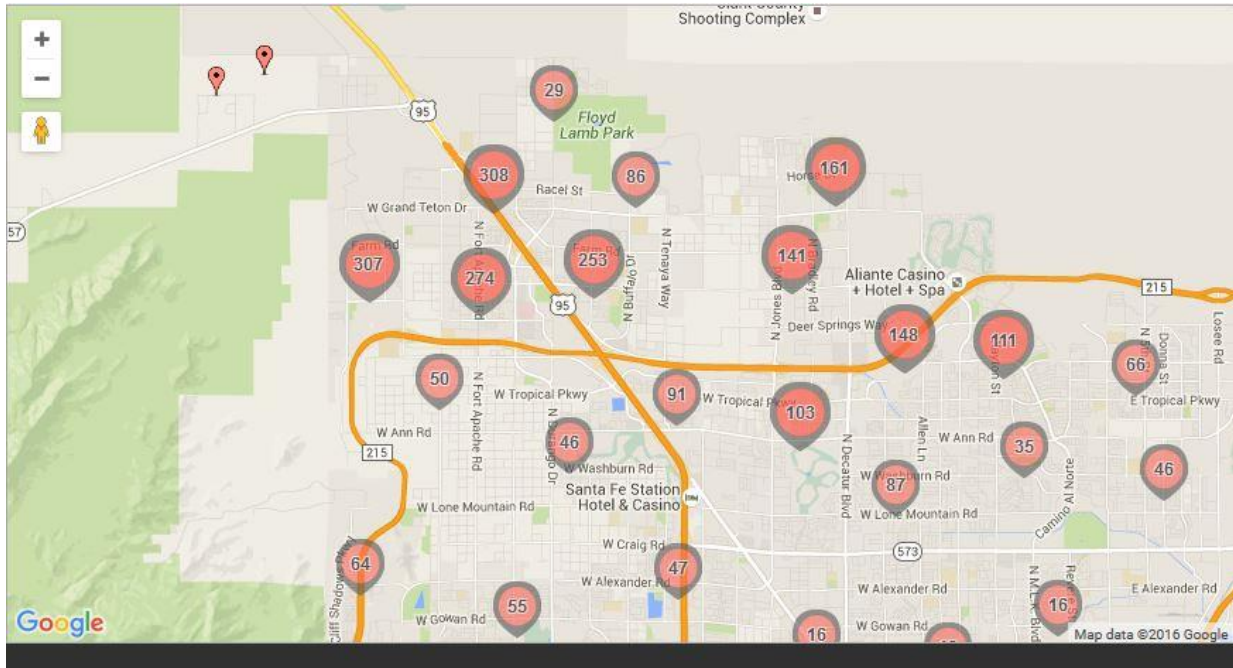
(2) Explain how your expansion model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

SOM's expansion model serves as a commitment to SOM students and parents that hope to attend SOM through their entire K-12 educational experience. In 2017 SOM proposes to build an additional K-8 campus in the Northwest of Las Vegas or more specifically within the Skye Canyon Planned Community. The proposed K-8 campus would open with grades K-7 and expand the following year to K-8. SOM projects a 2017 opening enrollment of 780 students with the facility reaching maximum capacity of 960 students by year 3 of operation. The proposed campus is approximately 3.3 miles from the Sky Pointe Campus. And the K-8 campus would serve to help alleviate a portion of Sky Pointe's 2,945 students currently on a waitlist and add a third feeder into the Sky Pointe High School.

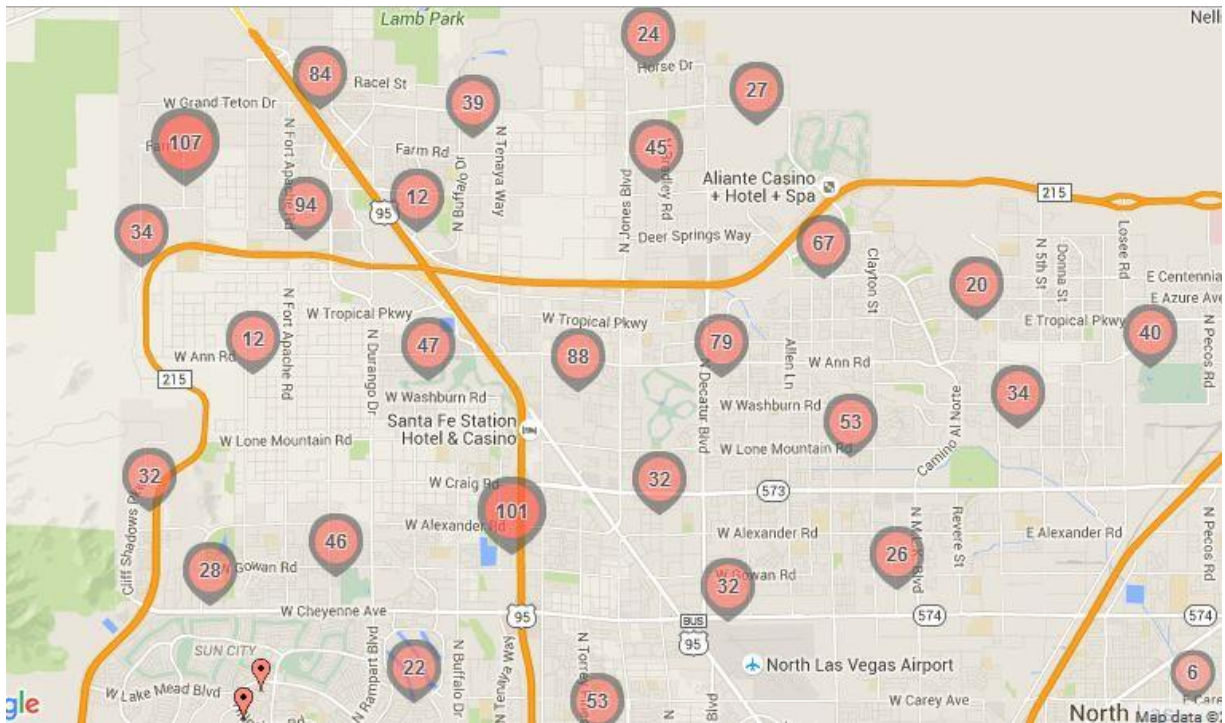


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Sky Pointe Campus Waitlist Map



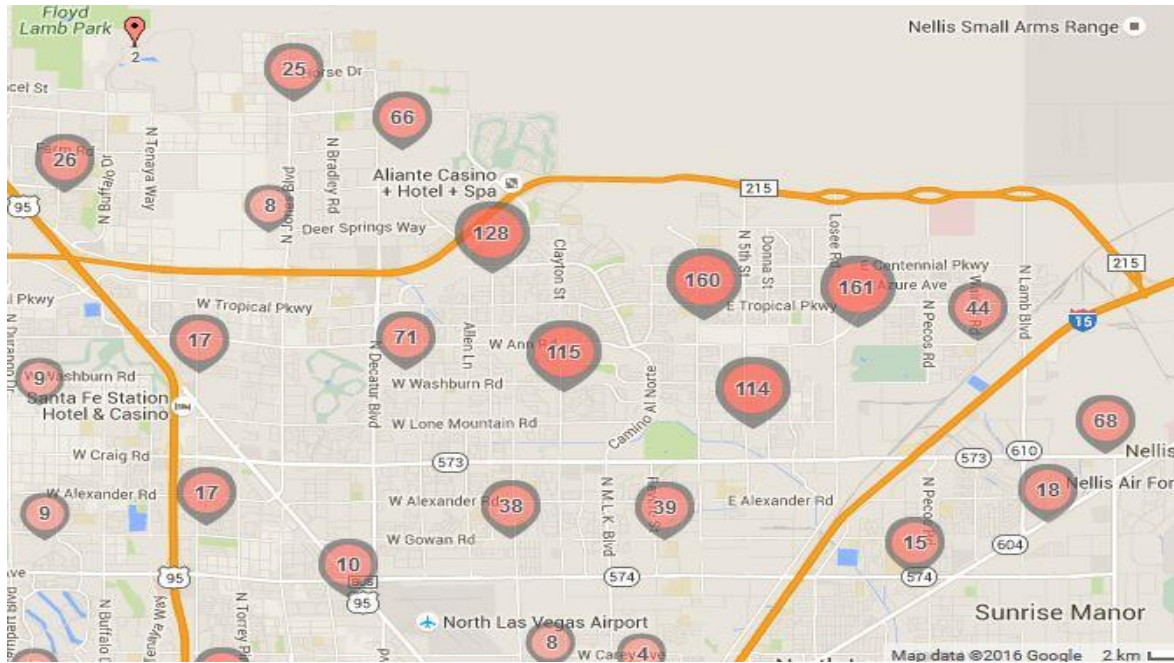
Lone Mountain Campus Waitlist Map



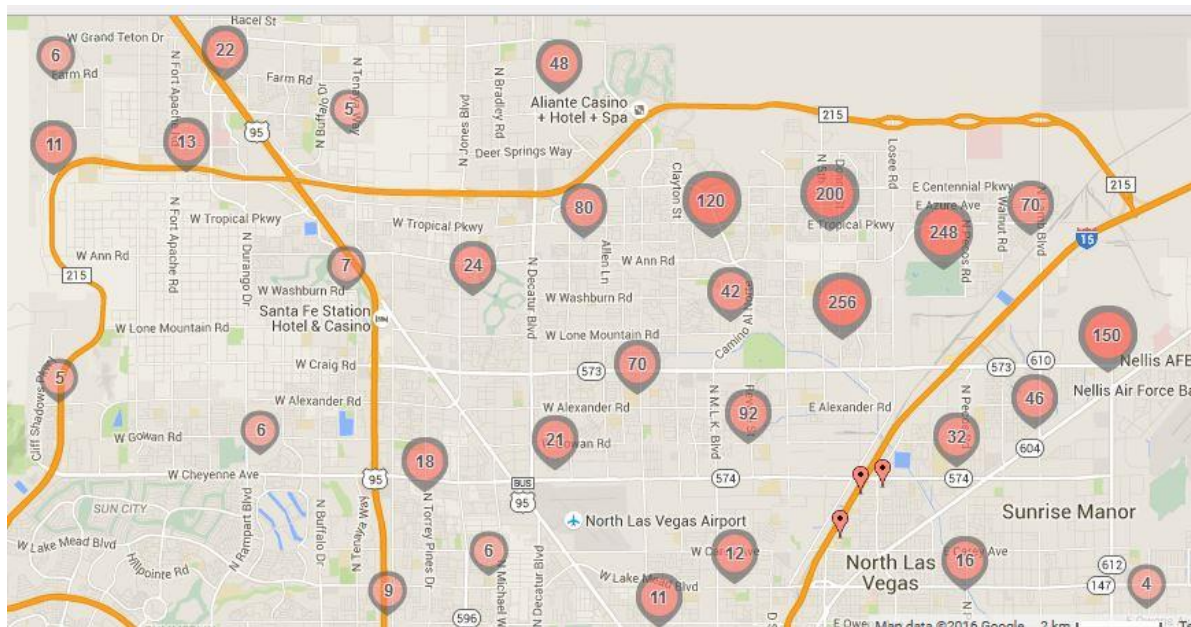
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SOM proposes to build an additional K-8 campus in 2018 located in the North Las Vegas region. The proposed campus would follow the same enrollment model as the proposed K-8 for the Northwest Las Vegas area. The proposed opening of a K-8 in 2018 would serve to help alleviate a portion of NLV's (1440 Students) and Losee Campus (1820 Students) waitlists.

NLV Campus Waitlist Map



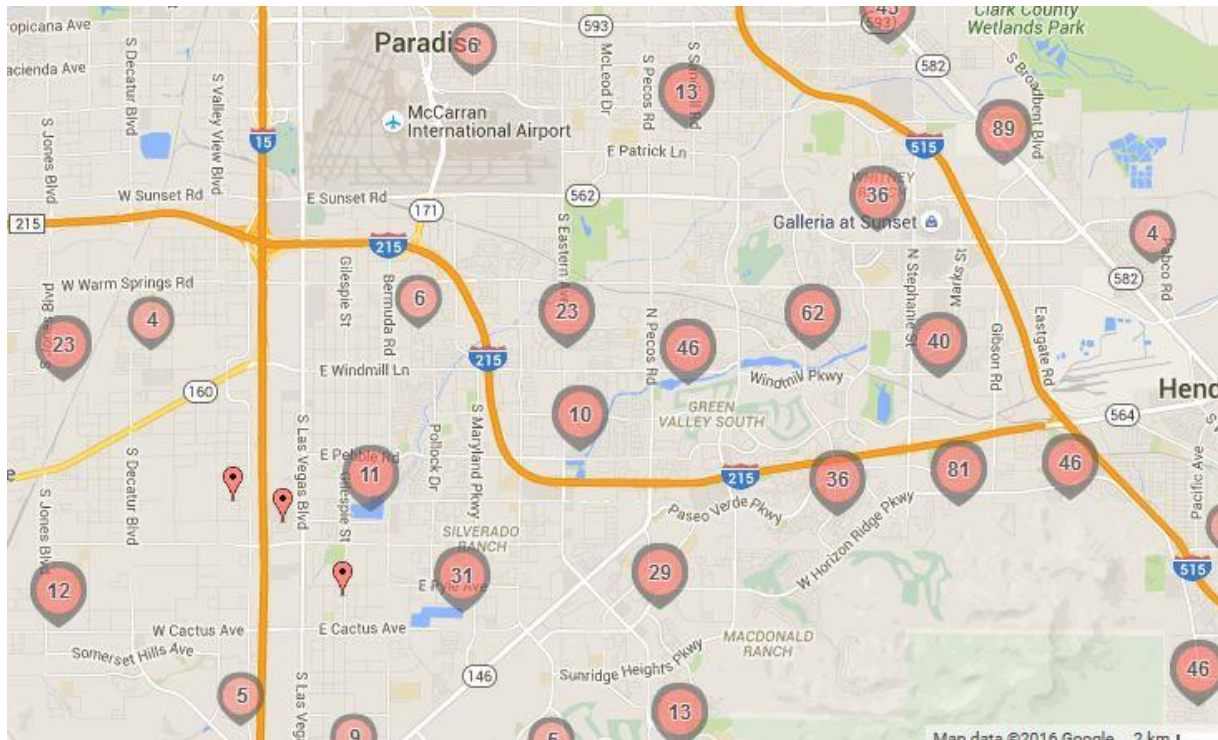
Losee Campus Waitlist Map



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SOM currently operates one K-8 campus in the Henderson area, Stephanie Campus. SOM proposes to open a K-12 campus in 2019 located in the Henderson area. The proposed K-12 campus would allow SOM students located in Henderson the option of continuing their education with SOM through high school. SOM proposes to open a K-8 in 2020 with a similar expansion model as the proposed K-8 campuses located in Northwest and North Las Vegas. Students at the proposed K-8 campus located in the Henderson area would matriculate into the K-12 Henderson campus, thus creating a strong feeder system. The K-12 and K-8 campuses being proposed would serve to help alleviate a portion of Stephanie's 1,050 students currently on a waitlist.

Stephanie Campus Waitlist Map



GROWTH RATE AND RATIONALE

- (1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).**



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- (a) Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.**

SOM's system includes five campuses, of which there are three K-8 campuses and two K-12 campuses. In 2016 SOM's K-8 campuses will all be at or near their facility capacity of 960-1200 students. The SOM Sky Pointe Campus enrollment for 2016 is projected to be 2000 students serving grades K-12. The Sky Pointe Campus High School has grown significantly over the last 3 years growing from 90 students in 2013 to a projected 560 student in 2016. The Losee Campus enrollment for 2016 is projected to be 1700 students serving grades K-11. The Losee High School has also grown significantly over the last 2 years growing from 60 student in 2014 to a projected 340 students in 2016. Currently both K-12 campuses, Sky Pointe and Losee, have only one additional K-8 campus matriculating into their high schools. Both Sky Pointe and Losee High School if they reach their facility capacity of 1,200 students will need to enroll approximately one third of their student population from outside the SOM system if they do not add additional feeder campuses.

SOM received a five star rating for their middle and elementary schools in 2012, 2014, 2015 and a four star rating in 2013. SOM has also seen a tremendous amount of demand for the educational experience attending one of these schools as every campus has more students on the waitlist than actual students enrolled.

SOM is proposing to open one K-8 campus in 2017. Opening a K-8 campus in the Skye Canyon community would not only alleviate a portion of the parents and students trying to get into the Sky Pointe or Lone Mountain campuses but it would create another matriculation system into the Sky Pointe High School. The Sky Pointe High School in 2017 with the addition of a third phase to their facility will have a capacity for 1,200 students or 300 students per grade 9-12. The Sky Pointe High School with the addition of a Skye Canyon campus will potentially have three hundred and eighty 8th grade students matriculating up into the high school on an annual basis. SOM's goal will be to retain 80% of their 8th graders moving up to high school within their system. SOM assumes a percentage of students will enroll in the surrounding schools that might offer programs that are different from SOM's model. If SOM retains more than 80% of 8th graders matriculating to the Sky Pointe High School the Board will consider lessening the enrollment of middle school student at the Sky Pointe Middle School to accommodate the demand.

SOM is proposing to open a second K-8 campus in 2018. The target area for the K-8 campus to open in 2018 is the North Las Vegas area. Currently in the North Las Vegas area SOM is operating two campuses, NLV (K-8) and Losee (K-12). The Losee High School currently has two feeders, the NLV campus and the Losee Middle School. The Losee High School after all construction phases are completed will have capacity for 1,200 high school students. The Losee High School with the



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addition of a North Las Vegas K-8 campus will potentially have three hundred and eighty 8th graders matriculating up into the high school on an annual basis. SOM's goal will be to retain 80% of their 8th grade students moving up to high school within their system. SOM assumes a percentage of students will enroll in the surrounding schools that might offer programs that are different from SOM's model. If SOM retains more than 80% of 8th graders matriculating to the Losee High School the Board will consider lessening the enrollment of middle school student at the Losee Middle School to accommodate the demand.

The Somerset Stephanie Campus (K-8) currently is located in Henderson. The waitlist for the Stephanie Campus is over 1,000 students and growing. Since the Stephanie Campus is over 25 miles away from the closest SOM High School, SOM would like to create a K-12 system in the Henderson area to retain their student body. SOM is proposing to add a K-12 facility opening with grades K-9 in 2019. The waitlist at the Stephanie Campus will serve to fill grade K-8 at the new campus in addition to the graduating 8th graders that will matriculate to the high school. SOM is proposing to add a K-8 facility in 2020 to serve as an additional feeder to their K-12 campus. SOM at this time has not identified properties for these locations.

The growth rate rational is based upon demand and previous experience with expansion. The proposed new K-8 campuses will open with the same target grades (K-7) as the opening of the Stephanie and Lone Mountain Campuses. The proposed K-12 campus will additionally open with the same target grades (K-9) and be built to a similar size as the Sky Pointe and Losee Campuses. The Executive Director John Barlow participated in the opening of Sky Pointe as a principal and assisted in the opening of the Losee and Stephanie campuses. Executive Director Barlow and operational management company Academica Nevada will assist the Board and new principals in opening the proposed campuses.

(2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them. Examples may include:

a. Inability to secure facilities/facilities financing;

SOM located a site in the Skye Canyon development or Northwest Las Vegas that could be ready by the 2017-2018 school year. Please see Attachment 4 which includes the property's parcel number and map.

SOM will have their management company, Academica, continue to look for sites in North Las Vegas and Henderson area for the proposed site for the years 2018, 2019, 2020.



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SOM has in the past used developers such as School Development LLC, Boyer LLC and the Turner-Agassi Charter School Facility Fund to build their facilities. SOM expects the continuation of these partnership as a financing option for the three proposed sites. SOM will continually seek the best financing options to give the school the best financial outcome possible.

b. Difficulty raising philanthropic funding;

SOM does not rely on philanthropic funding for the operation of their schools. Thus, difficulties in raising donor funds do not pose a risk to SOM.

c. Insufficient talent pipeline/difficulty recruiting faculty;

SOM has created a multi-faceted approach to identifying and recruiting local and national talent to their staff. Locally, all SOM campuses participate in the Academica Teacher Recruitment Fair which attracts approximately 150-200 candidates a year. SOM has created incentives for their faculty to attract potential teachers to its system through a teacher referral system in addition to working with in-state universities and colleges such as UNLV, UNR, Nevada State College and Sierra Nevada College to advertise open positions and extend invitations to their students regarding local recruitment activities and events.

Principals also communicate staffing needs to the management company's human resource director on an as needed basis. Steps to fill open positions include advertising on the Teacher-Teacher.com, Facebook, Academica Nevada Employment Page, and School Spring website. Nationally, SOM recruits by sending administrators to teacher fairs in approximately 11 states across the nation. Job listings are posted on university job boards including universities in New York, Utah, Idaho, Texas, Michigan, Missouri, Oregon, Minnesota, and Iowa.

d. Insufficient leadership pipeline/difficulty recruiting school leaders;

SOM cultivates a pool of potential school leaders by placing teachers in lead teacher positions, offering professional development in educational leadership, supporting teachers earning their masters' degrees in educational leadership, and offering tuition reimbursement for teachers seeking additional education and masters' degrees.

Several administrators currently employed as principals by SOM have retired from their former districts. Other administrators also serving as principals either taught or served as a lead teacher during the first years of the establishment of the original SOM campuses. For example, Sherry Pendleton opened the first SOM of Las Vegas as a lead teacher. She worked for two years as an assistant principal under the direction of the founding principal. Mrs. Pendleton now serves as the principal of the newly opened Lone Mountain Campus. Another one of SOM's current principals, Elaine Kelley, also served as an assistant principal during the first two years. She recently opened Losee Elementary School and is now training her assistant principal to step into a principal position as one becomes available.



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e. Misalignment between the founding school and leader and new campuses and leaders, and;

SOM of Las Vegas created an executive director position to facilitate the expansion of new schools and to ensure the new leaders' direction is align to the charter. The executive director meets regularly with principals and other school leaders to monitor student progress, to ensure common practices are being implemented within each of the schools, and to support principal action so that they are aligned with the original mission and vision of the founding board members and the charter they created.

f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

SOM has gone to great lengths to develop performance metrics that adequately and reliably detail student performance. The Board will employ user-friendly performance dashboards at meetings and will receive academic performance updates for each campus. SOM will monitor student performance by data produced with state and internal assessments. With these measures in place, SOM is confident that its students will maintain year-over-year academic growth; thus, precluding the need to curtail expansion due to inadequate student performance.

2. Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenges encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

Starting up and opening new campuses is challenging, and in the past SOM has experienced some difficulties in maintaining consistent operations in the initial openings of its campuses. SOM has successfully addressed these challenges using several methods and strategies. SOM's most significant step towards minimizing the risk of issues arising during its opening of new campuses was hiring an Executive Director who oversees the principals at all SOM campuses, and ensures consistency in each model for financial, logistical, and academic aspects of operating each of its campuses.

Also, with past experiences in opening five separate campuses to date, SOM has personnel with expertise in the various aspects of its operation and who would be able assist in the design of campus-specific solutions for all major operations. SOM also receives support from Academica Nevada in its replication efforts. Academica has assisted SOM in the opening and replication of each campus to date. SOM works with their affiliated school system SOM, Inc. to make sure that best practices used in the Florida system are being implemented within SOM of Las Vegas.

In addition to taking advantage of SOM's institutional knowledge, SOM will also be able to capitalize on the knowledge and skills already found in existing campuses, which serve as models for new campuses. SOM plans on hiring school leaders for each campus prior to the end of each school year and provide several opportunities for school leaders of new campuses to observe and learn from the logistical, financial, and academic best practices of SOM's existing campuses. Also, SOM will



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provide professional development to its leadership and faculty during the onboarding process to mitigate many of the potential risks of startup.

PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.

SOM of Las Vegas' targeted expansion area is based upon parent, neighborhood and community demand. SOM regularly provides tours to parents who are very interested in attending one of its campuses, but have not been accepted through Somerset's lottery process. With thousands of students on its waiting list, SOM plans to provide notice to these families to inform them of its expansion and encourage them to reapply to SOM's lottery.

SOM's partners express interest in further developing schools to meet the needs of local communities looking to expand. Due to the reputation of the SOM system, these development partners seek to place additional Somerset schools in new areas serving young families.

(3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Parental involvement is a fundamental aspect of SOM of Las Vegas' Mission and Vision. SOM of Las Vegas will encourage parents to be active participants in their children's education through volunteer opportunities at the school. SOM will develop a comprehensive communication plan that will address the needs of their school's community. This plan will include regularly scheduled communications through the following means:

- E-mail Newsletters/Calendars: In weekly emails and new bulletins, principals will record activities and events that are scheduled to take place on school campuses. Parents will receive this information updating them on campus highlights as well.
- SOM's Website: The school's website will be a source of information designed to address the various needs of its families. The website will include information on:
 - SOM of Las Vegas' mission, vision, and history
 - School schedule and calendars
 - SOM of Las Vegas' curriculum
 - Frequently asked questions
 - SOM of Las Vegas' Governing Board meetings: public notices, agendas, and minutes
 - SOM of Las Vegas' Board meetings are open to the public and are held, on average, every other month
 - Directory of administration and staff
 - Uniform policy information with links for purchasing apparel
 - News and announcements
 - Any other pertinent information that parents may need to know



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- SOM will also use workshops, parent meetings, open houses and other events to inform parents of involvement opportunities throughout the school year, parents will be informed of the e-mail, website, etc., as noted above. These include events and activities such as:
 - Quarterly Parent/Teacher Conferences: Hosted in the evenings at the School where parents can discuss topics that affect their children's educational progress.
 - Open houses, Career Fairs, Family Day: Events held yearly to recruit new students, maintain communication and involvement between the SOM and the surrounding community.
 - PTSO: Parent Teacher Student Organization coordinates extra-curricular events involving the community. Through the PTSO and other such committees, parent and community members will also be able to partake in the school's decision-making process. The school plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs
 - Volunteering for School Events: Chaperoning Field Trips, assisting with class projects, helping in the library or office, speaking during career week, family day, lunch and recess monitoring, holiday events, etc.
 - SOM will take the initiative to involve our families in the educational outcomes of our schools. Our parents are asked to volunteer, per our charter, 30 hours each year. Parents can begin volunteering before the school doors are open.
 - SOM's Parent Teacher Student Organization (PTSO) will be formed in the summer and officers are identified. PTSO subcommittees will be formed with various focuses. For example, there could be a fundraising committee, charitable giving committee, etc. Volunteer hours will be tracked throughout the school year.
 - SOM will provide many opportunities for parents to earn their hours through school-wide events, community events, and education focused nights held at each of the schools. Below are some additional examples of events that support educational decisions and outcomes, as well as family involvement:
 - New Family Night at SOM
 - Informal Open House
 - Open House
 - Parent Conferences
 - Internet Safety Workshops
 - Bully Prevention Workshops
 - PTSO General Membership meetings
 - PTSO Board meetings
 - Fine Arts Performances
 - Literacy Nights



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- Curriculum Nights
- Family Movie Night
- Back to School Picnic
- End of the Year Awards Assemblies Events and parent forums are held throughout the year. Examples of items include the follow:
 - Monthly objective/standard calendar to promote cross-curricular collaboration
 - Invitations to board members for special events / classroom presentations
 - Open House which includes detailed information on curriculum prior to school opening
 - Utilization of a phone system to call parents with important informational messages related to upcoming events
 - A streamlined SOM website to include information that parents need in one place:
 - Teacher Websites
 - Nevada Academic Content Standards by Grade Explanation of STAR assessments
 - Clubs and sporting events
- As stated in the Bylaws, there will be a parent representative on the Board of SOM
- An academic committee shall be created to review school data, ensure academic expectations and goals are being met, and provide insight to instructional activities that meet specific needs of the students. In addition, the public, specifically parents, are notified of Board meetings and may be active participants at SOM Board meetings by providing public comment and bringing relevant matters to the Board's attention. Parents will be encouraged to come to the principal of SOM to discuss any concerns. SOM and parents will work simultaneously to provide the best educational plan possible for each student's learning needs.
- SOM encourages parent involvement in all parts of their children's education. SOM will implement a policy to encourage parents to give a minimum of 30 volunteer hours a school year within SOM.

(4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as



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Attachment 11, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Community involvement is a fundamental aspect of the mission and vision of SOM of Las Vegas. Community partnerships are extremely important as it broadens the student's opportunity to be exposed to the quality curriculum and educational experiences during the school day and outside the school day. SOM will seek partnerships with community organizations that enrich the after-school programs, field trips, guest speakers, etc.

SOM has preliminary partnerships with the following organizations:

- SOM Inc.
- Jostens
- Life Touch Photography
- Hansen Orthodontics
- Champions
- NIAA (Nevada Interscholastic Activities Association)
- Advanc-ED
- City of the World – Artz-to-Go

(5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

As explained, in the response to Question 1 of this section, SOM of Las Vegas' Board has extensive ties and relationships to the target community and surrounding region. In addition, SOM's Board will prioritize deep engagement with the target community through a multifaceted marketing campaign to educate parents and families about school choice as described in Question 2 of this section. This education will not be a one way street, because SOM will strategically gather knowledge from a variety of community stakeholders especially from parents, families, and targeted at-risk subgroups through focus groups and other mechanisms. Parents will use word of mouth to spread information about the school as well as use their social media accounts to disseminate information relative to the school. As required by legislative policy, SOM will circulate mailers and post cards within a two-mile radius of the school to households with children in order to promote and to market to families surrounding the school.

(6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

SOM of Las Vegas's Board has partnered with SOM Inc. (the replicated school model and partner) and Academica Nevada (the Educational Management Organization) for the planning and establishing SOM of Las Vegas.

SOM Inc. and Academica Nevada's roles are further described throughout the application's Academic Plan, Operational Plan, and Financial Plan.



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SOM has and will continue to work with SOM Inc.'s Florida Schools earning accreditation through AdvancED. Additionally, SOM's leadership serves on a joint subcommittee to address priority areas within accreditation. Additionally, the executive director serves as a lead evaluator for area and international schools.

ACADEMIC PLAN

MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

- (1) Explain whether the proposed mission and vision for the network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications. Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?**

SOM of Las Vegas is a college preparatory school with an emphasis on cultivating effective leaders, developing good character, and instilling in each child a desire to render service. This unified mission gives direction and purpose for all Somerset Academies. No modifications will be made to what is considered as a standard upon which all schools within the system base their actions and practices. The mission and vision currently in place at the existing campuses will carry over to the new schools being considered. Students will be prepared in an academically challenging and personally meaningful learning environment with an emphasis on developing leadership skills, increasing literacy, fostering good citizenship and character, and seeking opportunities to serve their classmates and their school community. A collaborative effort including students, teachers, parents, and staff will be devoted to establishing, achieving, and celebrating individual goals for each child at SOM.

The mission of SOM of Las Vegas is, "[T]o prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. SOM of Las Vegas promotes a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment." The vision of SOM is, "SOM, a College Prep School with an emphasis on Leadership, Character, and Service."



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It will be the role of the executive director to ensure consistency and coherence of the mission and vision of SOM of Las Vegas. This will be carried out by effective and ongoing communication between the executive director and building leaders.

CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

(1) Historical Performance

- (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. However, a school is welcome to provide any additional historical academic performance metrics that fall outside of the operator’s contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning’s STAR, etc.). If provided, describe student performance on these metrics. *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.***

SOM since its’ inception has been received a 5-star rating in both the elementary and middle school by the state of Nevada every year, except for 2012-2013 when SOM received a 4 star rating. SOM prides itself as a 5-star charter and the Academic performance which it takes to receive such rating.

- (b) Interventions: Please explain any past performance that has not met the organization’s expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?**

Internal assessments including STAR Reading and TenMarks indicate that 6th, 7th, and 8th grade students are experiencing lesser growth than SOM’s elementary students. As a result, during the 2015-2016 school year, SOM is more rigorously assessing their middle school students to identify areas of concern. SOM school leaders and staff have created RtI plans to address their campus specific needs. Additionally, for the 2015-2016 school year SOM created additional teaching positions within their middle school to address the students that are showing lower growth than expected.

Students who are identified as academically at risk via the universal screening process and who are not already identified with an IEP, will be referred to SOM’s RtI team. SOM’s Rti team will be



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comprised of a staff member from every general education grade level and the special education teacher or designee selected by the teacher. The Rti team notifies the parent(s) that his/her/their child will be entering the Rti program, which will provide interventions in an area of the student's deficiencies.

Once the student is identified, the Rti team writes goals for the student in the area of deficiency, provides intensive interventions, and monitors weekly progress. The interventions and progress-monitoring tool provided will be interventions and tools that have been validated through research and determined effective by the Rti team. The Rti team reviews the student's progress according to the progress-monitoring data every four weeks and adjusts instruction when a student is not showing progress through trend analysis. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child's learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

(2) Academic Vision and Theory of Change

- (a) Model Non-Negotiables: What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.**

INSTRUCTIONAL MODEL & TEACHER EVALUATION

SOM of Las Vegas is currently using the Charlotte Danielson, *Framework for Teaching* (FFT), as the foundation for supervising and evaluating teachers within the system. It is the framework upon which instructional professional development is based and decisions for hiring teachers, providing teacher mentorships, and coaching practices are made.

Data will be collected and analyzed using the FFT to: a) strengthen the current recruitment, selection, and hiring process to better identify teacher candidates who will be successful in SOM classrooms; b) structure and guide mentoring activities for novice teachers; c) focus instructional coaching of experienced teachers on increasing student learning outcomes; d) identify professional development needs of both novice and experienced teachers to improve the effectiveness of teaching and learning practices; and e) ensure, through the teacher evaluation process, that teachers demonstrate framework knowledge and skills necessary for quality instruction.

The *Framework for Teaching* provides data that can be used to assess teacher effectiveness, identify teacher leaders to be tapped for mentoring other teachers, coaching teachers in effective strategies for increasing student learning, and conducting professional staff development to increase teacher effectiveness.



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Three principal sources will be used to measure baseline data and changes in teacher and administrator knowledge and practice. These will be through random classroom walk through protocols, direct observations, and examination of artifacts. Although random classroom walk through protocols are in place, there is no consistency among the campuses regarding the specific practices each walk through protocol seeks to record. SOM will work throughout the remainder of the school year and into the summer to create a unified and comprehensive walk-through protocol which aligns to the FfT to be more robustly utilized in the 2016-17 school year among all campuses.

ADMINISTRATOR EVALUATION

Administrators will work collaboratively with the system's executive director in the establishment of an evaluative document aligned to the FfT under the Charlotte Danielson model and the Nevada Educator Performance Framework (NEPF) rubric.

STUDENT PERFORMANCE

Periodic and regular formative and summative assessments are administered to students to gather and collect student achievement and learning progress. The TenMarks and Star Reading interim assessments results will aide teachers and administrators in gaining an understanding of student growth. Unique to SOM of Las Vegas, data days are scheduled throughout the year providing time for teachers and staff to focus on the data results to help form future instruction and enrichment activities. Data walls and binders are maintained throughout the schools so that all stakeholders may visualize the urgency to keep focused on student achievement and keep involved with the implementation of instructional plans and the allocation of resources to promote student learning.

COMMUNICATING INSTRUCTIONAL OBJECTIVES

Another non-negotiable consistent across SOM campuses is the use of the Common Board Configuration (CBC). The CBC is posted in all classrooms on which teachers post the daily objective, the essential questions, classroom activities, and home learning assignments. It is within the CBC configuration a students would find the date, the class period and specific course title.

ESTABLISHING A STRONG CUTLURE

SOM of Las Vegas is in the process of implementing Steven R. Covey's *Leader-In-Me* and *The 7 Habits of Highly Effective Teens* as a system initiative. All campuses will participate in system wide professional development beginning in the fall of 2016 with plans to fully implement the tenants of *Leader-In-Me* and *7 Habits* within a three year time period. The executive director will oversee the implementation of this initiative to ensure each campus is reaching implementation goals and benchmarks.

(3a) Measuring Progress: Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole. What performance management systems, processes, and benchmarks will the



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school use to formally assess this process? Explain how the school addresses underperformance and describe the corrective action plan procedures.

STUDENT ACHIEVEMENT MANAGEMENT AND PROCESS SYSTEM

Instrumentation: Select universal screeners and standardized assessments are used by SOM to monitor students' academic progress, academic performance, and trend analysis. Commercially appropriate assessments and instruments will be used to assist in the development of daily lessons, weekly units of instruction, and short and long range instructional goals. SOM schools will use one or more of the following assessments: Renaissance Learning's STAR Early Literacy Assessment, DIBELS, Measures of Academic Progress (MAP), iReady, World-Class Instructional Design an Assessment (WIDA), and TenMarks for the development of math instruction. Teacher created informal assessments, student portfolios, student projects and other authentic type assessments will be used to regularly monitor student progress.

Data Collection: SOM teachers will screen students at the beginning of the year to determine current levels of academic performance. Once the data from these screeners have been analyzed and interpreted, instructional objectives will be determined. Along with state mandated assessments, a variety of data points will be collected. These data points will be assembled in data binders along with other student performance artifacts for the purposes of reporting individual student growth and progress for teacher and administrative use in creating meaningful and purposeful instructional activities to meet the needs of all students.

Data Analysis: SOM will form data teams comprised of grade level teachers and groups of instructors who teach similar content such as math, ELA, science, and social studies. The purpose of these data teams is to assist in monitoring student progress. Data teams will compile progress-monitoring data on a quarterly basis (or when evaluating instructional impact) and will disaggregate the results for cohorts. Data teams will meet monthly to evaluate data and correlate to instructional decision, review progress-monitoring data at grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Instructional Changes and Interventions (Corrective Actions) based on Data: Administrators and data teams will use data analysis to collaboratively develop instructional focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Instructors will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

Students who are identified as academically "at risk" via the universal screening process and who are not already identified with an IEP, will be referred to SOM's Rti team. SOM's Rti team will be comprised of a staff member from every general education grade level and the special education teacher or designee selected by the teacher. The Rti team notifies the parent(s) that his/her/their



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child will be entering the Rti program, which will provide interventions in an area of the student's deficiencies.

Once the student is identified, the Rti team writes goals for the student in the area of deficiency, provides intensive interventions, and monitors weekly progress. The interventions and progress-monitoring tool provided will be interventions and tools that have been validated through research and determined effective by the Rti team. The Rti team reviews the student's progress according to the progress-monitoring data every four weeks and adjusts instruction when a student is not showing progress through trend analysis. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child's learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

(b) Closure: Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.

Somerset operates under a set of academic, operational, and financial goals, as set forth in the Academy's original charter. If Somerset fails to meet any of these goals, a corrective action plan will be implemented, which utilizes internal data analysis and detailed breakdowns of student performance by analyzing data to identify key trends in achievement shortfalls. The analyses and corrective actions would be aligned to the Board by implementing Somerset's goals and procedures, developing strategic professional development plan to adequately address academic shortfalls, and diligently monitor ongoing student and school performance towards these goals. By implementing these corrective actions, Somerset hopes to proactively address any chronic underperformance that triggers closure under Nevada State Law. If continual underperformance continues and necessary closure as prescribed under State Law is initiated, Somerset will work with SPCSA to implement the proper steps in closing the low performing campus(es).

(c) College Readiness (HS Only): Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.

SOM of Las Vegas began in 2011 as a K-8 system. During the first year, only K through 7th grade was filled to allow the schools to develop a strong and meaningful culture in order to establish academic



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and behavioral norms. The plan was to allow students to matriculate each year until they reached their senior year. To date, the oldest high school within the system has a class of 67 11th grade students. Although college acceptance, enrollment, and persistence rates are not available, SOM of Las Vegas is developing a plan whereby this information may be collected, aggregated, and imbedded within a tracking system called TrackVia. SOM Middle and High school principals have been introduced to this data collection system by attending an in-service training from Nevada State College administrators. This data system will be developed during the summer and introduced to school teams who will be responsible for the management of the data during the 2016-17 school year and beyond.

(d) Readiness to Replicate: What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

SOM uses the Nevada Performance Framework and its internal assessment data system to determine its academic readiness to replicate. SOM annually conducts a financial audit. SOM will review the finding of the year-audit to determine if the school is in a financial position to add new campuses. Metrics used to identify the school's financial ability to replicate will include days-cash-on-hand, annual surplus and debt service ratio. SOM will assess the operational ability to replicate by reviewing parent-teacher surveys, teacher-administrator surveys and educational management annual review. The Board will additionally seek professional training opportunities regarding Board Governance.

PROGRAMS OF DISTANCE EDUCATION (*Distance Education Expansion Amendments*)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.**
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.**
- (3) Describe how the school will ensure students participate in assessments and submit coursework.**
- (4) Describe how the school will conduct parent-teacher conferences.**
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.**

The questions in this section are not applicable because SOM does not, and is not seeking to operate a program of distance education.



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Not applicable because SOM does not operate a program of distance education.

PRE-KINDERGARTEN PROGRAMS (All Operators Currently Operating or Proposing to Operate Pre-K)

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.**
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.**
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.**
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.**

The questions in this section are not applicable because SOM does not, and is not seeking to operate a Pre-K program.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (New High School Amendments Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on**



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transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).**
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.**

Not applicable because SOM is already approved to operate a high school.

SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

- 1. SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- 2. SPCSA schools develop programs to support the needs of their students.*
- 3. SPCSA schools do not counsel or kick any students out.*
- 4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
- 5. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.*
- 6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.**



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SOM Executive Director John Barlow has decades of experience working successfully with students with disabilities, including students with mild, moderate, and severe disabilities. The Board has sought out similar qualifications for each SOM school leader and will continue to do so for the leaders of the proposed campuses. See Attachment 15 for more information.

(2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?

As part of the school's registration process (after the student has been accepted in the lottery), parents will be asked if the student has an IEP. If the parent marks "Yes," a Pop-up window requests the parent to provide the student's current IEP, MDT report, and eligibility statement. The paperwork is collected and a caseload spreadsheet of all enrolling students with special education eligibility is created. Parents are also requested to turn in 504s.

In addition, the school registrar will request special education records from the student's previous school.

All students will be assessed using SOM's universal progress monitoring. Analysis of the progress monitoring will allow the school to begin to identify students who may need additional support. Students will then be scheduled into classes based on need (e.g. Intervention classes).

(a) (Elementary Schools Only) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

As part of the school's registration process (after the student has been accepted in the lottery), parents will be asked if the student has an IEP. If the parent marks "Yes," a Pop-up window requests the parent to provide the student's current IEP, MDT report, and eligibility statement. The paperwork is collected and a caseload spreadsheet of all enrolling students with special education eligibility is created. Parents are also requested to turn in 504s.

In addition, the school registrar will request special education records from the student's previous school.

All students will be assessed using SOM's universal progress monitoring. Analysis of the progress monitoring will allow the school to begin to identify students who may need additional support. Students will then be scheduled into classes based on need (e.g. Intervention classes).

(b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

Students who develop academic or behavior problems in middle school will be in an RTI program to provide intervention, collect data, and progress monitor. For example, a student who develops a mental health issue will be put into a Check In,/Check Out program. The program includes daily progress monitoring sheets. A mentor will meet with the student at least three times daily; additional time may be added, if necessary. The daily progress monitoring sheet, which is point based, can be used to track improvement in behavior and/or anxiety. Students with academic



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problems can be scheduled into Intervention classes in the area of need. After school tutoring programs can also help students gain academic skills.

Transition begins for students who have an IEP at age 14. SOM's Professional Development in the area of Transition will ensure appropriate transition services and goals are provided as needed.

(c) (All Schools) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

Students who are inappropriately placed in special education will be identified by progress monitoring students in special education on a routine weekly scheduled based on their IEP goals. Students also take quarterly universal progress monitoring assessments that provide further measures of student progress.. The special education teacher will complete an analysis of data monthly to determine if students are meeting their goals. If students are meeting their behavior and/or academic goals and progress monitoring is showing growth, the IEP team can meet to discuss the exit of students who are no longer showing academic or behavioral needs.

If the school has a student who needs transitioning out of special education, the IEP team may transition the student out by revising the IEP to provide consultation services during the reevaluation period. If the team determines that student no longer needs an IEP, student will be referred to school psychologist who with parental permission will reevaluate student. The MDT will then meet to determine if student does or does not meet eligibility.

(3) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

General Classroom: The continuum of services offered by SOM begins in regular education classes. All students are given a universal progress monitoring assessment monthly. The school analyzes the data. Each quarter the school meets as a team during "Data Day" which allows the school to identify and discuss children scoring in the bottom 15% or another cut score as determined by the school. Students who score in the bottom 15% and students who are failing are discussed. The staff then brainstorms different interventions that may help the student gain academically or behaviorally. In general education, intervention periods are scheduled in daily to provide



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instructional level academic support to all students. After school tutoring clubs and blended online learning programs also provide instructional level interventions.

RTI Program: If the student is still not showing progress on the universal progress monitoring, the student will enter into an RTI program. During RTI, a goal is written in the deficit academic area and the student is provided with additional interventions in which the student has weekly progress monitoring related to the goal is employed. Data is graphed and every component analyzed 6-8 points. If the student's graphed line is not moving toward the grade level trend line, then instruction becomes more intensive by increasing the amount of time in intervention, increasing the number of sessions in intervention, or changing the teaching method. If after 12-16 data points, the student's graph still shows a lack of progress, student will be referred to special education.

Special Education: Once the student is in special education, the student will receive support in regular education with supplementary aides and services. Progress monitoring continues. If the student shows no academic growth, resource room is added. Resource Room can be added up to 50% of the day to provide the necessary interventions to show academic growth. Students with severe intellectual disabilities also can benefit from combining inclusion with resource room. In the regular education classroom, using peer assisted learning and online programs can help the student remain with typical peers and while receiving intensive instructional interventions.

Students with severe emotional disabilities also can benefit from combining inclusion with resource room. In addition, a Check-In/Check-Out system is very effective for students with emotional needs. A mentor is assigned to the student, the student has a daily progress monitoring sheet which goes home daily. Parent bridges behavior at school to privileges at home. Depending on students' needs the mentor will check in with the student at least three times daily and more as needed. In addition, the school counselor can help the family with locating appropriate community support.

(4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?

SOM recruits highly skilled special education teachers, and SOM will highlight this fact at its community presentations and marketing materials. Also, SOM will include non-discrimination language in all of its recruitment material so that disabled children will know they are welcomed on our campuses.

(5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Collaboration between general education teachers, special education teachers, and related service personnel is essential for student growth. General education teachers post their lesson plans through an online tool. Special Education teachers have access to this tool. Then, during a weekly meeting, the Special and general education teachers review the students' IEP goals and the general education teacher's lesson plans concurrently to ensure interconnectedness of the lessons. The



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teachers will form a collaboration plan and the daily special education lessons are then written and provided to the general education teachers and all instructional assistants in interconnecting IEP goals and core instruction.

- (6) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.**

SOM's administration team will recruit highly qualified special education teachers through multiple means. The administration will use job-recruiting websites like Teachers to Teachers. SOM's administration will attend and recruit teachers at Teacher Fairs in several states. Teachers who are not licensed in Nevada will apply for teacher licensure here. If a teacher does not have a Nevada state license and the teacher is certified in another area, the teacher will apply for an Option License. The Department of Education will analyze that teacher's transcript, and the teacher will have three years to complete his or her coursework in special education to obtain standard licensure.

All related service personnel, including speech and language therapists and school psychologists, are licensed in the State of Nevada or they have to apply for a license before they are hired.

- (7) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?**

All SOM schools have scheduled Professional Development days. During those days, professional development is offered in the areas of intensive interventions and research validated methods addressing the unique needs of students with disabilities. Also, on each campus, the special education teachers, the special education facilitators, and the related service personnel (eg. SLP and OT) communicate with teachers providing instructional information on how to modify the curriculum and how to address the unique needs of students with disabilities.

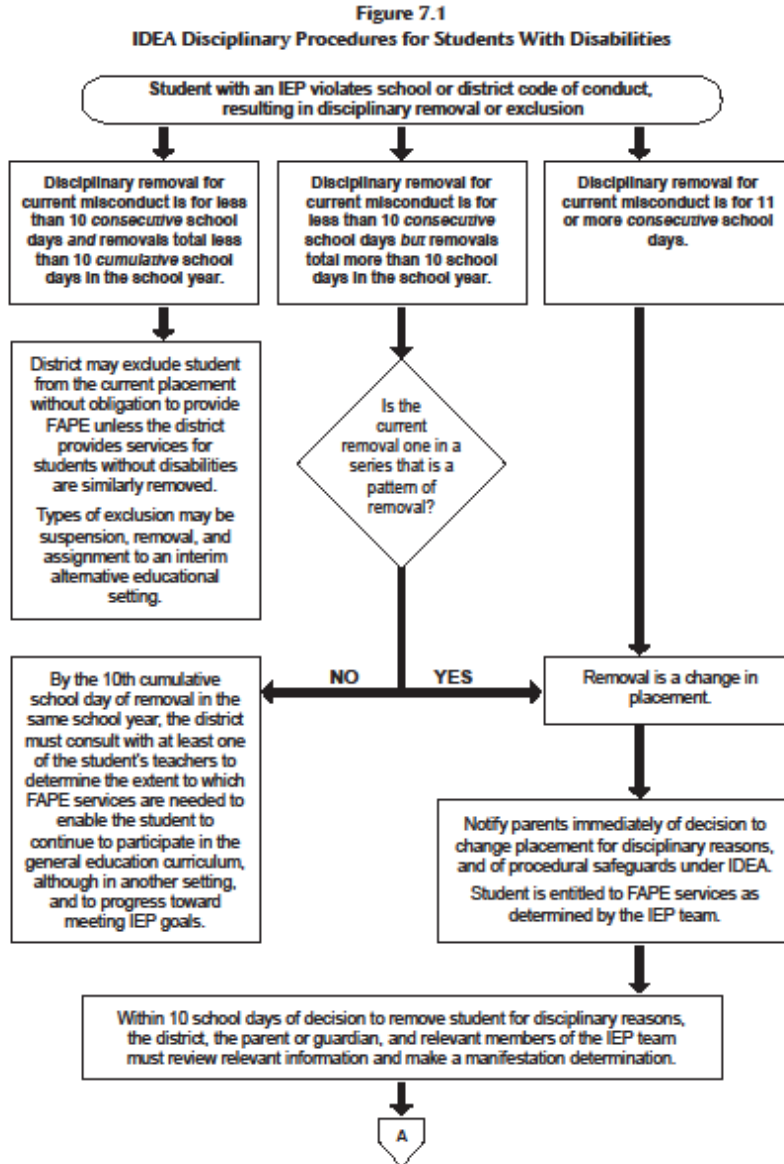
- (8) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.**

Students with disabilities rights are protected by following the IDEA flow chart below. If a disabled student has a discipline problem, the administration contacts the parent for a parent conference. If the student is suspended, the student's parent or guardian will pick up all of the student's school work, on a daily basis, and return the finished work so that student's grades are not affected by his or her absence from school. If necessary, a teacher would provide service in the home setting or the student will have alternative instruction in an after-school program. The MDT/IEP team will also meet after 5 suspensions to complete a manifestation determination IEP meeting. The team will brainstorm other services and community resources that may benefit the student to prevent further behavior disruptions. A FBA will be completed and the team will reconvene to write a BIP. The team may also request a behavior therapist to help in the process.



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If the student has reoccurring events that result in further suspension, the team will meet after 9 suspensions and complete a change of placement. Please see flow chart below:



(9) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies



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with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

SOM's special education programs comply with all federal and state laws. The role of the special education facilitator is complete compliance reviews on all IEPs before and after the IEP meetings. In addition, the school conducts monthly reviews of every confidential folder. Special education facilitators ensure all meetings are held on time.

Special education teachers monitor their students' weekly progress to evaluate for growth and success. If a student shows no academic growth, resource room is added. Resource Room can be added up to 50% of the day to provide the necessary interventions to achieve academic growth. If a student shows academic growth, then the student is provided a less restrictive placement with support. As a student successfully progresses towards full-time in the general education curriculum, the special education teachers may direct services in the regular education classroom with supplementary aides and services until the student receives consultation services. Quarterly progress reports are sent home. Progress reports are also sent home more frequently as determined by an IEP team. Student grades are also monitored weekly to see academic growth. If students are not receiving enough support determined by weekly progress monitoring and grade checks then the IEP is revised.

All middle and high school students use a daily monitoring sheet that general education teachers use to complete a check out daily. The sheet includes looking at direct instruction participation, classwork participation, homework turn in, and citizenship. Each teacher signs the student out of class. Special Education teachers check students out at the end of the day. Copies of the form go home with student for his or her parent's signature. Special education teachers keep a copy. Students return the signed copy the next day when they pick up his or her new folder.

Special education facilitators help monitor the academic and behavioral growth of disabled students to ensure that the students' needs are being met. Adjustments to instructional programs are adjusted accordingly through the collaboration and progress monitoring.

(10) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?

Staff follows all IDEA procedures when implementing appropriate programs related to the evaluation events, reevaluation events, and any type of IEP by phoning parents to set up meetings and then following with two prior written notices.

Check-In/Check-Out systems and progress-monitoring reports are sent home on a predetermined frequency: daily or weekly. Quarterly progress reports and report cards are mandatory universal grade reports. Special education teachers and related staff are expected to have frequent communication with parents of students with emotional and or behavioral needs.

In this digital age, teachers communicate with parents via text messages throughout the day if necessary to give them updates, if a parent requests. In addition, the school uses an online program and website where they post all school events and homework assignments.



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(11) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

Not applicable, as SOM is not operating a distance education program.

OPERATIONS PLAN

(12) Organization Governance Structure & Board Development:

(a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses

The Board will conduct annual assessments of SOM’s progress, both academically and organizationally as a unit. These assessments will include both student and parent feedback. Based on these assessments, the Board will make the necessary adjustments to ensure that SOM is on course to meet its mission and vision statements. Further, each board member will receive four hours of professional development annually which will include, but not be limited to the attendance at National Charter School Conferences and SOM, Inc.’s annual conference, to learn about best practices, involvement in the Charter School Association of Nevada, and other trainings on fiscal management for nonprofit organizations.

The addition of new campuses will increase the Board’s size, so as to ensure that each campus is adequately governed. However, the Board’s responsibilities, roles, or relationship with individual campuses will not change during the growth plan or with the addition of new schools.

(b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.

SOM’s Board is already very diverse and highly qualified to deliver the proper oversight of all aspects of school operations and replication. SOM’s Board includes individuals with vast amounts of legal, financial, educational, business management, human resources, and parental experience. Please see Attachment 17 for more information.

(c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.



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As identified in subsection (a) of this section, all Board members are required to complete at least four hours of professional development, annually. As SOM expands, the Board will receive additional training to understand the performance dashboards provided by each campus to enable the Board to maintain appropriate oversight over the financial, operational, and academic performance of every campus in its purview. If necessary, the Board will receive additional professional development essential to help guide them through the necessary elements of any corrective action plan it develops to address underperformance.

(d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

The Board is currently considering the Conflict of Interest Policy set forth below:

SOM of Las Vegas, Inc.

Conflict of Interest Policy

For Directors and Officers and Members of a Committee with Board Delegated Powers

Article I – Purpose

1. The purpose of this Board conflict of interest policy is to protect SOM of Las Vegas, Inc. (“SOMERSET”) and its interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of SOMERSET or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify “independent” directors.

Article II – Definitions

1. Interested person – Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial interest – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which SOMERSET has a transaction or arrangement,
 - b. A compensation arrangement with SOMERSET or with any entity or individual with which SOMERSET has a transaction or arrangement, or



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- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which SOMERSET is negotiating a transaction or arrangement.

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

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director – A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the director:
 - a. Is not, and has not been for a period of at least three years, an employee of SOMERSET or any entity in which SOMERSET has a financial interest;
 - b. Does not directly or indirectly have a significant business relationship with SOMERSET or which might affect independence in decision-making;
 - c. Is not employed as an executive of another corporation where any of SOMERSET’s executive officers or employees serve on that corporation’s compensation committee; and,
 - d. Does not have an immediate family member who is an executive officer or employee of SOMERSET or who holds a position that has a significant financial relationship with SOMERSET.

Article III – Procedures

1. Duty to Disclose – In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
2. Recusal of Self – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. Determining Whether a Conflict of Interest Exists – After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.
4. Procedures for Addressing the Conflict of Interest
 - a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.



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- b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Board or Executive Committee shall determine whether SOMERSET can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in SOMERSET's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
5. Violations of the Conflicts of Interest Policy
- a. If the Board or Executive Committee has reasonable causes to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

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

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, and a record of any votes taken in connection with proceedings.

Article V – Compensation

- a. A voting member of the Board who receives compensation, directly or indirectly, from SOMERSET for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from SOMERSET for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from



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SOMERSET, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflict of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands SOMERSET is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure SOMERSET operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to SOMERSET's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

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

(13) Organization Charts and Decision-Making Authority:

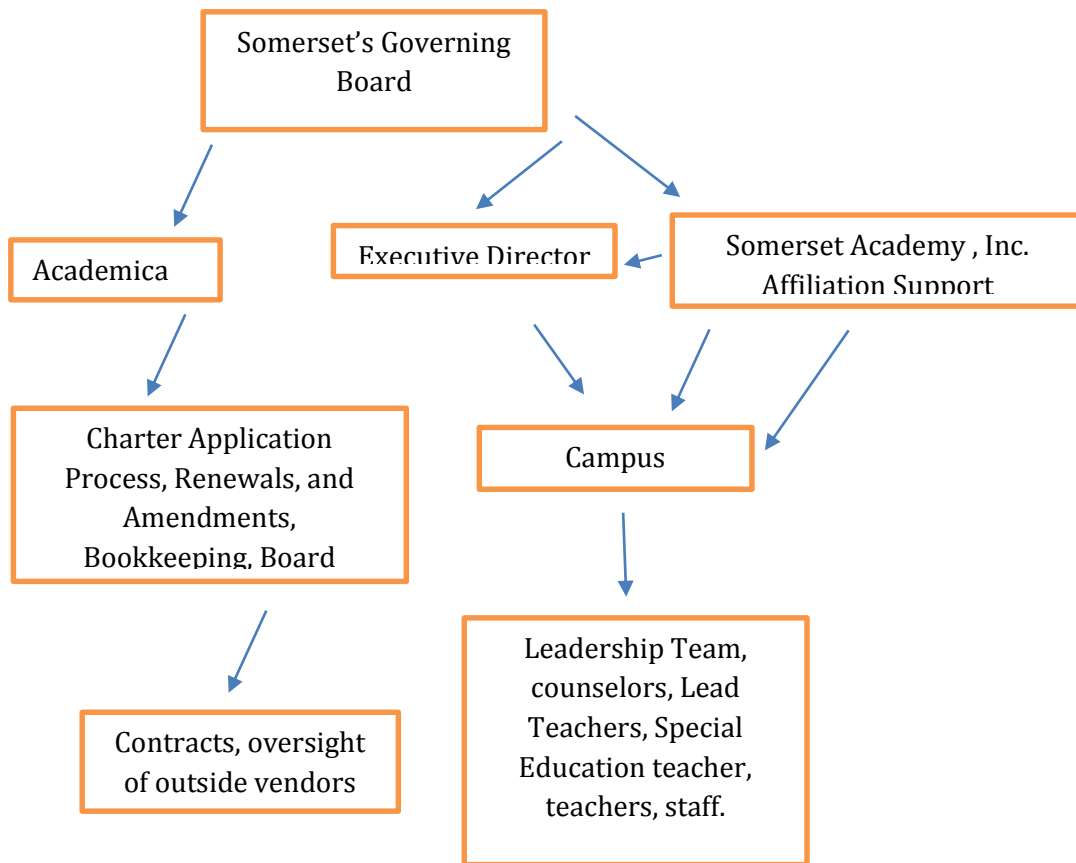
The organization charts should represent the national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an



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education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

- *Current*



- *Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)*

The operational chart will be the same, except that the Governing Board and Executive Director will be overseeing additional campuses per the expansion plan presented in this application.



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- *Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)*

The operational chart will be the same, except that the Governing Board and Executive Director will be overseeing additional campuses per the expansion plan presented in this application.

(14) Describe the proposed organizational model; include the following information:

(a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as Attachment 12)

Please see attachment 12.

(b) Resumes of all current leadership (provide as Attachment 13).

Please see attachment 13.

(c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of Attachment 13)

This data is not available.

(15) Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:

- (a) School leadership;**
- (b) School business operations and finance;**
- (c) Governance management and support to the Board;**
- (d) Curriculum, instruction, and assessment;**
- (e) At-risk students and students with special needs;**
- (f) Performance management; and**
- (g) Parent and community engagement.**

As shown in Attachment 15 and described in detail in section 1 of the Leadership for Expansion section below, SOM's Executive Director John Barlow has decades of experience working in schools with at-risk student populations and managing multiple aspects of school operations. Additionally, SOM's Board recruits and selects highly qualified school leaders as Campus Principals to execute SOM's mission with a specific focus on recruiting administrators with this skill set.

(16) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 14).

Please see attachment 14.

(17) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

Once SOM's school leader is selected for one of the proposed campuses, he/she will be responsible for building a team of qualified personnel to execute SOM's mission and vision, with direction from



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the Board and administrative support from Academica Nevada such as coordinating travel to recruitment fairs, listing job postings (but not making hiring decisions), etc. The school leader will interview qualified candidates, evaluate staff performance, and help create an environment that incentivizes highly effective teachers to be retained within the SOM System.

(18) Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?

Through the SOM Inc. Affiliation, the Executive Director, John Barlow and other SOM School Administrators, will provide instructional guidance and create positive school cultures and climates through Professional Development for the administrative team.

(19) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

SOM's leadership team will be put together strategically to ensure that there is a wide array of expertise. In addition, SOM will build capacity of its faculty by empowering teachers to provide Professional Development to their colleagues once they become trained.

LEADERSHIP FOR EXPANSION

(1) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

SOM cultivates a pool of potential school leaders by placing teachers in lead teacher positions, offering professional development in educational leadership, and offering tuition reimbursement for teachers seeking additional education and masters' degrees in Education Leadership.

Several current administrators serving as principals either taught or served as lead teacher during the first years of the establishment of the original schools. For example, Sherry Pendleton opened the first SOM of Las Vegas as a lead teacher. She worked for two years as an assistant principal under the direction of the founding principal. Mrs. Pendleton now serves as the principal of the newly opened Lone Mountain Campus. Another one of SOM's current principals, Elaine Kelley, also served as assistant principal during the first two years. She recently opened Losee Elementary School and is now training her assistant principal to step into a principal position as one becomes available.

Leadership candidates will continue to be identified through effective school practices. Once identified, leadership roles will be assigned to them allowing them to demonstrate their leadership capacity. Principals may elect to place these teachers in lead teaching positions, instructional coaches, and assistant principal positions.

(2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 15). Summarize the proposed leader's academic and organizational



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leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

SOM created an executive director position in the spring of 2015. Mr. John Barlow was selected by the SOM Board of Directors. Mr. Barlow most recently served as principal on the SOM Sky Pointe Middle High School campus. He has served as principal of three Clark County School District high schools including Boulder City High School, Del Sol High School, and Sunrise Mountain High School. Mr. Barlow was the originating principal for both the Del Sol and Sunrise Mountain campuses. He also opened Foothill High School in Clark County as an assistant principal.

Along with leading various high schools within the Clark County School District, Mr. Barlow serves as a lead evaluator under the umbrella of Advanc-ED Accreditation within the state of Nevada. As a lead evaluator, he organizes teams of school administrators, trains team members on the Standards of Accreditation, plans the actual visits with assigned school leadership, and conducts full-scale school visits in determining the schools' accreditation scores compared to a specific rubric. He led the SOM of Las Vegas' 2014 accreditation efforts in conjunction with SOM, Inc. in Florida earning one of Advanc-ED's highest IEQ scores for Systems Accreditation.

Mr. Barlow works collaboratively with the current SOM of Las Vegas principals. He holds monthly principals' meetings, coordinates system initiatives, and ensures practices and programs at the various campuses are aligned with Somerset's mission and vision. He serves as an outreach for bringing various resources and supports. Additionally, Mr. Barlow is astutely aware of the factors contributing to earning high star ratings through his training with those that closely monitor school data both within the local school district and within the support structures as an Academics Nevada school system.

For a more complete description of Mr. Barlow's professional background, please see his resume as Attachment 15.

- (a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 15) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2017-18 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2017-18 school year and to add additional criteria to the pre-opening requirements for such campuses.**

This section is not applicable because SOM has already identified a Regional Director.

STAFFING

- (1) Complete the following table indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.**



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Proposed New Campus(es)

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Management Organization Positions						
Chief Executive Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Accounting	3	3	4	4	4	4
Payroll	4	4	5	5	6	6
Paralegal	4	5	5	6	6	7
Registration Personnel	3	4	4	5	5	5
Procurement Dir., Facility Manager(s), Data Analyst	4	4	5	5	5	5
Directors of Growth, Policy, HR	3	3	3	3	3	3
Coordinator(s) of Events, Travel	2	2	2	3	3	3
Total Back-Office FTEs	27	29	32	34	35	36
School Staff New K-8 School						
Principals	1	1	1	1	1	1
Assistant Principals	1	1	1	2	2	2
Counselors	1	1	1	1	1	1
Campus Curriculum Coach	0	1	1	1	1	1
Classroom Teachers (Core Subjects)	30	32	34	34	34	34
Classroom Teachers (Specials)	5	5	6	6	6	6
General Special Ed. Teachers	2	3	3.5	3.5	3.5	3.5
Office Staff	4	4	4	4	4	4
Teacher Aides and Assistants	6	7	8	8	8	8
School Operations Support Staff	1	2	2	2	2	2
Total FTE's at School	52	58	62.5	62.5	62.5	62.5
School Staff New K-12 School						
Principals	0	0	1	1	1	1
Assistant Principals	0	0	2	2	2	2
Counselors	0	0	2	1	1	1
Campus Curriculum Coach	0	0	1	1	1	1
Classroom Teachers (Core Subjects)	0	0		34	34	34
Classroom Teachers (Specials)	0	0	6	6	6	6
General Special Ed. Teachers	0	0	3.5	3.5	3.5	3.5
Office Staff	0	0	4	4	4	4
Teacher Aides and Assistants	0	0	8	8	8	8
School Operations Support Staff	0	0	2	2	2	2



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Network

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of elementary schools	6	7	8	9	9	9
Number of middle schools	6	7	8	9	9	9
Number of high schools	2	2	3	3	3	3
Total schools	6	7	8	9	9	9
Student enrollment	7770	9030	10580	11830	12160	12400
Management Organization Positions						
Chief Executive Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Accounting	3	3	4	4	4	4
Payroll	4	4	5	5	6	6
Paralegal	4	5	5	6	6	7
Registration Personnel	3	4	4	5	5	5
Procurement Dir., Facility Manager(s), Data Analyst	4	4	5	5	5	5
Directors of Growth, Policy, HR	3	3	3	3	3	3
Coordinator(s) of Events, Travel	2	2	2	3	3	3
Total Management Org. Positions	27	29	32	34	35	36
Network School Positions						
Principals	8	9	11	12	12	12
Assistant Principals	11	12	13	15	15	16
Counselors	9	11	13	14	15	15
Campus Curriculum Coach	6	7	8	9	9	9
Classroom Teachers (Core Subjects)	284	335	397	447	460	470
Classroom Teachers (Specials)	47	54	65	75	78	80
General Special Ed. Teachers	29	35	40	45	47	48
Office Staff	32	36	40	45	45	46
Teacher Aides and Assistants	62	68	76	84	86	86
School Operations Support Staff	15	16	19	20	21	22
Total Network FTEs	503	583	682	766	788	804

HUMAN CAPITAL STRATEGY

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.*



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(1) Recruitment: Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.

SOM will manage the recruitment of high performing teachers using the Charlotte Danielson, Framework for Teaching (FfT) for recruitment, hiring, mentoring, coaching, professional development and teacher evaluation processes. Data will be collected and analyzed using the FfT to: a) strengthen the current recruitment and hiring process to better identify teacher candidates who will be successful in SOM classrooms; b) structure and guide mentoring activities for novice teachers; c) focus instructional coaching of experienced teachers on increasing student learning outcomes, d) identify professional development needs of novice and experienced teachers to improve the effectiveness of teaching and learning practices; and e) ensure through the teacher evaluation process that teachers demonstrate framework knowledge and skills necessary for quality instruction. A total of 22 components and 76 descriptive elements included within the domains of the framework clearly define the complexities of teaching. Five levels of performance: Unsatisfactory, Basic, High Basic, Proficient, and Distinguished are assessed for each component, providing data that can be used for teacher self-reflection as well as administrative evaluation of teaching performance. The Framework for Teaching provides data that can be used to assess teacher effectiveness, identify teacher leaders to be who can be potentially tapped for mentoring other teachers, coaching teachers regarding effective strategies for increasing student learning, and conducting professional staff development to increase teacher effectiveness.

(2) Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:

- ***How the school plans to identify leadership internally and externally;***
- ***Who will be responsible for hiring leaders;***
- ***Formal and informal systems that will prepare leaders for their responsibilities;***
- ***The school's philosophy regarding internal promotions;***
- ***The timing for identifying leaders in relation to the launch of a new campus; and,***
- ***Internal or external leadership training programs.***

SOM will monitor teachers using two primary sources: direct observation and the examination of artifacts. Informal and formal classroom observations will be used as part of the teacher evaluation process using the rigorous and comprehensive Danielson *Framework for Teaching* (FfT) evaluation tool which includes four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities; 22 components within the four domains; and 76 elements will be evidenced in four precisely defined levels of performance Artifacts from both inside and outside of the classroom will give additional evidence of teacher performance. Such



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artifacts will be key sources of performance measures and include teacher portfolios, completed individual NGSS Professional Plans and individual Professional Growth Plans with outcomes noted, samples of student work, and Professional Development activity logs. Teachers who display high performance in these metrics will be placed in the pipeline to become leaders at the academy.

(3) Professional Development: Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.

SOM will support the professional development needs of all professional staff at the network level by subsidizing college classes, facilitating the attainment of continuing education credits, and offering on-site trainings. Staff members will participate in school- initiated and other relevant and necessary workshops for professional development. A member of the administrative team will oversee, coordinate, assist, and monitor the staff development process. Teachers will attend relevant local and national conferences and serve as trainer to the remainder of the staff upon return to SOM. The professional development offered to teachers will align with student achievement data, curriculum, instructional personnel needs, School Improvement Plans(SIPs), and annual school reports.

Each school year, SOM's principals will assess the faculty's professional development needs by surveying faculty and reviewing data for trends that could be addressed through appropriate professional development. This survey will be used to prioritize on-going professional development. New campuses will have their initial professional development sessions focus on building knowledge and skills for proper implementation related to opening a new campus. However, much of the new campus' ongoing professional development will be delivered in the same matter as these tools are provided to existing network schools.

(4) Performance Evaluations and Retention: Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?

SOM's Board will conduct yearly performance evaluations of its Executive Director and campus principals by the Board and the Executive Director. The Campus Principals will evaluate all teachers, campus administrators, and staff. The Academy will retain high-performing teachers and administrators by applying the performance-based compensation framework. Under this method, high-performing teachers and administrators have the opportunity to obtain annual awards based on their skills and expertise in teaching and increasing student learning.

(5) Compensation: Explain the board's compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such



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as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

Individual salary compensation to increase retention of effective and exceptional teachers is determined using an established ***SOM Framework for Performance Based Compensation*** that objectively quantifies data collected regarding teaching performance and student achievement outcomes. The quantified data will be used to award bonus and salary compensation to those teachers who demonstrate overall effective and exceptional performance. SOM performance based compensation will be based on teaching performance (75%) and student achievement (25%). See Appendix A for further information regarding the compensation framework.

SCALE STRATEGY

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.

SOM is seeking to utilize the same model used in the development of their last five school sites. This model includes using a developer with a good track record such as the Turner-Agassi fund to finance and develop a property with the same quality as the NLV, Sky Pointe, Stephanie, Losee and Lone Mountain Sites. Feedback from the founding campuses has led to more efficient changes in the newer buildings which includes multi-purpose (MP) flooring in the MP rooms, expansion of MP rooms to accommodate a full size basketball court, additional security features, etc. Once the Board identifies the developer, they will work with Academica and the development group to make sure that all deadlines and permits are met for opening day.

The Executive Director will work with the new administration to ensure all are familiar with expectations of recruitment, professional development, and procurement of curriculum. Academica staff will also work with the new administrators to procure furniture, fixtures, equipment, technology, etc. The EMO, Academica Nevada has worked with organizations in Southern Nevada such as Doral Academy, Pinecrest Academy, Mater Academy, SLAM Academy and SOM to open new sites in the past.

(2) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.

This question is not applicable to Academica Nevada because although Academica nationally supports charter schools across several states, Academica Nevada has operated in Nevada since 2011 and already supports five high performing, organizationally sound, and financially prudent charter schools across twelve campuses in Nevada.



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(3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.

Guided by SOM’s Board, SOM’s Executive Director will support each new campus principal to ensure fidelity with SOM’s operational, financial, and academic goals as detailed carefully in Section 2(d)-(f) of the Growth Rate and Rationale section.

(4) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.

Academica Nevada primarily provides shared centralized support services including but not limited to the following:

- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Monitor and assure Compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board’s direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company; and
- Provide human resources related services such as dispute resolution and contract preparation and review.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in Attachment 19. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.

Please see attachment 19 for Academica Services Agreement.

(6) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Network/Management Organization Decision-	Local Board Decision-Making	School Leader Decision-
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	Making		Making
Performance Goals	Academica Nevada does not set school-based Performance Goals.	The Board sets annual goals to address student performance and organizational management	The School leaders set quarterly student performance goals. The Administration is responsible for monitoring student assessment throughout the school year to assess student and teacher performance. The Executive Director evaluates system-wide and individual campus performance goals.
Curriculum	Academica works with the School's administration to procure curriculum.	The Board delegates the identification of curriculum to the School's leader. The Board will verify that most curriculums purchased by the School are aligned with required state/federal testing.	Based upon teacher and student feedback and student performance data the Administration is in charge of aligning curriculum to ensure success. Executive Director assists new Administration in identifying system wide aligned curriculum.
Professional Development	Academica will help identify opportunities for board member, teacher, and administrator professional development.	The Board participates in professional development annually.	A member of the administrative team oversees, coordinates, assists and monitors the staff development process. The administrative team will be responsible for collaborating with SOM Inc. for joint professional development and training. Executive Director works with Administrators to make professional development aligned throughout the system.
Data Management and Interim Assessments	Academica works to identify and procure data	The Board oversees that data management is being	School Administrators determine the best possible



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	management systems and interim assessments for the School.	compiled in a compliant and effective way. The Board provides resources to the Administration to procure highly effective assessment tools for the School.	interim assessment systems to use for the progression of their students. The Administration and teachers will be responsible for interpreting the data.
Promotion Criteria	Academica assists, if requested, in making suggestions to the Board in creating promotion criteria that is used in successful charter schools systems throughout the country.	The Board has adopted a Pay for Performance model that includes input from the teachers and administration.	Administrative team will be responsible for communicating promotion criteria to staff and making evaluations of staff. Executive Director works with Administration to develop innovative promotional opportunities for staff.
Culture	At the direction of the Board, Academica will assist to create a school culture survey and disaggregate the data to be presented to the Board and Principal at least annually.	The Board creates/adopts policies and procedures to help create a culture that fosters the Mission and Vision of SOM.	The School Leadership will lead in a way to promote a healthy and enjoyable environment for their teachers, students and parents.
Budgeting, Finance, and Accounting	Academica is responsible for developing the School's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the School maintain financial viability. Academica is responsible for bookkeeping and monitoring the School accounts to keep the School within their budget. Academica helps conduct	The Board oversees all aspects of the fiscal management of the School. The Board's Treasurer specifically is responsible for reviewing and approving School Financials. The Board has adopted a financial policies and procedures manual that is in line with financial best practices of charter schools across the country.	The Principal will oversee portions of the budget such as expenses related to office supplies, travel, copier, etc. The Principal will review his/her budget with Academica on a bi-monthly basis.



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	and assist the Board's chosen accounting firm in their annual audit.		
Student Recruitment	Academica assists the Board and the Administration to develop and implement recruitment plans, including but not limited to: websites, social media, flyers, mailers, advertisements, open houses, etc.	The Board develops a budget in their start-up year for marketing and student recruitment. If the School is unable to attain the full enrollment, funds will be allocated for student recruitment.	School Leaders are responsible for attending open house meetings to help recruit students. The School Leader is instrumental and a focal point in recruiting students during start-up and operational years of the School.
School Staff Recruitment and Hiring	Academica assists the Board if requested to help identify candidates for the Principal position. Academica, if asked, will assist the Board in Principal searches by conducting a national recruiting campaign.	The Board develops and reviews specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. The Board will interview and hire the new school Principals.	The Principal and other Administrators will interview and hire all teachers and support staff. School Leadership will attend teacher recruitment fairs if needed. Executive Director will be influential in the identification of new school leaders. Executive Director will create relationships with local colleges and universities to help recruit staff.
HR Services (payroll, benefits, etc.)	Academica, at the Board's request, will identify and recommend a 3 rd Party payroll company. Academica is a School resource for questions or issues related to payroll and benefits. Academica will help the Board and School Leadership with HR Services to make sure that all proper steps and procedures are taken when	The Board will choose a 3 rd Party payroll company to contract with for the processing of payroll. The Board will work to implement benefits and incentives for the School employees.	The School Leadership will serve as a HR resource to their teachers and staff. The School Leadership will work with Academica to make sure that HR policies and procedures are followed correctly.



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	dealing with staff, students and parents.		
Development/ Fundraising	Under the Direction of the Board, Academica will use their resources to find development/financial groups to work with the School. Academica will be a resource to the Board in the development phase as they have opened more than 100 schools across the country.	With the assistance of the Administration and Academica, the Board will fundraise through its relationships in the community. The Board will decide which development groups they will deal with for the building of a facility.	The Administration assists the Board in its development and fundraising efforts.
Community Relations	Academica assists the Board and School Leadership with public relations and planning events within the community.	The Board builds relationships with groups and organizations in the community that support SOM's vision and mission	The Administrators and Executive Director network and engage community businesses and organizations for the purposes of after-school programs, fundraising, field trips, educational programs, guest speakers, etc.
IT	Academica, at the Board's request, helps the Board identify a 3 rd party IT service provider.	The Board chooses a 3 rd Party IT company to contract with for IT services.	The Principal is responsible for reviewing the service provided by the IT company.
Facilities Management	With input and approval from the school Administrators and Board, Academica manages third party contractors for the maintenance and repair of SOM's facility.	In compliance with all public bidding laws, the Board selects vendors.	The Principal will have her staff notify her of any facility concerns. The Principal will contact Academica with any issues regarding the facility for repair.
Vendor Management / Procurement	Under the direction of the Board, Academica issues requests for proposals from vendors, reviews contracts, and offers recommendations.	In compliance with all public bidding laws, the Board selects vendors	The School Leadership gives feedback to the Board and Academica regarding the quality of service provided by vendors. School Leadership contact



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	Academica is responsible for procurement of the School's furniture, fixtures and equipment.		Academica for any changes or corrective action that needs to take place with vendors.
Student Support Services	If requested, Academic Nevada will help the SOM identify 3 rd Party Student Support Organizations.	The Board allocates resources to the School Leader for student support services.	The Principals develop programs within their schools to assist students in overcoming personal concerns and academic deficiencies that could impair their ability to succeed as students
Other operational services, if applicable	Not applicable	Not applicable	Not applicable

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

- (1) Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.**

To meet the SPSCA's criteria for expansion, SOM will be implementing 3 out of the 5 programmatic, recruitment, and enrollment strategies listed above. First, Somerset will implement the National School Lunch Program (5), which is likely to attract students who receive free and reduced lunch and would factor heavily into their decision to attend SOM campuses. Second, once the regulations for a weighted lottery are clarified by Nevada state law, regulations, and the SPSCA, SOM will implement a weighted lottery program (4) to provide an increased likelihood for students that meet measures such as belonging to an at-risk student population to be accepted in its lottery. Lastly, and most importantly, SOM plans on implementing an intense grassroots campaign (2) that reaches students and families in non-traditional means that are likely to educate families about SOM and the charter school application process who would not normally know about these options.



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- (2) Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison to the school’s current zoned schools.**

SOM is committed to recruiting and retaining a diverse population of students that reflects the demographic profile of its surrounding zone schools. Please see table showing SOM’s continuous growth in its diverse populations and demographic profile to schools in close proximity to traditional public schools. It should be noted that because SOM has not participated in the National School Lunch Program, families have lacked an incentive to complete forms demonstrating their eligibility for free and reduced lunch. As a result, SOM’s free and reduced lunch percentages are understated.

Because SOM school information systems changed a few times since opening in 2011 and statewide data only recently required separation by campus, the data below reflects the aggregate data for all SOM schools. For comparison purposes, the zoned traditional schools include Arbor View HS, Bozarth ES, Cadwallader MS, Cram MS, Escobedo MS, James Gibson ES, Goynes ES, Green Valley HS, Heckethorn ES, Kesterson ES, Lied MS, Bob Miller MS, O’Roarke ES, Thompson ES, Thorpe ES, Twitchell ES, and Kitty Ward ES, analyzing demographic data from 2011-12 to the 2014-15 school years.

2011-12	Native	Asian Am.	Hispanic	Black	White	2 or more	NHPI	IEP	ELL	FRL
Traditional Public	0.37 %	6.00 %	22.49 %	10.11 %	50.78 %	8.41 %	1.43 %	9.42 %	3.70 %	31.18 %
SOM	0.5%	1.6%	14.0%	4%	78.5%	0.2%	1.2%	4.4%	0.0%	0.0%

2012-13	Native	Asian Am.	Hispanic	Black	White	2 or more	NHPI	IEP	ELL	FRL
Traditional Public	0.40 %	6.13 %	22.89 %	10.42 %	50.02 %	1.33 %	8.36 %	9.53 %	3.53 %	29.26 %
SOM	1.9%	4.4%	9.4%	7.9%	73.6%	0.2%	2.6%	7.3%	1.4%	11.0%

2013-14	Native	Asian Am.	Hispanic	Black	White	2 or more	NHPI	IEP	ELL	FRL



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Traditional Public	0.42 %	5.93 %	23.26 %	10.56 %	49.55 %	10.21 %	1.58 %	10.21 %	4.10 %	30.76 %
SOM	1.5%	4.2%	15.3 %	7.5%	67.3%	1.7%	2.5%	6.3%	3.6%	15.5%

2014-15	Native	Asian Am.	Hisp.	Black	White	2 or more	NHPI	IEP	ELL	FRL
Traditional Public	0.38 %	5.93 %	23.99 %	10.58 %	48.63 %	8.43%	1.03 %	10.76 %	4.77 %	31.66 %
SOM	nd	2.6%	23.0 %	7.9%	73.6%	8.9%	nd	9.6%	3.3%	5.0%

(3) Detail how the school’s programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery¹ which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

As explained in the response to section 1 and for meeting SPSCA’s criteria for expansion, SOM will be implementing 3 out of the 5 programmatic, recruitment, and enrollment strategies listed above.

(4) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

¹ See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.



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SOM plans to begin operations in the 2017-18 school year. Open enrollment shall commence on January 16, 2017 beginning at 12:01 a.m. and continue through January 29, 2017 until 11:59 p.m, and will occur during a similar time frame in subsequent years. A lottery will be held after the Open Enrollment period. Families will be notified via email or phone of their child’s acceptance into the Academy through the computerized lottery program. The Office for Civil Rights (OCR) enforces Federal statutes that prohibit discrimination in programs and activities that receive Federal financial assistance from the Department of Education (ED). SOM is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all applicable federal, state and local laws.

(5) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

The Board, Regional Director, and Principal will strive to attain the targets as set forth in the table shown below in the response to Question (8) in this section.

(6) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

Principals will provide professional development sessions about the legal requirements of charter school enrollment as set forth in NRS 386.580 to proactively dispel any myths about discriminatory practices in charter school enrollment at the beginning and ending of each year and prior to the beginning of each open enrollment period. SOM staff will also receive training from Academica staff who specialize in enrollment policies and procedures before the start of school.

(7) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

(8) Complete the following tables for the proposed school to open in 2017-18. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2016 and fall 2017.

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0					



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K	100	100	100	100	100	100
1	100	100	100	100	100	100
2	100	100	100	100	100	100
3	100	100	100	100	100	100
4	50	100	100	100	100	100
5	50	50	100	100	100	100
6	60	60	60	120	120	120
7	30	30	60	60	120	120
8	0	30	30	60	60	120
9						
10						
11						
12						
Total	590	670	750	840	900	960

(b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0	0	0	0
K	100	100	100	100	100	100
1	100	100	100	100	100	100
2	100	100	100	100	100	100
3	100	100	100	100	100	100
4	100	100	100	100	100	100
5	100	100	100	100	100	100
6	120	120	120	120	120	120
7	60	120	120	120	120	120
8	0	60	120	120	120	120
9						
10						
11						
12						
Total	780	900	960	960	960	960

(c) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0	0	0	0
K	100	100	100	100	100	100
1	100	100	100	100	100	100



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2	100	100	100	100	100	100
3	100	100	100	100	100	100
4	100	100	100	100	100	100
5	100	100	100	100	100	100
6	120	120	120	120	120	120
7	120	120	120	120	120	120
8	0	120	120	120	120	120
9						
10						
11						
12						
Total	840	960	960	960	960	960

(9) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.

(a) Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

The projected opening of the proposed K-8 and K-12 campuses will follow the same enrollment plans used to open the Stephanie, Lone Mountain, Sky Pointe and Losee campuses. Given the overcrowding in the target areas and scheduled development of thousands of homes in the Northwest/North Las Vegas regions, SOM expects to see a high demand for the new proposed campuses. Additionally, SOM has created an organizational structure with Executive Directors, Principal and Curriculum coaches that will be able to assist the new administrators in opening a new school.

SOM's experience in replicating their educational model across 5 different campuses will help in ensuring that adequate resources are provided to the new campuses in having robust systems for student support for at-risk subgroups, including, but not limited to ELL students, students in need of Special Education Services, and Gifted and Talented Students. In addition, as this is a replicated model that has already achieved great success in Nevada, SOM's Executive Director will be able to support the Principal and school leadership to proactively address many of the organizational and academic challenges that would otherwise be faced in opening a new campus.



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- (b) Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.**

SOM plans to open a K-12 campus in 2019 which is located in the Henderson area. SOM will follow the same enrollment model used by Sky Pointe and Losee by planning to enroll 1100 students; 450 of which will be in grades 6-9, in the opening year. SOM will gauge demand before acquiring a facility by holding community open house meetings, parent interest meetings at the Stephanie Campus and grass roots marketing in the proposed area of the school. Should demand come in lower than anticipated SOM will reassess their enrollment plan and adjust the facility development plan accordingly.

Once a Principal is identified for the Henderson K-12 campus the Executive Director will support the Principal and school leadership to proactively address many of the organizational and academic challenges that typically come with serving large student bodies in a start-up environment. The Principal of the new campus will be expected to participate in professional development training and monthly Principal meetings to ensure that the same successful practices in opening Sky Pointe and Losee campuses are used in opening the new campus.

BOARD GOVERNANCE

- (1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.**

Somerset's Board is responsible for adopting financial policies and procedures, including but not limited to the establishment of annual budgets and internal controls. The Board will also select the school's legal counsel and adopt human resource policies for the school. The Board hires, oversees, and evaluates the principal, who is responsible for all school operations, but bound by the school's operating policies and budget limitations as set by the Board. The Principal's day-to-day management activities include serving as the schools' instructional leader and hiring all licensed and unlicensed staff.

- (2) Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.**

Somerset will maintain its current Board composition even as its sites are fully expanded. However, to ensure that the Board can properly and effectively maintain its fiduciary duties of monitoring all aspects of individual school performance at each Somerset site (including financial, operational,



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and academic performance). The Board will maintain high levels of accountability by staying true to the school's goals and accountability measures and working in close relation to the Parent-Teacher-Student Organization and the school Accountability Committee. To ensure that parents and families maintain their voices as an important stakeholder group, the Board will continue to adhere to Somerset's bylaws requiring parents to be represented on the board. Additionally, the Board will ensure that educator and community involvement are also incorporated into the governance and operation of the school as specified in Somerset's bylaws and that all of these voices are heard as necessary pieces of successful school operation.

Successful school operation relies on the efforts of Somerset's on-site administration, including the Principal and the supporting administrative team. These leaders are in charge of developing curriculum supporting teachers, meeting student needs, and administering and monitoring services for Exceptional and Special Need Student Populations.

To clarify the roles of all stakeholders involved in the operation of SOM, the administrative team will make all school-based decisions, including establishing and implementing policies and procedures for day-to-day school operations. Neither the Principal nor any other administrators shall be employees of Academics Nevada. Instead, the entire administrative team are employees of SOM.

The Principal, with the support of the administrative team, will ensure that the operations of the school (resources, courses, policies) are in accordance with Somerset's Mission and Vision. The Principal will be evaluated at least annually by the Board through a process that includes student and parent feedback as well as a review of school data and performance to determine the Principal's success toward fulfilling the goals required to meet Somerset's Mission and Vision.

(3) Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of Attachment 17). Please note that at least 75% of new board members for SY 2016-2017 must be identified at the time of the submission of the expansion request.

Please see attachment 17.

(4) Provide, as part of Attachment 17, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.

Please see attachment 18.

(5) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?



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Somerset utilizes the conflict of interest policy detailed in the Operations Plan, section 12(d). These policies are aligned with Nevada statutory and regulatory requirements, and SOM will not be changing this policy nor any related provisions in its Bylaws and Code of Ethics.

(6) Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

There are no existing relationships that could pose actual or perceived conflicts known by SOM at this time. If such conflicts were to arise in the future, SOM will rely on its conflict of interest and code of ethics policies to prevent and mitigate any perceived or actual conflicts of interest.

(7) Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue to expand and develop over time?

SOM's Board have been deeply committed to the school since the school started. Although board members have transitioned out of the board for personal and professional reasons, every current board member has a history of deep commitment to SOM. The Board is diligent and consists of a highly qualified group of volunteers across sections, including a prominent attorney, a highly successful entertainment producer, two educators – one with a secondary career and technical education administrative background and the other experienced special education teacher.

SOM's continuous cultivation of community resources ensures a wide pool of candidates in the case of succession. The most significant action the Board has taken to address the complexity and risk associated with governing a large, multi-site has been SOM's hiring of an Executive Director to ensure quality and consistency across the network. This and the use of advanced tools to monitor the operational, financial, and academic performance of each campus with additional trainings relevant to preparing the Board for handling this increased capacity will ensure consistency of performance.

(8) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and



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development should include a timetable, specific topics to be addressed, and requirements for participation.

Initially, new board members will receive an orientation from the Executive Director and from the Board of the Somerset Academies of Las Vegas.

For ongoing training, all Board members will be encouraged to attend at least two PTSO meetings a year to show support and encouragement for that vital aspect of our school. Directors will not serve on the PTSO Board of Directors or Executive Committee. Directors may chair and/or serve on other committees of the PTSO.

Further, all directors are required to attend a yearly board retreat where the goals of the board are defined. Further, a board self-evaluation meeting shall be conducted each year where the performance of the board during the past year will be critiqued. Additional meetings may be held during the year where outside speakers present information on effective board leadership and/or other pertinent topics are discussed.

Lastly, the board shall conduct a Board Visit Day at least once every academic year. During this time, directors will visit classrooms, talk with the faculty, staff, and students, and become familiar with current school concerns.

(9) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

SOM's Executive Director and Campus Principals shall be expected to attend all Board Meetings in compliance with the attendance policy set forth for Board Members. The Executive Director and each Principal reports directly to the Board and serves at the Board's pleasure. However, the Executive Director will add an extra layer of oversight over Principals to oversee Principals and work closely with them to support their successful operation of their schools. Principals shall make day-to-day management decisions and are responsible for all administrative duties for each campus.

A representative of Academica Nevada, the educational management company, shall also be expected to attend all Board Meetings. The role of Academica Nevada is to serve at the will and guidance of the governing board. Academica Nevada will carry out the defined responsibilities found in the EMO contract (Attachment 13(b)).

The Executive Director, the Principal(s) and Academica Nevada will report to the Board at each Board Meeting (a minimum of four (4) meetings per year). The principal's report will include academic data, when available, and other academic reports. Academica's reports will include up-to-date financial data and operational reports.

(10) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.



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SOM will adhere to the committees set forth in its bylaws, including its power to create ad-hoc committees, if necessary, to form any advisory bodies or councils as the need for these support organizations arise.

(11) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

The SOM Board will follow the following Grievance Policy:

The school's administration and Board both expect that conflict will be addressed and proactively dealt with following the fewest number of steps possible. The steps include:

- (1) Addressing the situation directly with the other person(s) involved;
- (2) Enlisting the assistance of an administrator to assist in facilitating a resolution;
- (3) Preparing a written grievance for the Principal, who then reviews and acts upon that grievance as appropriate; and
- (4) Preparing a written grievance for the Board of Directors, who then may choose to hear additional information at a Board meeting and will ultimately make a final decision, not subject to appeal.

It is important to emphasize that the Board will not become involved in a grievance until the final step of the process. Board members are expected to refer any member of the school community who may approach them with a grievance to the school's grievance policy and the proper process for resolving the issue. This process is designed to avoid Board micromanagement and the creation of factions within the school.

(12) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Each Board Member will conduct a written annual self-evaluation, including consideration of whether the board and its committees are independently knowledgeable concerning school matters or are relying too heavily upon the Principal and other school personnel for guidance in establishing and maintaining policies.



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Goal	Purpose	Outcome Measure
Attend at least two PTO meetings or events per year	Show support and encouragement for Parents and Community	This will be the Board Secretary's responsibility to track with support from the Executive Director
Participate in a minimum of four (4) hours of professional development every year, two (2) of which must be specific to their office within the Board	Foster effective board leadership	These hours shall be recorded by the Board Secretary.
Attend a yearly Board retreat	Foster effective board leadership	None
Conduct a Board Visit Day at least once every academic year	Become familiar with current school concerns	This will be recorded by the Board Secretary
Know and abide by the Nevada Open Meetings Law, NRS Chapter 241	Compliance with the law	None

Directors are expected to attend all board meetings unless excused. A director missing more than two consecutive board meetings without prior approval for their absence from the Board Chairperson or at least two other directors shall receive a notice of probation. Missing a third meeting without prior approval is considered a resignation by that director.

Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue, whenever in their judgment such removal would serve the best interests of School.



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INCUBATION YEAR DEVELOPMENT

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2015-2016) to ensure that the school is ready for a successful launch in fall 2016. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 18.**

Please see Attachment 18.

- (2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.**

SOM's goal is to identify a school leader for its new campus by January 2017. This person will immediately receive training from SOM's Executive Director and SOM, Inc. The main components of the training will be how to integrate and implement the SOM educational program and other issues involved in opening up a new campus, including but not limited to student recruitment and enrollment, teacher recruitment, and other logistical aspects of school operation. The training will involve the Principal visiting SOM schools every other month. The training will intensify and be extended to all the teachers during July and August 2017, just before school starts.

- (3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.**

The Principal identified by the Board will be working on a part-time basis to help with the development of the proposed campus. The Principal will be responsible for recruiting staff, recruiting students and identifying curriculum/furniture/fixtures/equipment with the assistance of the ED, SOM Principals and Academics Staff. Depending on whether the Principal is being promoted from within the SOM system or is coming from outside the system the Board will work out compensation for that person on an individual basis. The Academics Nevada representatives will be full time employees whose responsibility will be to support the Principal in the startup period of the school.

SCHOOL MANAGEMENT CONTRACTS

If the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO), please explain that this sub-section is "Not Applicable" and skip to the next sub-section.

- (1) How and why was the EMO selected?**
- (2) Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).**
- (3) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the**



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- service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- (4) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.**
 - (5) Please provide the following in Attachment 19:**
 - (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;**
 - (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;**
 - (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.**
 - (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.**
 - (6) Provide a brief overview of the organization's history.**
 - (7) List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.**
 - (8) Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details**



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as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

- (9) List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

This questions is "Not Applicable" because SOM does intend to amend an existing management contract or enter into a new one with a for-profit or non-profit agency.

SERVICES

- (1) Provide, as Attachment 20, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

See attachment 20.

- (a) **Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**

SOM will not provide daily transportation for the students to and from school. The School intends to assist and facilitate a forum where parents/guardians of students who are interested in creating carpooling groups, can communicate. The school will work to develop a transportation plan so that students who are economically disadvantaged can have equal access to the school. This may involve fundraising, a liaison to connect families with a carpool, and other options. Should a Special Education student who is enrolling in SOM have an IEP that has transportation as an



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accommodation, SOM will honor their IEP and work to partner with the LEA, CCSD, as to how to best provide this accommodation.

Should the school plan field trips and/or athletic events, a plan will be developed to accommodate transportation needs such as contracting with a charter bus company.

(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

SOM's Governing Board will begin the process of applying and participating in the National School Lunch program. A budget is not provided at this time as it is expected to break-even. SOM will work closely with the Department of Agriculture to apply for the National School Lunch Program. Since SOM is sponsored by the SPCSA and they are not currently a School Food Authority, SOM will become its own School Food Authority (SFA). Per the process, SOM's Board will appoint a Designated Official to oversee the SFA, this will be the Executive Director John Barlow. The school participate in a formal Request for Proposal bidding process so that a vendor can be selected that provides the best quality meals at the cost of the federal reimbursement rate.

(c) Facilities maintenance (including janitorial and landscape maintenance)

SOM has a multi-tiered plan for maintaining the facility:

1. On-Site, SOM will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
2. SOM will contract with a janitorial company to provide a cleaning service 5 nights a week.
3. SOM's EMO, Academica, will coordinate facility maintenance, repairs, etc. as well as coordinate with a contracted janitorial service provider.

(d) Safety and security (include any plans for onsite security personnel)

SOM's proposed campuses will have Campus Monitor(s) to provide onsite security and work in conjunction with the Principal to implement the Emergency Management Plan as explained in the Emergency Management plan subsection of the Ongoing Operations section.

(d) Safety and security (include any plans for onsite security personnel)

SOM's proposed campuses will have Campus Monitor(s) to provide onsite security and work in conjunction with the Principal to implement the Emergency Management Plan as explained in the Emergency Management plan subsection of the Ongoing Operations section.



- (2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.**

The following list outlines SOM's planned technology infrastructure and support mechanisms:

- Internet will be provided by a reliable Internet Service Provider protected by an enterprise router.
- The school's firewall and server will be set-up and maintained by a professional IT company.
- Local area networking is provided by managed switches and wireless access points.
- Hardware: Each classroom will have one teacher computer and two student computers. Each office staff member will have a computer to utilize. There will be two computer labs and at least one laptop cart.
- SOM will contract with a service provider for support in device management and user support.
- SOM will develop an Acceptable Use Policy.

- (3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.**

The school is partnering with Academica Nevada, whose staff is well versed in managing student information using the statewide Infinite Campus system. Academica staff monitor the school's AOIS system weekly to verify that all necessary state documents are submitted in a complete and timely manner.

The new campuses will employ will a full time registrar who will be the school wide leader in managing the system. Academica will provide registrar trainings including one specifically on Infinite Campus more than 1 month in advance of the starting school year. Additionally, the school registrar and Academica staff will attend trainings hosted by the SPCSA.

- (4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.**

SOM's Board will delegate authority to the Principal the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The Board will ensure student records will be accurately maintained and kept in a safe, locked area of the school's main office in secure cabinets, and in accordance with all State of Nevada Laws. Only authorized staff and administration will have access to the files.



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In accordance with NRS 386.650, the school will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State Board of Education will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

SOM's Board will ensure that a permanent record for each student enrolled in the school is maintained in a separate file. The student records will be stored in the school's main office and only authorized staff and administration will have access to the files.

The governing board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed. A governing board chair has not yet been selected; however, this information will be provided as soon as the board makes a selection.

If a charter school closes, the School shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward the permanent record of the student to the office of student records of the school district in which the student resides. When a student graduates from the charter school, or completes the eighth grade year (the final year for which this school is chartered), the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides.

If a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory"



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information. Schools must notify parents and eligible students annually of their rights under FERPA.

In addition, SOM will comply with NRS 388(5) to ensure that any and all school service providers as defined in NRS 388(3) and NRS 388(4) provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security pursuant to NRS 388(7). Strict compliance with this statute will be enforced by the Board Chair and the Principal prior to purchasing any school service. Additionally, pursuant to NRS 388(8), the Principal will ensure that all teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of data concerning pupils.

FACILITIES

(1) Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.

SOM has extensive experience in regards to facility acquisition and development. SOM's first two facilities in which they occupied were both existing buildings. The NLV campus was an existing building shell containing 40,000 sf that was a build out. In 2012 SOM built their first ground up campus, Sky Pointe, on 12 acres. The Sky Pointe Campus has been built in three phases and after the completion of the third phase will include an elementary building, middle/high building, full size gym, and 3 Multi-Purpose rooms. In 2014 SOM built two campuses, the Losee Campus (K-12) and Stephanie Campus (K-8). The Emerson Campus students were relocated from an old church facility to the Stephanie Campus that is approximately 55,000 sf. and hosts a student capacity of 960 on approximately 5 acres. SOM in building the Losee Campus continued with the same model established by the building of Sky Pointe in which the school is built in phases as student enrollment grows. Losee is currently under construction to build out the second phase to accommodate their student growth. After final build out the Losee Campus will be approximately 145,000 sf. on 17 acres with a student capacity of 2,400 student. The Lone Mountain Campus built in 2015 was built as a replication of the Stephanie Campus holding 960 student on approximately 5 acres.

SOM has partnered with professional organizations such as Turner-Agassi Charter School Facility Fund, Academica Nevada, Nevada General Construction and Ethos 3 Architecture to accomplish these undertakings.

SOM has not encountered developmental delays to the campus calendar year with the construction of its first three campuses.

(2) Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education



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management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

SOM will look to have an organization like Turner-Agassi Charter School Facility Fund acquire and construct the proposed school facilities. The Board will likely enter into a Triple Net Lease which will require the school to maintain the facility. The school will consider acquiring their facilities should the lease have a purchase option provision. Board Members of SOM do not present a conflict of interest in dealing with Turner-Agassi Charter School Facility Fund or any other development group that they would choose to do business with.

No costs related to the facility will be borne by Academica Nevada or a related party such as a foundation.

(3) If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, please provide:

- (a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4**
- (b) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5**
- (c) A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet as Attachment 6**
- (d) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7**
- (e) A copy of the Certificate of Occupancy as Attachment 8**
- (f) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as Attachment 9**
- (g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10**

(4) If a proposed facility has not been identified or the proposed facility requires any construction or renovation prior to the commencement of instruction, please provide:



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- (a) Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 4 OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4**

SOM is looking to locate their facilities in the proposed locations due to areas of greatest demand for their educational experience as shown on the mapped waitlists as well as availability of land. The property is located in what is considered a master plan development or Skye Canyon. The parcel that has been identified as a potential facility location has not yet received an address. Please see attachment 4.

- (b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 5 OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5**

A purchase price has yet to be agreed upon at this time. A lease or rental agreement will be drafted after the purchase price of the land is determined. SOM in their budget assumptions concluded that the construction and acquisition costs for the Skye Canyon K-8 facility will be similar to those incurred in the development of the Lone Mountain Campus. SOM will have the SPCSA review the terms of the lease agreement and their outside counsel before entering into final terms.

- (c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 6 OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as Attachment 6**

SOM has traditionally built their K-8 sites on approximately 5 acres and the facility square footage has ranged from 55,000-65,000 sq. ft. The K-12 sites have ranged in size from 12-17 acres depending on cost of land. Facility square footage for the K-12 site will be adjusted based upon enrollment demand a building costs. SOM looks to build their facilities at a minimum of 50 sq. ft. per student.

Please see Attachment 6.



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- (d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 7 OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7**

In identifying a site SOM designates the target area and assigns Academica Nevada, the school's management organization to work with local real estate brokerages to identify potential facilities in the Board's desired area. Once a site in the specified area has been identified Academica Nevada will bring the site before the Board for their consideration. The Board will decide whether or not the designated site is located in their target area.

- (e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 8.**

Please see Attachment 8.

- (f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 9.**

Please see Attachment 9.

- (g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10**

Please see Attachment 10.



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- (5) For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.**

SOM is seeking approval to expand to multiple facilities over the next several years. SOM is requesting approval to open a K-8 campus in 2017 located in Northwest Las Vegas, K-8 campus in 2018 located in the North Las Vegas area, K-12 campus in 2019 located in the Henderson, and a K-8 campus 2020 located in the Henderson area. The total number of campuses SOM would occupy over the next several years are as follow; 2017 (6 Campuses), 2018 (7 Campuses), 2019 (8 Campuses), 2020 (9 Campuses). Potential jurisdictions that the proposed schools would operate in include, Las Vegas, North Las Vegas and Henderson.

- (a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third party financing, etc.**

Under the direction of the Board Academica Nevada works with local real estate brokerages to identify potential facilities in the Board's desired area. Once a site in the specified area has been identified Academica Nevada will bring the site before SOM's Board. SOM will decided whether or not the designated site is located in their target area.

Once a site is identified SOM will engage a development group to build or renovate their proposed site. The developer will be responsible for developing a timeline for acquisition and construction and will report that timeline back to the Board. SOM in addition to outside counsel will verify that the specified timeline is included within their lease agreement.

SOM in 2015 was the first charter school in the state of Nevada to issue bonds through Business and Industry for the purchase of the NLV and Sky Pointe campuses. SOM consulted with Russell Caldwell a nationally recognized financial advisor for charter schools in the purchase of their facilities. SOM will consult with a financial advisor regarding the potential financing mechanisms available to the school should the school decide to exercise their option to purchase a facility.



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- (b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 8. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 9.**

Please see Attachment 9.

(6) Please include the organization's plans to finance these facilities, including:

(a) Total project cost for each facility

SOM does not know the total project costs for the proposed facilities at this time.

(b) Financing and financing assumptions

SOM assumes they will enter into a triple net lease with a development group for the building of their sites. SOM Board will determine based upon market rates whether or not to enter into a facility lease agreement.

(c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole

SOM targets to have no more than 20% of revenues be attributed to; debt service + lease + facility maintenance+ utilities for each facility and as a network as a whole.

ONGOING OPERATIONS

- (1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by**



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the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

It is the responsibility of the principal to establish a school safety committee for the purposes of creating and reviewing on an annual basis the state required Emergency Management Plan. Once the plan is created or revised from year to year, principals will communicate assignments and roles to staff members, conduct trainings, and make revisions as needed. They will then submit their plans, meeting/training agendas, and staff signature logs to the state for reporting purposes.

Various types of security personnel are essential in each school's Emergency Management Plan. Many schools have elected to employ campus security officers (CSO) who monitor before, during, and after school student traffic, peer interactions, and assist in dealing with student antisocial behaviors as needed. All CSOs and administrators use two-way radios to enhance regular and ongoing communications. Administrators often use ear pieces to ensure two-way communication is maintained confidential at all times.

It is not SOM's intent to contract with local school district police services. Instead of seeking police services from local school districts, SOM partnered with Las Vegas Metropolitan Police Department. Administrative staff members participate in annual trainings offered by Metro police officers and safety trainers. Las Vegas Metropolitan Police Department shares the responsibilities of communicating to and receiving communication from Somerset schools. On an as needed basis, schools may request police services to assist with unique situations requiring professional police services.

In the event of a natural disaster or terror type activities taking place close to schools, SOM will follow the local school district's decision to go into lock down, dismiss students early from school, or to cancel school.

(2) Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

SOM's expanded insurance coverage will include coverage for general liability, abuse, employee benefits, professional educators' legal liability, auto, property, equipment breakdown, crime, excess



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liability, Directors & Officers/Employment Practices, student accident, and Worker’s Compensation. All required insurance coverages will be in place at or above Nevada-mandated baseline requirements, adjusting as student population increases each year. Please see the table below for the policy limits for each category of this coverage:

<u>Coverages:</u>	<u>2017 - 2018</u>	<u>2018 - 2019</u>	<u>2019-2020</u>
General Liability Aggregate	\$4,000,000	\$5,000,000	\$6,000,000
General Liability Per Occurrence	\$5,000,000	\$6,000,000	\$7,000,000
Products/Completed Operations Aggregate	\$5,000,000	\$6,000,000	\$7,000,000
Personal and Advertising Injury	\$4,000,000	\$5,000,000	\$6,000,000
Abuse or Molestation Per Occurrence	\$4,000,000	\$5,000,000	\$6,000,000
Abuse or Molestation Aggregate	\$5,000,000	\$6,000,000	\$7,000,000
Student Accident - per accident	\$25,000	\$25,000	\$25,000
Employee Benefits Liability Per Occurrence	\$4,000,000	\$5,000,000	\$6,000,000
Employee Benefits Liability Aggregate	\$5,000,000	\$6,000,000	\$7,000,000
Commercial Auto Liability	\$4,000,000	\$5,000,000	\$6,000,000
Building Limit	100% Replacement	100% Replacement	100% Replacement
Employee Dishonesty/Crime	\$100,000	\$200,000	\$300,000
Educators Legal Liability Per Occurrence	\$4,000,000	\$5,000,000	\$6,000,000
Educators Legal Liability Aggregate	\$5,000,000	\$6,000,000	\$7,000,000
Directors & Officers Liability Per Occurrence	\$4,000,000	\$5,000,000	\$6,000,000
Directors & Officers Liability Aggregate	\$5,000,000	\$6,000,000	\$7,000,000
Employment Practices Liability Per Occurrence	\$4,000,000	\$5,000,000	\$6,000,000
Employment Practices Liability Aggregate	\$5,000,000	\$6,000,000	\$7,000,000
Workers Compensation	\$1,000,000	\$1,000,000	\$1,000,000
Excess/Umbrella Liability	\$3,000,000	\$4,000,000	\$5,000,000

FINANCIAL PLAN

(3) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

The SOM Board oversees all aspects of the fiscal management of the school. The auditors, accountants and educational management company retained by the board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines.



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Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The principal of the school will supervise the day to day cash collections at the school.

The person designated to draw all orders in pursuant to NRS386.573 for the payment of monies belonging to the charter school is usually the Principal. Each campus employs an Office Manager to work with the EMO. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers approved by the governing body.

The campus Principals are responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll process to a third party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. Payroll information will be uploaded by the office manager into the portal provided by the vendor in time for the payroll vendor to process all payroll information.

SOM intends to adopt and comply with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment and services. The purchasing agent will be appointed by the governing body. He/She will be responsible for developing and administering the charter school's purchasing program. No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase] will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

- (4) As Attachment 21, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations,**



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fundraising, etc.). There is no page limit for the budget narrative in Attachment 21. Include the following:

- (a) **Per-Pupil Revenue:** Use the figures provided in developing your budget assumptions.
- (b) **Anticipated Funding Sources:** Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of Attachment 10. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
- (c) **Anticipated Expenditures:** Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
- (d) **Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.**
- (e) **Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.**
- (f) **Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.**

Please see attachment 21 for Budget Narrative.

- (5) **Submit a completed financial plan for the proposed school as Attachment 21 (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).**

Please see attachment 21.

- (6) **Submit, as Attachment 22, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).**

Please see attachment 22.

- (7) **Provide, as Attachment 23, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school**



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financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

Please see attachment 23.

- (8) Complete the audit data worksheet in Attachment 24. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state’s charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 23.**

Please see attachment 24.

- (9) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school’s fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.**

SOM does not rely on fundraising programming to support the day to day operation of their school and as such this question is not applicable to SOM.

- (10) Describe the campus’, school’s, and any management organization’s distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.**

The financial policies and procedures adopted by the Board will be reflected at the proposed campuses. The Board, Executive Director Phillips and Academics Nevada will work with and train the Principal and Office Manager on SOM financial policies and procedures.

The SOM Board oversees all aspects of the fiscal management of the school. The Board will review financial statements at minimum once a quarter. Academics Nevada will prepare the financial statements for the Board Meeting. Academics will meet with Principals during the development of annual budget’s to receive their input. Academics Nevada will then present annual budgets to the Board for their consideration.

Under the supervision of the Board’s Treasurer and in conjunction with the School’s audit firm, Academics Nevada is responsible for the school’s bookkeeping, financial reporting, and financial liability. The principal of the school will supervise the day to day cash collections at the school. Academics Nevada will meet regularly with School Principals to review their budgets.



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SOM's Principals are responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget. SOM's Board outsources payroll process to a third party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. Payroll information will be uploaded by the office manager into the portal provided by the vendor in time for the payroll vendor to process all payroll information.

