STATE PUBLIC CHARTER SCHOOL AUTHORITY

2019 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For the: **Doral Academy of Northern Nevada**
Date Submitted: October 18th, 2019
Current Charter Contract Start Date: July 1, 2017
Charter Contract Expiration Date: June 30, 2023
Key Contact: Indra Winquest
Key Contact title: Board Chairperson
Key Contact email and phone: indra.winquest@doralnnv.org / 775-745-7591
Date of School Board approval of this application: October 16th, 2019

This Request For Amendment (RFA) is submitted to request a contract amendment regarding (place an "X" to the right of the specific RFA type(s) you are applying for):

1. Add Distance Education X
2. Add Dual-Credit Program ___
3. Change Mission and/or Vision ___
4. Eliminate a Grade Level or Other Educational Services ___
5. EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO ___
6. Enrollment: Expand Enrollment in **Existing** Grade Level(s) and Facilities X
7. Enrollment: Expand Enrollment in **New** Grade Levels ___
8. Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment X
9. Facilities: Occupy New or Additional Facility ___
10. Facilities: Occupy a Temporary Facility ___
11. Facilities: Relocate or Consolidate Campuses ___
12. RFA: Transportation ___
13. Other changes ___

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Section I: Introduction

The mission of the State Public Charter School Authority (SPCSA) is to improve and influence public education in Nevada "by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship." This mission includes assisting chartered public schools in making orderly enrollment, facility, financing and other changes to enable them to provide high-quality educational choices to students and their parents in Nevada.

As SPCSA public schools grow and progress they may wish to consider changes, additions or other improvements to their structure, facilities, legal relationships, school size or location(s). NRS 388A, NAC 388A and individual chartered public school contracts list various potential changes a school may consider making. These changes require that the school request and receive approval of the SPCSA Board to a Request For Amendment (RFA) before proceeding, except in the case of an emergency. The school must submit the RFA to the SPCSA describing the intended change and providing documentation to support approval of the requested change, to be confirmed by an amendment to the school's charter contract signed by a representative of the board or the designee of the board.

These considered changes can be made through amendments to charter school contracts with the SPCSA, pursuant to NRS 388A.223 *et seq*, NAC 388A.305 *et seq*, and their respective Charter Contract. This Request For Amendment (RFA) application is provided by the SPCSA in fulfillment of its responsibility to develop a policy and procedure "for amending a written charter or charter contract and the criteria for determining whether a request for such an amendment will be approved…." NRS 388A.223. This RFA describes the "manner in which such procedures and criteria will differ if the sponsor determines that the amendment is material or strategically important." NRS 388A.223.

This universal RFA application replaces all prior specific project RFA applications the SPCSA provided. It includes two sections. The first is a standard section which all RFA applicants must complete. It calls for general information about the school. The second section contains specific requests for supporting documentation to support the applicant's request for specific contract amendments. Applicants need only submit one complete application for one or more amendments being recommended. That application should include supporting documentation for the general application section and specific supporting documentation for each specific amendment being requested.

Section II: Eligibility Requirements

To be eligible for consideration of approval of a contract amendment a school must submit a complete and accurate RFA, in accordance with the requirements and directions stated herein prior to the deadlines stated herein.
To be eligible to submit an amendment, the school must be in good standing in all three domains of the Authority's academic, financial, and organizational performance frameworks and it must not be considered a low-performing school or otherwise ineligible according to any definition set forth in law or regulation. "All schools begin outside of the intervention ladder and are considered to be in Good Standing." Charter School Performance Framework[1]. Schools with questions about their eligibility should contact SPCSA staff.

Ineligible schools may include, but are not limited to, those schools which operate an elementary, middle, or high school rated below the three star level; schools which operate an elementary, middle, or high school program that is a priority or focus school; schools which operate high schools with graduation rates below 60 percent; schools with compliance issues, including participation warnings or penalties on the Nevada School Performance Framework; and schools with financial framework deficiencies.

A school which does not have at least one independent financial audit and one year of academic performance data in the Nevada system of accountability is ineligible to apply for an expansion amendment unless the school was approved by the Authority as an EMO replication of a high performing charter school in another state or the operator applied as a CMO applicant and has replicated a high performing charter school model from another state. In such cases, the school will be required to submit updated academic, financial, and organizational performance data in all three domains from the replicated EMO school or CMO school network. In the event that the Authority mandates a system-wide assessment to supplement the statewide test and provide for additional data in the event of a testing irregularity or a change in state testing provider, schools should expect that data from that assessment will outweigh data provided from a school's internal assessment system.

All applications and the actions being requested for approval must be in compliance with NRS 388A, NAC 388A and all other relevant federal laws and regulations and SPCSA policy.

Schools with questions about eligibility should contact SPCSA staff for further clarification.

Section III: Amendment Types

NRS 388A, NAC 388A and individual chartered public school contracts list potential changes a school may consider making. The school must request and receive approval from the SPCSA Board of the Request For Amendment before the school may proceed with the intended change.

The following is a list of the RFA applications which are now being replaced by this universal RFA application. The approval for any material change considered for a school, including affecting facilities or operations, for which an express amendment was or was not earlier provided may now be handled through this single RFA application.
Actions requiring an amendment to a charter school contract include those in the following list. Schools should contact the SPCSA if they are considering any change or addition to what was approved in their charter contract.
For all RFAs, the General Section of this application must be completed according to the instructions herein. Specific RFA requirements for the below RFAs have specific requirements which must also be completed.

1. Add Distance Education
2. Add Dual-Credit Program
3. Change Mission and/or Vision
4. Eliminate a grade level or other educational services
5. EMOs: Entering, amending, renewing, terminating Charter Contract with an EMO
6. Enrollment: Expand Enrollment in **Existing** Grade Level(s) and Facilities
7. Enrollment: Expand Enrollment in **New** Grade Levels
8. Facilities: Acquire or Construct a new or additional Facility that will not affect approved enrollment
9. Facilities: Occupy new or additional facility
10. Facilities: Occupy a Temporary Facility
11. Facilities: Relocate or Consolidate Campuses

[1] http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Performance%20Framework.pdf

12. RFA: Transportation
13. Other changes requiring or not requiring approved RFAs:
    a. As described in NAC 388A.335 regarding a request for **an amendment not otherwise described**
        i. If the governing body of a charter school wishes to amend its written charter or charter contract, as applicable, in **a way that is not described** in NAC 388A.310 to 388A.335.
        ii. M**aterial amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is material, the governing body must obtain approval from the sponsor before the amendment becomes effective.
        iii. **Nonmaterial amendment** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

    b. Other **non-amendment changes**. Pursuant to NAC 388A.340 the governing body of a charter school (1) shall notify the sponsor of the charter school not later than 10 days after the charter school makes any change to the mailing address, telephone number, facsimile number, articles of incorporation or bylaws of the charter school.

Applicants seeking more than one amendment may now use this RFA template and provide supporting documentation as requested in the general and applicable specific sections below.

The General Requirements Sections of this application describe general supporting documentation required for RFAs.

The Special Sections describe specific supporting documentation required for specific RFAs requested to enable specific changes being pursued by the school board.

For applicants seeking to make changes for which amendments are not listed above, contact SPCSA staff regarding what, if any, documentation may be required.

Section IV: Processing Schedule

RFA applications are processed according to the following schedule. Boards/Schools must submit their completed amendment request into the Charter Amendment section of Epicenter by 5:00 pm PT within the deadline schedule provided below for the relevant Spring or Fall application cycle.
If a below date falls on a federal or state officially recognized holiday, the submittal will be due no later than 5 p.m. Pacific Time on the first working day following said holiday.

Section V: Deadlines

	Spring Cycle	Fall Cycle
Notice[2] of Intent to submit Request for Charter Amendment (RFA)	**Due between March 1 - 15**	**Due between September 1 - 15**
Request For Amendment (RFA)	**Due between April 1 – 15**	**Due between October 1 – 15**
Board Meeting for Possible Action	**June board meeting**	**December board meeting**

Charter school expansion (i.e., additional campuses and/or grade levels) requests **must be submitted** at least 9 months prior to the proposed implementation. For example, a school wishing to expand in the 2020-2021 school year must submit an amendment to Authority staff no later than the fall cycle of 2019.

Section VI: Application Process

1. The school board determines that an applicable change is or may be required. The board may direct a representative of the school to contact the SPCSA to explain the potential change and request guidance or may direct a representative to prepare and submit a Notice of Intent and RFA including supporting documentation according to the deadlines set forth above.
    a. Pursuant to NAC 388A.305(1) the "governing body of a charter school shall hold a public meeting that complies with the provisions of chapter 241 of NRS before the governing body submits to the sponsor of

[2] Notice or Letter of Intent

the charter school a written request for an amendment to its written charter or charter contract, as applicable, pursuant to NRS 388A.276. The governing body of a charter school may not request such an amendment unless a majority of members of the governing body vote to approve making the request."

2. Applicant submits a timely submitted notice.
3. SPCSA transmits a confirmation of receipt of the NOI and may contact the applicant with any questions or comments.
4. Applicant submits a timely submitted and Request for Amendment (RFA) including all applicable requested supporting documentation.
5. SPCSA transmits a confirmation of receipt of the RFA and may contact the applicant with any questions or comments.
6. SPCSA staff, and potentially external reviewers, begin the completeness check process. SPCSA Staff may contact the applicant for more information, for more clarity, or to let the applicant know their application is insufficiently complete and cannot be processed at this time without substantial improvements to completeness, clarification or other aspects.
7. Staff transmits to applicant confirmation of completeness or determination that the RFA application is substantially incomplete so that it will not be processed at this time.
8. Upon confirmation of completeness, SPCSA staff, and potentially external reviewers, begin the review process of the RFA. SPCSA Staff may contact the applicant for further clarification and with requests for additional information or to explain issues with the RFA.
9. Staff will discuss with applicant SPCSA staff's likely recommendation based on staff's review and analysis of the RFA submitted. Applicant may determine if it wishes to proceed.
10. Staff will schedule a Board meeting date during which to present applicant's RFA along with staff's recommendation.
11. If the Agency Board approves the RFA, then staff will
    a. work with the applicant to make the amendment changes to the contract and to secure an updated, mutually executed contract, to enable the school to proceed to implement the terms of the amendment.
    b. implement the process to monitor the fulfillment of any conditions of the amendment, pursuant to the amended contract.
12. In the alternative, pursuant to NAC 388A.305(2) and except "as otherwise provided in NAC 388A.310 to 388A.335, inclusive, if the governing body of a charter school requests an amendment to its written charter or charter contract, as applicable, pursuant to NRS 388A.276, the sponsor of the charter school may authorize its staff to approve the amendment as the sponsor deems appropriate." In such a case, staff will
    a. work with applicant to make the amendment changes to the contract and secure an updated, mutually executed contract,
    b. implement the process to monitor the fulfillment of any conditions of the amendment.

Applicants may contact the following SPCSA staff with any questions regarding this RFA Application.

1. Mike Dang, 702.486.8879, mdang@spcsa.nv.gov
2. Danny Peltier, 775-687-9178, dpeltier@spcsa.nv.gov
3. Mark Modrcin, 702-486-8271, mmodrcin@spcsa.nv.gov

Section VII: Application Instructions

Specifications

1. It is the responsibility of the applicant to ensure that the content is complete, detailed, and easily understood and followed by reviewers; external experts; and parents, families, and the general public.
2. Application responses made in this file should add no more than 50 pages to this approximately 40 page "core" application for a total of up to 90 pages—in addition to all required appendices/attachments.
3. RFA submittals must all be in an electronic format. The RFA "core" application must be in a searchable pdf format. (Do not print it to hard copy and scan it.) Site, architectural and similar plans which can only forward may be in the pdf format submitted to the applicant by their consultant or professional.
4. Leave the text of the questions in the document and add your responses following each question. This will facilitate reviews, document access (hyperlinked table of contents) and enable better public transparency.
5. Begin each major section (Executive Summary, Meeting the Need, Academic Plan, etc.) on a separate page.
6. All pages in the core application must remain consecutively numbered, as they are, in the footer and include the total number of pages, such as "Page 25 of 80."

7. A RFA may not require all attachments described in this document. Place an "N/A" where appropriate—next to the respective "Attachment __." Do not leave them blank.
8. The name of each attachment, e.g. "Attachment 1," etc. must be placed in the header of the first page and header/footer of remaining pages to facilitate review and navigation. Bookmarking individual sections and attachments in Acrobat is strongly encouraged to enhance readability and facilitate a thorough review.
9. Attachments may have independent page numbering.
10. The table of contents must identify the page number of each major section of the narrative and each required attachment—or simply respond within the MS Word version of this Application with its Table of Contents.
11. You do not need to try to fix the Microsoft Word formatting in this application if the formatting doesn't automatically generate the correct or best font or outline number/letter when you enter text. As long as you include your response in the proper section we will ignore a misplaced outline number/letter.
12. References and citations should be placed in the footer.
13. If a particular question does not apply to your team or application, simply respond with a statement explaining why the question is not applicable AND including the term "not applicable" or "N/A" within the sentence.
14. All questions, including those identified as "Not Applicable" and tables not utilized must be left in the document. Tables which are accompanied with directions permitting the school to modify the number of rows and to customize the designated content may be changed as indicated.
15. Any budget or numerically oriented sheets must be submitted in a working Microsoft Office Excel file in addition to a pdf attachment.
16. When submitting resumes and biographies of proposed new board members and staff, label each document with the individual's affiliation with the proposed school (board member, principal, teacher, etc.) and combine the files into a single converted PDF document.
17. Review all elements of your request for completeness before submitting. Incomplete requests will not be accepted, and schools are not able to amend, revise, or supplement their request after it has been submitted unless the SPCSA, at its sole discretion, requests additional information or the SPCSA board votes to reject the request and the applicant chooses to resubmit a revised request at a later date.
18. Schools are strongly encouraged to maintain final Microsoft Word versions of all written materials. In the event that a school elects to resubmit a request with additional content and documentation, the school will be expected to use the Track Changes function to identify any additions or deletions to the application. Specific format requirements for such resubmissions will be furnished to applicants upon request.
19. Applicants are reminded that all requests for facilities or enrollment expansion amendments are public records and are posted on the SPCSA web site. Once a request is approved, it is expected that the complete charter application and the approved amendments will be posted on the school's web site or will otherwise be made available via electronic means upon request from any member of the public. To ensure the broadest range of accessibility for public documents, the SPCSA strongly encourages applicants to consult the Accessibility Guidance offered by our peer authorizer, the Massachusetts Department of Elementary and Secondary Education: http://www.doe.mass.edu/nmg/MakingAccessibleDocuments.pdf and http://www.doe.mass.edu/nmg/accessibility.html.

Applicants MUST submit amendment requests electronically in Epicenter, the statewide document management center for school submissions to the State Public Charter School Authority. All documents, other than budget documents and data submissions better suited to Excel, must be submitted as PDF documents. All PDF documents, other than those individual pages containing signatures or facilities documentation, must be submitted as converted (not scanned) documents.

Section VIII: Attachments for Applications

1) A letter (1-3 pages) approved and submitted by the governing body of the charter school clearly summarizing and explaining the RFA and the contract changes being requested, submitted with documentation (meeting minutes) showing the request was approved and submitted by the governing board of the charter school following a public meeting held pursuant to chapter 241 of NRS.
2) Letters of Community Support/Partnership
   a) May be scanned to PDF.
3) School and network leadership team job descriptions
4) Resumes for proposed school leader
   a) For RFAs where a new school leader would be installed
5) Student achievement data with NSPF rankings

a) For the greater of the prior three, two, or one year(s), if available.

6) Competencies used for school leader selection
   a) For RFAs where a new school leader would be installed
7) Regional Director resume or job description
   a) Where applicable
8) CMO/Local Network organizational charts
   a) Where CMOs/EMOs are or will be involved
9) New Board Member Information Sheets
   a) For any current board members new since the opening or the last prior RFA
10) Incubation Year Planning Table
   a) For expansions into new facilities
11) EMO agreement documentation
   a) If school will contract with a non-profit or for-profit EMO for additional services or
   b) This expansion will result in additional payments to an existing EMO
   c) OR an assurance that the school is not contracting with an EMO
12) Operational execution plan
13) Budget narrative
   a) Include a description of planned/projected changes to enrollments with resulting budget impacts to revenues and expenses.
14) Financial Plan
   a) Submit working Excel model showing budgeted new/marginal/additional revenue and expense changes contemplated from proposed changes as well as impacts on surplus/deficits and statement of position
   b) Include copy of most recent annual budget submitted
15) Local Network Budget
   a) Where applicable
16) For schools which replicate an EMO or CMO model from another state which do not yet have Nevada performance data:
   a) School performance data sheet and data from network's internal assessments demonstrating that the Nevada school is performing at a level similar to schools in other geographies.
   b) Historical financial documents for the entity including
      i) audited financial records for the entity and,
      ii) if any of the schools operated by the management organization are technically separate entities,
         (1) audited financials for each such school as well as any other campus by campus financial evaluations conducted by charter school authorizers.
   c) At least three years of school financial audits are required for any school operating for three years or longer. This may be provided in the format of your choosing.
17) School Data Worksheet

Section IX: Elements of Successful RFAs

Successful amendment requests demonstrate the following characteristics:

Domain	Criteria
Organizational and Governance Accountability	Strong Governing Team that Significantly Exceeds Statutory Minimum Criteria with Proven Track Record of Transparently and Accountably Governing a Multi-Million Dollar Public Entity
Leadership	School and Network Leaders with Exemplary Track Record of Academic and Operating Results with Similar Model/Population Strong Operating Team with Proven Track Record of Transparently and Accountably Operating a Multi-Million Dollar Public Entity
Academic Accountability	Proven School Model With Proven Track Record of Producing 4/5 Star Results with Target Population
Fiscal Accountability	Strong School and Network Financial Model With Proven Track Record of Increasing Annual Fund Balances[3] Track Record of Clean Audits
Business Relationships	Transparent and Appropriate Client/Vendor Relationship with Any Identified Service Providers

[3] Such fund balance increases are intended to track free cash on hand, and should be exclusive of any capital refresh, expansion, or bond-mandated -reserves budgeted for and maintained by the school.

Section X: General Requirements Section

A) EXECUTIVE SUMMARY

4 Pages or less per RFA

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members

Doral Academy of Northern Nevada (DANN) is a K-8 school replication of the highly successful curriculum model of Doral Academy Inc. (Doral Inc.). The school is located at:

3725 Butch Cassidy Drive
Reno, NV 89511

The Doral Inc. Affiliation is a key partnership in the success of the curriculum development plan. Doral Inc. has successfully opened and implemented this Arts Integration curriculum model and best practices at their schools in Florida and Nevada. DANN is art integrated school that replicates the successes of the Doral schools in Florida and the Las Vegas area. The board is made up of 7 members who meet all of the requirements under state law and are leaders in the community. The Board Chair, Indra Winquest, has extensive experience working with public boards as the Director of Parks & Recreation for the Incline Village General Improvement District. Additionally, several board members are involved in the arts community in Northern Nevada, including the founding Board President of Sierra Nevada Ballet, Steven Porter. Board Member Leslie Hermann was the K-12 Principal of all three public schools in Incline Village and now serves as a consultant with the Dave & Cheryl Duffield Foundation. Board Treasurer Tiffany Carmona is an accomplished Trust and Estate attorney, and currently serves at the Senior Trust Officer and Treasurer for Beacon Trust Company. Board Secretary Danielle Cherry owns a non-profit and political fundraising firm. Board Member Adam Kramer is the Executive Vice President of Strategy for Switch, and is very involved in the community serving on the boards of Renown Health, the Governor's Office of Economic Development, University of Nevada Reno Foundation Board of Trustees, and EDAWN (Economic Development Authority of Western Nevada) in Nevada. Board Member Jen Johansson is an experienced educator in Washoe County School District, currently facilitating the middle school STEAM Lab at Depoali Middle School and coaching VEX robotics through REC. Doral onsite leadership is Angela Orr, who was the Director of K-12 Social Studies Curriculum for Washoe County School District prior to becoming the principal, and Jami Curtis as the Assistant Principal. Please see *Attachment 20* for Board Member resumes for further detail on the Board and Leadership professional qualifications.

2. Statement and overview of the mission and vision

Mission: Doral Academy of Northern Nevada (DANN) is dedicated to creating an enhanced and engaging educational experience. DANN will provide an academically challenging learning environment with a strong emphasis on arts integration teaching strategies, which will increase literacy, as well as cognitive, social, and emotional development. Teachers, parents, students, and staff will establish and achieve individual student goals to build a foundation for all DANN students to be college and career ready.

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Vision: DANN will promote students to be participating citizens in the societal enrichment of the communities in which they live and serve. DANN will foster lifelong skills including: critical and analytical learning, confident decision making, problem solving, working collaboratively, and imaginative and creative thinking.

3. Specific statement of the request

(Example:) "The Board of the above named charter school, operating under a current contract with a start date of _**July 1, 2017**____ and a six-year expiration date of ___**June 30, 2023** _____ requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

__ 1. Dual-Credit Programs
__ 2. EMOs: Amend charter contract with an EMO
✓ 3. Enrollment: Expand enrollment in existing grades and facilities
__ 4. Enrollment: Expand enrollment in new grade levels
__ 5. Enrollment: Eliminate a grade level or other educational services

✓6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
__ 7. Facilities: Occupy additional sites
__ 8. Facilities: Relocate or consolidate campuses
__ 9. Facilities: Occupy a temporary facility
✓10. Other (specify): _**Distance Education**_____
(See full list above of RFA amendment types)

Attach a copy of the document(s), including minutes, confirming approval of the RFA.

4. A summary explanation of the reasons that the charter school is seeking to the charter school is seeking to make this specific requested change.

3) Enrollment: Expand enrollment in existing grades and facilities
Doral Academy of Northern Nevada (DANN) is seeking approval from the Nevada State Public Charter School Authority to amend its current charter to allow the expansion of its enrollment in existing grade levels from 814 students, during the 2019-20 school year to the following:

- 890 students during the 2020-21 school year
- 920 students during the 2021-22 school year
- 950 students during the 2022-23 school year

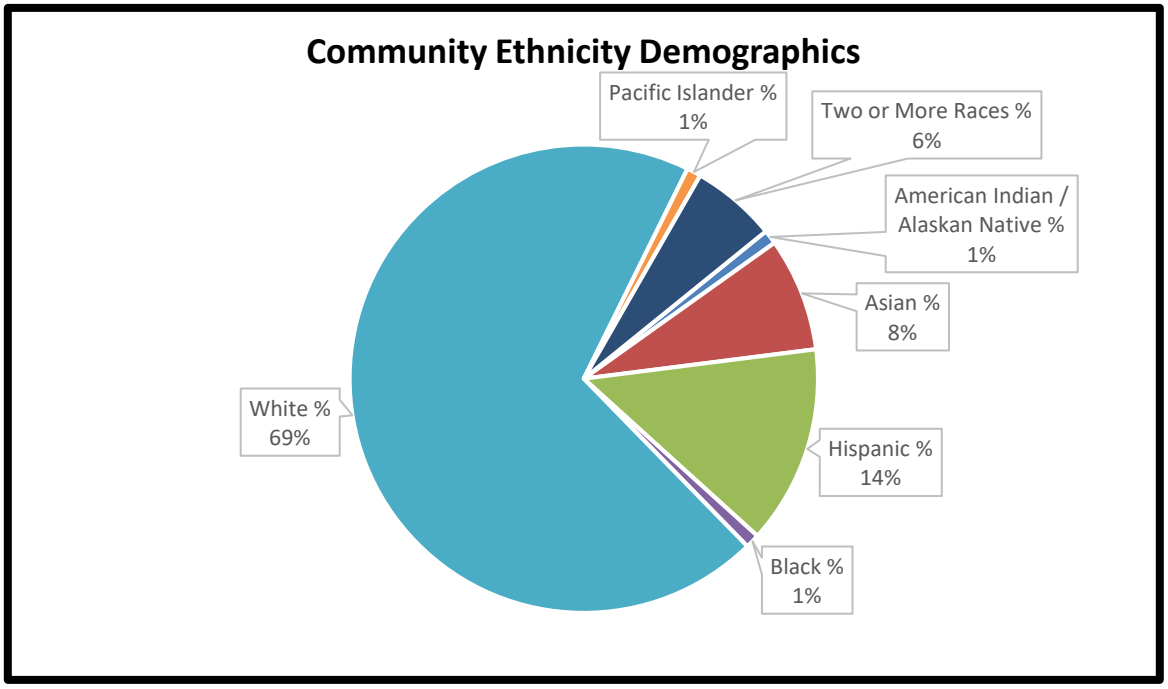
6) Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
DANN is requesting to construct an 8 classroom expansion of the current facility in order to meet demand and grow organically as students advance to the next grade.

10) Other: Distance Education
DANN would like to add Distance Education options for students for credit retrieval and advancement of coursework not currently offered in the school.

5. Description of proposed target model and target communities

DANN's target community is the Greater Truckee Meadows area. In this region, public schools have traditionally struggled with double-digit achievement gaps for Hispanic/Latino populations. Additionally, middle schools have experienced a significant drop in academic performance – particularly for students with individualized education plans (IEP)s, English language learners (ELL), and students who qualify for free and reduced lunch (FRL).

DANN's target communities demographics are as follows:



Additionally, DANN and surrounding schools' demographics and special student subgroups are as follows:

	DANN	Hunsberger ES	Brown ES	Pleasant Valley ES	Lenz ES	Double Diamond ES	Depaoli MS
White	73.2%	76.7%	69.2%	82.5%	75.2%	57.0%	65.2%
Black/African American	0.2%	0.2%	0.7%	0.4%	0.6%	1.9%	1.5%
Hispanic/Latino	13.1%	7.0%	15.5%	11.5%	10.9%	21.3%	18.6%
Asian	5.0%	7.5%	6.2%	0.0%	6.4%	10.5%	7.5%
American Indian/AK Native	0.4%	0.1%	0.1%	0.9%	0.4%	0.5%	0.7%
Pacific Islander	0.1%	0.1%	0.7%	0.0%	0.6%	1.1%	0.5%
Two or more races	7.9%	7.9%	7.2%	4.2%	5.5%	7.2%	5.4%
IEP	11.1%	4.2%	14.5%	13.7%	12.2%	8.4%	11.4%
FRL	4.4%	3.5%	12.1%	17.3%	6.0%	25.9%	19.5%
ELL	0.0%	0.0%	3.6%	0.0%	2.3%	11.1%	3.4%

DANN's current enrollment consists of students from 21 zip codes across multiple Northern Nevada counties, including many zip codes that have been identified by the SPCSA as areas with identified academic needs.

6. Statement of outcomes you expect to achieve across the network of campuses

DANN hopes to provide its students credit retrieval and advanced level courses through distance education and to meet the growing demand of its school by increasing its approved enrollment beyond 10% of what is originally stated in its charter.

Additionally, DANN would like to meet their anticipated enrollment growth with the construction of Phase II of the existing facility, which will add 8 classrooms to the existing building.

7. Key components of your educational model for the expanded school

DANN's curriculum model includes four key components:

1. Standards Aligned Curriculum to the Nevada State Academic Content Standards in English Language Arts (ELA) and Mathematics. In Science, DANN has aligned their curriculum to the Next Generation Science Standards;
2. Arts Integration: Arts Integration instructional strategies and methods are best practices utilized to teach the curriculum fusing an art form (drama, music, art, etc.) within the learning process;
3. Basal Textbooks and Other Support Materials: standards aligned materials that support learning;
4. Data Driven Instruction Model: Doral Inc. has the philosophy that their schools should meet the needs of the community in which they are located and the students they serve.

DANN's model aligns with the SPSCA's mission because Arts Integration is proven to prepare students for college and career success and is based on a model for best practices. By providing an engaging, proven model for secondary education, DANN's Arts Integration framework will help to alleviate the middle school performance drop-off schools in the Greater Truckee Meadows area are currently experiencing.

8. The values, approach, and leadership accomplishments of your school or network leader and leadership team.

The Doral, Inc. Arts Integration model has been proven to produce meaningful gains for subgroups. Specifically, two Florida high schools following this model are ranked as some of the best high schools in the nation by US News and World report: Doral Academy Charter High School (ranked #22 out of 911 Florida high schools and #351 nationwide with a 53% FRL and 94% minority population) and Doral Performing Arts and Entertainment Academy (ranked #13 out of 911 Florida high schools and148 nationwide with a 51% FRL and 91% minority population).

Additionally, DANN recently received a 5 Star Rating for the 2018-2019 school year for both the Elementary and Middle Schools under the Nevada State Performance Framework, achieving Total Index Scores of 97.7 and 82.1 respectively. The DANN Elementary School improved upon the 5 star rated index score of 87.86 received in the 2017-2018 school year, and was the #3 rated Elementary school in the entire state of Nevada for the past school year. Importantly, DANN received scores of 20/20 (Elementary) and 19/20 (Middle) in Closing Opportunity Gaps, ensuring that students who were non-proficient in the previous year are meeting their growth targets. DANN's model aligns with the SPSCA's mission because Arts Integration is proven to prepare students for college and career success and is based on a model for best practices.

Angela Orr joined DANN on April 22, 2019 and her leadership immediately made an impact. Principal Orr's leadership focuses on collaboration between all stakeholders, developing the staff through coaching, mentoring, and hands-on professional development. Prior to joining DANN, Principal Orr served as the Director of Curriculum & Instruction: K-12 Social Studies for Washoe County School District. She is also the Founding Board Member & Treasurer: Nevada Center for Civic Engagement, the Founding Board Member, Treasurer & Instructional Specialist: Learning Forward Nevada, and was an Instructional Specialist/Project Director, Nevada Teaching American History Project. Principal Orr has received many honors and awards, including an appointment to the National Social Studies Supervisors Association Board, the NNCSS Leadership in Education Award, the WEA Most Influential Educator Award, the Nevada Social Studies Teacher of the Year Award, and the International Reading Association Celebrate Literacy Award.

DANN's Assistant Principal, Jami Curtis, served as the Interim Principal of DANN during the transition from the previous principal to Angela Orr. During that time, Ms. Curtis implemented and carried out extensive data driven education initiatives that put the focus on Math and ELL proficiency and growth, particularly for students with identified academic needs.

9. Key supporters, partners, or resources that will contribute to your expanded school's success.

DANN's affiliation with Doral, Inc. in Florida has been a key partnership in the success of the curriculum development plan. Doral Inc. has successfully opened and implemented this curriculum model and best practices at their schools in Florida and Nevada.

DANN has also established important partnerships with the following organizations/businesses:

- Kennedy Center of Performing Arts, an entity that provides professional development for schools on implementing Arts Integration across the curriculum.
- Doral Academy of Nevada (Las Vegas) Network, as a replicated model school, DANN will also benefit from the support of the Doral Academies of Las Vegas.

Additionally, the following community partnerships have been vital in DANN's inaugural school year and beyond:

Nevada Museum of Art
Sierra Arts Foundation
Sierra Nevada Ballet
Charter School Association of Nevada
The University of Nevada, Reno School of the Arts
Sierra Nevada Journeys
Reno Philharmonic
United Construction
Chase Global Services
Boys and Girls Club of Truckee Meadows
Fidelity Investments
Tesla Corporation
Avian Films
Moana Nursery
Road and Highway Builders
Sierra Nevada Basketball
Microsoft Corp.
First Lego League
Little Stars Dancers
First Inspires
Pacific Mist Music
Sierra School of Performing Arts
Reno Dojo
Bricks-4-Kidz
Dermody Properties
Western Nevada Supply
Henrikson Butler
Girl Scouts of Sierra Nevada
Girls on the Run
Spruce LLC.
Home Depot
Raley's
Prominence Healthcare

NOTE

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate "No change" for any below requested response that has not changed from your charter school contract.**
3. **Indicate "N/A" for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond "N/A" to any Specific Requirements RFA section for which they are not applying.**

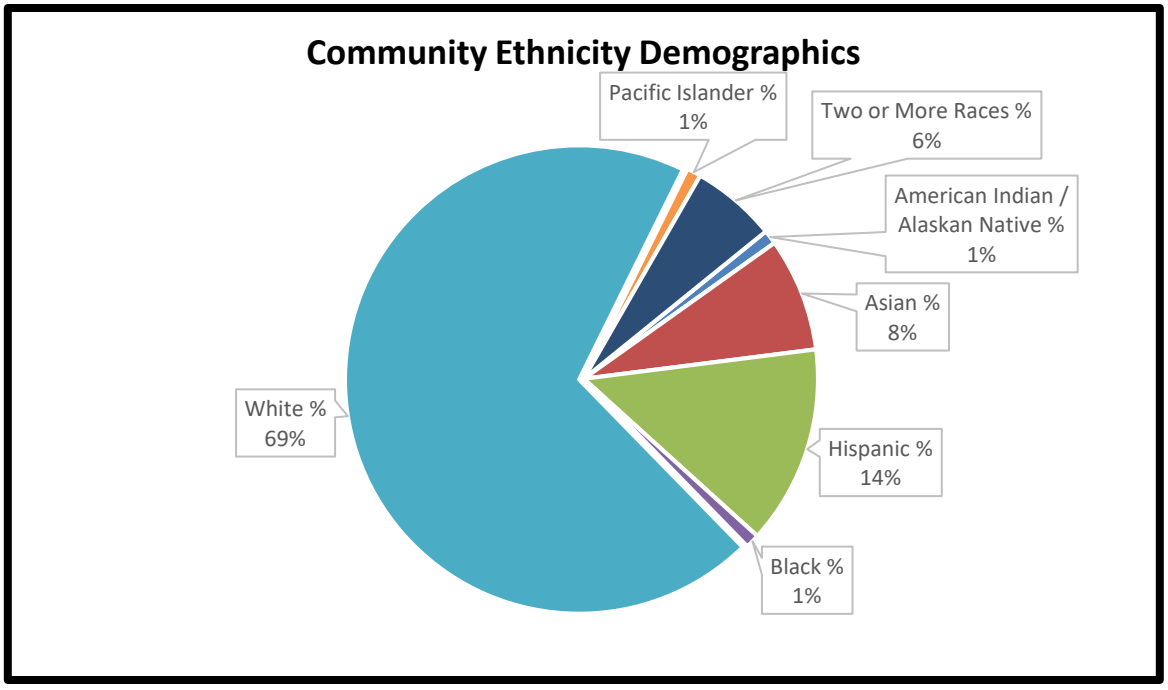
B) MEETING THE NEED

TARGETED PLAN

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

DANN's original target community is located in the Greater Truckee Meadows area. In this region, public schools have traditionally struggled with double-digit achievement gaps for Hispanic/Latino populations. Additionally, middle schools have experienced a significant drop in academic performance – particularly for students with individualized education plans (IEP)s, English language learners (ELL), and students who qualify for free and reduced lunch (FRL).

DANN's surrounding community demographics are as follows:

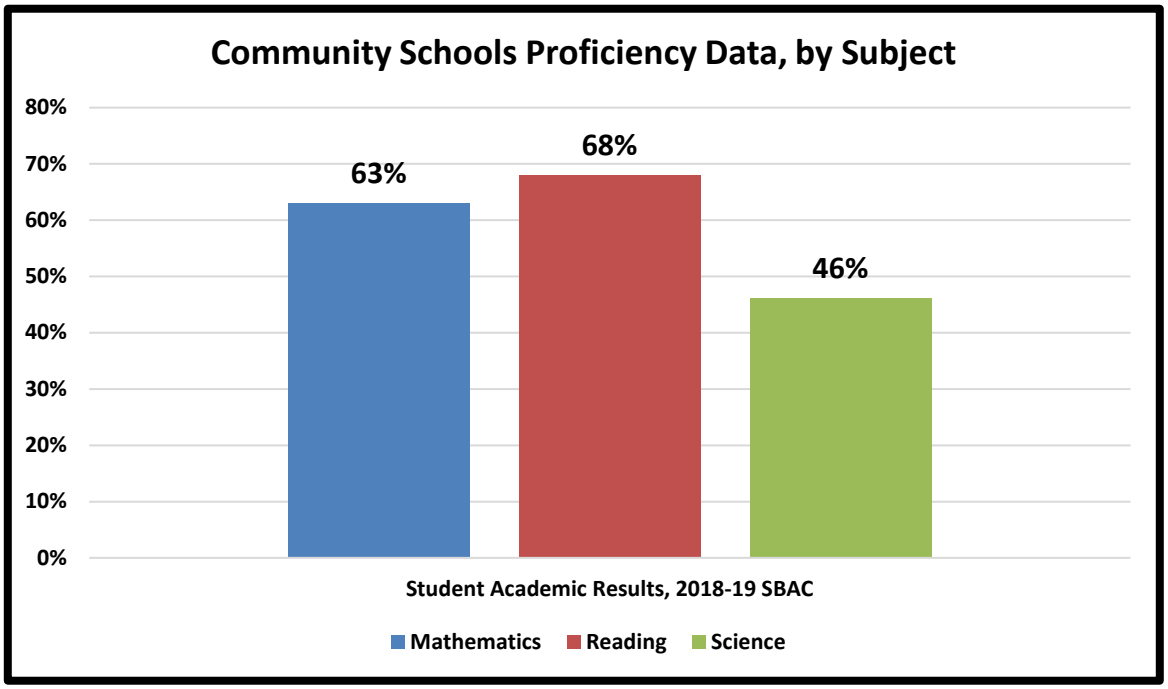


Additionally, DANN and surrounding schools' demographics and special student subgroups are as follows:

	DANN	Hunsberger ES	Brown ES	Pleasant Valley ES	Lenz ES	Double Diamond ES	Depaoli MS
White	73.2%	76.7%	69.2%	82.5%	75.2%	57.0%	65.2%
Black/African American	0.2%	0.2%	0.7%	0.4%	0.6%	1.9%	1.5%
Hispanic/Latino	13.1%	7.0%	15.5%	11.5%	10.9%	21.3%	18.6%
Asian	5.0%	7.5%	6.2%	0.0%	6.4%	10.5%	7.5%
American Indian/AK Native	0.4%	0.1%	0.1%	0.9%	0.4%	0.5%	0.7%
Pacific Islander	0.1%	0.1%	0.7%	0.0%	0.6%	1.1%	0.5%
Two or more races	7.9%	7.9%	7.2%	4.2%	5.5%	7.2%	5.4%

IEP	11.1%	4.2%	14.5%	13.7%	12.2%	8.4%	11.4%
FRL	4.4%	3.5%	12.1%	17.3%	6.0%	25.9%	19.5%
ELL	0.0%	0.0%	3.6%	0.0%	2.3%	11.1%	3.4%

Student achievement data from these same schools is as follows:



However, as charter school attendance is not limited to geographical zoned boundaries and DANN's arts-integrated educational model is unique in Northern Nevada, DANN's current student body is comprised of students from 21 different zip codes across multiple counties, and 16.5% of DANN's enrolled students are from zip codes that were classified as areas of "demographic and academic need" as stated in the recent *Demographic and Academic Needs Assessment of 2019.*

These zip codes include: 89408, 89431, 89433, 89434, 89441, 89451, 89502, 89503, 89506, 89508, 89509, 89512, 89701.

One of the goals of DANN stakeholders is to provide access to the arts through arts integrated curriculum and collaboration with arts organizations in the community to those students who come from these areas of high academic needs that may not otherwise have access to the arts. For example, all 5th through 8th grade students have the opportunity to take ballet at school through DANN's partnership with the Sierra Nevada Ballet. In addition, community partnerships have enabled DANN to create an afterschool enrichment program that consists of over 40 offerings for all students, including offerings such as Guitar, Russian Language, Lego Robotics, and Latin Dance.

Moreover, in an effort to continue to meet the demands and needs of its target community, DANN's Governing Board has recently voted to move forward with a free & reduced lunch program and is working to implement the program by the 2020-2021 school year.

(2) Explain how your expansion model or RFA, 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.

The requested expansion of enrollment in existing grade levels will not alter DANN's educational model or commitment to serve its target population and current student body.

As stated in the previous question above, DANN already serves a number of students who reside in zip codes designated as areas of need per the AB 462 *Academic and Demographic Needs Assessment 2019.* During subsequent

school years, DANN will continue to reach out and market to neighboring zip codes, such as 89509, 89503, 89512, and 89502, in order to bring their quality educational model to students of the highest needs in the state of Nevada.

South Reno continues to be one of the fastest-growing areas in the state of Nevada and has experienced significant overcrowding in schools. In addition, in this area elementary schools have struggled with double digit achievement gaps for Hispanic population subgroups, and middle schools have experienced significant decreases in academic performance – particularly for students with individualized education plans (IEPs), English Language Learners (ELLs), and students qualified for free and reduced lunch (FRL). For the last three years, students from these sub population categories have consistently performed below the state average in items such as graduation rates, ACT Assessments, and the Smarter Balanced Assessment (for both Math and English Language Arts).

The Doral Arts Integration model, which DANN follows, has been proven to produce meaningful gains for such subgroups. Specifically, two Florida high schools following this model are ranked as some of the best high schools in the nation by US News and World report: Doral Academy Charter High School (ranked #22 out of 911 Florida high schools and #351 nationwide with a 53% FRL and 94% minority population) and Doral Performing Arts and Entertainment Academy (ranked #13 out of 911 Florida high schools and148 nationwide with a 51% FRL and 91% minority population).

Additionally, DANN recently received a 5 Star Rating for the 2018-2019 school year for both the Elementary and Middle Schools under the Nevada State Performance Framework, achieving Total Index Scores of 97.7 and 82.1 respectively. The DANN Elementary School improved upon the 5 star rated index score of 87.86 received in the 2017-2018 school year, and was the #3 rated Elementary school in the entire state of Nevada for the past school year. Importantly, DANN received scores of 20/20 (Elementary) and 19/20 (Middle) in Closing Opportunity Gaps, ensuring that students who were non-proficient in the previous year are meeting their growth targets. DANN's model aligns with the SPSCA's mission because Arts Integration is proven to prepare students for college and career success and is based on a model for best practices. By providing an engaging, proven model for secondary education, DANN's Art Integration framework will help to alleviate the middle school performance drop-off South Reno schools are currently experiencing.

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).

DANN currently does not have any solidified or board approved plans for developing new schools in Nevada.

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.

At this time, DANN is requesting an amendment to expand its enrollment in existing grades as projected student interest and growth will increase enrollment in excess of 10% of what the charter was originally approved for.

DANN's rationale for the proposed growth planis to serve the substantial demand for high quality arts-integration education in Northern Nevada and continue to diversify the student population at DANN. This demand is evidenced in the growing waitlist and daily applications received at the school. Currently, DANN has a waitlist of 360 students with an additional 560 students who applied for enrollment at the school after the school's lottery process for the 2019-2020 was completed. In addition, as Federal CSP grant restrictions have concluded, the Board plans to seek approval for implementing a weighted lottery system to ensure the school population continues to diversify and be reflective of not just the immediate area around the school, but also the greater community. See *Attachment 21* for a draft weighted lottery policy.

(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;
b. Difficulty raising philanthropic funding;
c. Insufficient talent pipeline/difficulty recruiting faculty;
d. Insufficient leadership pipeline/difficulty recruiting school leaders;
e. Misalignment between the founding school and leader and new campuses and leaders, and;
f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

If approved, DANN's expanded enrollment brings on the obvious challenge of serving additional students who need additional attention, which could in turn affect DANN's overall State Reported Star Rating. DANN has proven its ability to maintain high standards, high proficiency, and high growth as it has experienced increased enrollment in the past and was able to increase its 5 star index score rating from 87.86 to 97.7 during that time. In order to ensure that all academic needs of all its students are met, DANN has already recruited and hired effective and quality teachers to lead students toward academic success. Additionally, through the leadership of Principal Orr and Assistant Principal Curtis, DANN will continue to provide professional development, coaching and to work collaboratively with their teachers in order to ensure the success continues.

(3) 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 challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

DANN has learned from previous experience that with tremendous growth, both the administration and staff have to be on the same page when it comes to student achievement. Since opening its doors in 2017, DANN's reputation as a high quality, high performing school has increased demand and interest in the school. As enrollment has grown over the past couple of years, it became apparent quickly that the school would need to focus on the most effective and important tools: being data driven with focus and attention given to each individual student. Doing so allowed the school to lead students toward high academic proficiency, as measured by the SBAC in both ELA and Math, as well as student growth as measured by the 2017-2018 and 2018-2019 Nevada School Ratings. With this requested expansion, DANN will ensure the continued success of its students by applying these lessons learned.

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.

DANN understands the vital importance of community input, engagement, and support. Parents have expressed their interest and demand to expand the enrollment of the school in discussions through the Parent Teacher Organization, various school committees and through public board meetings.

(2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

Communication between teachers and parents has always been strong at DANN. If approved for expansion of enrollment, DANN will continue to engage parents through the school's already established and effective marketing and communication methods. These include, but are not limited to, the following: flyers, newsletters, website content, social media, PTO events, public board meetings, and utilizing its growing list of community partners.

(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.

The requested expansion of enrollment in existing grade levels and facility will not affect DANN's current engagement plan of parents in the life of the school.

This plan currently includes regularly scheduled communications through the following means:

- E-mail Newsletter: At least every month, parents receive a newsletter updating them on school events and highlights. For families that do not have access to e-mail, a paper copy of the e-mail may be sent home with the student.
- DANN School's Website: The School's website is a resource with a wealth of information for families. The website is designed to meet the needs of the DANN community and includes information on:
    - DANN's Mission, Vision and History
    - DANN's School Schedule and Calendars
    - DANN's Curriculum
    - Frequently Asked Questions
    - DANN's Governing Board Meetings: Public Notices, Agendas, and Minutes
        - DANN's Governing Board Meetings are open public meetings that are held, on average, every other month.
        - Directory of Administration and Staff
        - Uniform Policy Information and Links for Purchasing
    - News and Announcements
- DANN Facebook Page
- DANN PTO Monthly Meetings
- Family Engagement Nights, including Early Literacy Workshops, Family Science Night with Sierra Nevada Journeys, Parenting Book Club Night, Cybersecurity Info Night and Family Feedback Night.

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

Since inception, DANN has continuously worked to develop additional strategic partnerships with community organizations. Currently DANN is working on a partnership with Switch to sponsor a Lego robotics program, is applying for a number of grants to enhance our educational programs and is working with community artists to bring additional opportunities to DANN students.

Additionally, the following community partnerships have been vital in DANN's inaugural school year and beyond:

Nevada Museum of Art
Sierra Arts Foundation
Sierra Nevada Ballet
Charter School Association of Nevada
The University of Nevada, Reno School of the Arts
Sierra Nevada Journeys
Reno Philharmonic
United Construction
Chase Global Services
Boys and Girls Club of Truckee Meadows
Microsoft Corp.
First Lego League
Little Stars Dancers
First Inspires
Pacific Mist Music
Sierra School of Performing Arts
Reno Dojo
Bricks-4-Kidz
Dermody Properties
Western Nevada Supply
Henrikson Butler

Fidelity Investments
Tesla Corporation
Avian Films
Moana Nursery
Road and Highway Builders
Sierra Nevada Basketball
Girl Scouts of Sierra Nevada
Girls on the Run
Spruce LLC.
Home Depot
Raley's
Prominence Healthcare

(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?

The requested expansion of enrollment in existing grade levels and facility buildout will not affect DANN's knowledge and/or ties to the target community.

For more information on the requested Distance Education amendment, please see "RFA: Distance Education"

(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.

The requested expansion of enrollment in existing grade levels and facility buildout will not affect DANN's current community agencies, organizations, or consultants.

For more information on the requested Distance Education amendment, please see "RFA: Distance Education"

However, the school is deeply committed to bringing the community together to improve educational outcomes for all students. As such, the school will continue to seek out and establish strong community partnerships.

C) ACADEMIC PLAN

The requested expansion of enrollment in existing grade levels and facility buildout will not affect DANN's current Academic Plan, and therefore Section C) Academic Plan is not applicable.

However, for more information on the requested Distance Education amendment, please see "RFA: Distance Education"

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.

Explain whether the proposed mission and vision for the school/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?

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.

(i) 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.

(ii) ***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***.

(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?

(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.

(3) Performance Management

a) **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.

a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?

b. Explain how the school addresses underperformance and describe the corrective action plan procedures.

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.

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.

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

e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment Template.xlsx) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.

f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

g) **Remediating Academic Underperformance:** Describe the school's approach to help remediate students' academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.

b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

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.

For responses to this section, please see "RFA: 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.

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 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.

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 2017-18 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.

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

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?

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

(3) (*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?

a) 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.

(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?

(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?

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.

(1) 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?

(2) 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.
(3) 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 with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
(4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
(5) 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.*

D) FINANCIAL PLAN

This section must be completed for all applications.

(1) 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 Doral Academy of Northern Nevada Board oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the Board, work as to team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines. Under the supervision of the Board's Treasurer and in conjunction with the school's audit firm, Academica Nevada provides the school's bookkeeping, financial reporting, and financial liability services. The school principal 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 the Principal. Each campus employs an office manager to work with Academica Nevada. 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 principal is 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 processes to a 3rd 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.

Doral Academy of Northern Nevada complies 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 governing body will appoint the purchasing agent. He/She will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may incur no obligation 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 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.

(2) Attachment __**13**. 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, fundraising, etc.). There is no page limit for the budget narrative. Include the following:

(a) A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The budget created for Doral Academy of Northern Nevada includes the per-pupil revenue assumption of $7,434 for the current fiscal year of operation (2019-2020), with an estimated 1.30% increase each subsequent year thereafter. Assumption of $7,434 was based on the per-pupil revenue currently being funded during the 19-20 school year.

(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 13**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

Refer to *Attachment 13* (*Budget Narrative*) for a more detailed overview of all anticipated funding sources.

(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.

Refer to *Attachment 13* (Budget Narrative) for a more detailed overview of all anticipated expenditures.

(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.

Doral Academy of Northern Nevada has presented a fiscally conservative budget for their first 5-years of operation. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes EMO/CMO Fees, student supplies, IT fees, etc. Refer to *Attachment 13* (Budget Narrative) for a more detailed overview of all anticipated budgeted expenses.

(e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

Doral Academy of Northern Nevada collaborates closely with Academica Nevada in searching and applying to receive grants deemed beneficial to the school in order to further support the planning and implementation of the charter.

(f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Doral Academy of Northern Nevada did not rely on philanthropic revenue for their operations in their budget. Refer to *Attachment 14* (School Budget) for a detailed overview of all the budgeted revenue and expenses.

(3) Submit a completed financial plan for the proposed school as an **Attachment_14_**(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).

Refer to *Attachment 14* (School Budget)

(4) Submit, as an **Attachment __**, 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).

This is not applicable. DANN does not currently operate as a network school.

(5) Provide, as an **Attachment**, 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 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.

Available upon request.

(6) Complete the audit data worksheet in **Attachment 17**. 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 17.**

Refer to *Attachment 17* (Audit Data)

(7) 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.

Doral Academy of Northern Nevada does not rely on fundraising programming to support the day-to-day operation of their school and as such this question is not applicable. However, to date the PTO and DANN Foundation have raised over $225,000 to support the mission and vision of the school, and enhance the educational experience for all students.

(8) Describe the campus, school, and any management organization 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 are reflected at each of the campuses. The Board, Doral Academy and Academica Nevada will work with and train the school principal and office manager in all financial policies and procedures. The Doral Academy of Northern Nevada Board oversees all aspects of the fiscal management of the school. The Board will review financial statements at minimum once per quarter and Academica Nevada will prepare the financial statements for the designated board meetings. Academica will meet with school principal during the development of annual budgets to collaborate in creating a complete budget. Academica 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, Academica Nevada provides the school's bookkeeping, financial reporting, and financial liability services. The principal of the school will supervise the budget and day-to-day cash collections at the school. Academica Nevada will meet regularly with the school principal to review their budgets.

E) OPERATIONS PLAN

- **Indicate "No Change" to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.**

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. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.

No change. Not applicable.

(b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?

DANN has not had any interventions since its opening. This question is not applicable.

(c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

If approved, DANN's governing board intends to focus on data driven results and decision-making, expanding the arts integration model and increasing community partnerships.

2. 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 requested expansion of enrollment in existing grade levels, distance education, or facility build out will not affect DANN's Board composition, their roles and responsibilities, or the Board's development priorities. Therefore, this question is not applicable.

(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.

The Board Members of Doral Academy of Northern Nevada (DANN) are highly qualified in their professional fields, and bring substantial administrative, business operations, finance, legal and educational qualifications to the DANN Board. The DANN Board Chair, Indra Winquest, has extensive experience working with public boards as the Director of Parks & Recreation for the Incline Village General Improvement District. Additionally, several board members are involved in the arts community in Northern Nevada, including the founding Board President of Sierra Nevada Ballet, Steven Porter. Board Member Leslie Hermann was the K-12 Principal of all three public schools in Incline Village and now serves as a consultant with the Dave & Cheryl Duffield Foundation. Board Treasurer Tiffany Carmona is an accomplished Trust and Estate attorney, and currently serves at the Senior Trust Officer and Treasurer for Beacon Trust Company. Board Secretary Danielle Cherry owns a non-profit and political fundraising firm. Board Member Adam Kramer is the Executive Vice President of Strategy for Switch, and is very involved in the community serving on the boards of Renown Health, the Governor's Office of Economic Development, University of Nevada Reno Foundation Board of Trustees, and EDAWN (Economic Development Authority of Western Nevada) in Nevada. Board Member Jen Johansson is an experienced educator in Washoe County School District, currently facilitating the middle school STEAM Lab at Depoali Middle School and coaching VEX robotics through REC. Please see *Attachment 20* for Board Member resumes for further detail on the Board's professional qualifications.

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

No change. The requested expansion of enrollment in existing grade levels, distance education, or facility build out will not affect the Governing Boards' governance needs. Therefore, this question is not applicable.

(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.

No change. The requested expansion of enrollment in existing grade levels, distance education, or facility build out will not affect the Governing Boards' conflict of interest policy. Therefore, this question is not applicable.

3. Organization charts and decision-making authority:
   (a) Provide the following organizational charts:
      (i)Current
      (ii) 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)

No change. The requested expansion of enrollment in existing grade levels, distance education, or facility build out will not affect DANN's organizational chart or decision-making authority. Therefore, this question is not applicable.

(iii) 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)

DANN currently does not have any solidified or board approved plans for developing new schools in Nevada.

The organization charts should represent all 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 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.*

This increase in enrollment would not alter or change the structure or organization of DANN's Governing Board.

4. 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 an **Attachment**___)

No change. The requested amendments will not change DANN's job descriptions or shared/central office roles. Therefore, this question is not applicable.

b) Resumes of all current leadership (provide as an **Attachment**___)

Resumes and board information for any new board members are submitted to the SPCSA immediately upon their appointment to the board.

However, please see *Attachment 20* – Board Member Resumes for more information.

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

No change. This question is not applicable.

5. 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.

Although DANN is not requesting an amendment to add additional school sites at this time, the leadership team at Doral Academy of Northern Nevada has significant leadership, operations and instructional expertise. Principal Angela Orr brings nearly two decades of educational experience, board governance knowledge, and curriculum expertise, most recently as the Director of Curriculum & Instruction: K-12 Social Studies for Washoe County School District. She is also the Founding Board Member & Treasurer: Nevada Center for Civic Engagement, the Founding Board Member, Treasurer & Instructional Specialist: Learning Forward Nevada, and was an Instructional Specialist/Project Director, Nevada Teaching American History Project. Principal Orr has built her career on creating and facilitating rigorous professional development courses and conferences for teachers, creating and disseminating award winning curriculum and resources, and collaborating across districts, schools and organizations to improve education in Nevada.

Assistant Principal, Jami Curtis, served as the Interim Principal of DANN during the transition from the previous principal to Angela Orr. During that time, Ms. Curtis implemented and carried out extensive data driven education initiatives that put the focus on Math and ELL proficiency and growth, particularly for students with identified academic needs. Additionally, as the Interim Principal, Ms. Curtis implemented increased and effective communication with the DANN community through a regular school newsletter and developed DANN's afterschool enrichment program that consists of over 40 offerings for all students, including offerings such as Guitar, Russian Language, Lego-Robotics, and Latin Dancing. At DANN, Ms. Curtis has worked with students, teachers, and parents to build and ensure and inclusive environment with a special focus on students with special needs. Prior to coming to DANN, Ms. Curtis developed the French language program at Damonte Ranch High School as the SEL Coordinator and French Teacher. At Damonte Ranch High School Ms. Curtis oversaw and monitored teacher/student rapport through Social and Emotional Learning and monitored campus-wide behavior and support strategies through Positive Behavioral Interventions and Supports.

6. 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 an **Attachment**___).

No change. This question is not applicable.

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

No change. This question is not applicable.

8. 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?

No change. This question is not applicable.

9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

No change. This question is not applicable.

2. LEADERSHIP FOR EXPANSION

a) 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.

No change. This question is not applicable.

b) 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 an **Attachment**___). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

There is no regional director nor plans to acquire a regional director at this time. This question is not applicable.

c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment**___) 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 2018-19 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 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

There is no regional director nor plans to acquire a regional director at this time. This question is not applicable.

3. STAFFING

a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** 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.

Sample Excerpt—*Complete using Excel file*

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Management Organization Positions						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

Please see *Attachment 13* and *Attachment 14.*

4. 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.*

a) **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.

b) Leadership Pipeline: **Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
   1) How the school plans to identify leadership internally and externally;
   2) Who will be responsible for hiring leaders;
   3) Formal and informal systems that will prepare leaders for their responsibilities;
   4) The school's philosophy regarding internal promotions;
   5) The timing for identifying leaders in relation to the launch of a new campus; and,
   6) Internal or external leadership training programs.

c) **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.

d) **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?

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

This question is not applicable. Scale strategy is not related to the requested amendments.

5. SCALE STRATEGY

a) 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.

This question is not applicable. Scale strategy is not related to the requested amendments.

b) 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. Scale strategy is not related to the requested amendments.

c) 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.

This question is not applicable. Scale strategy is not related to the requested amendments.

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

This question is not applicable. Scale strategy is not related to the requested amendments.

e) 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**___. 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.

This question is not applicable. Scale strategy is not related to the requested amendments.

f) 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.

This question is not applicable. Scale strategy is not related to the requested amendments.

Function	Mgmt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgmt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgmt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

6. 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.

a. 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.

This question is not applicable. There is no new campus. However, DANN uses multiple methods of marketing to ensure that all families are informed of their educational options. Grassroots recruitment campaigns are especially important to make sure that "harder-to-reach" families (e.g. single-parent families, low socio-economic households, non-English speaking families, etc.) are aware of DANN and their eligibility to apply for enrollment. DANN's grassroots marketing campaigns include, but are not limited to: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying media in English and Spanish, building relationships with community groups, and "door to door" approaches. The School posts flyers in local public facilities such as the post office, community centers, libraries and other locations of public access. The goal of all this is to reach parents by using various means of information delivery. Promotional flyers and/or postcards are also distributed via direct mail and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment.

b. 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.

This question is not applicable. There is no new campus. However, since its opening, DANN has continued to reach out to all families in the community, regardless of income status, race/ethnicity, or gender in order to ensure its educational model is available to all. In addition, as Federal CSP grant restrictions have concluded, the Board plans to seek approval from the SPCSA to implement a weighted lottery system to ensure the school population is reflective of not just the immediate area around the school, but also the greater community. Please see *Attachment 21* for a draft weighted lottery policy.

Additionally, as charter school attendance is not limited to geographical zoned boundaries, DANN's current student body is comprised of students from a total of 21 different zip codes across multiple Northern Nevada counties. 16.5% of DANN's enrolled students are from zip codes that were classified as areas of "demographic and academic need" as stated in the recent *Demographic and Academic Needs Assessment of 2019.*

These zip codes include: 89408, 89431, 89433, 89434, 89441, 89451, 89502, 89503, 89506, 89508, 89509, 89512, 89701. Moreover, in an effort to continue to meet the demands and needs of its target community, DANN's Governing Board has recently voted to move forward with a free & reduced lunch program and is working to implement that by the 2020-2021 school year.

c. 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 lottery[4] 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.

This question is not applicable. The requested amendments will not change the school's recruitment strategies. For further information on marketing and recruiting to specific demographics which are representative of the zoned schools, please see the response which is listed in the question immediately preceding this one. Moreover, as Federal CSP grant restrictions have concluded, the Board plans to seek approval for implementing a weighted lottery system to ensure the school population is reflective of not just the immediate area around the school, but also the greater community.

d. 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.

This question is not applicable. The requested amendments will not change the school's enrollment calendars. DANN's next open enrollment period begins early in January 2020, and it will be open until the end of February 2020.

For further information please visit DANN's webpage regarding their Enrollment Process: https://www.doralnorthernnevada.org/apps/pages/index.jsp?uREC_ID=349135&type=d

e. 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.

Doral Academy of Northern Nevada (DANN) is seeking approval from the Nevada State Public Charter School Authority to amend its current charter to allow the expansion of its enrollment in existing grade levels from 814 students, during the 2019-20 school year to the following:

- 890 students during the 2020-21 school year
- 920 students during the 2021-22 school year
- 950 students during the 2022-23 school year

The Governing Board of DANN will be responsible for monitoring progress towards this requested enrollment target.

f. 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?

This question is not applicable. The requested amendments will not affect the school's training about legal requirements.

[4] 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.

Each school year, DANN's Principal assesses 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.

DANN provides, at minimum, professional development training in the following areas: DANN's Mission and Vision; Opening of School Procedures (including enrollment policies); Data Driven Decision Making; Positive Behavioral Support; Serving Exceptional and Educationally Disadvantaged Students; Differentiated Instruction; Technology; and Safety and Security. Additionally, the staff also receive professional development on applicable State, Federal, and all applicable laws, regulations, and policies. (Safety Training, OSHA Requirements, Blood Borne Pathogens, etc).

g. 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?

This question is not applicable. The requested amendments will not affect school's existing student recruitment plan.

DANN uses multiple methods of marketing to ensure that all families are informed of their educational options. Grassroots recruitment campaigns are especially important to make sure that "harder-to-reach" families (e.g. single-parent families, low socio-economic households, non-English speaking families, etc.) are aware of DANN and their eligibility to apply for enrollment. DANN's grassroots marketing campaigns include, but are not limited to: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying media in English and Spanish, building relationships with community groups, and "door to door" approaches. The School posts flyers in local public facilities such as the post office, community centers, libraries and other locations of public access. The goal of all this is to reach parents by using various means of information delivery. Promotional flyers and/or postcards are also distributed via direct mail and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment.

h. Complete the following tables for the proposed school to open in 2019-20. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2019 and fall 2020.
   1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) ***Complete using Excel file "RFA Staffing and Enrollment Worksheets."***

This question is not applicable. The requested amendments are not proposing to open a new school. However, DANN would anticipate a minimum enrollment as thus:

Grade Level	Number of Students			
	2019-20	2020-21	2021-22	2022-23
Pre-K	-	-	-	-
K	97	100	100	100
1	103	104	104	104
2	101	104	104	104
3	99	104	104	104
4	102	104	104	104
5	78	104	104	104
6	88	90	120	120
7	89	90	90	120
8	57	90	90	90
Total	**814**	**890**	**920**	**950**

2) **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions) ***Complete using Excel file "RFA Staffing and Enrollment Worksheets."***

This question is not applicable. The requested amendments are not proposing to open a new school. However, DANN would anticipate a planned enrollment as thus:

Grade Level	Number of Students			
	2019-20	2020-21	2021-22	2022-23
Pre-K	-	-	-	-
K	97	100	100	100
1	103	104	104	104
2	101	104	104	104
3	99	104	104	104
4	102	104	104	104
5	78	104	104	104
6	88	90	120	120
7	89	90	90	120
8	57	90	90	90
Total	**814**	**890**	**920**	**950**

3) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) ***Complete using Excel file "RFA Staffing and Enrollment Worksheets."***

This question is not applicable. The requested amendments are not proposing to open a new school. However, DANN would anticipate a maximum enrollment as thus:

Grade Level	Number of Students			
	2019-20	2020-21	2021-22	2022-23
Pre-K	-	-	-	-
K	100	100	100	100
1	104	104	104	104
2	104	104	104	104
3	104	104	104	104
4	104	104	104	104
5	78	104	104	104
6	90	124	124	124
7	90	93	124	124
8	60	93	93	124
Total	**834**	**930**	**961**	**992**

a. 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.

This question is not applicable. The requested amendments are not proposing to open a new school. These numbers reflect the school's current and projected enrollment numbers after discussion with both the school's service provider Academica Nevada, as well as the SPCSA.

b. 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.

This question is not applicable. There is no proposal to open an elementary facility.

c. 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.

This question is not applicable. There is no proposal to open a middle or high facility.

7. BOARD GOVERNANCE

Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate "No change from original application or most recent amendment. See attached."

a. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

No change from original application or most recent amendment. The requested amendments will not affect or change the school's board governance philosophy.

b. 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.

No change from original application or most recent amendment. The requested amendments will not affect or change the school's board governance structure.

c. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment**___). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.

Resumes and board information for any new board members are submitted to the SPCSA immediately upon their appointment to the board.

d. Provide, as part of **Attachment**___, 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.

Resumes and board information for any new board members are submitted to the SPCSA immediately upon their appointment to the board.

e. 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?

No change from original application or most recent amendment. The requested amendments will not affect the school's practice of ethical standards or conflicts of interest policy.

f. 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.

No change from original application or most recent amendment. T The requested amendments will not affect or change the school's governing board relationships.

g. 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 expand and develop over time?

No change from original application or most recent amendment. The requested amendments is not related the history of the board.

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

No change from original application or most recent amendment. The requested expansion for enrollment does not affect or change board member training.

i. 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.

No change from original application or most recent amendment. The requested amendments will not affect the board's relationship with the staff.

j. 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.

No change from original application or most recent amendment. The requested amendments will not affect board member advisory bodies or councils.

k. 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.

No change from original application or most recent amendment. The requested amendments will not affect board member policies and procedures.

l. 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?

No change from original application or most recent amendment. The requested amendments will not affect board member accountability.

Goal	Purpose	Outcome Measure

8. INCUBATION YEAR DEVELOPMENT

a. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2018. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment**___.
b. 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.
c. 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.

These questions are not applicable. Incubation Year Development is not related to the requested amendments.

9. SCHOOL MANAGEMENT CONTRACTS

Indicate "Not Applicable" 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).

a. How and why was the EMO selected?
b. 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).
c. 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 service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
d. 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.

e. Please provide the following in **Attachment___**:

1. 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;
2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
3. 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.
4. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
5. Provide a brief overview of the EMO/CMO's history.
6. 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.
7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details 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.
8. 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.

These questions are not applicable. The requested amendments do not impact the school's current EMO contract.

10. SERVICES

1. Provide **Attachment___** describing how the school leadership team will support operational execution.

2. Provide narrative or evidence illustrating 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.
3. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
    i. 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.
    ii. 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.
    iii. Facilities maintenance (including janitorial and landscape maintenance)
    iv. Safety and security (include any plans for onsite security personnel)
    v. Other services

Not applicable. There is no change since the previous Request For Amendment was submitted.

4. 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 requested amendments does not affect or change DANN's technology infrastructure and support mechanisms.

The following list is an outline of DANN's technology infrastructure and support mechanisms:

- Internet is provided by a reliable Internet Service Provider protected by an enterprise router.
- Local area networking is provided by managed switches and wireless access points.
- Hardware: Each classroom has 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.
- DANN contracts with a service provider for support in device management and user support.
- DANN follows their Acceptable Use Policy

5. 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.

DANN currently partners with Academica Nevada. For the past five years, Academica has provided service in Nevada. Staff is well versed managing student information using the statewide Infinite Campus system. DANN has hired a full time registrar who is the school wide leader in managing the system. Academica also provides registrar trainings including one specifically on Infinite Campus. Additionally, the school registrar and Academica staff attend trainings hosted by the SPCSA.

6. 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.

The governing board delegates 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 ensures 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 have access to the files.

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

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.

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

In addition, DANN complies 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 is enforced by the Board Chair and the Principal prior to purchasing any school service. Additionally, pursuant to NRS 388(8), the Principal ensures 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.

7. Provide, as an Attachment__, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

Not applicable. There is no change since the previous Request For Amendment was submitted.

11. 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 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?

DANN treats the safety and security of its students, staff, and visitors extremely seriously. To ensure best-case outcomes for regular practices and emergencies, the Principal has created an Emergency Management Plan developed in conjunction with local, state, and federal policies, regulations, and laws. Safety and security is the job of every member of the DANN community, but the Principal and Campus Monitor have primary responsibility over proper implementation of the Emergency Management Plan. To that end, staff and students receive regularly scheduled trainings and drills regarding a variety of emergency/crisis situations, including, but not limited to chemical spills, active shooter, and fire drills.

All students will be taught drill procedures for evacuations (in the event of a fire emergency), lockdowns and shelter-in place procedures (for chemical, environmental, or community threat emergencies), active shooter and AED emergency procedures. These procedures are practiced at least quarterly and more where required by state or federal regulation. In all drills, students are expected to complete the correct procedures seriously and respectfully to ensure preparedness for a real emergency. Training for staff on emergency drill procedures takes place during the summer staff training and training for students takes place during the first ten days of 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.

With an increase number of staff to meet the needs of the increased enrollment, the subsequent coverage and premium of DANN's insurance plan also increases. The General liability for all DANN employees is well insured under an umbrella of $10 million.

SPECIFIC RFA SECTIONS
RFA: Academic Amendments

1. RFA: Add Distance Education

a. Executive Summary

i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.

Doral Academy of Northern Nevada (DANN) is seeking to expand its high-performing school network by increasing DANN's capacity to serve students already enrolled in grades 6-8. Through offering distance education, DANN will supplement and enhance its traditional courses with access to virtual learning opportunities for students in need of credit recovery, academic challenge such as advanced math courses, or a more diverse selection of electives such as foreign language that DANN may not otherwise be able to offer.

DANN seeks to implement an exemplary virtual learning program to effectively prepare students for success in college and career. Specifically, DANN requests to offer select students enrolled in grades 6-8 the opportunity to enroll in differentiated distance education courses to expand its mission and vision to intentionally include a supplemental distance education program specifically for students who are traditionally underserved or at risk for academic failure.

ii. A list of the current school campuses

DANN currently only has one campus located at:

3725 Butch Cassidy Drive
Reno, NV 89511

iii. Proposed model and target communities by zip code

DANN proposes to supplement and enhance its current innovative coursework with a part-time, blended learning model. This model combines face-to-face and online distance education instruction, which allow DANN to pool and leverage its teaching resources to offer students enrolled in grades 6-8 the opportunity to take credit bearing courses. Students can take these courses if they are in need of credit recovery, want an academic challenge, or participate in electives that DANN may not otherwise be able to offer. The proposed distance education program will be student-driven and student-centered with the goal to improve student achievement, provide students with more academic choices and options, and personalize learning in a blended format. Students will participate in distance education courses in a designated virtual classroom with the opportunity to engage with a virtual instructor and coursework in a blended face-to-face academic and technical support format.

DANN's target community is the Greater Truckee Meadows area. In this region, public schools have traditionally struggled with double-digit achievement gaps for Hispanic/Latino populations. Additionally, middle schools have experienced a significant drop in academic performance – particularly for students with individualized education plans (IEP)s, English language learners (ELL), and students who qualify for free and reduced lunch (FRL).

However, as charter school attendance is not limited to geographical zoned boundaries, DANN's current student body is comprised of students from a total 21 different zip codes across multiple counties. 16.5% of DANN's enrolled students are from zip codes that were classified as areas of "demographic and academic need" as stated in the recent *Demographic and Academic Needs Assessment of 2019.*

These zip codes include: 89408, 89431, 89433, 89434, 89441, 89451, 89502, 89503, 89506, 89508, 89509, 89512, 89701.

iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.

For students enrolled in distance education courses, it is expected that:

1) Ninety (90%) percent of students enrolled in blended distance education classes will successfully pass the course;

2) One Hundred (100%) percent of students enrolled in distance education courses will participate in two-way academic communication with their virtual instructor with support of their face-to-face instructor on a weekly basis.
3) Eighty-five (85%) percent of students enrolled at the school for a three consecutive year period who enroll in blended distance education classes will achieve proficient or advanced status on the state's annual assessment.
4) Seventy (70%) percent of students who enroll in blended distance education courses will show at least a one-year growth in reading and mathematics skills annually.

v. The key components of your educational model and how the distance education program aligns with the educational model.

Preparing students to be successful in rigorous college and career readiness standards requires students to master the skills and knowledge directed by these standards; therefor, DANN is committed to offer students and families options for differentiated learning opportunities such as Distance Education. DANN proposes to provide a unique Distance Education program that balances instructional support and student autonomy while ensuring students are supported every step along the way. Distance Education will serve to supplement and enhance traditional delivery methods already in place providing students with the following additional educational options: credit recovery, Advanced Placement, and/or academic enrichment. Students will be selected to participate in Distance Education courses based on their individual academic needs. Students in need of a credit recovery course, acceleration courses or a course not regularly offered at the school will be able to enroll in a course through the distance learning program on a part time basis. The students will remain fulltime students at their home school. DANN's proposed Distance Education program will be implemented Fall of 2020.

For a list of proposed distance education courses that will be offered through the program see *Attachment 18* – Proposed Distance Education Courses.

vi. Key supporters, partners, or resources that will contribute to the distance education program

The approved distance education providers Accelerate Education, eDynamic, FLVS Global, Fuel Education, Strongmind, and K12 along with the support of Virtual Education that has established successful distance education services to DANN's affiliate schools in Florida will contribute to the success of the distance education program. DANN will recruit and retain interested teachers in expanding their experience to include virtual learning to support distance education. Principal Angela Orr will work collaboratively with all key stakeholders to ensure successful distance education programs.

b. Targeted Plan
   i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.

DANN's Distance Education coursework is not intended to replace existing curriculum, but rather enhance and supplement current academic programming effectively reducing barriers to students attending advanced level classes or having access to a variety of foreign language options.

DANN will serve students and families by addressing the current education needs: providing opportunities for students to recover credit, providing courses not otherwise available at the school and allow campuses to pool teaching resources to offer coursework that may not have enough students to form a full class at one location such as foreign language.

   ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

Preparing students to be successful in rigorous college and career readiness standards requires students to master the skills and knowledge directed by these standards; therefore, DANN is committed to offer students and families options for differentiated learning opportunities such as Distance Education. DANN proposes to provide a unique Distance

Education program that balances instructional support and student autonomy while ensuring students are supported every step along the way. Distance Education will serve to supplement and enhance traditional delivery methods already in place providing students with credit recovery and/or academic enrichment.

Students will be selected to participate in Distance Education courses based on their individual academic needs. Students in need of a credit recovery course, acceleration courses or a course not regularly offered at the school will be able to enroll in a course through the distance learning program on a part time basis. The students will remain fulltime students at their home school.

As DANN continues to build its middle school programs, there is a need for the opportunity for each campus to pool teaching resources to provide opportunities for students to take courses that DANN otherwise may not be able to offer, such as the case when there are not enough students to form a full class. In order to remain competitive in course offering to attract and retain students, DANN must be prepared to offer students fully comprehensive course options such as a variety of foreign languages. In addition, when students are newly enrolled with the need for credit recovery, DANN will be equipped to offer families the option to enroll in credit bearing Distance Education core courses to avoid falling even further behind.

DANN will utilize existing facilities and technology resources to establish an online blended learning classroom at the campus with a licensed teacher to support students and assist with troubleshooting. Students will independently engage in digital adaptive curriculum with an online teacher with the opportunity to work one-on-one with a traditional teacher as needed. DANN is committed to the goal to ensure each student is ready academically to enter college or move into a career through providing students in grades 6-8 a combined face-to-face and supplemental online learning opportunity in service to students in need of credit recovery or academic challenge.

The proposed distance education model is fully aligned with the mission of the SPCSA as outlined below:

a) Improving the academic achievement of pupils; Supplemental online learning will improve academic achievement by allowing students to benefit from differentiated learning options where the student becomes the driver in the model with the flexibility of varying levels of teacher support with the opportunity to gradually become more independent as measured on diagnostic and end-of-course assessments.
    - Encouraging the use of effective instructional methods of teaching; Teachers will be encouraged to look beyond traditional methods of teaching and utilize ways that engage today's learner in an online learning environment while also providing the support of face-to-face opportunities as needed. Engaging digital curriculum will meet the need and desires of today's digital native. Utilizing a variety of digital tools will help students reach higher levels of critical and creative thinking.
b) Providing an accurate measurement of the educational achievement of pupils; The digital curriculum and ongoing teacher assessments (formative and summative) will be used to measure academic success. End of course assessments are an integral part of the digital curriculum. Diagnostic and ongoing formative assessments throughout the teaching and learning cycle are utilized to inform the instructional staff of student academic progress in real time, which in turn will impact the student's fluid movement through the online curriculum. Teachers will use a data dashboard and instructional reports to as a guide in order to provide interventions and document student academic progress.
c) Establishing accountability and transparency of public schools; Students and parent/guardians will be required to sign a learning compact that outlines the academic, community and school involvement requirements to be an active member of Distance Education opportunities. Students and parents/guardians will be provided regular weekly updates on their academic progress. The principal will use the principles of site-based management for parent/guardian involvement and decision-making.
d) Providing a method for public schools to measure achievement based upon the performance of the schools; and Teachers will measure academic success based on meeting the requirements of the School Performance Framework as well as comparative analysis of other similar Nevada schools.
e) Creating new professional opportunities for teachers; Teachers will have the opportunity to work in virtual collaborative teams to determine where their students are academically and how they are progressing through Distance Education courses. This collaborative environment will allow teachers to share successful strategies and interventions. The continuous cycle of learning will be embraced through these methods as well as teacher teaching teachers what success looks like. Training on digital programs will be comprehensive and strategically monitored by their peers and administration. Innovative ways to demonstrate pedagogical knowledge will be utilized to develop leadership capacity (such as peer observation, lesson study, etc.).

c. Distance Education Requirements

i. Describe the system of course credits that the school will use.

Student's final grade will be determined as follows: 25% value for each of four nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. In order to pass an annual course in grades 6-8, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester.

Teacher override (either up or down) can be used. In addition, all students must pass the final exam in their course with at least a 70%. A forgiveness policy for middle school students who take any high school course can be applied to courses with a final grade of C, D, or F, wherein a student attempts forgiveness for a grade and only the new grade will be used to compute the student's GPA. In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F. In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

The following are the academic grades used:
Enrollment in local colleges, 2005

Grade	Numerical Value %	Verbal Interpretation	Grade Point Value
A	90-100	Outstanding Progress	4
B	80-89	Good Progress	3
C	70-79	Average Progress	2
D	60-69	Lowest Acceptable Progress	1
F	0-59	Failure	0
I	0	Incomplete	0

Once the student is 100% complete with the digital course and has a passing grade, the distance learning program registrar will issue a transcript to the student's home campus indicating the course and final grade. In addition, the designee at the student's campus will be able to generate transcripts by logging into the SIS once the grade in the course is finalized. All student records in the LMS and SIS are stored in secure servers for a period of seven years. School staff will enter the student grade into the student information system, keep an electronic copy of the transcript and/or print the transcript with the final grade and place it in the student's school folder. The distance education course grade will be entered for each student on Infinite Campus and will be coded as follows: coursecodeDE.

ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.

Students enrolled in distance learning courses are required to interact with their virtual teacher one time per week. All weekly communications between teachers and students are logged into the student information system (Bocavox/MAESTRO) and stored for seven years. Evidence that communication was academic is required. The data will be available 24 hours a day and 365 per year. The attendance reports reflect real-time data and are generated by designated school staff every Monday, or more frequently, to comply with the weekly communication requirement for attendance. Since students will be taking distance education courses on a part time basis, they will be regularly attending a brick and mortar school, so attendance will also be taken in each students' homeroom class. Student attendance and participation in courses is also tracked in the learning management system (Agilix/ Buzz) each time a student logs into their course. Time is tracked by minutes and seconds. The virtual teacher will monitor and verify student participation in courses through the gradebook within the LMS and SIS. In addition, participation hours will be verified by the homeroom teachers via documented attendance reporting. The academic advisor will monitor course

completion through the transcript report available in the SIS. Both the attendance log and the communication log are available 24 hours per day and 365 days per year. (for all students) along with progress reports, which include updated academic information on student progress. Reports can be accessed at any time by fully trained designated school personnel. The attendance record for the distance learning course is in addition to the record of attendance maintained by the school in which the student attends classes full time. Students enrolled in Distance Education courses will complete coursework in a designated virtual learning classroom with a face-to-face teacher. The learning classroom will be available during the regular school day and also before and after school.

Progress monitoring tools -- the virtual environment allows students to track their own daily progress with real--time scoring reports that can be depicted in a variety of ways, including graphs and charts. Using the data--collection capabilities of the program, along with baseline data, teachers can receive reports and identify students not meetings expected levels of achievement to provide appropriate interventions: ongoing assessments to inform pacing and differentiate instruction, remediation through supplementary technology, increasing teacher/student/parent communication, ongoing progress monitoring and academic counseling. After each assessment (either weekly, monthly, interim or quarterly) the system generates a report. Teacher can then disaggregate test data and identify benchmarks with unsatisfactory and satisfactory performance. Teachers will identify students' performance within those categories and address the different needs through remediation and enrichment activities.

In addition, reports will be generated weekly in order to identify any students having difficulties with the distance education course. Any students who are not progressing adequately or who fall behind pace will be identified and contacted by the academic coach in order to determine what can be done to assist and if the implementation of an academic improvement plan is needed. Criteria used to trigger identification of pupils who are having difficulty with course assignments or otherwise having difficulty of being successful in the course is as follows:

- Behind pace
- Failing
- Not logging into course
- Teacher unable to make contact

An academic coach is assigned to each student to track progress in their courses in addition to the virtual instructor. Progress is tracked on a weekly basis. Students who are struggling are assigned to one-on-one tutorial sessions with a tutor that specialized in the subject area. The tutor works closely with the student and teacher and provides feedback on progress during the tutorial sessions.

Struggling Student Reports are generated to ascertain which students may be in critical need of academic intervention. They are color coded and the students reflected in red are contacted first.

The program staff monitors student attendance, participation, and performance to ensure that students meet compulsory attendance requirements and are making progress toward successful completion of the course or program as specified in the program's attendance policies. Progress reports are generated and sent via email to students and parents by the 15th of every month. If the 15th of the month falls on a weekend, reports will be sent on the previous Friday.

iii. Describe how the school will ensure students participate in assessments and submit coursework.

In accordance with NRS 388.866: The board of trustees of a school district or the governing body of a charter school that provides a program of distance education shall ensure that for each course offered through the program, a teacher meets or otherwise communicates with the pupil at least once each week during the course to discuss the pupil's progress.

Students enrolled in distance learning courses are required to interact with their virtual teacher one time per week. All weekly communications between teachers and students are logged into the student information system (Bocavox/MAESTRO) and stored for seven years. Evidence that communication was academic in nature and discussions regarding coursework progression and submission is required. The data will be available 24 hours a day and 365 per year. The attendance reports reflect real-time data and are generated by designated school staff every Monday, or more frequently, to comply with the weekly communication requirement for attendance. Since students will be taking distance education courses on a part time basis, they will be regularly attending a brick and mortar

school, so attendance will also be taken in each students' homeroom class. Student attendance and participation in courses is also tracked in the learning management system (Agilix/ Buzz) each time a student logs into their course. Time is tracked by minutes and seconds.

The teacher and the student will have a two-way conversation one time per week. All correspondence will be logged into the student information system, in order to track the required interaction. In addition to the documenting of weekly two-way interactions between teachers and students, staff can generate a time logging report in order to ensure that the students are logging into their virtual courses and submitting coursework in accordance to deadlines in the course pacing guide. The attendance record will be printed out on a monthly basis and will be signed by the teacher of record.

The Virtual program uses varied formative assessments to provide to teachers and students, modify curriculum and monitor student progress. Assessments are varied and valid. They can be in the form of self-checks, practice lessons, auto-graded (including multiple choice and short answer), writing assignments (from the paragraph to creative writing to the research paper), peer review, project or problem based, oral assessments with the instructor, and synchronous and asynchronous collaboration amongst students. Sixty percent (60%) of program assessments reach higher level blooms questioning. These include, but are not limited to, the following:

Affiliation and Collaboration: Courses are designed to engage students with one another, with their instructors, with their families and with their community. These assessments may be completed in a variety of ways including the use of a discussion area, over the phone, or in live web conferencing sessions. The following are standard in the courses:

- One graded collaboration assessment per segment/ semester
- Discussion Based Assessments with the instructor (oral assessments) that fall roughly every four weeks
- One student-to-student, student-to-parent, or student-to-community activity per segment/ semester
- One non-computer related activity per segment/ semester - These are designed to get students away from their computers, and engaged in their learning in a different fashion.
- They address real world learning and provide students opportunities for success within their individual strengths.

Discussion Based Assessments: All courses include an oral assessment with the instructor, which fall about every four weeks. We include these for two main reasons: (1) as a measure of academic integrity; and (2) they provide yet another opportunity for teachers to speak verbally with students to ascertain understanding of the content as well as build rapport. Oral assessments are particularly valuable for students whose strengths lie in verbal, rather than written, communication.

Test Banks: Auto-graded assessments pull questions from test banks so that no two students receive identical questions on assessments. This is yet another academic integrity measure that has been proven successful. This feature also allows teachers to give students additional chances on assessments without worrying students will get exactly the same test.

Rubrics: Rubrics are provided for both teachers and students in the course – it is important that students know exactly what is expected of them. The Learning Management System (LMS) collects student data and sends it to the SIS in protocol that is updated daily. The two systems work together to track the progress and pace of each student. If a student is falling behind, the system will trigger auto-generated alerts to the teacher. Thus, teachers have the performance data needed to know when appropriate interventions and assistance are necessary. Administrators also receive auto-generated summary reports and parents may access daily progress reports.

Pre/post module tests, quizzes, essays, and diagnostic and discussion-based assessments are used to gauge understanding. Diagnostic assessments in mathematics and reading provide baseline data and feedback for students of particular skills and/or level. Additional assessments are also used as screening and progress tools to differentiate instruction. Real-time reports are provided on all assessments to help teachers modify pacing and delivery of instruction and interventions to ensure student mastery.

In addition, teachers will contact students one time per week as mandated by NDE program requirements to support students, gauge academic progress and ensure successful course completion. Required course assessments will be set to provide a specific testing window as well as an allotted amount of time within which the students can take the assessments. In addition, in order to ensure academic integrity, the students are to submit all short, long responses and

essays through PlagScan (plagiarism scan software). Students will take any required course and State assessments at their home school site. Proctor qualifications will be as set forth by the Nevada Department of Education.

iv. Describe how the school will conduct parent-teacher conferences.

Communication of student progress is key to the success of every student as well as Academy. Weekly progress reports to convey student progress will be provided to each parent. Parent-teacher conferences will be done as needed based on the student's individual progress. These conferences may be conducted over the phone or in person. As a requirement of the enrollment process in Distance Education courses, the students' parent or legal guardian will enter into a written agreement with the pupil outlining the objectives of the course, the timeline for completion, and the method by which the progress of the student will be assessed. The consent form needs to be signed and received from the parent or legal guardian before the student is able to enroll.

v. 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.

DANN will administer all required state assessments in a safe, secure and environment free of distractions and within the timeframe required. Academy, according to state and federal law, will use licensed staff as assessment proctors. All proctors will be trained and certified to be a qualified proctor based on state requirements.

d. Special Education

i. 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.

Progress monitoring by special education staff will be done on a weekly basis to determine the effectiveness of the Distance Education instructional program. Adjustments to instructional program will be made as student progress or lack of progress is determined based on progress monitoring. Revisions to IEPs will occur as adjustments are needed to student's academic program towards a more or less restrictive environment based on progress. Assessment and standardized testing procedures shall be implemented, including guidelines.

All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, Safe School Professional or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. The school may employ such personnel as necessary depending on student need determined from actual enrollment. If necessary, the school will contract service provider agencies that employ licensed personnel and/or DANN will to contract services from Academica Student Support Services as determined by agreement between Academica and Academica Student Support Services. If services are outsourced to Academica or through service providers, DANN's principal and special education teacher will oversee, manage, and determine that all students with special needs IEPs are being implemented appropriately.

ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education 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?

Academy's proposed program of distance education will be delivered using a blended face-to-face model and will comply with all legal distance education requirements pertaining to special population. To that end, DANN will provide planned staff development activities and participate in available appropriate professional development trainings to support access by students with disabilities to the distance education classroom, distance education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. All DANN personnel who are necessary to provide a student with a disability a FAPE are required to attend any staff development activities or sponsor trainings.

DANN will adhere to the provisions of IDEA and ADA, specifically in distance education, to assure that all students with disabilities are provided services pursuant to FAPE. For special education this includes related services. Related services include speech and language services, counseling, occupational therapy, and/or any other related service as determined by the IEP team.

DANN will also ensure that no student otherwise eligible to enroll in distance education courses will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. If a student enrolls in distance education with more services than DANN can provide, the school administrator and special education staff will meet with the parents and the student. At the meeting, Academy's special education distance education service delivery model will be discussed so the parent can make an informed decision. If needed' the IEP will be revised once the student attends distance education courses.

DANN is committed to all of its students who may elect to participate in distance education, including its gifted and talented pupils, students with disabilities, English Language Learners (ELLs), and those with Individual Education Plans (IEPs) or 504 plans. Working closely with Academica Student Support Services, DANN plans on closely partnering with district staff on several fronts to ensure special education programs specifically as it pertains to distance education and services reach students appropriately.

In order to provide a Free and Appropriate Public Education (FAPE), DANN will follow all federal and state laws under the Individuals with Disabilities Education Act (IDEA) (20 USC §1400 et seq). Additionally, DANN will comply with the applicable requirements of Section 504, the Americans with Disabilities Act (ADA) and all U.S. Department of Education Office of Civil Rights ("OCR") mandates for students enrolled in DANN distance education courses. By adhering to the provisions of the IDEA and applicable State of Nevada Special Education Laws and Regulations, DANN will assure that all students with disabilities are accorded FAPE, including special education-related services, and accommodations. DANN will also ensure that no student otherwise eligible to enroll in distance education will be denied enrollment on the basis of their special education or disability status.

Parents of students attending distance education courses will begin the year with understanding the services provided for students with disabilities at Academy. In addition, they will be informed of and sign the learning compact designed to meet all established IEP's or other programs notated, such as distance education, within this section. Parents of students with disabilities will be invited and encouraged, in the same manner as all students at Academy, to attend the school-wide events provided throughout each academic year.

Additionally, parents of students identified with disabilities will receive weekly progress reports regarding the progress their child is demonstrating in distance education courses. The special education teacher will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's ELL progress. Parents of students with disabilities will receive monthly calls from each distance education teacher their student is being serviced by to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for parents to get to know their child's teacher and to ask questions or share their perspective on various matters.

e. Scale Strategy
    i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.

Principal Angela Orr will work with other members of the administration to ensure that they are familiar with expectations of recruitment, professional development and procurement of curriculum as it pertains to distance education. In particular, it will be made clear the students eligible to enroll in distance education courses are those students in need of credit recovery, students who are in need of academic challenge through Advanced Placement or extension courses not already available at their campus, and/or students who wish to take an elective course that would not otherwise be available due to not enough students enrolled to form a full class.

Finally, Principal Orr will clearly articulate the process for enrolling the students in the program (whether the students are taking courses for acceleration, credit recovery or because the desired course is not offered at their school site) is as follows:

1. Students in need of an acceleration course, a credit recovery course or a course not available at their home school will be advised of the availability of the course through the distance education program at the school.
2. Students will be directed to the counselor who will evaluate the student's academic record and make course recommendations to student and parents and will verify that the course is appropriate before proceeding.
3. No home-schooled students will be accepted into the program.

4. Enter into a written agreement with the pupil and the pupil's parent or legal guardian outlining the objectives of the course, the timeline for completion of the course and the method by which the progress of the pupil will be assessed.
5. The consent form needs to be signed and received at the home school. The student will create an account in the Student Information System and request the desired course.
6. The school counselor will review the student's academic information, verify that the student selected the appropriate course and then electronically approve (confirm) the student for enrollment.
7. The distance education program staff will then enroll the student in the virtual course.
8. Upon enrollment, the student will be directed to the Student Orientation course if it is the first time the student takes a virtual course with the program. The Orientation is available to all students upon logging into the software program.
9. Upon completion of the course, the school will generate a transcript reflecting the student name, course taken and final grade.
10. The distance education course grade will be entered for each student on Infinite Campus and the school registrar will designate the courses as a distance education course on the transcript by adding a unique code (the course may be DE or 01 at the end of the course code or name).

    i. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.

This question is not applicable as DANN is not affiliated with a CMO or EMO that operates distance education in other states.

b. Student Recruitment and Enrollment
    i. Explain the plan for student recruitment and marketing for the new distance education program 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.

DANN will utilize a wide range of communication modalities to share its mission openly, and without bias, for the purpose of recruiting current students already enrolled in grades 6–8 who would benefit from distance education courses for students in need of credit recovery, academic enrichment, or electives that would otherwise not be available.

Utilizing both traditional and digital media, DANN will be capable of more open communication to, and greater access for, interested students already enrolled and families, as messages can be targeted for specific needs, such as disability, academic struggle, family poverty, or other extenuating circumstances. Specifically, DANN will communicate its mission and distance education opportunities for students already enrolled in grades 6–8 through the following mediums:

Social Media: Messages will be posted on social media platforms such as Facebook, Twitter, and Instagram.
Direct Mail: Direct mail will be used to target those students already enrolled in grades 6–8 in near-campus area. Mailers will be done in English and Spanish to reflect the needs of the community.
Mobile Campaigns: DANN will utilize the latest technologies to message mobile devices either through search, social media, or geo-targeted messages.
Open Houses: DANN will hold regular open houses to welcome students, parents, and guardians interested in touring the school and learning more about its highly engaging education.
Community Outreach: DANN will participate in community events and meetings to share its message and to make the DANN staff available for questions and comments. DANN is a part of the communities, and DANN seeks to help those in the community who are in need, by providing quality education options and by participating in community outreach.

ii. 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 distance education applications and how long the window will last prior to conducting a lottery.

Already enrolled students in grades 6-8 will be selected based on their academic needs. Students in need of a credit recovery course, acceleration courses or a course not regularly offered at the school will be able to take the course through the distance learning program on a part time basis. The students will remain fulltime students at their home school. Because students are only eligible to participate in the proposed distance education courses are those who are already enrolled, there will not be a separate calendar or lottery for the distance education program. Furthermore, there is not an application process for the distance education program because students who are eligible must already be currently enrolled in grades 6-8; therefore, this question is not applicable.

Moreover, as Federal CSP grant restrictions have concluded, the Board plans to seek approval for implementing a weighted lottery system to ensure the school population is reflective of not just the immediate area around the school, but also the greater community.

iii. What distance education 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?

Because students are only eligible to participate in the proposed distance education courses are those who are already enrolled and will be selected to participate in distance education based on their individual academic needs, there are no enrollment targets or re-enrollment targets for the distance education program. Students will be selected to participate on a case-by-case individualized process; therefor this question is not applicable.

c. Services

i. Provide a description of how the school leadership team will support the distance education 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.

The leadership team will use iReady and SBAC assessment data systems to determine a student's eligibility to participate in virtual coursework. DANN's Governing Board submits to a yearly financial audit by an independent third party auditor and DANN will use the audit data to determine the school's ability to provide Distance Education courses. DANN's Board will seek training at least twice per year for four hours total regarding virtual learning.

ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. 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.

DANN will utilize its existing technology infrastructure and support mechanisms across the school, staff, and teacher and no new investments are necessary to support distance education.

DANN will utilize the following existing infrastructure and support mechanisms:

- Internet will be provided by a reliable Internet Service Provider protected by an enterprise router.
- Local area networking is provided by managed switches and wireless access points.
- Hardware: Each teacher will have one teacher computer and a 1:1 student to computer ratio in the classroom. Each office staff member will have a computer to utilize. There will be one computer lab and at least one laptop cart.
- DANN will contract with its service provider, Intellatek for support in device management and user support.

The approved distance education providers Accelerate Education, eDynamic, FLVS Global, Fuel Education, Strongmind, and K12 all provide the servers that currently contain the production systems (curriculum) and data are in a highly-secured off-site collocation center (IOData). Physical access to the systems are restricted to essential personnel only.

The IOData facilities have guarded site access: only pre-authorized personnel may enter the parking area (access-card and human guard to compare face to card photo)

- The facility exterior door requires card-scan plus key-code
- Interior "man-trap" door requires keycard and retina eye-scan to permit entry to server floor
- Additional card scans required to reach rack cages
- Racks are locked with combination door locks

Electronic access to server systems by developer and operations employees require approved secured and encrypted VPN access, followed by ID and password access to individual server systems

Data on database systems are encrypted and secured and can only be access via secure credentials.

Because DANN teachers will be utilizing distance education courses to enhance and supplement existing DANN educational model and programs, they will align with the mission and vision of Doral Academy of Northern Nevada. Distance Education is not a means to replace any existing programs or curriculum.

It is expected that the distance education program will be available for currently enrolled students in grades 6-8 in the fall of 2018.

d. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. 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.

With the utilization of existing school technology equipment, the costs associated with the inclusion of a distance education program will include a range of pricing from $30 to a maximum of $175 per pupil per semester per course amount and a $75 per teacher per student per course amount. Therefore, for each distance education course, the total amount per pupil would be $250. These distance education courses will be provided by the following approved distance education providers: Accelerate Education, eDynamic Learning, FLVS Global, Fuel Education, K12 and StrongMind.

2. RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
c. Discuss the scope of the services and resources that will be provided by the college or university.
d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
e. Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
f. Identify any employees of the college or university who will serve on the governing body of the charter school.

Provide as an **Attachment**___, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

3. RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

a. Complete and submit your RFA with the General application sections above completed.
b. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
c. Indicate "N/A" for any below requested response that is not applicable to your request.

4. RFA: Eliminate a grade level or other educational services

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

a) Complete and submit your RFA with the General Requirements sections above completed.
b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO

a) School Management Contracts

1. RFAs for "entering into, amending, renewing or terminating a contract with an educational management organization" are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO's Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. 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).
8. 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 service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. 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 other current or prospective vendor or contractor (including the landlord), 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.
10. Provide a brief overview of the organization's history.
11. 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.
12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details 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.

13. 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.

b) Financial Plan

1. 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.
2. 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, fundraising, etc.).
3. 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.
4. 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.
5. Submit a completed financial plan for the proposed school as an **Attachment**___ (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).
6. Submit, as an **Attachment**___**,** 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).
7. Provide, as an **Attachment**___, 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 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.

8. Complete the audit data worksheet in **Attachment**___. 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**___.

Attachments Necessary for EMO Amendment

1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
4) Final Term Sheet
5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
6) A term sheet signed by the Chief Executive Officer of the Service Provider 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;
7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
8) Documentation of Service Provider's non-profit or for-profit status
9) Documentation of Service Provider's authorization to do business in Nevada (e.g. current business license)
10) Letter from Board chair requesting Good Cause Exemption.
11) Agenda for Board Meeting Where Board Voted to Request Good Cause Exemption.
12) Draft or Approved Minutes for Board Meeting Where Board Voted to Request Good Cause Exemption.
13) Budget Narrative
14) School Budget
15) Network Budget
16) Historical Audits
17) Audit Data Worksheet
    (a) Academic Performance Worksheet
    (b) Good Cause Exemption Letter
    (c) A final 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.

6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

What is your current enrollment for the prior years in your current contract?

2019-20	K	1	2	3	4	5	6	7	8	TOTAL
Enrollment	97	103	101	99	102	78	88	89	57	814

What is your projected enrollment for the years for which you are requesting an expansion?

2020-21	K	1	2	3	4	5	6	7	8	TOTAL
Enrollment	100	104	104	104	104	104	90	90	90	890

2021-22	K	1	2	3	4	5	6	7	8	TOTAL
Enrollment	100	104	104	104	104	104	120	90	90	920

2022-23	K	1	2	3	4	5	6	7	8	TOTAL
Enrollment	100	104	104	104	104	104	120	120	90	950

2023-24	K	1	2	3	4	5	6	7	8	TOTAL
Enrollment	100	104	104	104	104	104	120	120	120	980

7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)

For an RFA to accomplish this objective:

a) Complete and submit your RFA with the General application sections above completed.

b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they've proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

Facility RFAs

8. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)

a. Complete the general sections above and the general and specific facility sections below

b. If there is no change to any part of the below specific section or specific sub-sections from your current contract…state "No change to section" in a row inserted below the heading of the applicable section.

c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

9. RFA: Occupy New or Additional Sites (NAC 388A.315)

a. Complete the general sections above and the general and specific facility sections below

b. If there is no change to any part of the below specific section or specific sub-sections from your current contract…state "No change to section" in a row inserted below the heading of the applicable section.

c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

10. RFA: Occupy a Temporary Facility

a. Complete the general sections above and the general and specific facility sections below
b. If there is no change to any part of the below specific section or specific sub-sections from your current contract…state "No change to section" in a row inserted below the heading of the applicable section.
c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

11. RFA: Relocate or Consolidate Campuses

a. Complete the general sections above and the general and specific facility sections below
b. If there is no change to any part of the below specific section or specific sub-sections from your current contract…state "No change to section" in a row inserted below the heading of the applicable section.
c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

General Facility RFA requirements

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.

Doral Academy of Northern Nevada engaged the Boyer Company to develop it's facility that was completed September 2018. The Boyer Company managed the process from site identification, entitlement and construction management through completion. The site received a temporary certificate of occupancy in early September 2018. The site delivery was expected to be in mid-August. The primary reason for the late delivery was associated with earthwork issues that were unforeseen. Typical due diligence for the property was conducted which included a phase I environmental survey, geo-technical survey among other investigations. However, the large boulders that were uncovered could not have been known until earthwork commenced. In addition to earthwork issues some of the delay was a result of slower than expected work from construction subs. The school will using a different general contractor on the addition to avoid some of the delays faced during the original build.

As a result of DANN not receiving temporary occupancy until September DANN changed the start of school to the beginning of September in 2018.

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 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.

DANN Foundation, a 501 c3 non-profit, formed by DANN to assist with fundraising and construction related activities for DANN, will be engaging Building Hope or similar CDFI to finance the addition, Ethos 3 to design the facility and a general contractor has yet to be identified. No costs will be borne by DANN's management company, Academica Nevada.

3. If a proposed facility **<u>has been</u>** identified and **<u>requires no construction or renovation</u>** 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.
b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
d) 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 AND an assurance the school will submit final documentation in compliance with NAC 386.3265.
e) 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 an **Attachment**___.

f) A copy of the Certificate of Occupancy at **Attachment**___.

g) 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 an **Attachment**___.

h) 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 an **Attachment**___.

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:

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 an **Attachment**___ 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 an **Attachment**___.

DANN is looking to construct an addition to it's existing facility . The addition will add 8 classrooms to DANN's existing facility. The physical address of the facility is 3725 Butch Cassidy Dr, Reno, NV 89511. The parcel number for DANN's location is 144-232-14.

Please also see *Attachment 4* – Proof of Facility Location for more information.

Please also see *Attachment 8* – Certificate of Occupancy for more information.

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 an **Attachment**___ 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 an **Attachment_5__**.

The addition of 8 classrooms will be approximately 7,000 square feet. The budgeted cost for construction of the 8 classrooms is $1,900,000. The budgeted cost is based upon estimates provided by the original architecture group Ethos 3. Ethos 3 has also been engaged to design the addition for DANN. Once the design and engineering has been completed Ethos 3 will submit to the school's selected General Contractor for pricing. The General Contractor will receive 3 bids for each area of construction and will select the lowest bid in each of those areas. Once the General Contractor has received final bids the DANN foundation will enter into a GMP agreement with the contractor to perform the work for the addition.

Please see *Attachment 5* – Lease Agreement for further information.

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 an **Attachment**___ 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 an **Attachment_6__**.

Please see *Attachment 6* – Floor Plan, which includes notations of the square footage of the 8 classroom addition.

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 an **Attachment**___ 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 an **Attachment**___.

Pinecrest Academy of Nevada Foundation, a 501 c3, is the landlord for DANN's facility. There is no relationship of between the current owner and any board members, employees of the school or the educational management organization. The addition will be financed either through the issuance of additional bond proceeds or use financing through a lender such Building Hope or other CDFI.

See *Attachment 7* – Current Facility Owner for further information.

e) A detailed construction project plan and timeline, including a Gannt 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 an **Attachment**___.

Please see *Attachment 19* – Construction Plan (Gannt Chart) for more information.

f) A detailed construction project plan and timeline, including a Gannt 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 an **Attachment**___.

This is answered under subsection (e).

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 an **Attachment**___.

The school will request an OSHA inspections in compliance with NAC 386.3265 well in advance of occupying the classroom addition. The school will send the authority a copy of such communication with the Division of Industrial Relations of the Department of Business and Industry.

Please see *Attachment 9* – Facility Safety Compliance.

Please see *Attachment 10* – Facility Code Compliance.

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.
   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.
   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 an **Attachment**___. 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**___.

6. Please include the organization's plans to finance these facilities, including:
   a) Indicate whether the school intends to finance these facilities through the Department of Business and Industry (B&I) or another bond conduit. If the school is not using the B&I conduit, please identify the proposed issuer of the bonds. Please provide a rationale for the selection of this issuer, and a comparative analysis with any other issuers considered by the school.

   DANN does not anticipate issuing bond through B&I or other conduit issuer for the financing of such addition.

   b) Total project cost for each facility

   Estimated project cost for the facility is $1,900,000.

   c) Financing and financing assumptions

   Assumed rate of 6.5% with 25-year amortization. Please see term sheet for additional details.

   d) 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.'

   Please see school budget which includes the addition of debt service, maintenance, utilities, etc.

Facility RFA Attachments required

1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
4. If a facility has been identified, 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 OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community 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
5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR 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
6. If a facility has been identified, 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 OR, if a facility has not been identified, 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
7. If a facility has been identified, 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 OR 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

8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gannt 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
9. 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 OR a detailed construction project plan and timeline, including a Gannt 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.
10. 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

---

12. RFA: Transportation

1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
    - The number of students to receive transportation, including their grades
    - The hours transportation is to be provided
    - The physical location(s) proposed as pick-up and drop-off locations
    - The entity/vendor providing transportation
3. Provide a statement of assurance confirming that Somerset has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
    - The proposed schedule for practicing student evacuation
    - A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

13.RFA: Other Changes

1. **For certain other RFA requests**
    a. See NAC 388A.330
    b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.
2. **For all other RFA requests not otherwise described**
    a. See NAC 388A.335
    b. Complete all applicable sections above, general and specific
    c. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is material, the governing body must obtain approval from the sponsor before the amendment becomes effective.
    d. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.
3. **Nonmaterial amendments**

a. NAC 388A.335(2)
b. For all other RFA requests not otherwise described in NAC 388A.335
c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

Attachment 1 - Good Faith Exemption Request

October 18, 2019

State Public Charter School Authority
1749 North Steward Street, Suite 4D
Carson City, Nevada 89706

Re: Request for Good Cause Exemption from Amendment Deadline

Executive Director Feiden:

Doral Academy of Northern Nevada (DANN) requests a good faith exemption from the current amendment schedule to amend their charter contract with the SPCSA to:

a. Add a Distance Education Option for Students
b. Modify the DANN Building to Increase Classroom Space
c. Increase Projected Enrollment Numbers

We recognize and acknowledge that the deadline for the Fall charter amendment cycle was October 15, 2019. However, Executive Director Rebecca Feiden and SPCSA Board Vice Chair Randy Kirner visited DANN on October 15, 2019 to tour the DANN facility and discuss the pending charter amendment application. In light of the timing of this visit, a conversation was had with the SPCSA staff to explain the issue and plan to submit an amendment following this visit. DANN Board Chair Indra Winquest requested a deadline extension from Mark Modrcin in a letter dated September 30, 2019. Mr. Modrcin responded that the deadline extension was approved to October 18, 2019, and that SPCSA staff would recommend approval of this good cause exemption for the amendment deadline.

We appreciate the open communication with SPCSA staff on this issue and are asking that a good faith exemption be granted and that the request for amendment application be extended to October 18, 2019.

Sincerely,

Indra Winquest

Doral Academy of Northern Nevada, Board Chair

Attachment 2 - Agenda

NOTICE OF PUBLIC MEETING
of the
Board of Directors of
Doral Academy of Northern Nevada

Notice is hereby given that the Board of Directors of Doral Academy of Northern Nevada, a public charter school, will conduct a special telephonic public meeting on October 16, 2019 beginning at 11:00 a.m. The call-in information is as follows:

Call-in Number: 1-866-244-8528
Access Code: 251188#

The public is invited to attend. Anyone that wishes to make public comment is welcome to attend the meeting at 3725 Butch Cassidy Dr., Reno, NV 89511.

Attached hereto is an agenda of all items scheduled to be considered.

Please Note: The Board of Directors of Doral Academy of Northern Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may call Amanda Safford at (775) 622-2402 at least two business days in advance so that arrangements may be made.

If you would like copies of the meeting agenda, support materials, or minutes, please email jennifer.elison@academicanv.com, or visit the school's website at: https://www.doralnorthernnevada.org/. For copies of meeting audio, please email jennifer.elison@academicanv.com.

Public comment may be limited to three minutes per person at the discretion of the Chairperson.

Attachment 2 - Agenda

AGENDA

October 16, 2019 Special Telephonic Meeting of the Board of Directors of Doral Academy of Northern Nevada

(Action may be taken on those items denoted "For Possible Action")

1. Call to order and roll call (For Possible Action)

2. Public Comment and Discussion *(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*

3. Review and Possible Action to Approve the Minutes from the September 24, 2019 Board Meeting (For Possible Action)

4. Discussion and Possible Action to Approve the Submission of a Charter Amendment for Doral Academy of Northern Nevada to: (For Possible Action)
   a. Add a Distance Education Option for Students
   b. Modify the DANN Building to Increase Classroom Space
   c. Increase Projected Enrollment Numbers

5. Public Comments and Discussion *(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*

6. Adjournment

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

(1) Reno City Clerk's Office: 1 East 1st Street, Reno, Nevada. Fax # 775-334-2432
(2) Downtown Reno Library: 301 S. Center Street, Reno, Nevada. Fax # 775-327-8390
(3) Second Judicial District Court: 75 Court Street, Reno, Nevada. Fax # 775-328-3206
(4) Doral Academy of Northern Nevada: 3725 Butch Cassidy Dr., Reno, NV 89511

Attachment 3 - Draft Board Minutes

MINUTES
of the meeting of the
BOARD OF DIRECTORS of DORAL ACADEMY OF NORTHERN NEVADA
October 16, 2019

The Board of Directors of Doral Academy of Northern Nevada held a public telephonic meeting on October 16, 2019 at 11:00 a.m.

1. Call to Order and Roll Call

Board Chair Indra Winquest called the meeting to order at 11:06 a.m. with a quorum present. In attendance were Board members Danielle Cherry, Steve Porter, Tiffany Carmona, Leslie Hermann, Adam Kramer, and Indra Winquest.

Member Jen Johanson was not present at this meeting.

Also present were Academica representatives Amanda Safford and Colin Bringhurst.

2. Public Comment and Discussion

There was no public comment.

3. Review and Possible Action to Approve the Minutes from the September 24, 2019 Board Meeting

Member Winquest moved to approve the minutes from the September 24, 2019 board meeting. Member Kramer seconded the motion, and the Board voted unanimously to approve.

4. Discussion and Possible Action to Approve the Submission of a Charter Amendment for Doral Academy of Northern Nevada to:

a. Add a Distance Education Option for Students

b. Modify the DANN Building to Increase Classroom Space

c. Increase Projected Enrollment Numbers

Member Cherry stated that she had a list of partnerships through DANN's foundation that she would like added to the amendment, which she would submit later that day. Member Winquest stated that this and any other edits would be noted in the motion, with final approval of the amendment by himself and Principal Angela Orr.

Member Carmona asked for clarification as to the most recent draft of the amendment, which was not included in the final support materials. Ms. Amanda Safford addressed the Board and stated that she would ensure that all revisions were added, and that a final revision would be recirculated to the Board.

DRAFT

Member Cherry asked that Adam Kramer's credentials be added to the final copy as the newest Board member, to which Ms. Safford replied that she would include those.

Member Winquest thanked all those involved in the drafting and revisions of the amendment. He was also appreciative of those members of the SPCSA who visited the school and took the time to offer valuable feedback. He requested that as part of the agenda item on the October 22nd board meeting they discuss providing a complete packet of supporting materials to staff and board members at the Charter Authority, clarifying the intent of the school and the Board in regards to the amendment. Ms. Safford stated that this would be on the agenda. She asked if she should include the proposed weighted lottery, also on the agenda for the next meeting, with the charter amendment, to which Member Winquest replied in the affirmative. Member Cherry suggested that a Board member and Principal Orr compile the background of the situation for the Board's review at the next meeting so that it could be in the hands of the Authority as soon as possible. Member Winquest proposed that all of that supporting material be submitted to the Authority by October 30th.

Member Hermann asked if the Board would have an opportunity to review the proposed weighted lottery, as she was concerned with increasing diversity at the school in mirroring the demographics of the surrounding schools, to which Member Winquest replied in the affirmative. Ms. Safford stated that data from the surrounding schools had been included in one of the documents distributed the previous night, under the target community demographics, and would be included in the final submitted draft.

Member Hermann had asked in regards to the extension beyond the October 15th deadline for the charter amendment submission. Member Winquest explained that he had personally requested that the Authority extend the deadline, due to the fact that the school visit from members of the Authority staff and board fell on October 15th, as it would be beneficial to receive feedback and make final revisions based on that visit prior to submitting the charter amendment. The extension had been granted until October 18th by Mark Modrcin at the Authority.

Member Winquest moved to approve submittal of the RFA, conditioned upon inclusion of final revisions and edits stated as stated in this meeting and prior to this meeting, with final review by Board Chair Indra Winquest and Principal Angela Orr. Member Porter seconded the motion, and the Board voted unanimously to approve.

5. Public Comments and Discussion

There was no public comment.

6. Adjournment

This meeting was adjourned at 11:26 a.m.

Approved on: _____

_____
Secretary of the Board of Directors
Doral Academy of Northern Nevada

DRAFT

Attachment 4: Proof of Facility Location

WASHOE COUNTY ASSESSOR PROPERTY DATA 10/4/2019

Owner Information

APN	**144-232-14**	Card 1 of 1
Situs 1	3725 BUTCH CASSIDY DR	Bld # 1
Owner 1	PINECREST ACADEMY OF NV FOUNDATION	
Mail Address	6630 SURREY ST LAS VEGAS NV 89119	

Parcel Info & Legal Description

Keyline Desc	ROS 5899 PAR 2		
Subdivision	_UNSPECIFIED		
Lot 2 **Block**	**Section** 30,31 **Township** 18 **Range** 20		
Record of Survey Map 5899 : **Parcel Map#** : **Sub Map#** 4786			
Special Property Code	080		
2019 Tax District	4000	**Prior APN**	144-232-12
2018 Tax District	4000	Tax Cap Status	NFM - Use does not qualify for Low Cap, High Cap Applied
PERMITS	KJ 03/05/2019		

Building Information

XFOB SUBAREA

Bld #1 Situs	3725 BUTCH CASSIDY DR	**Property Name**	
Quality	C20 Commercial 2.0 (Average)	**Building Type**	Junior High School (Entire)
Stories	2	**2nd Occupancy**	BASEMENT FINISHED - COMMERCIAL
Year Built	2018	**WAY**	2018
Bedrooms	0	**Square Feet**	63067
Full Baths	0	**Finished Bsmt**	0
Half Baths	0	**Unfin Bsmt**	
Fixtures	0	**Basement Type**	
Fireplaces	0	**Gar Conv Sq Feet**	0
Heat Type	PACKAGE UNIT	**Total Garage Area**	0
2nd Heat Type		**Garage Type**	
Exterior Walls	STUD WALLS - STUCCO ON WIRE OR SHEAT	**Detached Garage**	0
2nd Ext Walls		**Basement Gar Door**	0
Roof Cover		**Sub Floor**	
% Complete	100	**Frame**	WD/STL FRAME
Obso/Bldg Adj		**Units/Bldg**	1
Construction Modifier		**Units/Parcel**	1

Land Information

LAND DETAILS

Attachment 4: Proof of Facility Location

Land Use	400	DOR Code	400	**Sewer**	Municipal	**Neighborhood**	EABQ EA Neighborhood Map
Size	239,580 SqFt	**Size**	5.5 Acres	**Street**	Paved	Zoning Code	MDS-79% GC-21%
				Water	Muni		

Sales and Transfer Records RECORDER SEARCH

Grantor	Grantee	Doc #	Doc Type	Doc Date	DOR Code	Value/Sale Price	Sale Code	Note
LADERA CROSSING LLC	PINECREST ACADEMY OF NV FOUNDATION	4776443	DEED	12-29-2017	120	1,317,690	2D	
LADERA CROSSING LLC	LADERA CROSSING LLC	4775416	BLA	12-27-2017		0	3NTT	

Valuation Information

	Taxable Land	New Value	Taxable Imps	Tax Cap Value	Taxable Total	Land Assessed	Imps Assessed	OBSO	Total Assessed	Exemption Value
2019/20 FV	1,437,480	87,830,070	8,783,007	10,220,487	10,220,485	503,118	3,074,052	0	3,577,170	3,577,170

If the property sketch is not available on-line you can obtain a copy by calling (775) 328-2277 or send an email to exemptions@washoecounty.us with 'Sketch Request' in the subject line. Please include the APN.

Attachment 4: Proof of Facility Location



All parcel data on this page is for use by the Washoe County Assessor for assessment purposes only. Zoning information should be verified with the appropriate planning agency. Summary data may not be a complete representation of the parcel. All Parcels are reappraised each year. This is a true and accurate copy of the records of the Washoe County Assessor's Office as of 10-03-2019

Attachment 4: Proof of Facility Location

PORTIONS OF THE S ½ OF SEC. 30 AND OF THE NE ¼ OF SEC. 31 T18N - R20E

TELLURIDE DR.

MOUNT ROSE HIGHWAY

(STATE ROUTE 431)

324.19 | 169.33 | 179.28 | 25.00 | 354.00 | 357.08

POR. PAR. B
P.M. 1624

PAR. 1
R.S. 5899

225

POR. PAR. B
P.M. 1624

PAR. A
REV. T.M. 5247

PAR. 2
R.S. 5899

144-232-14
5.50 ac.

PAR. 1
REV.P.M. 5137

WAY

217.65

144-231-25
2.48 ac.

301.32

137

144-232-13
5.60 ac.

232

596.46

390.05

354

24.52 | 195.51 | 133.97

PAR. 1
P.M. 4037

PAR. 2
P.M. 4037

POR. PAR. 3
P.M. 4036

144-231-20
13737 sf

144-231-19
13461 sf

174.57 | 115.05

144-231-18
14571 sf

55.29

BARGARY

231

357.09

131.42

39.41 | 39.38 | 39.37

154.08

PAR. G
P.M. 1332

PAR. 3
P.M. 4037

144-231-17
16381 sf

159.80 | 152.20

144-231-04
54076 sf

150.66

PAR. 2
P.M. 4036

133.94

144-231-13
13333 sf

392.63 | 103.03

50.53 | 22.23

67.47

20' ACCESS & PUE

22.23

3.35 | 152.00 | 357.11

160.28 | 16.68

LOT 3
R.S. 3535

144-231-10
13916 sf

PAR. 1
P.M. 3692

88.56

PAR. 2
P.M. 3692

80.50

PAR. 3
P.M. 3692

80.50

PAR. 4A
R.S. 4250

107.56

PAR. 1
P.M. 4036

144-231-14
13314 sf

82.71 | 82.70

92.03 | 92.04

KYLE COURT

144-231-08
16117 sf

144-231-07
14620 sf

144-231-06
14592 sf

144-231-05
19272 sf

161.70

150.42

PAR. A
R.S. 4646

144-231-22
13319 sf

75.47 | 65.28

69.28

LOT 4
R.S. 3535

144-231-09
13275 sf

89.30

182.19 | 181.81 | 181.47 | 181.12 | 175.28

194.56 | 60.13 | 202.4

30
31

210.34

48.40 | 76.20 | 18.87 | 31.42

31.42 | 128.88 | 88.57 | 80.50 | 80.49 | 5.67 | 102.17

BUTCH CASSIDY DRIVE

BOZEMAN DR.

Assessor's Map Number

144-23

STATE OF NEVADA

WASHOE COUNTY

ASSESSOR'S OFFICE

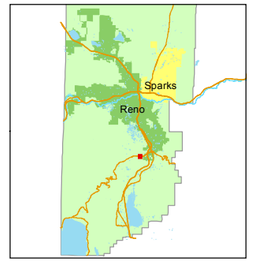
Michael E. Clark, Assessor

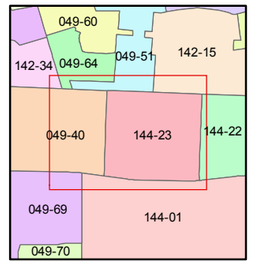
1001 East Ninth Street
Building D
Reno, Nevada 89512
(775) 328-2231



Feet
0 25 50 75 100

1 inch = 100 feet





created by: EMG 10/24/2014

last updated: JKF 1/4/18 JKF 1/8/18

area previously shown on map(s)

049-44, 049-40

NOTE: This map was prepared for the use of the Washoe County Assessor for assessment and illustrative purposes only. It does not represent a survey of the premises. No liability is assumed as to the sufficiency or accuracy of the data delineated hereon.

Attachment 5: Lease Agreement

LEASE AGREEMENT

by and between

PINECREST ACADEMY OF NEVADA FOUNDATION

as Lessor

and

DORAL ACADEMY OF NORTHERN NEVADA

as Lessee

Dated as of December 1, 2017

The interest of Pinecrest Academy of Nevada Foundation in this Lease Agreement has been collaterally assigned to U.S. Bank National Association, as trustee (the "Trustee") under the Trust Indenture, dated as of December 1, 2017, by and between the Public Finance Authority and the Trustee, and is subject to the security interest of the Trustee.

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LEASE AGREEMENT

THIS LEASE AGREEMENT (as amended or supplemented from time to time, this "Lease") is dated as of December 1, 2017 and effective December 29, 2017 and is entered into by and between PINECREST ACADEMY OF NEVADA FOUNDATION (the "Lessor"), a Nevada nonprofit corporation, as lessor, and DORAL ACADEMY OF NORTHERN NEVADA (the "Lessee"), a Nevada nonprofit corporation and a public charter school duly organized and validly existing under the laws of the State of Nevada (the "State"), as lessee.

W I T N E S S E T H :

WHEREAS, the Lessee is a nonprofit corporation, an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), which is exempt from federal taxation under Section 501(a) of the Code and a public charter school duly organized and validly existing pursuant to Sections 388A.010 through 388A.695, inclusive, of the Nevada Revised Statutes, as supplemented and amended (the "Charter Schools Act"); and

WHEREAS, the Lessee is authorized by Section 388A.378 of the Charter School Act to acquire real property by lease for use as a charter school facility; and

WHEREAS, the Lessor (a) is a nonprofit corporation and an organization described in Section 501(c)(3) of the Code, which is exempt from federal taxation under Section 501(a) of the Code and (b) is authorized under its charter and bylaws, action of its governing body and applicable law, to own and manage its properties, to conduct its affairs in the State, to lease the Leased Property (defined below) pursuant to this Lease to the Lessee and to otherwise act in the manner contemplated herein; and

WHEREAS, the Lessee has determined that it is in the best interest of the Lessee to lease from the Lessor the Leased Property pursuant to this Lease; and

WHEREAS, in order to finance the Leased Property, the Lessor has entered into a Loan Agreement, dated as of December 1, 2017 (the "Agreement"), with the Public Finance Authority (the "Issuer") under which the Issuer will make a loan (the "Loan") to the Lessor, which Loan is secured by a Senior Deed of Trust, Assignment of Rents and Leases, Security Agreement and Fixture Filing and a Subordinate Deed of Trust, Assignment of Rents and Leases, Security Agreement and Fixture Filing, each dated as of December 1, 2017, among U.S. Bank National Association, as beneficiary, the Lessor, as trustor, and U.S. Bank National Association, as trustee (collectively, the "Deed of Trust") encumbering the Leased Property and the Lease; and

WHEREAS, in order to fund the Loan made to the Lessor pursuant to the Agreement, the Issuer has entered into an Trust Indenture, dated as of December 1, 2017 (the "Indenture"), by and between the Issuer and U.S. Bank National Association, solely in its capacity as trustee thereunder (the "Trustee"), pursuant to which the Issuer will issue its Charter School Revenue Senior Bonds (Doral Academy of Northern Nevada) Series 2017A-1 (the "Series 2017A-1 Bonds"), its Charter School Revenue Senior Bonds (Doral Academy of Northern Nevada) Series 2017A-2 (Federally Taxable) (the "Series 2017A-2 Bonds"), its Charter School Revenue Subordinate Bonds (Doral Academy of Northern Nevada) Series 2017B-1 (the "Series 2017B-1

Bonds") and its Charter School Revenue Subordinate Bonds (Doral Academy of Northern Nevada) Series 2017B-2 (the "Series 2017B-2 Bonds" and together with the Series 2017A-1 Bonds, the Series 2017A-2 Bonds and the Series 2017B-1 Bonds, the "Series 2017 Bonds" or the "Bonds"), all as more particularly set forth in the Indenture, the proceeds of which will be used to fund the Loan; and

WHEREAS, pursuant to the Agreement and the Deed of Trust, the Lessor has (i) absolutely assigned to the Issuer all of the Lessor's right, title and interest in, to and under this Lease, (ii) granted a security interest to the Issuer in the Leased Property and (iii) granted a lien on and encumbered the Leased Property for repayment of amounts due under the Agreement for the benefit of the Issuer and its successors and assigns; and

WHEREAS, the execution, delivery and performance of this Lease by the Lessee are in the best interest of the Lessee, serve a public purpose and have been duly authorized by the governing board of the Lessee; and

WHEREAS, the execution, delivery and performance of this Lease, the assignment by the Lessor to the Issuer, pursuant to the Agreement and the Deed of Trust, of all right, title and interest of the Lessor in, to and under this Lease and the grant by the Lessor of a security interest to the Issuer, pursuant to the Agreement, and a lien against the Leased Property pursuant to the Deed of Trust, are in the best interest of the Lessor and have been duly authorized by the governing body of the Lessor; and

WHEREAS, the Lessor desires to lease the Leased Property to the Lessee, and the Lessee desires to lease the Leased Property from the Lessor, pursuant to the terms and conditions and for the purposes set forth in this Lease, subject in all respects to the liens evidenced by the Agreement and the Deed of Trust.

NOW, THEREFORE, for and in consideration of the mutual covenants and the representations, covenants and warranties herein contained, the parties hereto agree as follows:

ARTICLE I

DEFINITIONS

All words and phrases capitalized but not defined herein, shall have the meaning defined in Section 1.01 of the Indenture. In addition, the following terms, except where the context indicates otherwise, shall have the meanings in this Lease set forth below:

"Additional Rents" means the cost of all taxes; insurance premiums; reasonable expenses and fees of the Issuer (including, without limitation, the Issuer's Administration Fee), the Trustee, the Rating Agency, the Bondholder Representative, the Construction Monitor, Excel Education Partners and the Lessor (including, but not limited to, filing fees, licenses, permits, any legal expenses incurred by the Lessor, or its officers or directors in their official or personal capacity, as provided in Section 13.01 hereof), and other expenses of the Lessor incurred in the performance of its obligations under the Loan; utility charges; costs of maintenance, upkeep, repair, restoration, modification, improvement and replacement of the Leased Property; Bond

Reserve Fund payments; Tax and Insurance Escrow Fund payments; Expense Fund payments; Rebate Fund payments; Repair and Replacement Fund payments; costs and expenses incurred by the Lessor or by its directors or officers in connection with any investigation, claim, demand, suit, action or proceeding relating to the activities of the Lessor, or such directors or officers in their capacity as such, in respect of the Leased Property, the Bonds, this Lease, the Agreement, the Indenture or any matter related thereto; and all other charges and costs, including reasonable attorneys' fees, which the Lessee assumes or agrees to pay hereunder with respect to the Leased Property, the Bonds, this Lease, the Agreement, the Indenture or any matter related thereto. Additional Rents do not include the Base Rent.

"Agreement" means the Loan Agreement, dated as of December 1, 2017, by and between the Issuer and the Lessor, and any amendments and supplements thereto made in conformity with the requirements thereof and of the Indenture.

"Base Rent" means the base rent payments payable by the Lessee pursuant to Section 6.02 hereof and as further set forth in Exhibit B hereto, as they may be amended hereunder, during the Lease Term, which constitute the base rent payments due and payable by the Lessee for and in consideration of the right to use the Leased Property during the Lease Term.

"Base Rent Payment Date" means one of the dates in the "Base Rent Payment Date" column in Exhibit B hereto, as from time to time amended or supplemented.

"Board" means the Board of Directors of the Lessee and any successor thereto.

"Capital Improvements" means the acquisition of land, easements, facilities, and equipment (other than ordinary repairs and replacements), and the construction or reconstruction of improvements, betterments, and extensions which, under generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board, are properly chargeable as capital items.

"Cash on Hand" means the sum of cash, cash equivalents, liquid investments and unrestricted marketable securities (valued at the lower of cost or market) of the Lessee.

"Charter" means the Charter granted to the Lessee by the State Public Charter School Authority effective October 27, 2016, as amended from time to time.

"Days Cash on Hand" means the product obtained by multiplying 365 by the quotient determined by dividing (a) the Cash on Hand of the Lessee, as shown on the Lessee's most recent unaudited or audited financial statements, as applicable, plus amounts then on deposit in the Repair and Replacement Fund by (b) the sum of total Operating Expenses (excluding depreciation and one time capital outlay, but including interest on Indebtedness) for the 12-month period ended on the last day of the month immediately preceding such date plus principal payments due on the Bonds during such period.

"Event of Default" means one or more events as defined in Section 12.01 hereof.

"Extraordinary Revenues" means (a) all Net Proceeds, if any, of casualty insurance, title insurance, performance bonds, condemnation awards and any Net Proceeds received in

connection with the Leased Property, not applied to the repair, restoration, modification, improvement or replacement thereof; and (b) all proceeds, if any, derived from the sale, repossession, liquidation or other disposition of the Leased Property.

"Fiscal Year" means the Lessee's fiscal year, which begins on July 1 and ends on June 30 of each calendar year.

"Force Majeure" means, without limitation, the following: acts of God; strikes, lockouts or other industrial disturbances; acts of public enemies; orders or restraints of any kind of the government of the United States of America or of the State or any of their departments, agencies or officials or any civil or military authority; insurrection; riots; landslides; earthquakes; fires; storms; droughts; floods; explosions; breakage or accidents to machinery, transmission pipes or canals; or any other causes not within the control of the Lessee.

"Gross Revenues" means all revenues, rentals, fees, third-party payments, receipts, donations, contributions or other income of the Lessee or derived from the Leased Property, including the rights to receive such revenues (each subject to Permitted Encumbrances), all as calculated in accordance with Generally Accepted Accounting Principles, including, but not limited to, State Payments (whether paid to the Trustee by the Lessee or on behalf of the Lessee), proceeds derived from insurance, condemnation proceeds, accounts, contract rights and other rights and assets, whether now or hereafter owned, held or possessed by the Lessee which are derived from the Leased Property; and all gifts, grants, bequests and contributions (including income and profits therefrom) specifically restricted by the donor or maker thereof to the Leased Property, to the extent not specifically restricted by the donor or maker thereof to a particular purpose inconsistent with their use for any of the payments required hereunder.

"Indebtedness" means all indebtedness of the Lessee for borrowed moneys, including indebtedness which has been incurred or assumed in connection with the acquisition, construction, improvement, renovation or equipping of the Leased Property, all indebtedness, no matter how created, secured by the Leased Property or the Gross Revenues, whether or not such indebtedness is assumed by the Lessee, any Capital Leases or operating leases, installment purchase obligations and guaranties related to the Leased Property.

"Indenture" means the Trust Indenture, dated as of December 1, 2017, by and between the Issuer and the Trustee, including any indentures supplemental thereto made in conformity therewith, pursuant to which the Bonds are authorized to be issued and secured.

"Issuer" the Public Finance Authority, a Wisconsin bond issuing commission created under Section 66.0304 of the Wisconsin Statutes, as amended, or its successors and assigns.

"Lease" means this Lease Agreement, dated as of December 1, 2017 and effective December 29, 2017, by and between the Lessor and the Lessee and any amendments or supplements hereto, including all exhibits hereto and thereto.

"Lease Revenues" means (a) Extraordinary Revenues, if any; (b) the Base Rent; (c) any portion of the proceeds of any Bonds deposited with or by the Trustee in the Bond Interest Fund to pay accrued interest on the Bonds; (d) any earnings on moneys on deposit in the Bond Interest Fund and Bond Principal Fund; (e) all other revenues derived from this Lease, excluding

Additional Rents (other than Bond Reserve Fund payments made to the Trustee pursuant to Section 6.02(b) hereof), payments constituting compensation to the Trustee for its services and payments or reimbursements to the Issuer, the Trustee, the Bondholder Representative, Excel Education Partners, the Construction Monitor or the Lessor for costs or expenses; and (f) any other moneys to which the Trustee may be entitled for the benefit of the Registered Owners.

"Lease Term" means the term during which the Lessee is the lessee of the Leased Property under this Lease as provided in Section 4.01 hereof. Certain provisions of this Lease survive the expiration or end of the Lease Term as provided in Section 4.01(c) hereof.

"Leased Property" means the real property described in Exhibit A hereto and all improvements now or in the future located thereon, as from time to time amended or supplemented, together with all other property that may be designated as part of the Leased Property in any amendment or supplement hereto, less any property damaged, destroyed or condemned as provided in Section 9.01 hereof.

"Lessee Documents" means, collectively, this Lease, the Continuing Disclosure Agreement and the Custodial Agreement and each of the other agreements, certificates, contracts or instruments to be executed by the Lessee in connection with the issuance of the Bonds.

"Lock-Box Budget" has the meaning given that term in Section 12.06 of this Agreement.

"Lock-Box Event" means the occurrence of an Event of Default under the Agreement that has not been cured and which triggers a Lock-Box Notice.

"Lock-Box Notice" has the meaning given that term in Section 12.06 of this Lease.

"Long-Term Indebtedness" means all Senior Indebtedness created, assumed or guaranteed by the Lessee that matures by its terms (in the absence of the exercise of any earlier right of demand), or is renewable at the option of the Lessee to a date, more than one year after the original creation, assumption, or guarantee of such Indebtedness by the Lessee.

"Manager" means Academica Nevada, LLC, a Nevada limited liability company, its successors and assigns, or such other management company as is approved by the Lessee.

"Maximum Annual Debt Service" means, as of any date of calculation, the highest Annual Debt Service Requirements (excluding all or a portion of the final maturity payment for any Indebtedness in an amount equal to funds on deposit in a debt service reserve fund that are permitted to be applied to the payment of such final maturity at the time of such final maturity at the time of such final maturity) with respect to all outstanding Indebtedness for any succeeding fiscal year of the Lessee.

"Net Income Available for Debt Service" means, for any period of determination thereof, the aggregate Gross Revenues of the Lessee for such period minus the total Operating Expenses for such period but excluding (i) any profits or losses which would be regarded as extraordinary items under Generally Accepted Accounting Principles, (ii) gain or loss in the extinguishment of Senior Indebtedness, (iii) proceeds of the Bonds and any other Senior Indebtedness permitted by the Agreement, and (iv) proceeds of insurance policies, other than policies for business

interruption insurance, maintained by or for the benefit of the Lessee, the proceeds of any sale, transfer or other disposition of the Leased Property or any other of the Lessee's assets by the Lessee, and any condemnation or any other damage award received by or owing to the Lessee.

"Net Proceeds" means, when used with respect to any insurance payment or condemnation award, the gross proceeds thereof less the expenses (including attorneys' fees) incurred in the collection of such gross proceeds.

"Operating Expenses" means fees and expenses of the Lessee incurred with respect to the Leased Property, including maintenance, repair expenses, utility expenses, administrative, accounting, legal and other similar professional expenses, miscellaneous operating expenses, management fees, advertising costs, payroll expenses (including taxes), the cost of material and supplies used for current operations of the Lessee, the cost of vehicles, equipment leases and service contracts, taxes upon the operations of the Lessee not otherwise mentioned in the Agreement, charges for the accumulation of appropriate reserves for current expenses not annually recurrent, but which are such as may reasonably be expected to be incurred in accordance with Generally Accepted Accounting Principles, all in such amounts as reasonably determined by the Lessee; provided however, "Operating Expenses" shall not include (i) depreciation and amortization expenses and (ii) those expenses which are actually paid from any revenues of the Lessee which are not Gross Revenues.

"Permitted Encumbrances" has the meaning set forth in the Indenture.

"Permitted Subordinate Indebtedness" means indebtedness of the Lessee, including any leasehold interests and any capital and/or operating leases entered into by the Lessee, in an aggregate amount not to exceed $250,000 and subordinate to the senior obligations of the Lessee under the Agreement with the approval of the Bondholder Representative.

"Purchase Option Price" means an amount payable, at the option of the Lessee, on or after the Closing Date of the Series 2017 Bonds for the purpose of terminating the payment obligation of the Lessee under this Lease with respect to the Leased Property and purchasing the Lessor's interest in the Leased Property, which amount, when added to the amounts then on deposit in the Bond Principal Fund, the Bond Interest Fund and the Bond Reserve Fund with respect to the Leased Property (other than moneys held by the Trustee for the payment of the Bonds under the Indenture not deemed Outstanding), shall be sufficient (i) to pay, defease, retire and/or redeem all the Outstanding Series 2017 Bonds issued to finance the Leased Property in accordance with the provisions of the Indenture (including, without limiting the generality of the foregoing, the principal of and interest to maturity or earliest applicable redemption date of the Series 2017 Bonds and premium, if any, thereon, the expenses of defeasance and/or redemption, including escrow agent fees, if any, fees and expenses of the Issuer and the Trustee and fees and expenses incurred by the Bondholder Representative), (ii) in case of redemption, to make arrangements satisfactory to the Trustee for the giving of the required notice of redemption and (iii) to make any payment of rebate with respect to the Series 2017 Bonds to be paid, defeased, retired and/or redeemed.

"Requirement of Law" means any federal, state or local statute, ordinance, rule or regulation, any judicial or administrative order (whether or not on consent), request or judgment,

any common law doctrine or theory, any provision or condition of any permit required to be obtained or maintained, or any other binding determination of any governmental authority relating to the ownership or operation of property, including but not limited to any of the foregoing relating to environmental, health or safety matters.

"Senior Indebtedness" means all indebtedness of the Lessee for borrowed moneys which has equal priority in right and timing of payment to the payment of amounts owing under the Senior Promissory Notes, including indebtedness which has been incurred or assumed in connection with the acquisition, construction, improvement, renovation or equipping of the Leased Property, all indebtedness, no matter how created, secured on a senior basis by the Leased Property or the Gross Revenues, whether or not such indebtedness is assumed by the Lessee, any Capital Leases or operating leases, installment purchase obligations and guaranties related to the Leased Property.

"State" means the State of Nevada.

"State Payments" means any and all payments made by the State to the Lessee pursuant to the Charter Schools Act which are permitted to be used as Gross Revenues.

"Trustee" means U.S. Bank National Association, Salt Lake City, Utah, being the paying agent, the registrar and the trustee under the Indenture, or any successor corporate trustee.

ARTICLE II

REPRESENTATIONS, COVENANTS AND WARRANTIES

Section 2.01 Representations, Covenants and Warranties of the Lessee. The Lessee represents, covenants and warrants, for the benefit of the Lessor, and its successors and assigns, including without limitation, the Trustee, the Issuer, the Bondholder Representative and the Registered Owners, as follows:

(a) The Lessee is and will remain, a nonprofit corporation and a public charter school duly organized and validly existing under the Charter Schools Act. The Lessee is authorized by Section 388A.378 of the Charter Schools Act, (i) to lease the Leased Property from the Lessor pursuant to this Lease and (ii) to execute, deliver and perform its obligations under this Lease. The execution, delivery and performance of this Lease have been duly authorized by the Lessee and this Lease is enforceable against the Lessee in accordance with its terms, subject only to bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights generally and equitable principles, whether considered at law or in equity.

(b) Nothing in this Lease shall be construed as diminishing, unlawfully delegating or otherwise restricting any of the sovereign powers of the Lessee. Nothing in this Lease shall be construed to require the Lessee to operate the Leased Property other than as lessee under the requirements of this Lease.

(c) The execution, delivery and performance of this Lease are in the best interests of the Lessee, serve a public purpose and have been duly authorized by the Lessee.

(d) None of the execution and delivery of this Lease, the fulfillment of or compliance with the terms and conditions of this Lease or the consummation of the transactions contemplated by this Lease, conflicts with or results in a breach of the terms, conditions or provisions of the Lessee's charter contract, or of any material restriction or any agreement or instrument to which the Lessee is now a party or by which the Lessee is bound, or constitutes a default under any of the foregoing or, except as specifically provided in this Lease and the Agreement, results in the creation or imposition of a lien or encumbrance whatsoever upon any of the property or assets of the Lessee.

(e) There is no litigation or proceeding pending or, to the knowledge of the Lessee, threatened against the Lessee or any other Person affecting the right of the Lessee to execute and deliver this Lease, the ability of the Lessee to make the payments required hereunder or the ability of the Lessee otherwise to comply with its obligations under this Lease.

To the best knowledge of the Lessee, except as disclosed in writing to the Lessor and the Issuer: (i) the Leased Property has at all times been operated in substantial compliance with all Requirements of Law; (ii) all permits required by Requirements of Law in respect of the Leased Property have been or will be obtained and are in full force and effect and the Lessee is or will be in substantial compliance with the material terms and conditions of such permits; (iii) there is no pending litigation, investigation, administrative or other proceeding of any kind before or by any governmental authority or other Person relating to, or alleging, any violation of any Requirements of Law in connection with the Leased Property and there are no grounds on which any such litigation, investigation or proceedings might be commenced against the Lessee; (iv) the Leased Property is not subject to any judgment, injunction, writ, order or agreement respecting any Requirements of Law; (v) there is no Hazardous Substance located on, in or under the Leased Property in violation of any Requirements of Law; (vi) there has been (to Lessee's actual knowledge) no disposal of any Hazardous Substance on, from, into or out of the Leased Property in violation of any Requirements of Law; and (vii) there has been (to Lessee's actual knowledge) no spillage, leaking, pumping, pouring, emitting, emptying, discharging, injecting, escaping, leeching, dumping, disposing, depositing or dispersing of any Hazardous Substance into the indoor or outdoor environment from, into or out of the Leased Property including, but not limited to, the movement of any such items through or in the air, soil, surface water, ground water from, into or out of the Leased Property or the abandonment or discard of barrels, containers or other open or closed receptacles containing any such items from, into or out of the Leased Property in violation of any Requirements of Law.

(f) The Leased Property complies in all respects with applicable zoning and safety ordinances.

(g) The Leased Property will be operated in accordance with all Requirements of Law.

(h) The governing board of the Lessee has determined that the Leased Property is necessary and essential to the Lessee's operations.

(i) The Lessee will recognize economic and other benefits by leasing the Leased Property.

(j) The Lessee will provide written notice to the Trustee, the Issuer, the Bondholder Representative and the Lessor immediately (but not later than 5 days) in the event the Lessee receives notice that the Lessee's charter is being recommended for revocation, revoked, not renewed or proceedings are commenced with respect to a revocation.

(k) The Lessee is currently in compliance with and in the future will comply with all applicable federal and state nondiscrimination laws.

(l) The Lessee will comply with the provisions of Securities and Exchange Commission Rule 15c2-12.

(m) The Lessee is an organization described in Section 501(c)(3) of the Code that is exempt from federal taxation under Section 501(a) of the Code. The Lessee is, and has received a determination letter classifying it as, an organization (i) described in Section 501(c)(3) of the Code which is exempt from federal income taxation under Section 501(a) of the Code (except with respect to "unrelated business taxable income" within the meaning of Section 512(a) of the Code) and (ii) which is not a "private foundation" as defined in Section 509(a) of the Code. Such determination letter has not been modified, limited, revoked or superseded. The Lessee has not received any indication or notice, written or verbal, from representatives of the Internal Revenue Service (the "IRS") to the effect that its exemption under Section 501(c)(3) of the Code has been modified, limited, revoked, or superseded, or that the IRS is considering modifying, limiting, revoking or superseding such exemption. The Lessee is in compliance with all of the terms, conditions and limitations, if any, contained in its determination letter. There has been no change in the facts and circumstances represented to the IRS as a basis for receiving, and which formed the basis on which the IRS issued, the determination letter relating to the Lessee's status as an organization described in Section 501(c)(3) of the Code and as an organization which is not a "private foundation" as defined in Section 509 of the Code of a nature or to a degree as would warrant any action by the IRS to modify, limit, revoke or supersede such determination letter of the Lessee. No administrative or judicial proceedings are pending or threatened which may, in any way, adversely affect the classification of the Lessee as an organization (i) described in Section 501(c)(3) of the Code which is exempt from federal income taxation under Section 501(a) of the Code and (ii) which is not a "private foundation" as defined in Section 509 of the Code.

(n) Neither the representations of the Lessee contained in this Lease, the Limited Offering Memorandum and the Tax Certificate, nor any oral or written statements, furnished by the Lessee, nor written statements furnished on behalf of the Lessee, to the Issuer, bond counsel, the Bondholder Representative, Bondholder Representative's counsel, the Underwriter or Underwriter's counsel in connection with the transactions contemplated hereby, contain any untrue statement of a material fact or omit to state a material fact necessary to make the statements contained herein or therein not misleading. There are no facts that the Lessee has not disclosed to the Issuer, the Bondholder Representative and the Underwriter of the Bonds in writing that materially and adversely affect or in the future may (so far as the Lessee can now reasonably foresee) materially and adversely affect the properties, business, prospects, profits, or condition (financial or otherwise) of the Lessee, or the ability of the Lessee to perform its obligations under this Lease and the Tax Certificate or any documents or transactions contemplated hereby or thereby.

(o) The Lessee will deliver prompt written notice to the Lessor, the Bondholder Representative and the Trustee of the occurrence or existence of any event or state of facts which, with the passage of time or the giving of notice or both, would constitute an Event of Default under this Lease.

Section 2.02 Representations, Covenants and Warranties of the Lessor. The Lessor represents, covenants and warrants, for the benefit of the Lessee, the Trustee, the Issuer, the Bondholder Representative and the Registered Owners, as follows:

(a) The Lessor is duly organized, existing and in good standing under the laws of the State, is possessed of full power to purchase, own, hold and lease (as owner, lessee and lessor) real and personal property, has all necessary power to borrow money from the Issuer pursuant to the Agreement, to lease the Leased Property to the Lessee pursuant to this Lease and to execute, deliver and perform its obligations under the Agreement and this Lease and has duly authorized the execution, delivery and performance of its obligations under the Agreement and this Lease.

(b) The Lessor shall at all times maintain its corporate existence and maintain, preserve and renew all the rights and powers provided to it under its certificate of organization, bylaws, action of its governing body and applicable law.

(c) This Lease is enforceable against the Lessor in accordance with its respective terms, subject only to bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights generally and equitable principles, whether considered at law or in equity.

(d) The Leased Property will be leased by the Lessor in accordance with all Requirements of Law.

(e) Neither the execution and delivery of this Lease, the fulfillment of or compliance with the terms and conditions hereof, or the consummation of the transactions contemplated hereby, conflicts with or results in a breach of the terms,

conditions and provisions of any restriction or any agreement or instrument to which the Lessor is now a party or by which the Lessor is bound or constitutes a default under any of the foregoing.

(f) Except as specifically provided in the Agreement and this Lease, the Lessor will not assign the Agreement or this Lease, its rights to payments from the Lessee or its duties and obligations hereunder or thereunder to any other person, firm, corporation or other entity.

ARTICLE III

DEMISING CLAUSE

The Lessor demises and leases the Leased Property to the Lessee, and the Lessee leases the Leased Property from the Lessor in accordance with the provisions of this Lease, for use solely as an educational facility and purposes ancillary thereto, and for no other purpose, subject only to Permitted Encumbrances, to have and to hold for the Lease Term. For purposes of the foregoing, "ancillary purposes" includes the use of portions of the Leased Property by the Manager in accordance with the Management Agreement (as hereinafter defined).

ARTICLE IV

LEASE TERM

Section 4.01 Lease Term.

(a) The Lease Term shall commence on the effective date first written above and end on July 15, 2024, subject to earlier termination in accordance with this Lease.

(b) The Lease Term shall expire or end upon the earliest of any of the following events:

(i) The exercise by the Lessee of its option to purchase the Lessor's interest in all the Leased Property, granted under the provisions of this Lease;

(ii) an Event of Default and termination of this Lease by the Lessor or its assigns, including, without limitation, the Trustee as provided in Article XII hereof; or

(iii) discharge of the Indenture, as provided in Article VII thereof.

(c) Except for the Lessee's obligations that expressly survive the expiration or end of the Lease Term, the expiration or end of the Lease Term shall terminate all unaccrued obligations of the Lessee under this Lease and shall terminate the Lessee's rights of possession under this Lease; provided however, all obligations of the Lessee that have accrued hereunder prior to such termination or expiration shall continue until they are paid, performed and discharged in full.

ARTICLE V

ENJOYMENT OF LEASED PROPERTY

The Lessor hereby covenants that during the Lease Term and so long as the Lessee complies with the provisions hereof, the Lessee shall peaceably and quietly have and hold and enjoy the Leased Property without suit, trouble or hindrance from the Lessor, except as expressly required or permitted by this Lease and subject to the terms, covenants, conditions and provisions of this Lease, the Permitted Encumbrances, the Deed of Trust and the Indenture. The Lessor shall not interfere with the quiet use and enjoyment of the Leased Property by the Lessee during the Lease Term so long as no Event of Default shall have occurred. The Lessor shall, at the request of the Lessee and at the cost of the Lessee, join and cooperate fully in any legal action in which the Lessee asserts its right to such possession and enjoyment, or which involves the imposition of any taxes or other governmental charges on or in connection with the Leased Property. In addition, the Lessee may, at its own expense, join in any legal action affecting its possession and enjoyment of the Leased Property and shall be joined in any action affecting its liabilities hereunder.

ARTICLE VI

PAYMENTS BY THE LESSEE

Section 6.01 Reserved.

Section 6.02 Base Rent and Additional Rents; Triple Net Lease.

(a) Base Rent. The Lessee shall pay or cause to be paid Base Rent directly to the Lessor during the Lease Term, on the Base Rent Payment Dates, without notice or demand. The Base Rent during the Lease Term shall be in the amounts set forth in Exhibit B hereto, as from time to time amended or supplemented.

(b) Additional Rents. The Lessee shall pay Additional Rents during the Lease Term as herein provided. The Additional Rents during the Lease Term shall be estimated annually by the Lessor and the Lessee and such estimate shall be in an amount sufficient to pay the following costs during the next ensuing Fiscal Year: (i) payments into the Expense Fund required by Section 3.23 of the Indenture; (ii) payments into the Tax and Insurance Escrow Fund required by Section 3.15 of the Indenture; (iii) the cost of utility charges, maintenance, upkeep and repair costs; (iv) payments into the Bond Reserve Fund required by Section 3.06 of the Indenture; (v) payments into the Rebate Fund required by Section 3.16 of the Indenture; (vi) payments of $30,000 per year commencing on July 1, 2019 and on each July 1 thereafter (until such time as the Repair and Replacement Fund Requirement is on deposit) into the Repair and Replacement Fund required by Section 3.08 of the Indenture and Section 5.01(f) of the Agreement (as such amount may be adjusted pursuant to an increase of the Repair and Replacement Requirement as set forth in Section 4.03 of the Agreement); and (viii) all other costs included in the definition of, or expressly required to be paid by the Lessee as, Additional Rents hereunder and all other amounts to be paid by the Lessor to the Issuer, the

Bondholder Representative, Excel Education Partners, or the Trustee under the Indenture or the Agreement. The Lessee hereby agrees that, to the extent that Bond Reserve Fund moneys are applied pursuant to Section 3.06 of the Indenture or, to the extent that, for any other reason, the amounts in any account within the Bond Reserve Fund are less than the Bond Reserve Requirement, the Lessee will promptly pay to the Trustee in accordance with Section 5.01 of the Agreement, for deposit in the Bond Reserve Fund, from the amounts for the payment of Additional Rents, such amounts as are required to restore the amount on deposit in the Bond Reserve Fund to the Bond Reserve Requirement. The Lessee hereby expressly agrees to pay to the Lessor, as Additional Rents, all costs and expenses incurred by the Lessor in connection with any investigation, claim, demand, suit, action or proceeding relating to the activities of the Lessor or the Lessee in respect of the Leased Property, the Agreement, this Lease, the Bonds or any matter related thereto.

(c) Absolute Net Lease. This Lease shall be deemed and construed to be an "absolute net lease," and the Lessee shall pay absolutely all ownership, operation, maintenance, repair, replacement and other costs of the Leased Property during the Lease Term, including the Base Rent, Additional Rents and all other payments required hereunder, free of any deductions, and without abatement, deduction or setoff.

Section 6.03 Manner of Payment. The Base Rent and any Additional Rents shall be paid by lawful money of the United States of America by or on behalf of the Lessee directly to the Custodian pursuant to the terms of the Custodial Agreement and transferred to the Trustee for deposit in accordance with the Indenture. The obligation of the Lessee to pay the Base Rent and Additional Rents required under this Article and other provisions hereof, during the Lease Term, shall be absolute and unconditional, and payment of the Base Rent and Additional Rents shall not be abated for any reason, including without limitation, by reason of accident or unforeseen circumstances. Notwithstanding any dispute between the Lessee and the Issuer, the Lessor, the Trustee, any Beneficial Owner, any contractor or subcontractor retained with respect to the Leased Property, or any other person, the Lessee shall, during the Lease Term, make all payments of Base Rent and Additional Rents when due and shall not withhold any Base Rent or Additional Rents pending final resolution of such dispute (except to the extent permitted by Sections 7.02 and 8.03 hereof with respect to certain Additional Rents), nor shall the Lessee assert any right of set-off or counter-claim against its obligation to make such payments required hereunder; provided, however, that the making of such payments shall not constitute a waiver by the Lessee of any rights, claims or defenses which the Lessee may assert. No action or inaction on the part of the Lessor or the Trustee shall affect the Lessee's obligation to pay Base Rent and Additional Rents during the Lease Term.

Section 6.04 Necessity of the Leased Property; Determinations as to Fair Market Value. The Lessee hereby declares its current need for the Leased Property and further determines and declares its expectation that the Leased Property will (so long as it is subject to the terms hereof) adequately serve the needs for which it is being leased throughout the stated term of this Lease. The Lessee hereby agrees and determines that the Base Rent during each year of the Lease Term represents not more than the fair value of the use of the Leased Property during such year. In making such declarations and determinations, the Lessee has given consideration to the uses and purposes for which the Leased Property will be employed by the Lessee, the benefit to the

Lessee by reason of the Leased Property, and the use and occupancy of the Leased Property pursuant to the terms and provisions of this Lease.

Section 6.05 Disposition of Base Rent. Upon receipt by the Lessor of each payment of Base Rent and Additional Rents, the Lessor shall pay such Base Rent and Additional Rents amounts to the Trustee pursuant to the terms of the Agreement and the Trustee shall deposit the amount of each Base Rent payment in the Revenue Fund under the Indenture.

ARTICLE VII

TITLE TO THE IMPROVEMENTS TO THE LEASED PROPERTY; LIMITATIONS ON ENCUMBRANCES

Section 7.01 Title to the Leased Property.

(a) Except as provided in Section 8.02(c), any alterations, additions or improvements to the Leased Property, or replacements thereof, shall, upon completion of construction thereof, become part of the Leased Property and the property of the Lessor without payment therefor by the Lessor and shall be surrendered to the Lessor at the end of the Lease Term.

(b) The Lessee shall have no right, title or interest in the Leased Property or any alterations, additions, improvements and modifications thereto or replacements thereof, except as expressly set forth in this Lease.

Section 7.02 No Encumbrance, Deed of Trust or Pledge of Leased Property. The Lessee shall not permit any mechanic's or other lien to be filed or remain against the Leased Property or Lessee's interest under this Lease. The Lessee shall cause any mechanic's or other lien filed against the Leased Property or Lessee's interest under this Lease to be discharged of record or bonded to the satisfaction of the Lessor and Bondholder Representative within thirty (30) days subsequent to the filing thereof. If the Lessee fails to discharge or bond any such lien, the Lessor and Bondholder Representative, in addition to all other rights or remedies provided in this Lease, may bond such lien or claim (or pay-off said lien or claim if it cannot with reasonable effort be bonded) without inquiring into the validity thereof, and all expenses incurred by the Lessor and Bondholder Representative in so discharging or bonding said lien or claim, including reasonable attorney's fees, shall be paid by the Lessee to the Lessor as Additional Rent within ten (10) days after demand. Nothing herein contained shall be construed as: (i) a consent by the Lessor or Bondholder Representative to the making of any alteration, improvement, installation or addition; or (ii) an acknowledgment that any such alteration, improvement, installation or addition was made for the benefit of the Lessor rather than the Lessee so as to give rise to any right or claim on behalf of any laborer or materialman to file any mechanics' lien or any other lien purporting to affect the Lessor's property.

Section 7.03 Compliance With Requirements of Law. The Lessee shall at all times use and operate the Leased Property, or cause the Leased Property to be used and operated, such that (a) the Leased Property at all times shall be used and operated in substantial compliance with all

Requirements of Law; (b) all permits required by Requirements of Law in respect of the Leased Property shall be obtained and maintained in full force and effect and the Lessee shall comply with the material terms and conditions of such permits; (c) there shall be no Hazardous Substance located on, in or under the Leased Property in violation of any Requirements of Law; (d) there shall be no disposal of any Hazardous Substance on, from, into or out of the Leased Property in violation of any Requirements of Law; (e) there shall be no spillage, leaking, pumping, pouring, emitting, emptying, discharging, injecting, escaping, leeching, dumping, disposing, depositing or dispersing of any Hazardous Substance into the indoor or outdoor environment from, into or out of the Leased Property including but not limited to the movement of any such items through or in the air, soil, surface water, ground water from, into or out of the Leased Property or the abandonment or discard of barrels, containers or other open or closed receptacles containing any such items from, into or out of the Leased Property in violation of any Requirements of Law.

ARTICLE VIII

MAINTENANCE; TAXES; INSURANCE AND OTHER CHARGES

Section 8.01 Maintenance of the Leased Property by the Lessee. The Lessee agrees that at all times during the Lease Term the Lessee will, at the Lessee's sole cost and expense, maintain, preserve and keep the Leased Property or cause the Leased Property to be maintained, preserved and kept, with the appurtenances and every part and parcel thereof, in good repair, working order and condition, subject to normal wear and tear, and that the Lessee will from time to time make or cause to be made all necessary and proper repairs and replacements, except as otherwise provided in Section 9.03 hereof. None of the Issuer, the Lessor, the Trustee, the Bondholder Representative or any of the Registered Owners shall have any responsibility in any of these matters or for the making of any additions, modifications or replacements to the Leased Property.

Section 8.02 Modification of the Leased Property; Installation of Equipment and Personal Property of the Lessee.

(a) The Lessee, upon giving prior notice to the Lessor, the Bondholder Representative and the Trustee, may remodel or make substitutions, additions, modifications or improvements to the Leased Property, at its own cost and expense to pay for the cost of Capital Improvements to the Leased Property; and the same shall be part of the Leased Property, subject to, and shall be included under the terms of this Lease; provided, however, that (i) such remodeling, substitutions, additions, modifications and improvements shall not in any way damage the Leased Property or cause them to be used for purposes other than as permitted pursuant to this Lease; and (ii) the Leased Property, as remodeled, improved or altered, upon completion of such remodeling, or such making of substitutions, additions, modifications and improvements, shall be of a value not less than the value of the Leased Property immediately prior to such remodeling or such making of substitutions, additions, modifications and improvements and all of such improvements or alterations shall become part of the Leased Property without amendment of this Lease. All work shall be commenced and prosecuted diligently to completion in a good and workmanlike manner in accordance with all applicable legal requirements.

(b) The Lessee may also, from time to time in its sole discretion and at its own expense, install equipment and personal property (which are not to be fixtures) in or on the Leased Property. All such equipment and personal property shall remain the sole property of the Lessee in which none of the Issuer, the Lessor, the Trustee or the Beneficial Owners shall have any interest; provided, however, that any such equipment and personal property which becomes permanently affixed to the Leased Property shall become part of the Leased Property, subject to this Lease and shall be included under the terms of this Lease. Equipment and personal property which is affixed to the Leased Property, but which can be removed without material damage to the Leased Property shall not be deemed to be permanently affixed and shall remain Lessee's property in all respects subject to the security interest provided in Section 13.17 hereof. The Lessee may also finance the costs of acquiring or leasing equipment related to the Lessee's charter school operations. In the event the Lessee chooses to finance the acquisition of such equipment, such financing shall be unsecured, subordinate, or secured by purchase money security interests and shall be in an aggregate principal amount which, together with any other subordinate debt, shall not exceed $250,000 outstanding at any one time without the prior written approval of the Bondholder Representative or the Beneficial Owners of not less than a majority of the outstanding Senior Bonds. If the Lessee chooses to lease such equipment, the Lessor hereby agrees to provide waivers of distraint required in connection with such lease.

Section 8.03 Taxes, Other Governmental Charges and Utility Charges. The Lessee shall use its reasonable good faith best efforts to maintain the Leased Property as exempt from ad valorem property or other taxes to the extent allowable by law. In the event that the Leased Property or any portion thereof shall, for any reason, be deemed subject to taxation, assessments or charges lawfully made by any governmental body, the Lessee shall pay the amount of all such taxes, assessments and governmental charges then due as Additional Rents. With respect to

special assessments or other governmental charges that may be lawfully paid in installments over a period of years, the Lessee shall be obligated to provide only for such installments as are required to be paid during each Fiscal Year during the Lease Term. The Lessee shall not allow any liens for unpaid taxes, assessments or governmental charges to exist with respect to the Leased Property or any portion thereof other than the lien for ad valorem taxes not yet overdue (including, without limitation, any taxes levied thereon which, if not paid, will become a charge on the rentals and receipts from the Leased Property or any portion thereof, or any interest therein, including the interest of the Issuer, the Lessor, the Trustee or the Beneficial Owners) or the rentals and revenues derived therefrom or hereunder. The Lessee shall also pay as Additional Rents, as the same respectively become due, all gas, water, steam, electricity, heat, power, utility and other charges incurred in the maintenance and upkeep of the Leased Property.

Section 8.04 Provisions Regarding Casualty and Property Damage Insurance. Throughout the Lease Term (except with respect to the insurance coverage required in subsection (a) below which the Lessee shall obtain upon completion of the Leased Property and maintain throughout the remainder of the Lease Term thereafter), Lessee shall keep the Leased Property continuously insured against the following risks, paying as the same become due and payable all premiums with respect thereto:

(a) insurance against loss or damage to the Leased Property and all improvements therein (including, during any period of time when the Lessee is making alterations, repairs or improvements to the Leased Property, improvements and betterment's coverage), all subject to standard form exclusions, with uniform standard extended coverage endorsement limited only as may be provided in the standard form of extended coverage endorsement at the time in use in the State, in an amount equal to the greater of the full replacement value of the Building or the aggregate principal amount of the Bonds then Outstanding, unless the insurable value is less than the aggregate principal amount of the Bonds Outstanding, in which event in an amount equal to the full replacement value of the Building;

(b) commercial general liability, professional liability and automobile liability insurance against claims arising in, on or about the Leased Property, including in, on or about the sidewalks or premises adjacent to the Leased Property, providing coverage limits not less than the coverage limits customarily carried by owners or operators of facilities of similar size and character within the State;

(c) to the extent available, rental value insurance covering all risks as to which insurance is required pursuant to (a) above, in an amount equal to not less than the amounts required to be paid pursuant to Section 6.02(a) hereof for a period of not less than 12 months. If any such loss or damage has occurred, the Lessee shall continue to be obligated to pay the amounts required to be paid pursuant to Section 6.02(a) hereof, and any proceeds of such insurance shall be applied against all or part of such payment obligations of the Lessee;

(d) such other forms of insurance as are customary in the industry or as the Lessee is required by law to provide with respect to the Leased Property, including,

without limitation, any legally required worker's compensation insurance and disability benefits insurance; and

(e) such other insurance as Lessor is obligated to carry under the Agreement or the Deed of Trust.

All the insurance coverage required by this Section may be subject to deductible clauses in such amounts as are customary for facilities of similar size and character within the State.

All policies maintained (or caused to be maintained) by Lessee pursuant to this Section shall be taken out and maintained in generally recognized, responsible insurance companies, which may include "captive" insurance companies or governmental insurance pools, selected by the Lessee and approved by the Bondholder Representative. The insurance policies required by subsections (a) and (d) of this Section shall name the Trustee, the Issuer and the Lessor as insureds as their respective interests may appear and shall name the Trustee as a mortgagee and loss payee under the terms of a standard State mortgagee loss payable endorsement. The Trustee shall also be named as an additional insured on the policy required by subsection (b) of this Section. All insurance proceeds for losses (except for worker's compensation, fidelity insurance and liability insurance), shall be paid in accordance with Section 7.01 of the Indenture. Such policies or certificates of insurance shall (i) provide that (except as to insurance required pursuant to subsections (c) and (e) of this Section) the insurer will endeavor to mail 30 days' written notice to the Issuer, the Trustee and the Bondholder Representative of any cancellation prior to expiration of such policy, and (ii) be satisfactory in all other respects to the Issuer and be approved by the Bondholder Representative.

Notwithstanding the foregoing, the Lessee may, in its discretion, provide any of the insurance required by this Section under blanket insurance policies which insure not only the risks required to be insured hereunder but also other similar risks. The Lessee shall pay the premiums for all insurance required by the Agreement as part of the Additional Rents.

The Lessee shall deliver to the Trustee (a) upon the commencement of the term of this Lease, the certificate of insurance which the Lessee is then required to maintain pursuant to this Section, together with evidence as to the payment of all premiums then due thereon, (b) at least 30 days prior to the expiration of any such policies evidence as to the renewal thereof, if then required by this Section, and the payment of all premiums then due with respect thereto, and (c) promptly upon request by the Issuer, the Bondholder Representative or the Trustee, but in any case within 30 days after the end of each Fiscal Year, a certificate of an Authorized Representative of the Lessee setting forth the particulars as to all insurance policies maintained by the Lessee pursuant to this Section and certifying that such insurance policies are in full force and effect, that such policies comply with the provisions of this Section and that all premiums then due thereon have been paid.

At least once each calendar year the Lessee shall employ, at its expense, an independent insurance consultant to review the insurance coverage required by this Section and to render to the Trustee, the Bondholder Representative and the Lessee a report as to the adequacy of such coverage and as to its recommendations, if any, for adjustments thereto. The insurance coverage provided by this Section may be reduced or otherwise adjusted by the Lessee provided that all

coverages after such reduction or other adjustment are certified by the independent insurance consultant to be adequate. The insurance coverage provided by this Section shall be increased or otherwise adjusted by the Lessee if as a result of such review the independent insurance consultant finds that the existing coverage is inadequate. The insurance coverage required by this Section, and modification thereof permitted or required by this paragraph, shall at all times be adequate and customary for charter school facilities of like size and type and within the same geographic area, and the independent insurance consultant shall so certify in the report required by this paragraph.

ARTICLE IX

DAMAGE, DESTRUCTION OR CONDEMNATION; USE OF NET PROCEEDS

Section 9.01 Damage, Destruction or Condemnation. If, during the Lease Term, (a) the Leased Property, or any portion thereof, shall be destroyed (in whole or in part), or damaged by fire or other casualty; (b) title to, or the temporary or permanent use of, the Leased Property, or any portion thereof or the estate of the Lessee, the Issuer, the Lessor or the Trustee in the Leased Property or any portion thereof, shall be taken under the exercise of the power of eminent domain by any governmental body or by any person, firm or corporation acting under governmental authority; (c) breach of warranty or any material defect with respect to the Leased Property shall become apparent; or (d) title to or the use of all or any portion of the Leased Property shall be lost by reason of defect in the title thereto, then, the Lessee shall be obligated, subject to the provisions of Section 9.03 hereof, to continue to pay the amounts specified in Section 9.02 hereof and to pay the amounts specified in Section 6.02 hereof.

Section 9.02 Obligation of the Lessee to Repair and Replace the Leased Property. Except as set forth in Section 9.03 hereof all Net Proceeds of any insurance, performance bonds or condemnation awards shall be applied in accordance with Section 7.01 of the Agreement. Any repair, restoration, modification, improvement or replacement paid for in whole or in part out of Net Proceeds shall be the property of the Lessor, subject to the Agreement, this Lease and the Indenture, and shall be included as part of the Leased Property under this Lease, the Agreement and the Indenture. The Lessee shall comply with all conditions to disbursement of Net Proceeds under the Agreement, including deposit with the Trustee of additional sums needed for the repair or restoration.

Section 9.03 Insufficiency of Net Proceeds. If there occurs an event described in Section 9.01 hereof, and if any Net Proceeds received as a consequence of such event shall be insufficient to pay in full the cost of all repairs, restoration, modifications, improvements or replacements of the Leased Property required under Section 9.02 hereof, the Lessee shall proceed as follows:

The Lessee shall, in accordance with Section 9.02 hereof, repair, restore, modify or improve the Leased Property or replace the Leased Property (or portion thereof) with property of a value equal to or in excess of the Leased Property as it existed prior to such event, and pay as Additional Rents any cost in excess of the amount of the Net Proceeds, and the Lessee agrees that, if by reason of any such insufficiency of the Net Proceeds, the Lessee shall make any Additional Rents payments pursuant to the provisions of this paragraph, the Lessee shall not be

entitled to any reimbursement therefor from the Lessor, the Issuer, the Trustee, the Bondholder Representative, the Beneficial Owners or the Registered Owners, nor shall the Lessee be entitled to any diminution of the Base Rent and Additional Rents payable under Section 6.02 hereof.

Section 9.04 Cooperation of the Lessor. The Lessor shall cooperate fully with the Lessee and the Trustee in filing any proof of loss with respect to any insurance policy or

performance bond covering the events described in Section 9.01 hereof, in the prosecution or defense of any prospective or pending condemnation proceeding with respect to the Leased Property or any portion thereof, and in the prosecution of any action relating to defaults or breaches of warranty under any contract relating to the Leased Property, and hereby assigns to the Trustee its interests in such policies solely for such purposes. In no event shall the Lessor voluntarily settle, or consent to the settlement of, any proceeding arising out of any insurance claim, performance or payment bond claim, prospective or pending condemnation proceeding, or any action relating to defaults or breaches of warranty under any contract relating to the Leased Property or any portion thereof without the written consent of the Trustee, the Bondholder Representative and the Lessee. The Lessee shall pay to the Lessor as Additional Rents all reasonable fees and expenses incurred by the Lessor, the Bondholder Representative or the Trustee under this Section. This Section shall not be construed to obligate the Lessor to advance its own funds in order to take any action hereunder.

ARTICLE X

DISCLAIMER OF WARRANTIES; OTHER COVENANTS

Section 10.01 Disclaimer of Warranties; AS-IS Condition; Surrender. NONE OF THE ISSUER, THE LESSOR, THE BONDHOLDER REPRESENTATIVE OR THE TRUSTEE MAKE ANY WARRANTY OR REPRESENTATION, EITHER EXPRESS OR IMPLIED, AS TO THE VALUE, DESIGN, CONDITION, MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR FITNESS FOR USE OF THE LEASED PROPERTY OR ANY OTHER REPRESENTATION OR WARRANTY WITH RESPECT TO THE LEASED PROPERTY OR ANY PORTION THEREOF. The Lessee hereby acknowledges and declares that the Lessee has fully participated in, and will fully participate in, the design, maintenance and operation of the Leased Property, and that none of the Issuer, the Trustee, the Bondholder Representative or the Beneficial Owners has any responsibility therefor. The Lessee hereby acknowledges and agrees that none of the Issuer, the Lessor, the Bondholder Representative or the Trustee is under any obligation to maintain, repair, replace, alter or improve the Leased Property or to provide or render any services to Lessee prior to or at any time during the Lease Term, and the Lessee agrees to accept the Leased Property in their "AS-IS, WHERE-IS" condition as of the commencement of the Lease Term. In no event shall the Issuer, the Lessor, the Trustee, the Bondholder Representative or the Beneficial Owners be liable for any direct or indirect, incidental, special or consequential damage in connection with or arising out of this Lease or the existence, furnishing, functioning or use by the Lessee of any item, product or service provided for herein. The Lessor shall, at the expiration or sooner termination of the Lease Term, promptly surrender the Leased Property in good order and condition and in conformity with the applicable provisions of this Lease, excepting only normal wear and tear.

Section 10.02 Further Assurances and Corrective Instruments. The Lessor and the Lessee agree that so long as this Lease is in full force and effect and no Event of Default shall have occurred, the Lessor and the Lessee shall have full power to carry out the acts and agreements provided herein and they will, so far as it may be authorized by law, from time to time, execute, acknowledge and deliver or cause to be executed, acknowledged and delivered such supplements hereto and such further instruments as may reasonably be required for correcting any inadequate or incorrect description of the Leased Property hereby leased or intended so to be, or for otherwise carrying out the intention of or facilitating the performance of this Lease. This Section shall not be construed to obligate the Lessor to advance its own funds, other than proceeds of the Bonds, in order to take any action hereunder.

Section 10.03 The Lessor, Lessee or Trustee Representatives. Whenever under the provisions hereof the approval of the Lessor, the Lessee or the Trustee is required, or the Lessee, the Lessor or the Trustee is required to take some action at the request of the other, unless otherwise provided, such approval or such request shall be given for the Lessor by the Authorized Representative of the Lessor, for the Lessee by the Authorized Representative of the Lessee and for the Trustee by an authorized officer of the Trustee, and the Lessor, the Lessee and the Trustee shall be authorized to act on any such approval or request.

Section 10.04 Granting of Easements. As long as no Event of Default shall have happened and be continuing, the Lessor and the Trustee shall at any time, upon the request of the Lessee but with the prior written consent of the Bondholder Representative, consent to the grant of easements, licenses, rights-of-way (including the dedication of public highways) and other rights or privileges in the nature of easements with respect to the real property included in the Leased Property, free from this Lease, the Agreement and the Indenture and any security interest or other encumbrance created hereunder or thereunder; the Lessor and the Trustee shall release existing easements, licenses, rights-of-way and other rights and privileges with respect to the real property included in the Leased Property, free from this Lease, the Agreement and the Indenture and any security interest or encumbrance created hereunder or thereunder, with or without consideration; and the Lessor and the Trustee agree to execute and deliver any instrument necessary or appropriate to confirm and grant or release any such easement, license, right-of-way or other grant or privilege upon receipt of: (a) a copy of the instrument of grant or release; (b) a written certificate signed by the Authorized Representative of the Lessee requesting such instrument and stating that such grant or release will not impair the Leased Property or the effective use thereof or interfere with the operation of the Leased Property; and (c) an updated ALTA Survey indicating the location of such easement, license, right-of-way or other grant or privilege. Provided however, nothing in this Section shall be deemed to permit the granting of easements, licenses, rights-of-way or other rights or privileges which materially or adversely affect the Leased Property or the enjoyment and intended use of the Leased Property by the Lessee.

Section 10.05 Compliance with Requirements of Law. During the Lease Term, the Lessee and the Lessor shall observe and comply promptly with all current and future Requirements of Law applicable to the Leased Property or any portion thereof and all current and future requirements of all insurance companies writing policies covering the Leased Property or any portion thereof.

Section 10.06 Lessee Acknowledgement of the Bonds; Subordination of Lease. The Lessee acknowledges and consents to the assignment by the Lessor to the Issuer, pursuant to the Agreement and the Deed of Trust, and the subsequent assignment by the Issuer to the Trustee, pursuant to the Indenture, of all rights, title and interest of the Lessor in, to and under this Lease (other than the rights of the Issuer and the Lessor with respect to payments for or reimbursement of certain fees and expenses under Section 6.02 hereof and indemnity rights under Section 13.01 hereof). The Lessee acknowledges and consents to the issuance and sale of the Bonds pursuant to the Indenture. The Lessee acknowledges and approves the form of the Bonds contained in the Indenture, and the authentication of the Bonds by the Trustee is hereby approved, authorized and directed.

This Lease is expressly subordinated to the lien of the Deed of Trust given by the Lessor to secure the Agreement and the Bonds issued under the Indenture. This Lease shall be subordinate to the lien of the Agreement and the Deed of Trust and any liens or security interests created under the Indenture and the Deed of Trust (now or hereafter placed upon the Leased Property) and to any and all advances made under the Deed of Trust and to all renewals, modifications, replacements or extensions thereof. The Lessee agrees, with respect to any of the foregoing documents, that no documentation other than this Lease shall be required to evidence such subordination. Notwithstanding the foregoing, upon the written request of the Lessor, the Issuer, the Bondholder Representative or the Trustee, the Lessee agrees to deliver a Subordination and Attornment Agreement reasonably acceptable to the Lessor, to the holder of the Deed of Trust or to any other holder of any debt incurred in connection with a refinancing of the debt evidenced by the Agreement and the Indenture.

Section 10.07 Tax Covenants.

(a) The Lessee covenants for the benefit of the Beneficial Owners from time to time that the Lessee (i) shall not make any use of the Leased Property and (ii) shall not take (or omit to take) any other action with respect to the Tax-Exempt Bonds, the proceeds thereof or otherwise, if such use, action or omission would, under the Code, cause the interest on the Tax-Exempt Bonds to be included in gross income for federal income tax purposes or to be an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals and corporations or would cause interest on the Bonds to lose its exclusion from State taxable income under present State law.

(b) In particular, the Lessee hereby covenants for the benefit of the Issuer and the Beneficial Owners from time to time that it shall not take (or omit to take) or permit or suffer any action to be taken if the result of the same would cause the Tax-Exempt Bonds to be "arbitrage bonds" within the meaning of Section 148 of the Code.

(c) The Lessee agrees that no portion of the Leased Property financed with the proceeds of the Bonds shall be used primarily for sectarian purposes. The Lessee will comply with all applicable state and federal laws concerning discrimination on the basis of race, creed, color, sex, national origin, or religious belief and will respect, permit, and not interfere with the religious beliefs of persons working for the Lessee. The Lessee agrees that the Leased Property will not be used exclusively or predominantly for

religious worship or sectarian instruction (other than the academic or comparative study of various religions or religious philosophies).

(d) The Lessee hereby covenants and agrees that it shall not enter into any arrangement, formal or informal, pursuant to which Lessee (or any "related party" as defined in Section 1.150-1(b) of the Treasury Regulations) shall purchase the Bonds. This covenant shall not prevent Lessee from purchasing Bonds in the open market for the purpose of tendering them to the Trustee for purchase and retirement.

(e) With the intent not to limit the generality of the foregoing, Lessee covenants and agrees that:

(i) Lessee (1) will take whatever actions are necessary for it to continue to be organized and operated in a manner which will preserve and maintain its status as an organization which is (A) described in Section 501(c)(3) of the Code, (B) exempt from Federal income taxes under Section 501(a) of the Code (except as to unrelated trade or business income) and (2) will not intentionally perform any acts nor enter into any agreements which would cause any revocation or adverse modification of such Federal income tax status.

(ii) No changes will be made in the bond-financed property of the Tax-Exempt Bonds or in the use of such facilities which will adversely affect the excludability from gross income for federal income tax purposes of the interest on the Tax-Exempt Bonds or will cause the interest on the Tax-Exempt Bonds, or any portion thereof, to constitute an item of tax preference for purposes of the alternative minimum tax imposed on individuals and corporations under the Code. The Lessee will use the bond-financed property of the Tax-Exempt Bonds or cause such property to be used so long as the Tax-Exempt Bonds remain unpaid so as to constitute a "project" within the meaning of the Act.

(f) The covenants set forth in this Section shall remain in full force and effect notwithstanding the defeasance of the Bonds pursuant to Article VII of the Indenture or any other provisions thereof.

Section 10.08 Lessee's Use of State Payments. The Lessee hereby covenants and agrees that, in connection with the issuance of the Series 2017 Bonds, it shall use its State Payments as necessary to make Base Rent and Additional Rent payments hereunder in the amounts necessary to pay principal and interest due on the Series 2017 Bonds and all of its other obligations hereunder. The Lessee covenants and agrees that in the event any future legislation, program or regulation is adopted or any similar action is taken within the State which would allow the Lessee to direct that any payments received by the Lessee from the State under the Charter School Act be sent to the Custodian to be applied toward the repayment of the Series 2017 Bonds, that the Lessee will take such action as shall be necessary to direct the State to send such payments directly to the Custodian to be applied toward the repayment of the Series 2017 Bonds to the extent permitted by law. The Lessee shall take all actions necessary to enter into a deposit account control agreement with the Custodian to collect and disburse the Lessee's State Payments.

Section 10.09 Financial Statements; Reports; Annual Certificate.

Maintenance of Books and Accounts. The Lessee agrees that it will maintain and make available to the Bondholder Representative, the Issuer and the Trustee proper books of records and accounts of all of its operations with full, true and correct entries of all of its dealings substantially in accordance with practices generally used for public school accounting and such other data and information as may reasonably be requested by the Issuer, the Bondholder Representative, and the Trustee from time to time. The recipients of such books and records shall not further reproduce or distribute such books and records.

(a) The Lessee agrees that it will have its books and records audited annually, commencing with the Fiscal Year ending June 30, 2017, by an Accountant as soon as practicable after the close of such Fiscal Year and no later than 120 days after the end of each Fiscal Year, and shall furnish to the Issuer, the Bondholder Representative and the Trustee simultaneously with submission to the Office of the State Auditor, a copy (which may be sent electronically) of the annual audited financial report (together with any management letter delivered by the auditors) accompanied by a certificate signed by an Authorized Representative of the Lessee setting forth, to the best of the Authorized Representative's knowledge, whether or not the Lessee currently is, or has been during such Fiscal Year, in default of the performance of any covenant contained in the Lessee Documents and if so, specifying such default. Each annual audited financial report shall demonstrate whether the Lessee is in compliance with the financial covenants contained in this Article X.

(b) Required Reports. The Lessee shall provide to the Trustee, the Bondholder Representative, and at its request, the Issuer, the following information:

(i) within 45 days following adoption by the Lessee's governing board (the "Board"), a copy (which may be sent electronically) of the Lessee's adopted annual budget and capital budget acceptable to the Bondholder Representative for the present Fiscal Year and a copy of revisions, if any, to the Lessee's annual budget and capital budget as approved by the Board;

(ii) within 45 days from the end of each quarter, unaudited financial statements for the previous quarter reflecting revenues and expenses in comparative form with the Lessee's operating budget as submitted by the Lessee to the Board (which may be sent electronically);

(iii) within 45 days from the end of each quarter, a copy (which may be sent electronically) of meeting minutes of the Board;

(iv) within 45 days from the end of each quarter a report detailing any changes in key personnel and/or staff of the Lessee;

(v) within 45 days from the end of each quarter, a report detailing changes, if any, in the competitive landscape relating to the Lessee's enrollment;

(vi) within 45 days from the end of each quarter, a certificate of the Lessee signed by an Authorized Representative of the Lessee detailing the expansion plans of the Lessee, if any, plans of the Lessee to change its organizational structure, if any, any existing or pending litigation affecting the Lessee, any instances in which the Lessee has failed to comply with its charter and any changes affecting the State Payments to be received by the Lessee or the Trustee (for the benefit of the Lessee);

(vii) within 45 days from the end of each quarter, bank and investment statements of the Lessee;

(viii) within 45 days of approval by the Board, a five-year comprehensive capital assessment plan (which may be sent electronically) with respect to the Lessee's capital facilities, detailing the condition and projected sources of funding such needs, if any;

(ix) within 45 days from the end of each quarter, a certificate signed by an Authorized Representative of the Lessee indicating that the Lessee is in compliance with its covenants contained herein; and

(x) any other information that the Bondholder Representative may reasonably request (items (i) through (x) are collectively referred to herein as the "Reports").

(c) Enrollment Reports. Within 10 days from the end of each calendar month, the Lessee shall provide the Bondholder Representative with a copy (which may be by electronic transfer) of each report on enrollment by grade, headcount, membership, attendance and any other similar reports as requested.

(d) Additional Reports. If at any time an Event of Default has occurred and is continuing, the Lessee shall provide the Bondholder Representative with a copy of all financial information and statements of the Lessee and any other information that the Bondholder Representative shall reasonably request on a monthly basis.

The Lessee shall provide the Bondholder Representative with a copy of every notice, report, certificate, opinion or other document required to be provided to the Trustee or to any Nationally Recognized Municipal Securities Information Repository at the same time required to be delivered to such party.

(e) Lessee Report. Further, the Lessee will deliver to the Trustee, the Bondholder Representative and the Issuer within six weeks after the end of the Lessee's Fiscal Year a certificate executed by the Lessee's president or chief financial officer stating that:

(i) A review of the activities of the Lessee during such Fiscal Year and of performance hereunder has been made under [his/her] supervision; and

(ii) [He/She] is familiar with the provisions of this Lease and the Tax Certificate and to the best of his/her knowledge, based on such review and familiarity, the Lessee has fulfilled all of its obligations hereunder and thereunder throughout the Fiscal Year, and there have been no defaults under this Lease or the Tax Certificate or, if there has been a default in the fulfillment of any such obligation in such Fiscal Year, specifying each such default known to [him/her] and the nature and status thereof and the actions taken or being taken to correct such default.

(f) Charter Compliance. The Lessee will deliver to the Bondholder Representative and the Issuer within 30 days of receipt, any notice or report with respect to charter compliance that would allow the Authorizer to begin any process or proceedings towards charter revocation, termination or non-renewal.

(g) Testing Results. The Lessee will deliver to the Bondholder Representative the results of any educational testing required by State or Federal law within 60 days of receipt thereof by the Lessee.

The Trustee shall have no duty hereunder regarding such information other than to retain any such information that it receives and to transmit same in accordance herewith.

Section 10.10 Charter Covenants. The Lessee covenants (i) to maintain its Charter in good standing at all times, (ii) to operate its facilities in compliance with the Charter at all times and (iii) to file for renewal of its Charter with the appropriate public body within six months prior to the expiration of the Charter.

Section 10.11 Covenant as to Days Cash on Hand. The Lessee shall maintain unrestricted Cash on Hand in its operation fund sufficient to cover the Days Cash on Hand set forth in the table below for the periods so indicated:

Period	Days Cash on Hand Requirement
June 30, 2019 through June 29, 2020	15 Days
June 30, 2020 through June 29, 2021	20 Days
June 30, 2021 through December 31, 2021	30 Days
On and after December 31, 2021	45 Days

The Lessee's Cash on Hand shall be tested on June 30 and December 31 of each year, commencing June 30, 2019, and the Lessee shall provide an Accountant's Certificate to the Trustee and the Bondholder Representative, within 45 days of each such testing date evidencing that the Lessee's Cash on Hand met the requirements set forth in this Section. Delivery of such Accountant's Certificate shall satisfy the reporting requirements of Section 10.09 for such dates. Amounts on deposit in such operation fund may be used for any lawful purpose. The foregoing is subject to the qualification that if applicable state or federal laws or regulations, or the rules

and regulations of agencies having jurisdiction, shall not permit the Lessee to maintain such level of Cash on Hand, then the Lessee shall, in conformity with the then prevailing laws, rules or regulations, maintain its Cash on Hand equal to the maximum permissible level.

If the Cash on Hand on any two consecutive testing dates is less than the Days Cash on Hand required in the table above, then, the Lessee will promptly employ, at its expense, an Independent Consultant selected by the Bondholder Representative to review and analyze the operations and administration of the Lessee, inspect the Leased Property, and submit to the Lessee, the Lessor, the Bondholder Representative and the Trustee written reports, and make such recommendations as to the operation and administration of the Lessee's charter school as such Independent Consultant deems appropriate, including any recommendation as to a revision of the methods of operation thereof. The Lessee agrees to adopt and carry out such recommendations provided that such recommendations do not violate the terms of the Lessee's charter or State law as evidenced by an Opinion of Counsel.

So long as the Lessee is otherwise in full compliance with its obligations under this Lease, including following the recommendations of the Independent Consultant, it shall not constitute an Event of Default if the Cash on Hand for any two consecutive testing dates, is less than the required Days Cash on Hand as described above.

Notwithstanding the foregoing, in the event that the Lessee's Cash on Hand is less than the required Days Cash on Hand on any three consecutive testing dates, an Event of Default shall be deemed to have occurred hereunder.

Section 10.12 Limitations on Incurrence of Additional Indebtedness. The Lessee shall not incur any additional Indebtedness, other than Permitted Subordinate Indebtedness or the conversion of the Series 2017B Bonds to Senior Bonds pursuant to Section 2.15 of the Indenture, that is secured in any manner by the Gross Revenues without the prior written consent of the Bondholder Representative.

Section 10.13 Coverage Ratio Covenant. The Lessee shall maintain Net Income Available for Debt Service in an amount equal to at least 1.10 times Maximum Annual Debt Service on all Senior Indebtedness then outstanding. The covenant made in this Section 10.13 shall be tested annually on each June 30, commencing on June 30, 2019 for the twelve-month period immediately preceding such testing date, and the Lessee is required to deliver its audited financial statements under Section 10.09 hereof evidencing that the Lessee's Net Income Available for Debt Service met the requirements set forth in this Section.

In the event that the Lessee's Net Income Available for Debt Service is less than 1.10 times the Maximum Annual Debt Service on all Senior Indebtedness then outstanding on any testing date as set forth above, the Lessee shall engage, at the Lessee's expense, an Independent Consultant selected by the Bondholder Representative, to review and analyze the operations and administration of the Lessee, inspect the Leased Property, and submit to the Lessee, the Lessor, the Bondholder Representative and the Trustee written reports, and make such recommendations as to the operation and administration of the Lessee's charter school as such Independent Consultant deems appropriate, including any recommendation as to a revision of the methods of operation thereof. The Lessee agrees to adopt and carry out such recommendations by the

Independent Consultant provided that such recommendations do not violate the terms of the Lessee's charter or State law as evidenced by an Opinion of Counsel.

So long as the Lessee is otherwise in full compliance with its obligations under this Lease and the recommendations of the Independent Consultant, it shall not constitute a default if the Lessee's Net Income Available for Debt Service is less than 1.10 times the Maximum Annual Debt Service on all Senior Indebtedness then outstanding on any testing date as described above. Notwithstanding the foregoing, in the event that the Lessee's Net Income Available for Debt Service is less than 1.0 times the Maximum Annual Debt Service on all Senior Indebtedness then outstanding on any testing date, an Event of Default shall be deemed to have occurred hereunder.

Section 10.14 Conflict of Interest. The Lessee has (or shall prior to the issuance of the Bonds) adopted a conflict of interest policy consistent with all applicable State and local laws governing conflicts of interest and has complied with such policy with respect to this Lease.

Section 10.15 Related Party Restrictions. The Lessee represents that the Manager does not have any role or relationship with the Lessee that substantially limits the Lessee's ability to exercise its rights, including cancellation rights, under the Management Agreement. The Lessee agrees that (a) not more than twenty percent (20%) of the voting power of the governing body of the Lessee in the aggregate is vested in the Manager and the Manager's directors, officers, shareholders, and employees; (b) overlapping board members of the Manager and the Lessee do not include the chief executive officers of the Manager or its governing body or the Lessee and its governing body; and (c) the Lessee and the Manager are not related parties, as defined in Treas. Reg. § 1.150-1(b).

Section 10.16 Lessee's Covenant to Comply with Charter School Laws. The Lessee covenants to comply fully and in all respects with the provisions of the Charter Schools Act and its Charter so long as any Bonds remain Outstanding. The Lessee shall not amend its articles of incorporation or bylaws in any way to modify the rights of the Authorizer to approve and remove members of the board of directors of the Lessee unless (a) it has received the prior written consent of the Authorizer and the Bondholder Representative and (b) the Trustee has received an opinion of Bond Counsel to the effect that such modification will not adversely affect the excludability from gross income for federal income tax purposes of interest on the Tax-Exempt Bonds.

Section 10.17 Management Covenant. The Lessee shall not terminate, amend or modify the Management Agreement (the "Management Agreement"), by and between the Lessee and the Manager, in effect as of the Closing Date of the Bonds, without the prior written consent of the Bondholder Representative. Beginning on the one year anniversary date of the Closing Date of the Bonds, any management fees to be paid pursuant to the Management Agreement shall be paid monthly so long as no Event of Default shall have occurred and be continuing hereunder and the enrollment at the Leased Property as of the first quarterly count date for the Fiscal Years stated below, if applicable, equals or exceeds the following:

Fiscal Year	Enrollment
2020	669
2021	789

2022 and each Fiscal Year thereafter	852

If, as of the first quarterly count date for any Fiscal Year, the Lessee fails to achieve the enrollment targets set forth in the table above, 100% of the management fees paid by the Lessee, if any, shall become subordinate to the payment of debt service on the Bonds and compliance by the Lessee with the financial covenants contained herein, and shall be paid after all lease payments for such Fiscal Year have been paid and compliance with financial covenants shall be evidenced by the Lessee. So long as the debt service on the Bonds is not fully paid, the Lessee shall not make any payment on the management fees until such time as payment of debt service on the Bonds is current and the enrollment target for such Fiscal Year set forth in the table above is met. Notwithstanding anything in this Section 10.17 to the contrary, in the event any management fee payment is deferred to a later date such deferred payment (a) shall accrue late interest until such payment is paid in full, and (b) shall in any event be paid in full no later than five years following the date such payment originally came due.

In the event that a monthly payment has been made to the manager but the Lessee is unable to make a monthly lease payment due in the same Fiscal Year, the Management Agreement shall provide that the manager shall repay such management fees to the Trustee in an amount equal to such deficiency. Any Management Agreement shall contain a confession of judgment provision in a form satisfactory to the Bondholder Representative.

ARTICLE XI

ASSIGNMENT, SUBLEASING, MORTGAGING AND SELLING

Section 11.01 Assignment by the Lessor. The Lessor's rights under this Lease (other than its rights with respect to certain fees and expenses under Section 6.02 hereof), including rights to receive and enforce payments hereunder, have been assigned to the Issuer pursuant to the Agreement and subsequently assigned by the Issuer to the Trustee (other than rights of the Issuer with respect to payments for or reimbursement of certain fees and expenses under Section 6.02 hereof and indemnity rights under Section 13.01 hereof) pursuant to the Indenture. The Lessor shall not assign any rights it may have under this Lease or the Agreement without the prior written consent of the Issuer, the Bondholder Representative and the Trustee.

Section 11.02 Assignment and Subleasing by the Lessee. This Lease may not be assigned or otherwise transferred, directly or indirectly, by operation of law or otherwise, by the Lessee for any reason. However, the Leased Property may be subleased, as a whole or in part, by the Lessee, only with the prior written consent of the Issuer, the Bondholder Representative and the Lessor; and provided, further, that a nationally recognized bond counsel acceptable to the Issuer delivers an opinion addressed to the Issuer and the Trustee stating that such sublease will not cause an adverse impact on the tax-exempt status of the Tax-Exempt Bonds.

Section 11.03 Restrictions on Deed of Trust or Sale of the Leased Property. The Lessee and the Lessor agree that except for (a) the Lessor's assignment of this Lease and the encumbrance of the lien against the Leased Property granted to or for the benefit of the Issuer pursuant to the Agreement and the Deed of Trust, (b) any exercise by the Lessor or the Trustee of the remedies afforded by Section 12.02 hereof, (c) the Lessee's right to sublease pursuant to

Section 11.02 hereof, (d) any granting of easements pursuant to Section 10.04 hereof, (e) any substitutions or modifications the Leased Property pursuant to Section 8.02 hereof, (f) any replacement of Leased Property pursuant to Section 9.02 or 9.03 hereof and (g) Permitted Encumbrances, neither the Lessor nor the Lessee will mortgage, sell, assign, transfer or convey the Leased Property, any portion thereof or its interest therein during the Lease Term.

ARTICLE XII

EVENTS OF DEFAULT AND REMEDIES

Section 12.01 Events of Default Defined. Any one of the following shall constitute an "Event of Default" under this Lease:

(a) failure by the Lessee to pay any Base Rent during the Lease Term on or before the applicable Base Rent Payment Date and the continuation thereof for a period of five days;

(b) failure by the Lessee to pay Additional Rents related to the replenishment of the Bond Reserve Fund as set forth in Section 6.02 hereof and Section 5.02(b) of the Agreement;

failure by the Lessee to maintain its charter pursuant to the Charter Schools Act; provided, however, that if the Lessee has filed a timely appeal of the termination of its charter pursuant to the Charter Schools Act, an Event of Default shall not be deemed to occur until the earlier of the following: (i) the appeals process pursuant to the Charter Schools Act has concluded or (ii) a period of 30 days, which period may be extended only with the further written consent of the holders of a majority of the Outstanding Senior Bonds or the Bondholder Representative;

(c) failure of the Lessee to observe and perform any covenant, condition or agreement on its part to be observed or performed in Sections 6.02(b)(ii), 7.02, 8.04, 10.04, 10.07, 10.08, 10.10, 10.11, 10.12, 10.13, 11.02 and 11.03 of this Lease;

(d) failure of the Lessee to observe and perform any covenant, condition or agreement on its part to be observed or performed, other than as referred to elsewhere in this Section 12.01, for a period of 30 days after written notice, specifying such failure and requesting that it be remedied shall be given to the Lessee by the Trustee, the Bondholder Representative or the Lessor (any notice sent by the Trustee or the Bondholder Representative to the Lessee shall also be sent to the Lessor), provided, however, that no Event of Default shall be deemed to be continuing so long as a course of action adequate in the judgment of the Trustee, the Bondholder Representative and Lessor to remedy such failure shall have been commenced within such 30-day period and shall thereafter be diligently prosecuted to completion and the failure shall be remedied thereby, provided, however, that such course of action must be complete within 90 days of the written notice that has been given to the Lessee;

(e) the Lessee shall commence a voluntary case or other proceeding seeking liquidation, reorganization or other relief with respect to itself or its debts under any bankruptcy, insolvency or other similar law now or hereafter in effect or seeking the appointment of a trustee, receiver, liquidator, custodian or other similar official of it or any substantial part of its property or shall consent to any such relief or to the appointment of or taking possession by any such official in an involuntary case or other proceeding commenced against it, or shall make a general assignment for the benefit of its creditors, or shall fail to pay its debts as they become due, or shall take any action in furtherance of any of the foregoing;

(f) an involuntary case or other proceeding shall be commenced against the Lessee seeking liquidation, reorganization or other relief with respect to it or its debts under any bankruptcy, insolvency or other similar law now or hereafter in effect or seeking the appointment of a trustee, receiver, liquidator, custodian or other similar official of it or any substantial part of its property, and such involuntary case or other proceeding shall remain undismissed and unstayed for a period of 60 days;

(g) the estate or interest of the Lessee in the Leased Property shall be levied upon or attached in any proceeding and such process shall not be vacated or discharged within 60 days after such levy or attachment.

Section 12.02 Remedies on Default. Whenever any Event of Default referred to in Section 12.01 hereof shall have happened and be continuing, the Trustee, acting for the Lessor, may, or at the request of the Beneficial Owners of a majority in aggregate principal amount of the Senior Bonds Outstanding or the Bondholder Representative shall, without any further demand or notice, exercise one or any combination of the following remedies:

(a) terminate the Lease Term, without any right on the part of the Lessee to reinstate its rights under this Lease by the payment of any amount due or by the performance of any obligation, term or covenant broken, and give notice to the Lessee to vacate and surrender the Leased Property within 10 calendar days from the date of such notice, and if the Lessee does not surrender possession to the Lessor, the Lessor, the Trustee or the Bondholder Representative shall have the right to recover possession of the Leased Property with or without legal process, breaking locks and replacing locks, and removing Tenant's and any third party's property therefrom, and making any disposition thereof as the Lessor or the Trustee, with the consent of the Bondholder Representative, or at the direction of the Bondholder Representative, may deem commercially reasonable;

(b) reenter and take possession of the Leased Property in accordance with applicable law, repossess the same, expel the Lessee and those claiming through or under the Lessee, and remove the effects of both or either, using such force for such purposes as may be lawful and necessary, without being liable for prosecution, without being deemed guilty of any manner of trespass, and without prejudice to any remedies for arrears of Base Rent, Additional Rents or other amounts payable under this Lease or as a result of any preceding breach of covenants or conditions;

(c) enter the Leased Property, breaking open locked doors, if necessary, to effect entrance, without liability to action or prosecution for damages for such entry or for the manner thereof, for the purpose of distraining or levying and or any other purposes, and take possession of and sell all goods, chattels, fixtures, furnishings and equipment of the Lessee at auction, on three (3) days' notice served in person on the Lessee or left on the Leased Property, and retain the proceeds thereof on account of the Lessee's obligations hereunder; and the Lessee hereby forever remises, releases and discharges the Lessor, the Trustee or the Bondholder Representative and their agents, from all claims, actions, suits, damages, and penalties, for or by reason or on account of any entry, distraint, levy, appraisement or sale;

(d) pursue any and all other rights and remedies available under State law, in law or in equity, including, without limitation, taking possession and selling any and all of Lessee's real or personal property upon which the Lessor or its assignees has a Lien hereunder or under the Agreement or the Deed of Trust;

(e) lease all or any portion of the real property included in the Leased Property;

(f) declare the entire balance of Base Rent, Additional Rent and all other sums payable by the Lessee for the remaining Lease Term due, payable and in arrears as if by the terms and provisions of this Lease said balance of Base Rent and Additional Rent were on that date payable in advance. Any such acceleration by the Lessor shall not constitute a waiver of any right or remedy of the Lessor;

distrain, collect or bring action for Base Rent, Additional Rent and all other sums payable by the Lessee for the remaining Lease Term as rent in arrears, or enter judgment therefor as rent in arrears in an amicable action as herein elsewhere provided, or file a Proof of Claim in any bankruptcy or insolvency proceeding for such Base Rent, Additional Rent and other sums due, or institute any other proceedings, whether similar or dissimilar to the foregoing, to enforce payment thereof;

(g) with or without terminating this Lease, re-enter and re-possess the Leased Property, or any part thereof, and lease the same to any person or entity upon such terms and conditions as the Trustee, with the consent of the Bondholder Representative, shall deem reasonable, for a term within or beyond the Lease Term;

(h) proceed as a secured party under the provisions of the Uniform Commercial Code against the Collateral (as such term is defined in 13.17 herein), in which the Lessor has a security interest;

(i) other than with respect to an Event of Default involving the Lessee's failure to pay Base Rent or Additional Rent, or the Lessee's liquidation, receivership, bankruptcy or other similar insolvency proceeding, appoint a consultant to make operational and other business recommendations to the Lessee (and the Lessor) to improve the operations, operating profits and cashflow of the Lessee (and the Lessor),

and the Lessee (and the Lessor) will cooperate with the consultant and shall adhere to all appropriate recommendations of the consultant in these regards;

(j) take whatever action at law or in equity may appear necessary or desirable to enforce its rights in and to the Leased Property under this Lease, the Agreement, the Deed of Trust and the Indenture;

(k) (1) replace the manager(s) of the Lessee as directed by the Bondholder Representative, if any, (2) replace any or all members of the Lessee's Board of Directors, as directed by the Bondholder Representative, and/or (3) require the Lessee to accept the Bondholder Representative as a member of the Lessee's Board of Directors holding a supermajority vote;

(l) Upon the occurrence of an Event of Default described in Section 12.01(a) hereof shall enter into the Leased Property and market the Leased Property for sale or rent; and

(m) require the Lessee to retain, at its expense, an Independent Consultant to submit a written report and make recommendations regarding the operations of the Leased Property (a copy of such report and recommendations shall be filed with the Trustee and the Bondholder Representative) with respect to the Lessee until such time as the Event of Default is cured or the Independent Consultant is no longer required by Beneficial Owners of not less than a majority of the Outstanding principal amount of the Bonds or their Bondholder Representative. Except as prohibited by law or the terms of the Lessee Documents, the Lessee will adopt and follow all reasonable recommendations of the Independent Consultant. Any contract entered into between the Lessee and any Independent Consultant must meet the requirements of this Lease, including but not limited to, Section 10.07 of this Lease.

No expiration or termination of this Lease pursuant to this Section 12.02, and no repossession of the Leased Property or any part thereof pursuant to this Section 12.02 or otherwise shall relieve the Lessee of its liabilities and obligations hereunder, all of which shall survive such expiration, termination or repossession, and the Trustee, on behalf of the Lessor may, at its option, with the consent of the Bondholder Representative, or shall, at the direction of the Bondholder Representative, sue for and collect Base Rent, Additional Rent and any other charges due hereunder at any time and from time to time as and when such charges accrue.

Section 12.03 No Remedy Exclusive; No Obligation to Mitigate Damages.

No remedy herein conferred upon or reserved to the Trustee on behalf of the Lessor or the Bondholder Representative is intended to be exclusive, and every such remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. In order to entitle the Trustee, on behalf of the Lessor or the Bondholder Representative, to exercise any remedy

reserved in this Article, it shall not be necessary to give any notice, other than such notice as may be required in this Article.

If an Event of Default occurs, none of the Lessor, the Bondholder Representative or the Trustee shall have any obligation to have the Leased Property available for reletting or otherwise endeavor to relet or mitigate damages.

Section 12.04 Waivers.

(a) Subject to the terms of the Indenture, the Trustee may, with the consent of the Bondholder Representative, or shall, at the direction of the Bondholder Representative, waive any Event of Default under this Lease and its consequences, as the Trustee, with the consent of the Bondholder Representative deems to be in the best interest of the Registered Owners. In the event that any agreement contained herein should be breached by either party and thereafter waived by the other party, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive any other breach hereunder.

(b) In view of the assignment of the Lessor's rights under this Lease to the Issuer pursuant to the Agreement and the Issuer's subsequent assignment to the Trustee pursuant to the Indenture, the Lessor shall have no right to waive any Event of Default hereunder without the prior written consent of the Trustee and the Bondholder Representative; and the waiver of any Event of Default hereunder by the Trustee, with the consent of the Bondholder Representative, shall constitute a waiver of such Event of Default by the Lessor, without the necessity of any action of or consent by the Lessor.

(c) The Lessee hereby expressly waives any and all rights of redemption granted by or under any present or future law in the event this Lease is terminated or the Lessee is evicted or dispossessed by reason of violation by the Lessee of any of the provisions of this Lease.

Section 12.05 CONFESSION OF JUDGMENT. THE LESSEE ACKNOWLEDGES THAT THE FOLLOWING PARAGRAPH CONTAINS LANGUAGE REGARDING THE CONFESSION OF JUDGMENT FOR MONIES OWED TO THE LESSOR AND/OR EJECTMENT:

THE LESSOR, THE TRUSTEE AND THE BONDHOLDER REPRESENTATIVE SHALL HAVE THE FOLLOWING RIGHTS TO CONFESS JUDGMENT AGAINST THE LESSEE AND ALL PERSONS CLAIMING THROUGH THE LESSEE, FOR POSSESSION OF THE LEASED PROPERTY AND/OR FOR MONIES OWED TO THE LESSOR:

(a) IF RENT OR ANY CHARGES HEREBY RESERVED AS RENT, OR DAMAGES BY REASON THEREOF, OR ANY OTHER SUM DUE AND PAYABLE IN CONNECTION WITH THIS LEASE, INCLUDING, WITHOUT LIMITATION, ANY LATE FEES OR INTEREST ACCRUED OR ACCRUING THEREON, AND ANY REIMBURSEMENT FOR ATTORNEYS' FEES OWED BY THE LESSEE (COLLECTIVELY, THE "AMOUNTS DUE"), SHALL REMAIN UNPAID ON ANY

DAY WHEN THE SAME OUGHT TO BE PAID, WHETHER PRIOR TO OR AFTER THE TERMINATION OR EXPIRATION OF THIS LEASE, THE LESSEE HEREBY EMPOWERS ANY PROTHONOTARY, CLERK OF COURT OR ATTORNEY OF ANY COURT OF RECORD TO APPEAR FOR THE LESSEE IN ANY AND ALL SUITS, ACTIONS OR ACTIONS IN ASSUMPSIT WHICH MAY BE BROUGHT FOR THE AMOUNTS DUE, OR ANY PORTIONS THEREOF, OR FOR AMOUNTS AGREED TO BE PAID BY THE LESSEE. IN SUCH SUITS OR ACTIONS, THE LESSEE EMPOWERS SUCH PROTHONOTARY, CLERK OF COURT OR ATTORNEY TO CONFESS JUDGMENT AGAINST THE LESSEE FOR ALL OR ANY PART OF THE RENT SPECIFIED IN THIS LEASE AND THEN UNPAID OR ANY OTHER AMOUNT DUE, INCLUDING WITHOUT LIMITATION, AT THE LESSOR'S OPTION, ACCELERATED RENT OR THE RENT FOR THE ENTIRE UNEXPIRED BALANCE OF THE LEASE TERM, AND FOR INTEREST AND COSTS, TOGETHER WITH AN ATTORNEY'S COMMISSION OF 5.00% OF THE AMOUNT SO CONFESSED. SUCH AUTHORITY SHALL NOT BE EXHAUSTED BY ONE EXERCISE THEREOF, BUT JUDGMENT MAY BE CONFESSED AS AFORESAID FROM TIME TO TIME AS OFTEN AS ANY RENT OR ANY OTHER AMOUNT DUE SHALL FALL DUE OR BE IN ARREARS, INCLUDING WITHOUT LIMITATION FOR THE SAME AMOUNTS DUE AS PREVIOUSLY CONFESSED IF AND TO THE EXTENT THAT A PREVIOUS CONFESSION OF JUDGMENT SHALL BE STRICKEN OR OTHERWISE INVALIDATED WITHOUT A FINAL DECISION ON THE MERITS OF THE CLAIM. SUCH POWERS MAY BE EXERCISED AS WELL AFTER THE EXPIRATION OF THE ORIGINAL TERM, DURING ANY EXTENSION OR RENEWAL, AND/OR AFTER THE TERMINATION OF THIS LEASE.

(b) WHEN THIS LEASE SHALL BE TERMINATED BY REASON OF AN EVENT OF DEFAULT BY THE LESSEE OR ANY OTHER REASON WHATSOEVER, AND ALSO WHEN THE TERM HEREBY CREATED OR ANY EXTENSION THEREOF SHALL HAVE EXPIRED, IT SHALL BE LAWFUL FOR ANY ATTORNEY TO APPEAR FOR THE LESSEE IN ANY AND ALL SUITS OR ACTIONS WHICH MAY BE BROUGHT FOR POSSESSION AND/OR EJECTMENT; AND AS ATTORNEY FOR THE LESSEE TO CONFESS JUDGMENT IN EJECTMENT AGAINST THE LESSEE AND ALL PERSONS CLAIMING UNDER THE LESSEE FOR THE RECOVERY BY THE LESSOR OF POSSESSION OF THE LEASED PROPERTY, FOR WHICH THIS LEASE SHALL BE THE LESSOR'S SUFFICIENT WARRANT. UPON SUCH CONFESSION OF JUDGMENT FOR POSSESSION, IF THE LESSOR, BONDHOLDER REPRESENTATIVE OR TRUSTEE SO DESIRES, A WRIT OF EXECUTION OR OF POSSESSION MAY ISSUE FORTHWITH, WITHOUT ANY PRIOR WRIT OR PROCEEDINGS WHATSOEVER. IF FOR ANY REASON AFTER SUCH ACTION SHALL HAVE BEEN COMMENCED, THE SAME SHALL BE DETERMINED AND THE POSSESSION OF THE PREMISES SHALL REMAIN IN OR BE RESTORED TO THE LESSEE, THEN THE LESSOR, BONDHOLDER REPRESENTATIVE OR TRUSTEE SHALL HAVE THE RIGHT UPON ANY SUBSEQUENT OR CONTINUING DEFAULT OR DEFAULTS, OR AFTER EXPIRATION OF THE LEASE, OR UPON THE TERMINATION OF THIS LEASE AS HEREINBEFORE SET FORTH, TO BRING

ONE OR MORE FURTHER ACTIONS AS HEREINBEFORE SET FORTH TO RECOVER POSSESSION OF THE PREMISES.

(c) In any action of ejectment and/or for Amounts Due, the Lessor, Bondholder Representative or Trustee shall cause to be filed in such action an affidavit made by the Lessor, Bondholder Representative or Trustee or someone acting for the Lessor, Bondholder Representative or Trustee setting forth the facts necessary to authorize the entry of judgment, of which facts such affidavit shall be conclusive evidence. If a true copy of this Lease shall be filed in such action (and the truth of the copy as asserted in the affidavit of the Lessor, Bondholder Representative or Trustee shall be sufficient evidence of same), it shall not be necessary to file the original Lease as a warrant of attorney, any rule of court, custom or practice to the contrary notwithstanding.

(d) The Lessee expressly agrees, to the extent not prohibited by law, that any judgment, order or decree entered against it by or in any court or magistrate by virtue of the powers of attorney contained in this Lease shall be final, and that the Lessee will not take an appeal, certiorari, writ of error, exception or objection to the same, or file a motion or rule to strike off or open or to stay execution of the same, and releases to the Lessor, the Trustee and Bondholder Representative and to any and all attorneys who may appear for the Lessee all errors in such proceedings and all liability therefor.

The right to enter judgment against the Lessee and to enforce all of the other provisions of this Lease herein provided for, at the option of any assignee of this Lease, may be exercised by any assignee of the Lessor's right, title and interest in this Lease in the Lessee's own name.

Section 12.06 Lock Box Provisions. (a) Upon the occurrence and during the continuance of a Lock-Box Event, so long as the principal of all Outstanding Bonds shall not have become due and payable pursuant to Section 8.02(a) of the Indenture, the Trustee shall deliver to the Lessee a notice (the "Lock-Box Notice") referencing this Section 12.06. Upon receipt of a Lock-Box Notice, (i) the Lessee will immediately commence depositing all Gross Revenues with the Trustee and will continue to do so on a daily basis as and when it receives or collects any moneys constituting Gross Revenues, and (ii) within seven (7) days the Lessee will engage, at its expense, an Independent Consultant to review the operating budget of the Lessee and to perform the other functions described in this Section.

Within seven (7) days of receipt of a Lock-Box Notice, the Lessee shall submit to the Independent Consultant, the Bondholder Representative and the Trustee a proposed operating budget for the Independent Consultant's approval or modification. The proposed operating budget shall be prepared using the cash basis method of accounting and shall include on a month-to-month basis all Operating Expenses to be paid by the Lessee. Upon review of the proposed budget, the Independent Consultant will notify the Lessee, the Bondholder Representative and the Trustee whether such budget is approved as submitted or of any modifications the Independent Consultant will impose. A copy of the budget, as approved or modified (the "Lock-Box Budget"), will be sent by the Independent Consultant to the Lessee, the Bondholder Representative and the Trustee. In the event the Lessee fails to submit a proposed operating budget to the Independent

Consultant, the Bondholder Representative and the Trustee within the timeframe required herein, the Independent Consultant will modify the operating budget then in effect or last submitted to the Trustee, the Bondholder Representative or the Independent Consultant as it deems appropriate under the then existing circumstances and such modified operating budget will constitute the Lock-Box Budget. The Lessee may amend the Lock-Box Budget at any time and from time to time as the Lessee deems reasonably appropriate under the then existing circumstances, subject to the written approval of the Independent Consultant and the Bondholder Representative. A copy of any amendment or modification of the Lock-Box Budget will be sent by the Lessee to the Independent Consultant, the Bondholder Representative and the Trustee.

(b) Upon the occurrence and during the continuance of a Lock-Box Event, the Lessee shall cause amounts transferred to it pursuant to Section 3.22 of the Indenture to be used to pay Operating Expenses only in accordance with the Lock-Box Budget, subject to variances from the Lock-Box Budget (i) within each month, so long as no single line item exceeds the amount budgeted for such line item by more than five percent (5%) and all expenses for such month do not exceed the total budgeted expenses by more than five percent (5%), and (ii) from month to month, so long as on a year-to-date basis no single line item exceeds the amount budgeted for such line item by more than five percent (5%) and on a year-to-date basis all expenses for such month do not exceed the total budgeted expenses by more than five percent (5%).

If at any time following delivery to the Lessee of a Lock-Box Notice, all Events of Default have been fully cured, the Trustee will notify the Lessee and the Bondholder Representative in writing that the lock-box provisions of this Section 12.06 and of Section 3.22 of the Indenture are suspended. Additionally, the Trustee, at the written direction of the Bondholder Representative or a majority of the Holders in aggregate principal amount of the Senior Bonds Outstanding shall, at any time suspend such lock-box provisions by so notifying the Lessee in writing. Thereafter, unless and until any subsequent Lock-Box Notice is received by the Lessee, Gross Revenues need not be deposited with the Trustee.

ARTICLE XIII

CONVEYANCE OF THE LEASED PROPERTY

Section 13.01 Conveyance of the Leased Property.

(a) The Lessor's right and interest in and to the Leased Property shall be transferred, conveyed and assigned by the Lessor to the Lessee:

(i) Upon payment by the Lessee of the then applicable Purchase Option Price and upon giving not less than thirty days prior written notice to the Issuer, the Bondholder Representative and the Trustee; or

(ii) Upon payment by the Lessee of all Base Rent and Additional Rent required to be paid under this Lease during the Lease Term.

(b) The Lessee understands that the Purchase Option Price may be revised from time to time based on certain redemptions of Series 2017 Bonds (other than mandatory sinking fund redemptions) or the issuance of any Additional Bonds authorized under the Indenture. In the event the Lessee so elects to purchase all of the Leased Property as provided herein, the Lessee hereby agrees to pay such applicable Purchase Option Price (together with the other amounts constituting the purchase price for the Projects as provided herein) as it may be revised from time to time by such amounts as are necessary to reflect the redemption of the Series 2017 Bonds or the issuance of Additional Bonds. Nothing herein shall be construed to create any obligation of the Lessee to purchase the Projects.

Section 13.02 Conveyance on Purchase of Leased Property. At the closing of any purchase of the Leased Property pursuant to the option to purchase granted in this Lease, the Lessor shall, upon receipt by the Lessor of the Purchase Option Price, or upon the payment by the Lessee of all Base Rent and Additional Rent required, deliver to the Lessee the following:

(a) If necessary, a release by the Trustee of the lien under the Indenture, together with any other instrument necessary or appropriate to release any security interest granted by this Lease with respect to the Leased Property to be released.

(b) All necessary documents conveying to the Lessee good and marketable title to the Leased Property to be released as it then exists subject to the following: (i) those liens and encumbrances created by the Lessee or to the creation or suffering of which the Lessee consented; (ii) those liens and encumbrances resulting from the failure of the Lessee to perform or observe any of the agreements on its part contained in this Lease; and (iii) Permitted Encumbrances, other than the Indenture, this Lease and any financing statements filed by or on behalf of the Lessor pursuant to this Lease with respect to the Leased Property to be released or the Indenture.

ARTICLE XIV

MISCELLANEOUS

Section 14.01 Indemnification Covenants. To the extent permitted by law, the Lessee shall and hereby agrees to indemnify and hold the Issuer, the Lessor, the Bondholder Representative and the Trustee and their agents, directors, officers and employees harmless against and from all claims, by or on behalf of any person, firm, corporation or other legal entity arising from the issuance of the Bonds and the execution of this Lease, the Indenture or any other documents entered into in connection with the Bonds and the occupancy, operation, conduct or management of, or from any work or thing done on or with respect to, the Leased Property during the Lease Term from: (a) any conditions of the Leased Property; (b) any action of negligence of the Lessee, the Manager, or any of their agents, contractors or employees or any violation of law by the Lessee or the Manager or breach of any covenant or warranty by the Lessee or the Manager hereunder or under the Management Agreement, or any claim or allegation of any of the foregoing; (c) any act or omission of the Lessee, the Manager or any of their respective agents, members, officers or directors, which act or omission shall include any and all claims or potential claims arising at law or in equity which are or may be asserted against

the Issuer or the Lessor, their agents, officers or directors, including, but not limited to claims of negligence, breach of contract, breach of fiduciary duty and any alleged violation of any law, ordinance or regulation; and (d) any claims arising from Section 8.06 of the Agreement. To the extent permitted by law, the Lessee shall indemnify and hold the Issuer, the Lessor, the Bondholder Representative and the Trustee harmless from any such claim arising from (a), (b), (c) or (d) above or in connection with any action or proceeding brought thereon and, upon notice from the Issuer, the Lessor, the Bondholder Representative or the Trustee, shall defend the Issuer, the Lessor, the Bondholder Representative or the Trustee in any such action or proceeding. The Lessee shall, to the extent permitted by law, indemnify and hold harmless the Lessor and the Issuer and their officers, directors, agents and employees, in their official and personal capacity, for any and all actions related to the Leased Property and the authorization, issuance and delivery of the Bonds. The Lessee's obligations set forth in this Section shall survive the expiration or end of the Lease Term.

Section 14.02 Manner of Giving Notices. All notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed given when (a) mailed by certified or registered mail, postage prepaid, (b) deposited with any nationally recognized overnight delivery service that routinely issues receipts, or (c) personally delivered by any courier service that routinely issues receipts: if to the Lessee, to the Doral Academy of Northern Nevada, 200 De Spain Lane, Reno, Nevada 89511, Attention: Director; if to the Lessor, Pinecrest Academy of Nevada Foundation, 6630 Surrey Street, Las Vegas, Nevada 89119, Attention: Director, if to the Issuer, to the Public Finance Authority, 22 E. Mifflin Street, Madison, Wisconsin 53703, Attention: Program Manager; and if to the Trustee, to U.S. Bank National Association, at 170 South Main Street, Suite 200, Salt Lake City, Utah 84101, Attention: Corporate Trust Department, if to the Bondholder Representative, to 640 Fifth Avenue, 6th Floor, New York, New York 10019, Attention: Benjamin P. Kaufman. The Lessee, the Lessor, the Issuer, the Bondholder Representative and the Trustee, may, by written notice, designate any further or different addresses to which subsequent notices, certificates or other communications shall be sent. Copies of all notices given by or to the Lessee or the Lessor shall be sent simultaneously to the Trustee and the Bondholder Representative.

Section 14.03 Binding Effect. This Lease shall inure to the benefit of and shall be binding upon the Lessor and the Lessee and their respective successors and assigns, subject, however, to the limitations contained in Article XI hereof.

Section 14.04 Indebtedness; No State Liability. No indebtedness of any kind incurred or created by the Lessee shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the Lessee shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Section 14.05 No Individual Liability. All covenants, stipulations, promises, agreements and obligations of the Lessee or the Lessor, as the case may be, contained herein shall be deemed to be the covenants, stipulations, promises, agreements and obligations of the Lessee or the Lessor, as the case may be, and not of any member, director, officer, employee, servant or other agent of the Lessee or the Lessor in his or her individual capacity, and no recourse shall be had on account of any such covenant, stipulation, promise, agreement or obligation (including, without limitation, any obligations relating to payment of principal of, redemption premium, if

any, or interest on the Bonds), or for any claim based thereon or hereunder, against any member, director, officer, employee, servant or other agent of the Lessee or the Lessor or any natural person executing this Lease, the Agreement or any related document or instrument.

Section 14.06 Amendments, Changes and Modifications. Except as otherwise provided in this Lease or the Indenture, subsequent to the issuance of the Bonds and prior to the discharge of the Indenture, this Lease may not be effectively amended, changed, modified or altered without the written consent of the Trustee, the Bondholder Representative and the Issuer as provided in the Indenture and other than by the execution of a subsequent document in the same manner as this Lease is executed which may be evidenced by a recorded document in the real property records of the Clerk and Recorder of the county in which the Leased Property is located.

Section 14.07 Events Occurring on Days that are not Business Days. If the date for making any payment or the last day for performance of any act or the exercising of any right under this Lease is a day that is not a Business Day, such payment may be made, such act may be performed or such right may be exercised on the next succeeding Business Day, with the same force and effect as if done on the nominal date provided in this Lease.

Section 14.08 Severability. In the event that any provision of this Lease, shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 14.09 Execution in Counterparts. This Lease may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

Section 14.10 Applicable Law. The laws of the State and rules and regulations issued pursuant thereto, as the same may be amended from time to time, shall be applied in the interpretation, execution and enforcement of this Lease. Any provision of this Lease whether or not incorporated herein by reference which provides for arbitration by an extra-judicial body or person or which is otherwise in conflict with said laws, rules, and regulations shall be considered null and void. Nothing contained in any provision incorporated herein by reference which purports to negate this or any other special provision in whole or in part shall be valid or enforceable or available in any action at law whether by way of complaint, defense, or otherwise. Any provision rendered null and void by the operation of this provision will not invalidate the remainder of this Lease to the extent that this Lease is capable of performance.

Section 14.11 Captions. The captions or headings herein are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Lease.

Section 14.12 Retention of Records. The Lessee will maintain or cause to be maintained records relating to the use of the proceeds of the Bonds and the use and operation of the Leased Property for a period of four years after the later of (i) payment in full of the Bonds or (ii) payment in full of any bonds issued to refund the Bonds.

Section 14.13 Electronic Storage. The parties hereto agree that the transaction described herein may be conducted and related documents may be stored by electronic means. Copies,

telecopies, facsimiles, electronic files and other reproductions of original executed documents shall be deemed to be authentic and valid counterparts of such original documents for all purposes, including the filing of any claim, action or suit in the appropriate court of law.

Section 14.14 Estoppels. Each party hereto agrees that at any time and from time to time during the Term of this Lease, it shall promptly, but in any event not later than 15 days after request by the other party hereto, execute, acknowledge and deliver to such other party or to any prospective purchaser, assignee, transferee, or the Issuer or the Trustee or to any third party designated by such other party, a certificate stating that, to the actual knowledge of the signer (a) that this Lease is unmodified and in force and effect (or if there have been modifications, that this Lease is in force and effect as modified, and identifying the modification agreements); (b) the date to which Base Rent and Additional Rents have been paid; (c) to the knowledge of the signer after due inquiry and investigation, whether or not there is any existing Event of Default by the Lessee in the payment of any Base Rent, Additional Rents, or other sums payable hereunder beyond any applicable grace period, and to the actual knowledge of the signer, whether or not there is any other existing default by either party hereto with respect to which a notice of default has been served, and, if there is any such default, specifying the nature and extent thereof; and (d) whether or not there are any setoffs, defenses or counterclaims against enforcement of the obligations to be performed hereunder existing in favor of the party executing such certificate.

Section 14.15 Access. The Lessor, the Trustee, the Bondholder Representative and their respective employees, agents and contractors, may, at all reasonable times, with two (2) days' notice except in an emergency, when no notice shall be required, enter and inspect the Leased Property and every part thereof.

Section 14.16 Attornment. At the election of any successor-in-interest to the Lessor's estate in the Leased Property or the rights of the Lessor under this Lease, whether through purchase, operation of law, possession, foreclosure action, deed, lease, or otherwise (the "Successor Landlord"), the Lessee shall attorn to and recognize such Successor Landlord as the Lessee's landlord under this Lease, and shall promptly execute, acknowledge and deliver any instrument that such Successor Landlord may reasonably request to evidence such attornment. To the extent permitted by law, the Lessee hereby waives any right the Lessee may have under any present or future law to terminate this Lease or surrender the Leased Property by reason of the institution of any proceeding to terminate a superior lease or action to foreclose a superior mortgage, and this Lease shall not be affected by any such proceeding or action unless and until the lessor of the superior lease or holder, now or hereafter, of the superior mortgage, elects in such proceeding or action to terminate this Lease.

Section 14.17 Security Interest. As security for the performance of all obligations hereunder and the payment of all sums due or to become due hereunder or in connection herewith, the Lessee hereby grants to the Lessor a security interest ("Security Interest") in all personal property of the Lessee pertaining to the Lessee's elementary and high school operations, including, without limitation, all goods, accounts, chattel paper, deposit accounts, equipment, accessions and accessories, fixtures, general intangibles, instruments, letter of credit rights and supporting obligations, as those terms are defined in the Uniform Commercial Code, and all proceeds and products thereof (together, the "Collateral"). Other than in the normal course of the

Lessee's business, the Lessee shall not remove the Collateral from the Leased Property without the consent of the Lessor and the Bondholder Representative (except as permitted by the Indenture, the Agreement or the Deed of Trust) until all sums due or to become due hereunder or in connection herewith have been paid in full and all provisions hereof have been fully performed by the Lessee. The Lessee authorized the Lessor to file any financing statements and continuation statements (in form satisfactory to the Lessor) as the Lessor may request from time to time, and the Lessee shall pay the cost of filing the same in such public offices as the Lessor shall designate. The Lessee hereby irrevocably appoints the Lessor as its attorney-in-fact (without requiring the Lessor to act as such) to file such instruments for and on behalf of the Lessee. Notwithstanding any termination of the Lease, the terms hereof shall survive as a security agreement with respect to the Security Interest until the repayment and satisfaction in full of all of the obligations of the Lessee hereunder.

Section 14.18 Third Party Beneficiaries. Each of the Issuer Indemnified Parties (other than the Issuer), the Bondholder Representative and Trustee Indemnified Parties and Beneficial Owners are intended "Third Party Beneficiaries" of this Lease. Nothing in this Lease shall confer any right upon any person other than parties hereto, and those specifically designated as Third Party Beneficiaries of this Lease. Notwithstanding any provision hereof to the contrary, it is specifically acknowledged and agreed that, to the extent of their rights hereunder (including, without limitation, their rights to immunity and exculpation from pecuniary liability) each Issuer Indemnified Party is a third-party beneficiary of this Lease entitled to enforce such rights in his, her, its or their own name.

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IN WITNESS WHEREOF, the Lessor and the Lessee have executed this Lease as of the _____ day of _____, 2017.

PINECREST ACADEMY OF NEVADA FOUNDATION, as Lessor

By: [redacted]

Name: Kacey Thomas

Its: Chair of the Board

DORAL ACADEMY OF NORTHERN NEVADA,
as Lessee

By: [redacted]

Name: Danielle Cherry

Its: Board Chair

EXHIBIT A

DESCRIPTION OF THE LEASED PROPERTY

EXHIBIT B

BASE RENT PAYMENT SCHEDULE

[Attached]

DORAL ACADEMY OF NORTHERN NEVADA PROJECT

Ser. 2017A-1, 2017A-2, 2017B-1, & 2017B-2 MONTHLY BASE RENTS

Base Rent Payment Dates	Principal [1]	Interest [2]	Total Base Rent Payment	6/30 Fiscal Yr Total
02/15/18	0.00	0.00	0.00	
03/15/18	0.00	0.00	0.00	
04/15/18	0.00	0.00	0.00	
05/15/18	0.00	0.00	0.00	
06/15/18	0.00	0.00	0.00	$0.00
07/15/18	0.00	0.00	0.00	
08/15/18	0.00	0.00	0.00	
09/15/18	0.00	0.00	0.00	
10/15/18	0.00	0.00	0.00	
11/15/18	0.00	0.00	0.00	
12/15/18	0.00	0.00	0.00	
01/15/19	0.00	0.00	0.00	
02/15/19	0.00	6,912.50	6,912.50	
03/15/19	0.00	6,912.50	6,912.50	
04/15/19	0.00	6,912.50	6,912.50	
05/15/19	0.00	6,912.50	6,912.50	
06/15/19	0.00	6,912.50	6,912.50	$34,562.50
07/15/19	0.00	6,912.50	6,912.50	
08/15/19	0.00	98,045.83	98,045.83	
09/15/19	0.00	98,045.83	98,045.83	
10/15/19	0.00	98,045.83	98,045.83	
11/15/19	0.00	98,045.83	98,045.83	
12/15/19	0.00	98,045.83	98,045.83	
01/15/20	0.00	98,045.85	98,045.85	
02/15/20	0.00	36,829.17	36,829.17	
03/15/20	0.00	36,829.17	36,829.17	
04/15/20	0.00	36,829.17	36,829.17	
05/15/20	0.00	36,829.17	36,829.17	
06/15/20	0.00	36,829.17	36,829.17	$779,333.35
07/15/20	0.00	36,829.14	36,829.14	
08/15/20	7,500.00	98,045.83	105,545.83	
09/15/20	7,500.00	98,045.83	105,545.83	
10/15/20	7,500.00	98,045.83	105,545.83	
11/15/20	7,500.00	98,045.83	105,545.83	
12/15/20	7,500.00	98,045.83	105,545.83	
01/15/21	7,500.00	98,045.85	105,545.85	
02/15/21	7,500.00	98,045.83	105,545.83	
03/15/21	7,500.00	98,045.83	105,545.83	
04/15/21	7,500.00	98,045.83	105,545.83	
05/15/21	7,500.00	98,045.83	105,545.83	
06/15/21	7,500.00	98,045.83	105,545.83	$1,197,833.29

[1] Final year principal pmts shown net balloon payment.

[2] Initial interest payments will be paid from Capitalized Interest funds held by the Trustee.

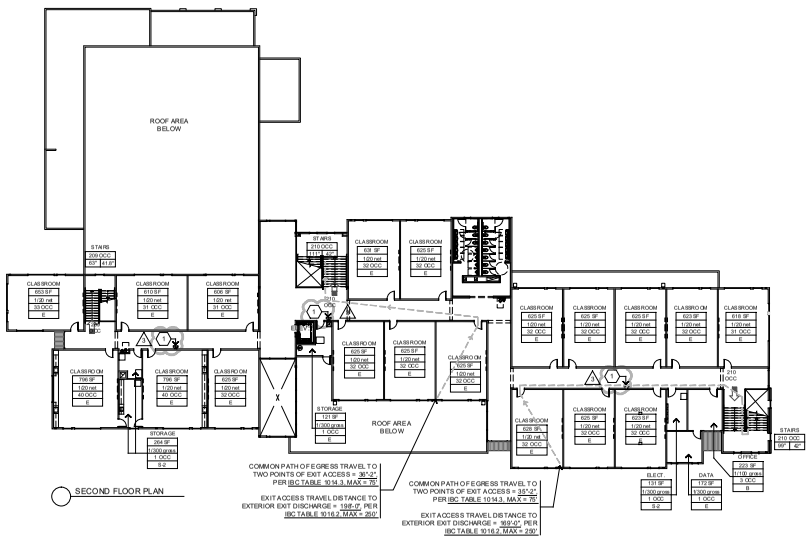
DORAL ACADEMY OF NORTHERN NEVADA PROJECT

Ser. 2017A-1, 2017A-2, 2017B-1, & 2017B-2 MONTHLY BASE RENTS

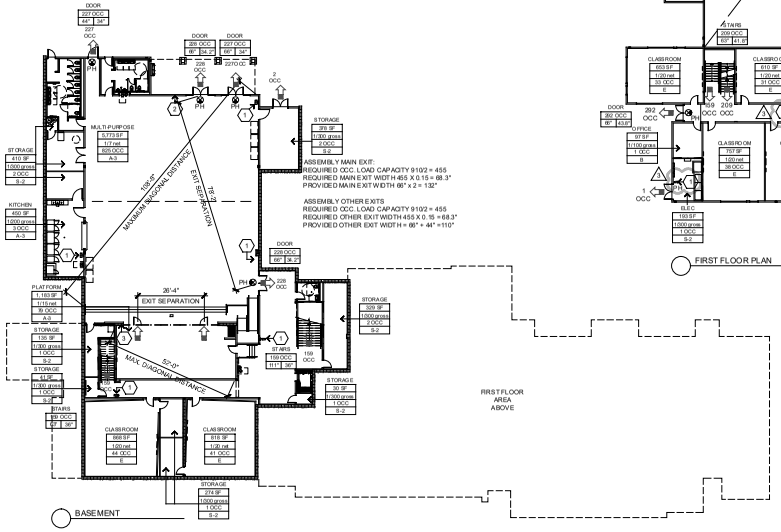
Base Rent Payment Dates	Principal [1]	Interest [2]	Total Base Rent Payment	6/30 Fiscal Yr Total
07/15/21	7,500.00	98,045.85	105,545.85	
08/15/21	23,333.33	97,483.33	120,816.66	
09/15/21	23,333.33	97,483.33	120,816.66	
10/15/21	23,333.33	97,483.33	120,816.66	
11/15/21	23,333.33	97,483.33	120,816.66	
12/15/21	23,333.33	97,483.33	120,816.66	
01/15/22	23,333.33	97,483.35	120,816.68	
02/15/22	23,333.33	97,483.33	120,816.66	
03/15/22	23,333.33	97,483.33	120,816.66	
04/15/22	23,333.33	97,483.33	120,816.66	
05/15/22	23,333.33	97,483.33	120,816.66	
06/15/22	23,333.33	97,483.33	120,816.66	$1,434,529.13
07/15/22	23,333.37	97,483.35	120,816.72	
08/15/22	25,000.00	95,733.33	120,733.33	
09/15/22	25,000.00	95,733.33	120,733.33	
10/15/22	25,000.00	95,733.33	120,733.33	
11/15/22	25,000.00	95,733.33	120,733.33	
12/15/22	25,000.00	95,733.33	120,733.33	
01/15/23	25,000.00	95,733.35	120,733.35	
02/15/23	25,000.00	95,733.33	120,733.33	
03/15/23	25,000.00	95,733.33	120,733.33	
04/15/23	25,000.00	95,733.33	120,733.33	
05/15/23	25,000.00	95,733.33	120,733.33	
06/15/23	25,000.00	95,733.33	120,733.33	$1,448,883.37
07/15/23	25,000.00	95,733.35	120,733.35	
08/15/23	27,083.33	93,866.67	120,950.00	
09/15/23	27,083.33	93,866.67	120,950.00	
10/15/23	27,083.33	93,866.67	120,950.00	
11/15/23	27,083.33	93,866.67	120,950.00	
12/15/23	27,083.33	93,866.67	120,950.00	
01/15/24	27,083.33	93,866.65	120,949.98	
02/15/24	27,083.33	93,866.67	120,950.00	
03/15/24	27,083.33	93,866.67	120,950.00	
04/15/24	27,083.33	93,866.67	120,950.00	
05/15/24	27,083.33	93,866.67	120,950.00	
06/15/24	27,083.33	93,866.67	120,950.00	$1,451,183.33
07/15/24	27,083.37	93,866.65	120,950.02	$120,950.02
Total	$995,000.00	$5,472,274.99	$6,467,274.99	$6,467,274.99

[1] Final year principal pmts shown net balloon payment.

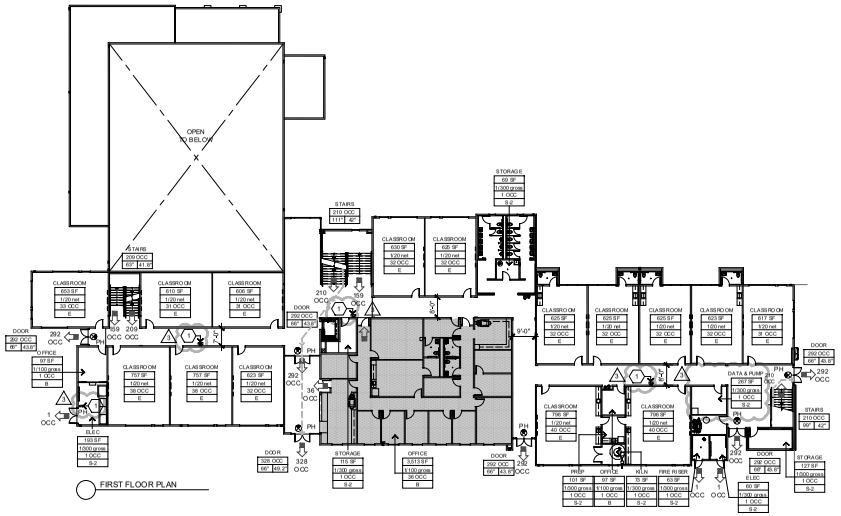
[2] Initial interest payments will be paid from Capitalized Interest funds held by the Trustee.



SECOND FLOOR PLAN



BASEMENT



FIRST FLOOR PLAN

NORTH

A EXITING PLANS

SCALE: 1" = 20'-0"

EXITING PLAN LEGEND

- X OCC — DIRECTION AND NUMBER OF OCCUPANTS AT INDICATED EXIT
- PATH OF EGRESS TRAVEL (Travel distance shown from most remote point to reflect compliance to exit access travel distance per IBC Table 1016.2 in use of exit access stairways per IBC 1016.3.1.
- PH — INDICATES PANIC HARDWARE PROVIDED AT EXIT DOOR
- EXIT SIGN. REFER TO ELECTRICAL
- FEC / FE — INDICATES LOCATION OF FIRE EXTINGUISHER CABINET / FIRE EXTINGUISHER WITH A MAXIMUM TRAVEL DISTANCE OF 75'-0". - TYPICAL MINIMUM CAPACITY SHALL BE 2A:10:BC. WHERE PROVIDED IN ELECTRICAL ROOMS, MINIMUM CAPACITY SHALL BE 2A:20B:C

ROOM NAME

- #SF — ROOM SQUARE FOOTAGE
- #/# — OCCUPANT LOAD FACTOR PER IBC TABLE 1004.1.2
- # OCC — OCCUPANT LOAD
- X — ROOM OCCUPANCY TYPE PER IBC CHAPTER 3

- # OCC — OCCUPANT LOAD
- 0" 0" — DOOR / STAIR WIDTH REQUIRED
  Per IBC 1005.3.1 Stairways exception: Egress capacity factor of 0.2 inch per occupant
  Per IBC 1005.3.2 Other egress components exception: Egress capacity factor of 0.15 inch per occupant
- DOOR / STAIR WIDTH PROVIDED

EXITING PLAN KEYNOTES

1. PORTABLE FIRE EXTINGUISHERS TO BE PROVIDED PER IBC SECTION 906. QUANTITIES AND LOCATIONS TO COMPLY WITH TABLE 906.3(1) WITH MINIMUM TRAVEL DISTANCE TO EACH EXTINGUISHER NOT TO EXCEED 75'-0" MAX TRAVEL DISTANCE AS A MINIMUM.
2. PROVIDE OCCUPANT LOAD SIGN - MAXIMUM OCCUPANCY OF " 825 ". REFERENCE SHEET A 12.27 SIGN 'K'.
3. PROVIDE OCCUPANT LOAD SIGN - MAXIMUM OCCUPANCY OF " 80 " REFERENCE SHEET A 12.27 SIGN 'K'.

OCCUPANT LOAD

Function of space	Floor Area (sf)	Occupant Load Factor	Occupant Load
BASEMENT			
Educational (Classroom)	1686	20 net	85 *occupants
Assembly (Concentrated)	5773	7 net	825 occupants
Stages and platforms	1183	15 net	79 occupants
Kitchen, commercial	450	200 gross	3 occupants
Access on storage areas, mech eqpm	1600	300 gross	10 * occupants
Toilet / Circulation / Structure	3482		
Basement Total	14174 sf		1002 occupants
FIRST FLOOR			
Educational (Classroom)	9971	20 net	506 *occupants
Business	3769	100 gross	38 occupants
Access on storage areas, mech eqpm	1067	300 gross	8 *occupants
Toilet / Circulation / Structure	6538		
First Floor Total	21345 sf		552 occupants
SECOND FLOOR			
Educational (Classroom)	12209	20 net	622 *occupants
Business	223	100 gross	3 occupants
Access on storage areas, mech eqpm	687	300 gross	4 * occupants
Toilet / Circulation / Structure	4793		
Second Floor Total	17912 sf		629 occupants
		Total building occupants	2183 occupants

* Floor areas indicated are a summation of all areas however occupant loads are figured as a summation of rounded up individual area occupant loads to coincide with exiting plans.

ethos three ARCHITECTURE
8685 S Eastern Avenue, Suite 220, Las Vegas, NV 89123
p: 702.456.1070 f: 702.456.7020 www.ethosthree.com

JOHN CHARLES LOVEHEART REGISTERED No. 6382 ARCHITECT STATE OF NEVADA
JANUARY 10, 2018

DORAL ACADEMY
MT. ROSE
-
WASHOE COUNTY, NEVADA

Drawings and specifications remain the property of the design professional. Copies of the drawings and specifications retained by the client may be utilized only for his use and for occupying the project for which they are prepared, and not for construction of any other project.

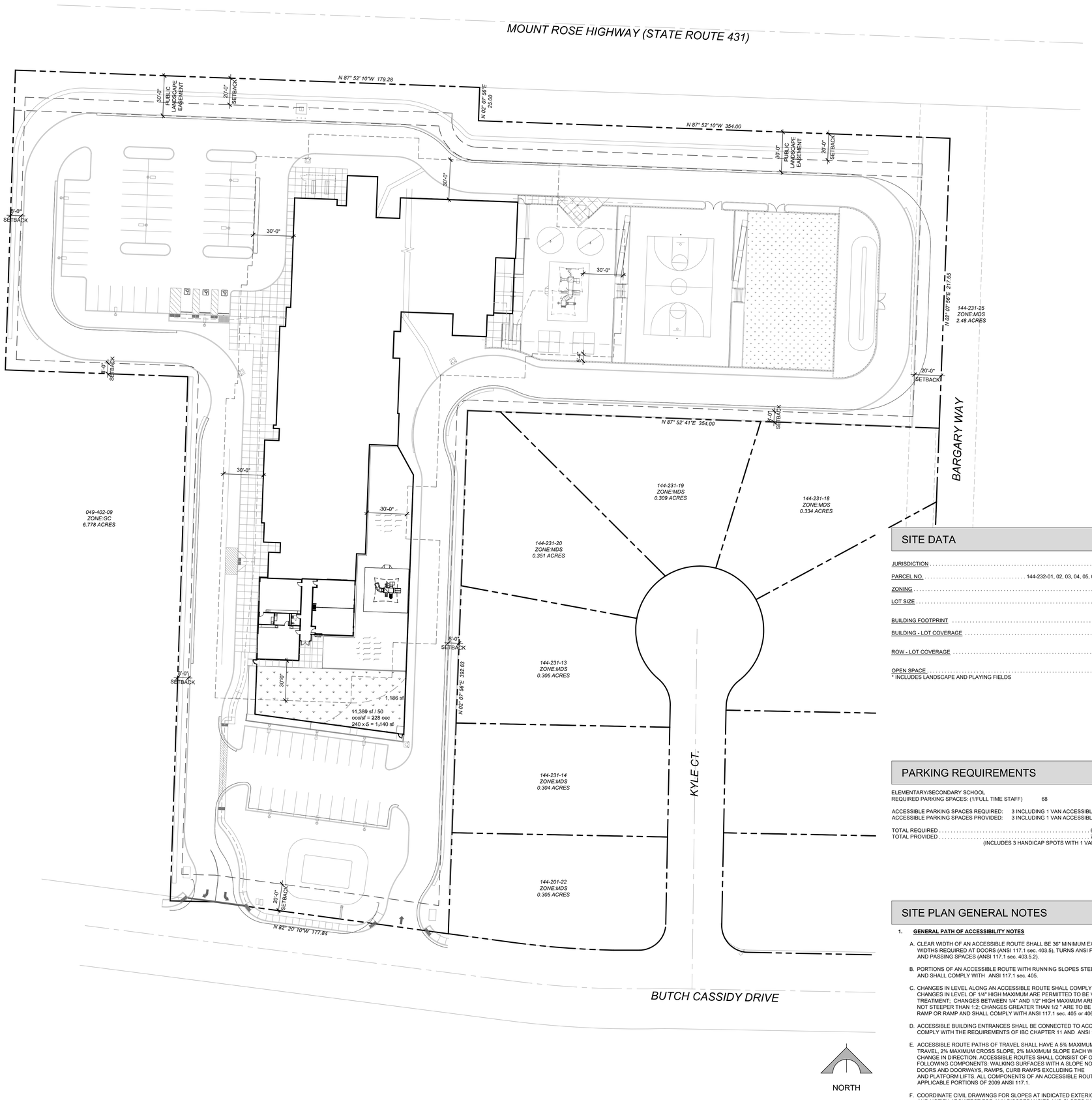
no/a	date	description
1	1/10/18	County Comments

2017121
project number
SEPTEMBER 25, 2017
date

EXITING PLANS

A0.10

Attachment 6: Floor Plan



SITE PLAN KEYNOTES

SITE DATA

JURISDICTION . . . . . WASHOE COUNTY

PARCEL NO 144-232-01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 049-402-09

ZONING . . . . . MDS, GC (049-402-09)

LOT SIZE . . . . . 5.5 ACRES (239,355 SF)

BUILDING FOOTPRINT . . . . . 39,985 SF

BUILDING - LOT COVERAGE . . . . . 39,985 SF 16.7%

ROW - LOT COVERAGE . . . . . 88,393 SF 37%

OPEN SPACE . . . . . 114,659 SF
* INCLUDES LANDSCAPE AND PLAYING FIELDS 48%

PARKING REQUIREMENTS

ELEMENTARY/SECONDARY SCHOOL
REQUIRED PARKING SPACES: (1/FULL TIME STAFF) 68

ACCESSIBLE PARKING SPACES REQUIRED: 3 INCLUDING 1 VAN ACCESSIBLE
ACCESSIBLE PARKING SPACES PROVIDED: 3 INCLUDING 1 VAN ACCESSIBLE

TOTAL REQUIRED 68
TOTAL PROVIDED 70
(INCLUDES 3 HANDICAP SPOTS WITH 1 VAN)

SITE PLAN GENERAL NOTES

1. **GENERAL PATH OF ACCESSIBILITY NOTES**

   A. CLEAR WIDTH OF AN ACCESSIBLE ROUTE SHALL BE 36" MINIMUM EXCEPT FOR GREATER WIDTHS REQUIRED AT DOORS (ANSI 117.1 sec. 403.5), TURNS ANSI FIGURE ANSI 117.1 sec. 403.5.1, AND PASSING SPACES (ANSI 117.1 sec. 403.5.2).

   B. PORTIONS OF AN ACCESSIBLE ROUTE WITH RUNNING SLOPES STEEPER THAN 1:20 ARE RAMPS AND SHALL COMPLY WITH ANSI 117.1 sec. 405.

   C. CHANGES IN LEVEL ALONG AN ACCESSIBLE ROUTE SHALL COMPLY WITH ANSI 117.1 sec. 303. CHANGES IN LEVEL OF 1/4" HIGH MAXIMUM ARE PERMITTED TO BE VERTICAL WITHOUT EDGE TREATMENT; CHANGES BETWEEN 1/4" AND 1/2" HIGH MAXIMUM ARE TO BE BEVELED WITH SLOPE NOT STEEPER THAN 1:2; CHANGES GREATER THAN 1/2 " ARE TO BE ACCOMPLISHED WITH CURB RAMP OR RAMP AND SHALL COMPLY WITH ANSI 117.1 sec. 405 or 406.

   D. ACCESSIBLE BUILDING ENTRANCES SHALL BE CONNECTED TO ACCESSIBLE ROUTES AND COMPLY WITH THE REQUIREMENTS OF IBC CHAPTER 11 AND ANSI 117.1 CHAPTER 4.

   E. ACCESSIBLE ROUTE PATHS OF TRAVEL SHALL HAVE A 5% MAXIMUM SLOPE IN THE DIRECTION OF TRAVEL, 2% MAXIMUM CROSS SLOPE, 2% MAXIMUM SLOPE EACH WAY AT POINTS OF REST OR CHANGE IN DIRECTION. ACCESSIBLE ROUTES SHALL CONSIST OF ONE OR MORE OF THE FOLLOWING COMPONENTS: WALKING SURFACES WITH A SLOPE NOT STEEPER THAN 1:20, DOORS AND DOORWAYS, RAMPS, CURB RAMPS EXCLUDING THE FLARED SIDES, ELEVATORS, AND PLATFORM LIFTS. ALL COMPONENTS OF AN ACCESSIBLE ROUTE SHALL COMPLY WITH THE APPLICABLE PORTIONS OF 2009 ANSI 117.1.

   F. COORDINATE CIVIL DRAWINGS FOR SLOPES AT INDICATED EXTERIOR ACCESSIBLE ROUTES AND NOTIFY ARCHITECT FOR ANY DISCREPANCIES AND SLOPES IN EXCESS OF ALLOWED MAXIMUMS.

A OVERALL ARCHITECTURAL SITE PLAN
SCALE: 1" = 30'-0"

ethos three ARCHITECTURE
8985 S Eastern Avenue, Suite 220, Las Vegas, NV 89123
p: 702.456.1070 f: 702.456.7020 www.ethosthree.com

JOHN CHARLES LOVEMAN REGISTERED ARCHITECT STATE OF NEVADA
NOT FOR CONSTRUCTION
SEPTEMBER 20, 2019

DORAL ACADEMY NORTHERN NEVADA
MT. ROSE EXPANSION
--
WASHOE COUNTY, NEVADA

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delta	date	description

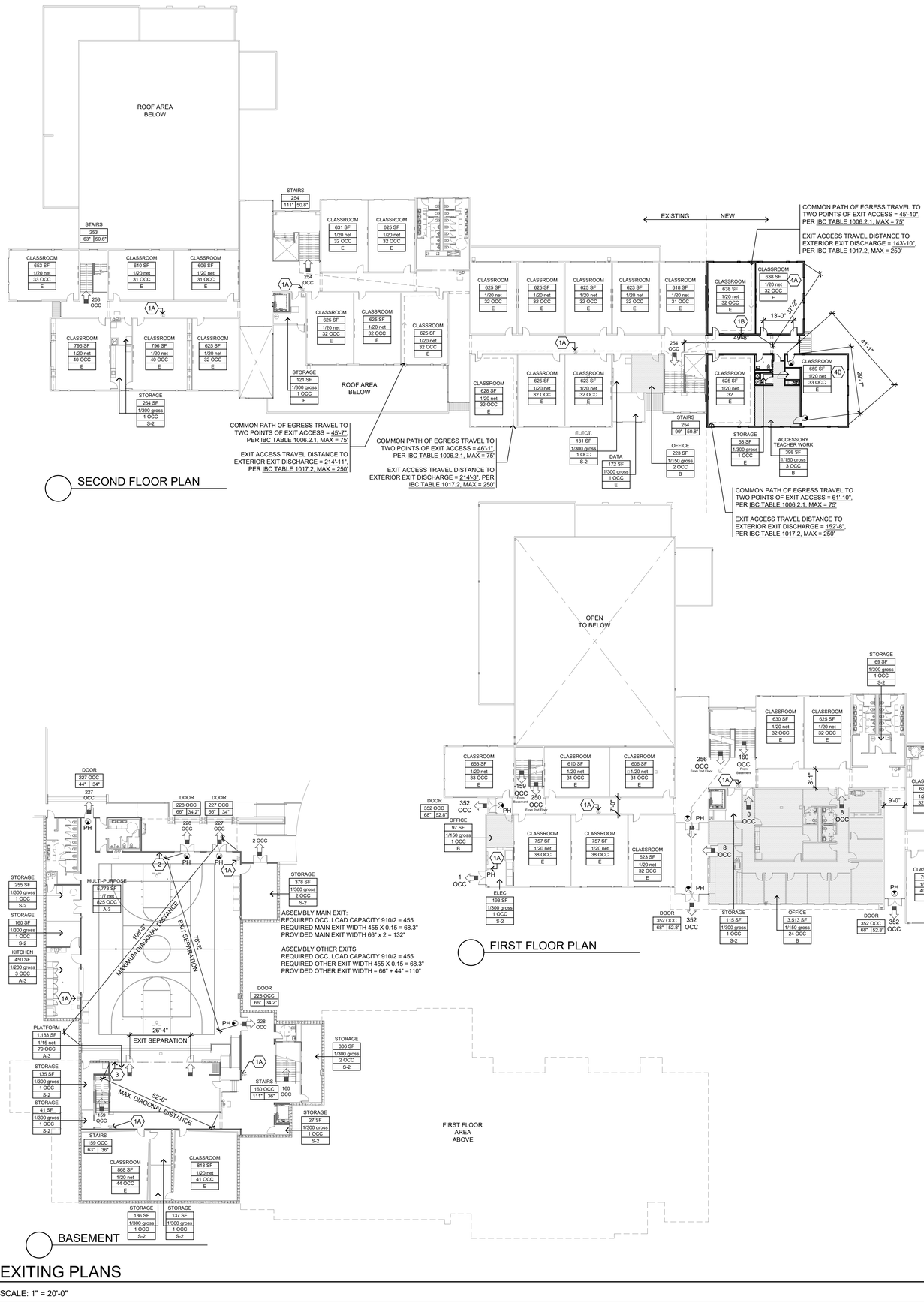
2019114
project number

JULY 30, 2019
date

OVERALL ARCHITECTURAL SITE PLAN

A1.10

Date: August 2019 Drawing: A1.10 Overall Architectural Site Plan



EXITING PLAN LEGEND

- X OCC — DIRECTION AND NUMBER OF OCCUPANTS AT INDICATED EXIT
- PATH OF EGRESS TRAVEL (Travel distance shown from most remote point to reflect compliance to exit access travel distance per IBC Table 1016.2 in use of exit access stairways per IBC 1016.3.1.
- PH — INDICATES PANIC HARDWARE PROVIDED AT EXIT DOOR
- EXIT SIGN. REFER TO ELECTRICAL
- FEC / FE — INDICATES LOCATION OF FIRE EXTINGUISHER CABINET / FIRE EXTINGUISHER WITH A MAXIMUM TRAVEL DISTANCE OF 75'-0". - TYPICAL MINIMUM CAPACITY SHALL BE 2A:10:BC. WHERE PROVIDED IN ELECTRICAL ROOMS, MINIMUM CAPACITY SHALL BE 2A:20B:C

ROOM NAME

- #SF — ROOM SQUARE FOOTAGE
- ## — OCCUPANT LOAD FACTOR PER IBC TABLE 1004.5
- # OCC — OCCUPANT LOAD
- X — ROOM OCCUPANCY TYPE PER IBC CHAPTER 3
- # OCC / 0" 0" — OCCUPANT LOAD; DOOR / STAIR WIDTH REQUIRED
  - Per IBC 1005.3.1 Stairways exception: **egress capacity factor of 0.2 inch per occupant**
  - Per IBC 1005.3.2 Other egress components exception: **Egress capacity factor of 0.15 inch per occupant**
- DOOR / STAIR WIDTH PROVIDED

EXITING PLAN KEYNOTES

1. PORTABLE FIRE EXTINGUISHERS TO BE PROVIDED PER IBC SECTION 906 . QUANTITIES AND LOCATIONS TO COMPLY WITH TABLE 906.3(1) WITH MINIMUM TRAVEL DISTANCE TO EACH EXTINGUISHER NOT TO EXCEED 75'-0" MAX TRAVEL DISTANCE AS A MINIMUM.
   - 1A — EXISTING FIRE EXTINGUISHERS
   - 1B — NEW FIRE EXTINGUISHERS
2. EXISTING OCCUPANT LOAD SIGN - MAXIMUM OCCUPANCY OF "825".
3. EXISTING OCCUPANT LOAD SIGN - MAXIMUM OCCUPANCY OF "80".
4. SPACES REQUIRE (2) EXITS WHERE THE COMMON PATH OF EGRESS TRAVEL DISTANCE EXCEEDS 75' PER IBC TABLE 1006.2.1. (2) EXITS HAVE BEEN PROVIDED.
   - 4A — CLASSROOM HAS (2) EXIT ACCESS POINTS. EXIT ACCESS IS PER IBC SECTION 1007.1.1 EXCEPTION #2.
   - 4B — CLASSROOM HAS (2) EXIT ACCESS POINTS. EXIT ACCESS IS PER IBC SECTION 1016.2 ITEMS #2 & #3.

OCCUPANT LOAD

Function of space	Floor Area (sf)	Occupant Load Factor	Occupant Load
BASEMENT (All Existing)			
Educational (Classroom)	1686	20 net	85 *occupants
Multi-Purpose	5773	7 net	825 occupants
Platform	1183	15 net	79 occupants
Kitchen	450	200 gross	3 occupants
Accessory storage, mech eqpm rooms	1575	300 gross	11 * occupants
Toilet / Circulation / Structure	3491		
Basement Total	14158 sf		1003 occupants
FIRST FLOOR			
Educational (Classroom)	9968	20 net	506 *occupants
NEW Educational (Classroom)	2746	20 net	138 *occupants
Business	3769	150 gross	26 occupants
Accessory storage areas, mech eqpm	1068	300 gross	9 *occupants
NEW Accessory storage areas, mech eqpm	173	300 gross	2 *occupants
Toilet / Circulation / Structure (Exist. & NEW)	7143		
First Floor Total	24867 sf		681 occupants
SECOND FLOOR			
Educational (Classroom)	12195	20 net	622 *occupants
NEW Educational (Classroom)	2570	20 net	129 *occupants
Business	223	150 gross	2 occupants
NEW Business	398	150 gross	3 occupants
Accessory storage areas, mech eqpm	688	300 gross	4 * occupants
NEW Accessory storage areas, mech eqpm	58	300 gross	1 *occupants
Toilet / Circulation / Structure (Exist. & NEW)	5322		
Second Floor Total	21454 sf		761 occupants
		Total building occupants	2445 occupants

* Floor areas indicated are a summation of all areas however occupant loads are figured as a summation of rounded up individual area occupant loads to coincide with exiting plans.

A EXITING PLANS

SCALE: 1" = 20'-0"

ethos three ARCHITECTURE
8985 S Eastern Avenue, Suite 220, Las Vegas, NV 89123
p: 702.456.1070 f: 702.456.7020 www.ethosthree.com

NOT FOR CONSTRUCTION
STOP WORK NOTICE
SEPTEMBER 17, 2019

DORAL ACADEMY NORTHERN NEVADA
MT. ROSE EXPANSION
--
WASHOE COUNTY, NEVADA

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delta	date	description

2019114
project number
SEPTEMBER 17, 2019
date

EGRESS PLANS

A0.10

Attachment 7: Current Facility Owner

Property Owner Contact Information:

Pinecrest Academy of Nevada Foundation
6630 Surrey St
Las Vegas, NV 89119
702-431-6260

Attachment 8: Certificate of Occupancy

1001 E. Ninth Street
P.O. Box 11130
Reno, NV 89520-0027

WASHOE COUNTY
Planning & Building Division
Integrity Communication Service

County Building Manager Mojra Hauenstein

BUILDING & SAFETY

Certificate of Occupancy

(775) 328-2020
FAX (775) 328-6132

Owner: PINECREST ACADEMY OF NV FOUNDATION **Address:** 3725 BUTCH CASSIDY DRIVE PHASE I (SEE PLAN)

Builder: UNITED CONSTRUCTION **APN:** 144-232-14

Use: PUBLIC CHARTER SCHOOL **Occupancy:** E/B **Occupant Area:** PHASE I OFFICE AND CLASSROOMS

Fire Sprinklers: Provided [X] No [ ] Required [X] No [ ] **Construction Type:** VB **Occupant Load:** 1091

Permission is granted for the **PERMANENT** occupancy of the above described building on

Date: AUGUST 30, 2018

Permit Number: WBLD17-102947
Building Code Edition: 2012 IBC

Issued By: Shawn Keating

Special Conditions:

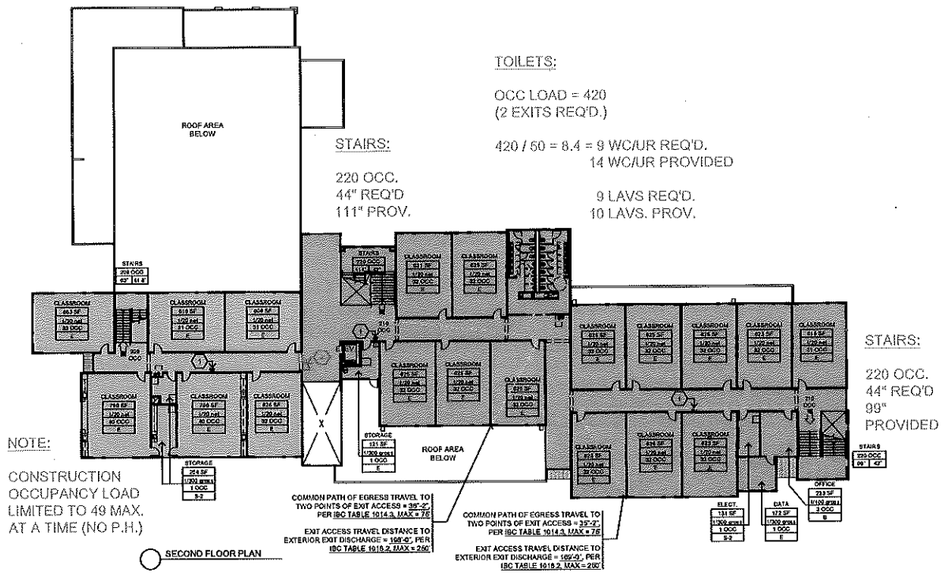
1. Provide safety inspection on onsite Phase I improvement.
2. Provide Fire approval & grade certification at Phase II final
3. Provide fence or cover area exposed rubber coating wall prior to school opening.
4. Provide Road & Engineer approval at Phase II.
5. Provide Planning and Health Approval at Phase II

This Certificate is issued pursuant to Chapter 100 of the Washoe County Code.
This Certificate of Occupancy does not express or imply any warranty or guarantee.
Any change in occupancy or use requires prior approval from the Building Official.

(REV 2.17)

DISCLAIMERS: INDEMNIFICATION: ACKNOWLEDGMENTS BY PERMITTEE
I UNDERSTAND THAT THE INSPECTIONS PROVIDED BY WASHOE COUNTY ARE VERY LIMITED AND DO NOT COVER ALL OF THE WORK PERFORMED UNDER THE AUTHORITY OF THIS PERMIT. THE INSPECTIONS ARE OCCASIONAL SPOT CHECKS, MUCH LIKE AN AUDIT; THEREFORE MANY PARTS OF THE WORK ARE NOT INSPECTED. IF MORE INSPECTION IS DESIRED, A PRIVATE INSPECTOR MUST BE HIRED BY THE PERMITTEE. NEITHER THE INSPECTIONS BY THE COUNTY NOR THE CERTIFICATE OF OCCUPANCY CONSTITUTE A REPRESENTATION BY THE COUNTY THAT THE WORK WAS INSPECTED OR THAT THE WORK COMPLIES WITH COUNTY ORDINANCES.

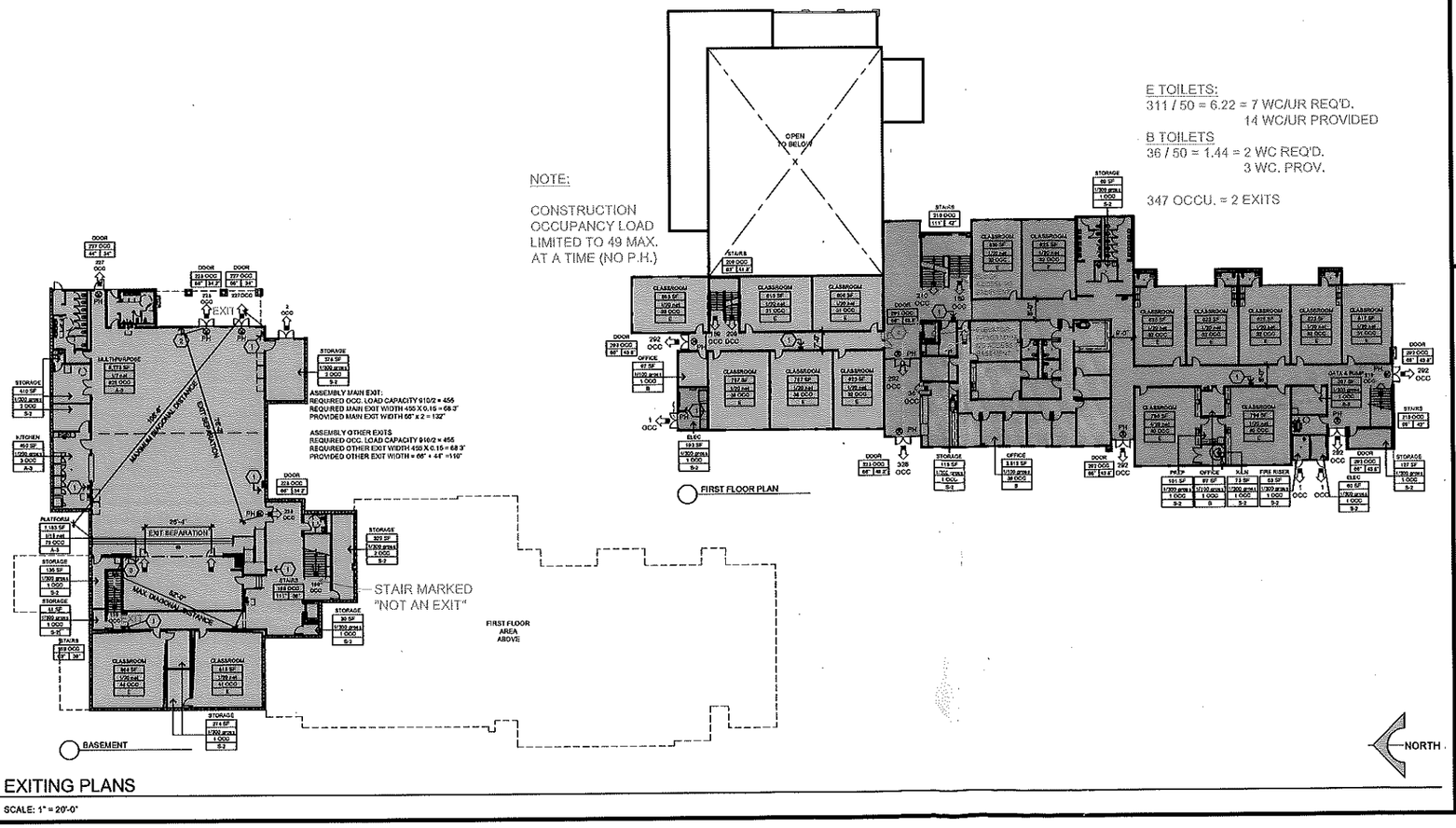
I HEREBY AGREE TO DEFEND AND TO SAVE, INDEMNIFY AND KEEP HARMLESS THE COUNTY OF WASHOE AND ITS OFFICIERS, EMPLOYEES AND AGENTS AGAINST ALL LIABILITIES, JUDGEMENTS, COSTS AND EXPENSES WHICH MAY ACCRUE AGAINST THE COUNTY IN CONSEQUENCE OF GRANTING OF THIS PERMIT OR CERTIFICATE OF OCCUPANCY, IN CONSEQUENCE OF THE COUNTY'S OWN NEGLIGENCE OR ITS OTHERS ACTS OR OMISSIONS WITH RESPECT TO THIS PERMIT OR A CERTIFICATE OF OCCUPANCY, OR IN CONSEQUENCE OF THE USE OR OCCUPANCY OF ANY WORK, SIDEWALK, SUB-SIDEWALK OR STREET, OR OTHERWISE BY VIRTUE THEREOF, AND WILL IN ALL THINGS STRICTLY COMPLY WITH THE CONDITIONS OF THIS PERMIT AND PROVISIONS OF THE RULES, REGULATIONS AND ORDINANCE OF THE COUNTY OF WASHOE..



LEGEND:

PHASE I

PHASE II



EXITING PLAN LEGEND

- X OCC — DIRECTION AND NUMBER OF OCCUPANTS AT INDICATED EXIT
- PATH OF EGRESS TRAVEL (Travel distance shown from most remote point to reflect compliance to exit access travel distance per IBC Table 1016.2. In use of exit access stairways per IBC 1016.3.1.
- PH — INDICATES PANIC HARDWARE PROVIDED AT EXIT DOOR
- EXIT SIGN. REFER TO ELECTRICAL
- FEC FE — INDICATES LOCATION OF FIRE EXTINGUISHER CABINET / FIRE EXTINGUISHER WITH A MAXIMUM TRAVEL DISTANCE OF 75'-0". - TYPICAL MINIMUM CAPACITY SHALL BE 2A:10B:C, WHERE PROVIDED IN ELECTRICAL ROOMS, MINIMUM CAPACITY SHALL BE 2A:20B:C

ROOM NAME
- #SF — ROOM SQUARE FOOTAGE
- #/# — OCCUPANT LOAD FACTOR PER IBC TABLE 1004.1.2
- # OCC — OCCUPANT LOAD
- X — ROOM OCCUPANCY TYPE PER IBC CHAPTER 3
- # OCC — OCCUPANT LOAD
- 0" | 0" — DOOR / STAIR WIDTH REQUIRED (Per IBC 1005.3.1 Stairways exception: egress capacity factor of 0.3 inch per occupant. Per IBC 1005.3.2 Other egress components exception: Egress capacity factor of 0.15 inch per occupant.)
- DOOR / STAIR WIDTH PROVIDED

EXITING PLAN KEYNOTES

1. PORTABLE FIRE EXTINGUISHERS TO BE PROVIDED PER IBC SECTION 906 - QUANTITIES AND LOCATIONS TO COMPLY WITH TABLE 906.3(1) WITH MINIMUM TRAVEL DISTANCE TO EACH EXTINGUISHER NOT TO EXCEED 75'-0" MAX TRAVEL DISTANCE AS A MINIMUM.
2. PROVIDE OCCUPANT LOAD SIGN - MAXIMUM OCCUPANCY OF "220". REFERENCE SHEET A12.27 SIGN 'K'.
3. PROVIDE OCCUPANT LOAD SIGN - MAXIMUM OCCUPANCY OF "99". REFERENCE SHEET A12.27 SIGN 'K'.
4. TEMPORARY DOOR AND PARTITION

OCCUPANT LOAD

Function of space	Floor Area (sf)	Occupant Load Factor	Occupant Load
BASEMENT			
Educational (Classroom)	1686	20 net	85 *occupants
Assembly (Concentrated)	5773	7 net	825 occupants
Stages and platforms	1183	15 net	79 occupants
Kitchen, commercial	450	200 gross	3 occupants
Accessory storage areas, mech equip	1600	300 gross	10 * occupants
Toilet / Circulation / Structure	3482		
Basement Total	14174 sf		1002 occupants
FIRST FLOOR			
Educational (Classroom)	9971	20 net	508 *occupants
Business	3709	100 gross	38 occupants
Accessory storage areas, mech equip	1067	300 gross	6 *occupants
Toilet / Circulation / Structure	6536		
First Floor Total	21345 sf		552 occupants
SECOND FLOOR			
Educational (Classroom)	12209	20 net	622 *occupants
Business	223	100 gross	3 occupants
Accessory storage areas, mech equip	687	300 gross	4 * occupants
Toilet / Circulation / Structure	4793		
Second Floor Total	17912 sf		629 occupants
		Total building occupants	2183 occupants

* Floor areas indicated are a summation of all areas however occupant loads are figured as a summation of rounded up individual area occupant loads to coincide with existing plans

A EXITING PLANS
SCALE: 1" = 20'-0"

ethos three ARCHITECTURE
8965 S Eastern Avenue Suite 220, Las Vegas, NV 89123
p: 702.456.1070 f: 702.456.7020 www.ethosthree.com

JOHN CHRISTOPHER LOMPA REGISTERED No. 6362 ARCHITECT STATE OF NEVADA
JANUARY 19, 2018

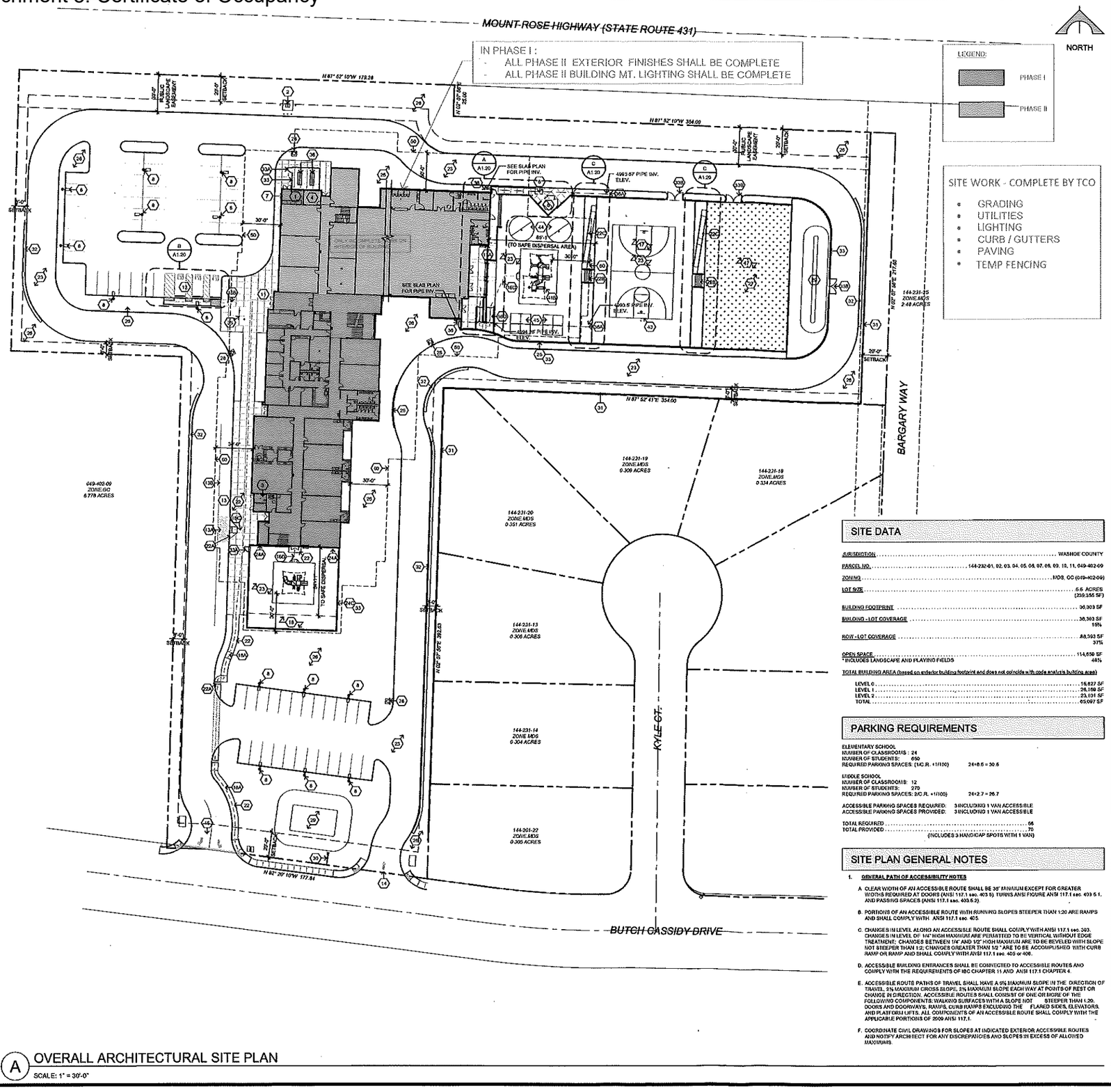
DORAL ACADEMY MT. ROSE
WASHOE COUNTY, NEVADA

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date	description

2017121
project number
SEPTEMBER 25, 2017
date

EXITING PLANS
A0.10



SITE DATA

JURISDICTION	WASHOE COUNTY
PARCEL NO.	144-232-01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 049-402-09
ZONING	MDS, GC (049-402-09)
LOT SIZE	6.6 ACRES (259,585 SF)
BUILDING FOOTPRINT	36,303 SF
BUILDING - LOT COVERAGE	36,303 SF 19%
ROW - LOT COVERAGE	88,563 SF 37%
OPEN SPACE * INCLUDES LANDSCAPE AND PLAYING FIELDS	114,650 SF 48%

TOTAL BUILDING AREA (based on exterior building footprint and does not coincide with code analysis building area)

LEVEL 0	16,627 SF
LEVEL 1	26,169 SF
LEVEL 2	23,101 SF
TOTAL	65,097 SF

PARKING REQUIREMENTS

ELEMENTARY SCHOOL
NUMBER OF CLASSROOMS : 24
NUMBER OF STUDENTS: 650
REQUIRED PARKING SPACES: (1A.C.R. +1/100) 24+6.5 = 30.5

MIDDLE SCHOOL
NUMBER OF CLASSROOMS: 12
NUMBER OF STUDENTS: 270
REQUIRED PARKING SPACES: 2(C.R. +1/100) 24+2.7 = 26.7

ACCESSIBLE PARKING SPACES REQUIRED:	3 INCLUDING 1 VAN ACCESSIBLE
ACCESSIBLE PARKING SPACES PROVIDED:	3 INCLUDING 1 VAN ACCESSIBLE
TOTAL REQUIRED	66
TOTAL PROVIDED	70 (INCLUDES 3 HANDICAP SPOTS WITH 1 VAN)

SITE PLAN GENERAL NOTES

1. GENERAL PATH OF ACCESSIBILITY NOTES

A. CLEAR WIDTH OF AN ACCESSIBLE ROUTE SHALL BE 36" MINIMUM EXCEPT FOR GREATER WIDTHS REQUIRED AT DOORS (ANSI 117.1 sec. 403.5). TURNS ANSI FIGURE ANSI 117.1 sec. 403.5.1, AND PASSING SPACES (ANSI 117.1 sec. 403.5.3).

B. PORTIONS OF AN ACCESSIBLE ROUTE WITH RUNNING SLOPES STEEPER THAN 1:20 ARE RAMPS AND SHALL COMPLY WITH ANSI 117.1 sec. 405.

C. CHANGES IN LEVEL ALONG AN ACCESSIBLE ROUTE SHALL COMPLY WITH ANSI 117.1 sec. 303. CHANGES IN LEVEL OF 1/4" HIGH MAXIMUM ARE PERMITTED TO BE VERTICAL WITHOUT EDGE TREATMENT; CHANGES BETWEEN 1/4" AND 1/2" HIGH MAXIMUM ARE TO BE BEVELED WITH SLOPE NOT STEEPER THAN 1:2; CHANGES GREATER THAN 1/2 " ARE TO BE ACCOMPLISHED WITH CURB RAMP OR RAMP AND SHALL COMPLY WITH ANSI 117.1 sec. 405 or 406.

D. ACCESSIBLE BUILDING ENTRANCES SHALL BE CONNECTED TO ACCESSIBLE ROUTES AND COMPLY WITH THE REQUIREMENTS OF IBC CHAPTER 11 AND ANSI 117.1 CHAPTER 4.

E. ACCESSIBLE ROUTE PATHS OF TRAVEL SHALL HAVE A 6% MAXIMUM SLOPE IN THE DIRECTION OF TRAVEL, 2% MAXIMUM CROSS SLOPE, 2% MAXIMUM SLOPE EACH WAY AT POINTS OF REST OR CHANGE IN DIRECTION. ACCESSIBLE ROUTES SHALL CONSIST OF ONE OR MORE OF THE FOLLOWING COMPONENTS: WALKING SURFACES WITH A SLOPE NOT STEEPER THAN 1:20, DOORS AND DOORWAYS, RAMPS, CURB RAMPS EXCLUDING THE FLARED SIDES, ELEVATORS, AND PLATFORM LIFTS. ALL COMPONENTS OF AN ACCESSIBLE ROUTE SHALL COMPLY WITH THE APPLICABLE PORTIONS OF 2009 ANSI 117.1.

F. COORDINATE CIVIL DRAWINGS FOR SLOPES AT INDICATED EXTERIOR ACCESSIBLE ROUTES AND NOTIFY ARCHITECT FOR ANY DISCREPANCIES AND SLOPES IN EXCESS OF ALLOWED MAXIMUMS.

SITE PLAN KEYNOTES

1. MAIN ELECTRICAL ROOM. REFER TO FLOOR PLANS. REFER TO ELECTRICAL DRAWINGS AND IVE DRAWINGS FOR LAYOUT.
2. TRANSFORMER LOCATION AND CONCRETE PAD. REFER TO IVE DRAWINGS.
3. FIRE RISER ROOM LOCATION. REFER TO FLOOR PLANS.
4. MAIN DATA ROOM. REFER TO FLOOR PLANS. ROUTE PHONE AND CABLE SERVICE HERE.
5. TRASH ENCLOSURE. REFER TO ENLARGED PLAN 16/A12.10.
6. GREASE INTERCEPTOR. REFER TO CIVIL AND PLUMBING DRAWINGS
7. IRRIGATION CONTROLLER LOCATION . REFERENCE LANDSCAPE DRAWINGS.
8. SITE LIGHTING. SEE ELECTRICAL DRAWINGS. WHERE OCCURS, SACK AND PATCH CONCRETE BASE SMOOTH.
11. MAIN ENTRY
12. ACCESSIBLE PARKING. REFER TO ENLARGED PLAN.
13. PASSENGER LOADING ZONE
- 13A PROVIDE WHITE PAINTED STRIPING FOR 6' X 20' ACCESS AISLE
- 13B PROVIDE STRIPING SEPARATING PASSENGER LOADING ZONE
14. VEHICULAR TRAFFIC INGRESS LOCATION
15. VEHICULAR TRAFFIC EGRESS LOCATION
16. ACCESSIBLE ROUTE PER SITE PLAN GENERAL NOTES.
- 16A ACCESSIBLE ROUTE TO PUBLIC RIGHT OF WAY PER IBC 1104.
- 16B ACCESSIBLE ROUTE TO ACCESSIBLE PARKING ACCESS AISLE PER ANSI 117.1 502.
- 16C ACCESSIBLE ROUTE TO ACCESSIBLE PASSENGER LOADING ZONE PER ANSI 117.1 503.
- 16D ACCESSIBLE ROUTE TO PLAY AREA PER ANSI 117.1 1108.2.
17. SAFE DISPERSAL AREA
REQUIRED AREA : 2,183 OCCUPANTS X 5 SF = 10,915 SF
PROVIDED AREA : 8,600 SF AT TURF AREA + 9,102 SF AT BASKETBALL AREA
- 17A PROVIDE WALL MOUNTED SAFE DISPERSAL AREA SIGNAGE - REFER TO SHEET A12.27 SIGN 1." FOR DESIGN
18. SAFE DISPERSAL AREA FOR PLAYGROUND AREA OCCUPANTS ONLY
4,739 SF/50 = 95 OCCUPANTS X 5 = 475 SF REQUIRED ; 822 SF PROVIDED
21. CONCRETE PAVING. REFER TO CIVIL DRAWINGS AND GEOTECHNICAL REPORT FOR THICKNESS AND SUBGRADE REQUIREMENTS.
22. CONCRETE SIDEWALK. REFER TO CIVIL DRAWINGS AND GEOTECHNICAL REPORT FOR THICKNESS AND SUBGRADE REQUIREMENTS. SEE 6/A12.2 FOR JOINT REQUIREMENTS.
- 22A CURB RAMP PER 10/A12.10.
- 22B CONCRETE STEPS ON GRADE WITH HANDRAIL ON BOTH SIDES. REFER TO CIVIL. SEE DETAIL 9/A12.00 FOR RAILING INFORMATION. PROVIDE EQ. RISERS @ 7" H. MAX. AND 12" TREADS
- 22C CONCRETE RAMP WITH HANDRAIL ON BOTH SIDES. REFER TO CIVIL. SEE DETAIL 9/A12.00 FOR RAILING INFORMATION. MAX. 1:12 SLOPE.
23. A/C PAVING. REFER TO CIVIL DRAWINGS AND GEOTECHNICAL REPORT FOR THICKNESS AND SUBGRADE REQUIREMENTS.
24. CONCRETE CURB
- 24A 6" WIDE CONCRETE CURB WHERE A/C TERMINATES AT THE BUILDING 6/A12.10
- 24B 6" WIDE CONCRETE MOW CURB PER 7/A12.10
- 24C 12" WIDE CONCRETE CURB BELOW FENCE PER 8/A12.10
25. CMU RETAINING WALL. REFER TO CIVIL FOR EXTENTS AND STRUCTURAL FOR DETAILS. REFERENCE 9/A12.10 FOR WATERPROOFING INFORMATION. REFER TO SITE WALL ELEVATIONS AND SECTIONS.
- CMU-1 WALL CONCRETE MASONRY UNIT - PROVIDE SPLIT FACE FINISH AT ALL VISIBLE SIDES
  - Cemex #28 Anthem - Split face
- CMU-1C 2" WALL CAP CONCRETE MASONRY UNIT
  - Cemex #28 Anthem - Smooth
- CMU-2 WALL CONCRETE MASONRY UNIT - PROVIDE SPLIT FACE FINISH AT ALL VISIBLE SIDES
  - Cemex #32 Mountains Edge - Smooth
- CAP-2C 2" WALL CAP CONCRETE MASONRY UNIT
  - Cemex #32 Mountains Edge - Smooth
26. LANDSCAPE PLANTER. REFER TO LANDSCAPE DRAWINGS.
27. ARTIFICIAL TURF AREA. REFER TO LANDSCAPE DRAWINGS.
28. FIRE HYDRANT. REFER TO CIVIL DRAWINGS. PROVIDE CONCRETE PAD AT BASE.
29. DETENTION BASIN. SEE CIVIL DRAWINGS.
30. MONUMENT SIGN. SEE DETAIL 17/A12.11.
31. 6'-0"H DECORATIVE CMU SCREEN WALL. SEE DETAIL 12/A12.10 FOR CMU TYPES. REFER TO CIVIL FOR EXTENTS AND STRUCTURAL FOR DETAILS.
32. PRE-MANUFACTURED LANDSCAPE RETAINING WALLS WITH STANDARD CAPS AS MANUFACTURED BY KEYSTONE HARDSCAPES OR APPROVED EQUAL. REFER TO CIVIL FOR EXTENTS. COLOR TO MATCH CMU-2
33. DECORATIVE METAL FENCE PER 2/A1.10. POWDER COATED COLOR TO MATCH EP-4
PROVIDE FENCE MANUFACTURER'S STANDARD GATE AND KEYED LOCKING HARDWARE
- 33A 6'-0" HIGH x 4'-0" WIDE GATE. SEE DETAIL 3/A12.10.
- 33B 6'-0" HIGH x 12'-0" WIDE DOUBLE SWING GATE WITH DROP LOCK. SEE DETAIL 6/A12.10.
35. FLAGPOLE PER 4/A12.10
36. BIKE RACKS- MANF: BENSON OUTDOORS #BRG-18-G (GALVANIZED)
37. CONNECT FOUNDATION DRAIN TO 4" Ø UNPERFORATED SCHEDULE 40 PVC PIPE. REFER TO GEOTECHNICAL REPORT AND WALL SECTIONS.
- 37A EXTEND PIPE AND DAYLIGHT 12" MINIMUM ABOVE FINISHED GRADE
41. PLAYGROUND EQUIPMENT
- 41A PRESCHOOL (AGES 2-5) PLAYGROUND EQUIPMENT STRUCTURE W/INTEGRAL SHADE COVER PER 13/A12.11
- 41B GRADE SCHOOL (AGES 6-12) PLAYGROUND EQUIPMENT STRUCTURE W/INTEGRAL SHADE COVER PER 13/A12.11
42. SYNTHETIC FALL SAFETY SURFACE. SEE DETAIL 13/A12.11.
43. 74' x 50' BASKETBALL COURT STRIPING AND (2) POLE MOUNTED GOAL PACKAGES
- MANF: LA STEELCRAFT MODEL PARTS:
- #1356 STRAIGHT SINGLE POST W/ REC. SHAPE EXTENSION; MODEL 12 12 GAUGE STEEL BACKBOARD; MODEL UPGN DOUBLE RIM WITH NYLON NET;
44. 20' TETHERBALL COURT STRIPING AND POLE/TETHERBALL PACKAGE:
MANF: MIRACLE MODEL PARTS:
#282-222: TETHERBALL WITH POLE (CONC. FOOTING COLOR TO MATCH ASPHALT CONCRETE) #282-223: TETHERBALL GROUND SLEEVE
#283-255: TETHERBALL POLE #283-650: TETHERBALL WITH ROPE
45. 16' FOURSQUARE COURT STRIPING
50. FUEL MODIFICATION DISTANCE AS REQUIRED BY WUIC SEC. 603 FOR MODERATE HAZARD DEFENSIBLE SPACE: OWNER TO MAINTAIN BY MODIFYING OR REMOVING NONFIRE-RESISTIVE VEGETATION WITHIN DEFENSIBLE SPACE. TREES WITHIN DEFENSIBLE SPACE ARE TO BE SET AND MAINTAINED TO PROVIDE A MINIMUM OF 10 FEET BETWEEN CROWNS OF ADJACENT TREES AND CROWNS OF TREES AND STRUCTURES. DEADWOOD AND LITTER SHALL BE REGULARLY REMOVED FROM TREES. GROUNDCOVER SHALL BE MAINTAINED AS NOT TO FORM A MEANS OF TRANSMITTING FIRE FROM THE NATIVE GROWTH TO ANY STRUCTURE.

A OVERALL ARCHITECTURAL SITE PLAN
SCALE: 1" = 30'-0"

ethos three
architecture
9965 S Eastern Avenue, Suite 220, Las Vegas, NV 89123
p: 702.435.1070 | f: 702.435.7609 | www.ethosthree.com

JOHN CHARLES TORGERSON REGISTERED No. 6362 ARCHITECT STATE OF NEVADA
JANUARY 9, 2018

DORAL ACADEMY
MT. ROSE
WASHOE COUNTY, NEVADA

Drawings and specifications remain the property of the design professional. Copies of the drawings and specifications retained by the client may be utilized only for his use and for occupying the project for which they are prepared, and not for construction of any other project.

delta	date	description

2017121
project number
SEPTEMBER 25, 2017
date

OVERALL ARCHITECTURAL SITE PLAN
A1.10

2183
2
19

ethos three
ARCHITECTURE

August 3, 2018

Academica Nevada
6630 Surrey Street
Las Vegas, NV 89129

NON-USE OF ASBESTOS CERTIFICATION

PROJECT NAME: Doral Academy N Nevada Mt. Rose K-8 Charter School

PROJECT ADDRESS: 3725 Butch Cassidy Drive, Reno, NV 89511

I certify that for the project described above that no asbestos-containing material (ACBM) was specified as a building material in any construction document for the building, or, to the best of my knowledge, no ACBM was used as any building material.

ethos|three ARCHITECTURE

John C. Lopeman, AIA

Attachment 9: Facility Safety Compliance

WASHOE COUNTY HEALTH DISTRICT
ENHANCING QUALITY OF LIFE

WASHOE COUNTY HEALTH DISTRICT
ENVIRONMENTAL HEALTH SERVICES DIVISION
1001 East Ninth Street • Building B • Reno, Nevada 89512
Telephone (775) 328-2434 • Fax (775) 328-6176
www.washoecounty.us/health
healthehs@washoecounty.us

SCHOOL FACILITY OFFICIAL INSPECTION REPORT

Facility Name:	Permit Number:	Date:
Doral Academy of Northern NV	H18-0005INST	9-10-19

Facility Address:	Area #:	Inspection Type:	Time In:	Time Out:
3725 Butch Cassidy Dr.	16	routine	11:05 am	12:00 pm

Site Facility Coordinator:	Principal:	Phone #
Katie Lumsden	Angela Orr	

Any item marked "OUT" on this inspection report is a NOTICE of VIOLATION of the Nevada Revised Statutes (NRS) 444 and/or Nevada Administrative Code (NAC) 444 or presents a Health and Safety Hazard as determined by the Health Authority and is an ORDER to abate the violations within the time frame(s) specified. Failure to correct violations by the noted abatement date may result in the assessment of re-inspection fees.

Katie.lumsden@doralnnv.org

#	Compliance Status: IN	N/A	OUT	OUT - Critical	
					Infectious Disease Prevention
1	X				Outbreaks and communicable disease: knowledge, responsibilities and reporting
2	X				Communicable disease: proper use of restriction / exclusion
3	X				Sanitation of surfaces as required by Health Authority during outbreak/non-outbreak
					Health Rooms
4	X				Medication stored securely; access by authorized personnel only
5	X				Sick bed and similar furniture clean, sanitized and in good repair
6	X				Sharps and biomedical waste stored securely and disposed of properly
7	X				Biohazard sign; English and Spanish
8	X				Approved source of water for taking oral medication
					School Site and Grounds
9	X				Adequate drainage provided
10	X				Adequate pest/vermin control
11	X				Playground equipment and surface in good repair; no apparent hazards
12	X				Sidewalks and walkways in good repair
13	X				Drinking fountains adequate and in good repair
14	X				Refuse, garbage and hazardous waste properly disposed
					Buildings
15	X				Roof in good repair, no leaks, adequately drained
16	X				Windows in good repair, free from leaks
17	X				Stairs, stairwells, ramps and handrails in good repair
18	X				Floors, walls and ceilings clean and in good repair
19	X				Electrical panels, custodial closets, boiler rooms, storage rooms accessible only to authorized personnel; power available
20	X				Lighting conforms to IESNA requirements
					Water Supply, Plumbing and Fixtures
21	X				Water from approved sources and adequate
22	X				Plumbing installed, proper backflow devices
23	X				Water temperature maximum of 110°F at hand sinks and showers
24	X				Hand operated faucets minimum of 20 seconds of flow
25	X				Sufficient number of toilets/ urinals with hand sinks located within 250 feet of classrooms
26	X				Lavatories clean and in good repair; properly stocked
					Sewage
27	X				Sewage and wastewater properly disposed
28	X				Chemical or non-flush toilets provided only as approved by the Health Authority
29	X				Sewage contamination: knowledge, responsibilities and reporting
					Classrooms
30	X				Air temperature between 65°F and 85°F
31	X				Classroom furniture in good repair
32	X				Pets and classroom animals in sanitary enclosure and handled safely
33	X				Chemicals in classroom stored and utilized in a safe manner
					Gymnasiums
34	X				Gymnasium floors, walls, ceilings, and equipment clean and in good repair
35	X				Locker room and showers clean and in good repair
36	X				Sports training room supplied with biomedical waste containers that are securely stored

					Laboratories
37	X				Classroom safety with Carbon Dioxide
38				X	Chemicals and chemical storage areas labeled, inventoried, clean, organized, and properly stored according to label and compatibility
39	X				Chemical storage room locked unless used for immediate instruction; accessible only to authorized personnel
40	X				Hand wash available and equipped as required
41					Eye wash and emergency shower available and operable
42	X				Personal protective equipment available for students
43	X				Proper storage and disposal of chemical waste
44	X				Eating, drinking prohibited in classroom used as science laboratory
					Industrial, Art and Vocational Areas
45		X			Equipment, machinery, tools, gas cylinders, materials stored to prevent health and safety hazard
46		X			Vocational education classrooms clean and organized
47		X			Machinery, tools, and materials operated and used under adult supervision
48		X			Safety instructions conspicuously posted
49		X			Hand wash sinks available and equipped
50		X			Proper storage and disposal of chemical waste
51		X			Personal protective equipment available for students
52		X			Food handled and stored properly to eliminate contamination, microbial growth
53		X			Food lab classroom and kitchen clean and sanitary; proper sanitizing of food contact surfaces
54		X			Food prepared in Food Lab not provided to general public
55					Art rooms: dust and vapors controlled
					Other Activities
56	X				Other activities in compliance with applicable regulations

Key: **IN** = In Compliance ; **N/A** = Not Applicable; **OUT** = Out of Compliance; **Out Critical** = Out of compliance, may present substantial health/safety hazard

*Illuminating Engineers Society of North America (IESNA) Recommended Practice on Lighting for Educational Facilities

Observations and Corrective Actions:

38) Observed flammable materials (butane, etc.) stored in locked cabinet in classroom. Flammable material must be stored in a flammable cabinet, School must aquire one as they do not currently have one on site.

Inspection Comments:

- Discussed tracking # of students out sick, and monitoring for an increase as this may indicate an outbreak. Call WCHD if outbreak suspected (phone # on communicable disease poster provided by WCHD).
- Call medical waste hauler when sharps container full (i.e. Rynocare, Waste Mgmt, etc.)

Failure to abate violation required in this notice may result in immediate suspension of the Permit to Operate. An opportunity for an appeal will be provided if a written request for a hearing is filed with the Health Authority within 10 days of the date of this notice.

Date by which violations must be abated: flammable cabinet by 9/24/19

Environmental Health Specialist: Kristen deBiagio 705

Received By: Kat

ULINE 1-800-295-5510

ORDER SUMMARY

Health Department

email print

Thank you for shopping with Uline. The following order was successfully submitted to Uline.
You will receive an email confirmation after this order has been processed.

Order Number: **29212669**
Customer: 16972613
Purchase Order:

Order Date:9/16/2019
Will Ship: 9/16/2019
Ship Via: OAK HARBOR

Billing Information
DORAL ACADEMY OF N NEVADA
6630 SURREY ST
LAS VEGAS, NV 89119-3928

Shipping Information
DORAL ACADEMY OF N NEVADA
3725 BUTCH CASSIDY DR
RENO, NV 89511-6100

Payment Method
Visa

Model #	Description	Unit Cost	Qty	Ext. Cost
H-1563S-Y	Standard Flammable Storage Cabinet - Self-Closing Doors, Yellow, 30 Gallon	$750.00/EA	1	$750.00

Subtotal= $750.00
Tax= $72.12
Shipping/Handling= $122.54

Total= $944.66

close window

Sent 9/16/19
KL

Attachment 9: Facility Safety Compliance

Katie Lumsden

From: DeBraga, Kristen <KDeBraga@washoecounty.us>
Sent: Monday, September 16, 2019 4:23 PM
To: Katie Lumsden
Subject: RE: Doral Academy Chemical Storage

Hi Katie,

This looks great, I don't need anything else.

Thank you,

Kristen deBraga, REHS
Environmental Health Specialist | Environmental Health Services | Washoe County Health District
kdebraga@washoecounty.us | (775) 328-2647 | 1001 E. Ninth St., Bldg. B, Reno, NV 89512

WASHOE COUNTY HEALTH DISTRICT
ENHANCING QUALITY OF LIFE Public Health

WashoeEats.com

Please consider the environment before printing this e-mail.

Please take a few minutes to fill out this survey concerning your recent health inspection by clicking here. Your responses will help us to improve the quality of our services:

From: Katie Lumsden [mailto:Katie.Lumsden@doralnnv.org]
Sent: Monday, September 16, 2019 2:37 PM
To: DeBraga, Kristen
Subject: Doral Academy Chemical Storage

[**NOTICE:** This message originated outside of Washoe County -- **DO NOT CLICK** on **links** or open **attachments** unless you are sure the content is safe.]

Kristen,
Please see attached order summary from U-line. Please let me know if I need to do anything else.

Thank you,
Katie Lumsden
Office Manager

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Attachment 9: Facility Safety Compliance

NV 0052935 Unlimited
CA 830737 Unlimited
TN 00064769 Unlimited

Desert Fire Protection, L.P.

An MDU Resources Company

Invoice 24821

Bill to:	Job:
DORAL ACADEMY OF NORTHERN NV 3725 BUTCH CASSIDY DR RENO, NV 89511	DORAL ACADEMY OF NORTHERN NV 3725 BUTCH CASSIDY DR RENO, NV 89511

Invoice #:	24821	Date: 09/19/19	Customer P.O. #:
Payment Terms:	NET 30		Salesperson:
Customer Code:	01DRALNV		

Remarks: DORAL ACADEMY OF NORTHERN NV WO# 24821

Quantity	Description	U/M	Unit Price	Extension
1.000	COMPLIANCE ENGINE & ADMIN FEE		20.00	20.00
1.000	QUARTERLY INSPECTION		270.00	270.00
			Subtotal:	**290.00**
			Total:	**290.00**

QUARTERLY INSPECTION

OK

Please Remit Payment To: ☑ 505 Valley Road
Reno, NV 89512
(775) 329-1926 Phone
(775) 329-1824 Fax

Print Date: 09/23/19

Thu 9-5-19 7:09AM

Desert Fire Protection

☐ *Reno Office:*
505 Valley Road, Reno, NV 89512
(775) 329-1926 Fax (775) 329-1824

☐ *Las Vegas Office:*
5040 Sobb Avenue, Las Vegas, NV 89118
(702) 388-1926 Fax (702) 380-1289

☐ *California Office:*
845 Marina Bay Pkwy, Suite 2, Richmond, CA 94804
(510) 891-1554 Fax (866) 588-0...

NV #0052935
CA #830737

Work order 24821

Site:	Bill To: 01DRALNV
DORAL ACADEMY OF NORTHERN NV 3725 BUTCH CASSIDY DR RENO, NV 89511	DORAL ACADEMY OF NORTHERN NV 3725 BUTCH CASSIDY DR RENO, NV 89511

CONTACT: AMANDA (SCHOOL NUMBE
OWNER PHONE: 661 644-2640
TYPE: RENO INSPECTIONS
TECHNICIAN:
ORDERED DATE: 06/30/19
TIME: 14:45
JOB SITE PHONE: 775 453-4239
EST ARRIVAL:
OTHER PHONE:
CUSTOMER PO # :
EST. WORK DATE:
SITE ID: 1DORL0001
TERMS: NET 30

Work Ordered

TYPE	SYS	TASK	DESCRIPTION
WPS	22	Wet Pipe System	
QI			QUARTERLY INSPECTION

Notes or Comments

COMPLIANCE ENGINE & ADMIN FEE

Completed Notes

Dennis – 2 9-5-16

X CUSTOMER SIGNATURE: Cat Kiesler DATE

PRINT NAME: Cat Kiesler TITLE

DFP EMPLOYEE DATE

FIELDWORK COMPLETE ☐ YES ☐ N/A IF NO, TARGET: _____

DESIGN COMPLETE ☐ YES ☐ N/A PURCH. COMPLETE ☐ YES ☐ N/A

MATERIAL MR# _____ SUB-CONTRACT PO# _____

**CUSTOMER HAS READ, UNDERSTANDS AND AGREES WITH THE TERMS AND CONDITIONS CONTAINED UPON THE FRONT AND BACK OF THIS CONTRACT.*

White - File Copy

Canary - Customer Copy

Attachment 9: Facility Safety Compliance

Desert Fire Protection, L.P.

An MDU Resource Company

505 Valley Road, Reno, NV 89512

Office (775) 329-1926 * Fax (775) 329-1824

NV LIC#0052935
CA LIC# 830737

☐ Monthly
☑ Quarterly
☐ Annual

Inspection Report No. 24821

REPORT TO : Doral Academy of Northern Nevada
STREET ADDRESS: 3725 Butch Cassidy Dr.
CITY & STATE: Reno Nevada 89511
ATTENTION: Katie
PHONE: 661-644-2640

INSPECTION LOCATION: Doral Academy of Northern Nevada
STREET ADDRESS: 3725 Butch Cassidy Dr.
CITY & STATE: Reno Nevada 89511

INSPECTOR: Dennis Edwards
DATE: 9/5/19
C of R #: 1874

1. GENERAL

A. (To be answered by the Owner or Owner's representative.)	Yes	N/A	No
a. Have there been any changes in the occupancy classification, machinery, or operations since the last inspection?			
b. Have there been any changes or repairs to the fire protection system since the last inspection?			
c. If a fire has occurred since the last inspection, have all damaged sprinkler system components been replaced?		✔	
d. Has the piping in all dry systems been checked for proper pitch within the past five years? Date last checked _____ (checking is recommended at least every 5 years)		✔	
e. Has piping in all systems been checked for obstructive materials? Date last checked _____ (checking is recommended at least every 5 years)		✔	
f. Have all fire pumps been tested to their full capacity through the use of hose streams/flow meters within the past 12 months?		✔	
g. Are gravity, surface or pressure tanks protected from freezing?		✔	
h. Are any of the sprinklers over 50 years old or older? (testing and/or replacement is recommended for such sprinklers)		✔	
I. Are any extra high temperature solder sprinklers regularly exposed to temperatures near 300° F?		✔	
B. (To be answered by the inspector)			
a. Have the sprinkler system been extended to all visible areas of the building?			
b. Does there appear to be proper clearance between the top of all storage and the sprinkler deflector?		✔	
c. Are the building areas protected by the wet system, heated, including its blind attics & perimeter area where accessible?		✔	
d. Are all visible exterior openings protected against the entrance of cold air?		✔	

2. CONTROL VALVES

a. Are all sprinkler system main control valves and all other valves in the appropriate open or closed position?	✔		
b. Are all control valves sealed or supervised in the open position?	✔		

Control Valves	No. of Valves	Type	Easily Accessible Yes	Easily Accessible No	Signs Yes	Signs No	Valve Open Yes	Valve Open No	Secured If yes, how? Yes	Secured If yes, how? No	(Sealed?) (Locked?) (Supvd?)	Supervision Operational Yes	Supervision Operational No
CITY CONNECTION	1	PIV	✔		✔		✔		✔		Supervised	✔	
VAULT	2	OS&Y	✔		✔		✔		✔		Sealed		
PUMP													
SECTIONAL													
SYSTEM	3	BFV	✔		✔		✔		✔		Supervised	✔	
TANK													

3. WATER SUPPLIES

a. Water supply source? CITY Gravity Tank N/A

Pressure Fire Pump & Tank N/A
Pressure Fire Pump & City N/A
Pressure Fire Pump & Pond N/A

Water flow Test Results Made During This Inspection

Test Pipe Located	Size Test Pipe	Static Pressure Before	Flow Pressure	Static Pressure After	Test Pipe Located	Size Test Pipe	Static Pressure Before	Flow Pressure	Static Pressure After
Riser 1	2"	70	45	60					
Riser 2	2"	70	45	60					
Riser 3	2"	70	45	60					

4. TANKS, PUMPS, FIRE DEPT. CONNECTIONS

	Yes	N/A	No
a. Do fire pumps, gravity, surface or pressure tanks appear to be in good external condition?		✔	
b. Are gravity, surface and pressure tanks at the proper pressure and/or water levels?		✔	
c. Are fire dept. connections in satisfactory condition, couplings free, caps or plugs in place and check valves tight?	✔		
d. Are fire dept. connections visible and accessible? South exit driveway	✔		

5. WET SYSTEMS

a. No. of Systems 3 Make & model 4"			
b. Are cold weather valves in the appropriate open or closed position?			
If closed, has piping been drained?		✔	
c. Has the owner or owners representative been advised that cold weather valves are not recommended by **NFPA**?		✔	
d. Have all the anti-freeze systems been tested?		✔	
e. Date antifreeze systems were tested .		✔	
f. The antifreeze tests indicate protection to : system No. 1 _____ No. 2 _____ No. 3 _____ No. 4 _____ No. 5 _____ temperature			
g. Did alarm valves, waterflow alarm indicators and retards test satisfactorily?	✔		

POSTED
OCT 08 2019
BC
Desert Fire Protection Reno

Attachment 9: Facility Safety Compliance

NV LIC# 0052935
CA LIC# 830737

Desert Fire Protection, L.P.
An MDU Resource Company
505 Valley Road, Reno, NV 89512
Office (775) 329-1926 * Fax (775) 329-1824

Inspection Report No. 24821 **Date:** 9/5/19

	Yes	N.A.	No
6. DRY SYSTEMS			
a. No. of Systems 0 Make and model			
Date last tripped tested			
b. Is the air pressure and priming water levels normal?		✔	
c. Did the air compressor operate satisfactorily?		✔	
d. Were all the low points drained during this inspection?			
e. Did all the quick opening devices operate satisfactorily?		✔	
f. Did all the dry valves operate satisfactorily during this inspection?		✔	
g. Do dry valves appear to be protected from freezing?		✔	
h. Is the dry valve house heated?		✔	
7. ALARMS			
a. Did the water motors and gong operate during testing?		✔	
b. Did the electric alarms operate during testing?	✔		
c. Did the supervisory alarms operate during testing?	✔		
8. SPRINKLERS - PIPING			
a. Do sprinklers generally appear to be in good condition?		✔	
b. Do sprinklers generally appear to be free of corrosion, paint, or loading and visible obstructions?		✔	
c. Are extra sprinklers available on the premises?		✔	
d. Does the exterior condition of piping, drain valves, check valves, hangers, pressure gauges, open sprinklers and strainers appear to be satisfactory?		✔	
e. Does the hand hose on the sprinkler system appear to be in satisfactory condition?		✔	

9. EXPLANATION OF "NO" ANSWERS (For Sections 1B thru 8):

10. THE INSPECTOR SUGGESTS THE FOLLOWING IMPROVEMENTS. HOWEVER, THESE SUGGESTIONS ARE NOT THE RESULT OF AN ENGINEERING SURVEY:

11. ADJUSTMENTS OR CORRECTIONS MADE:

12. LIST CHANGES IN OCCUPANCY HAZARD OR FIRE PROTECTION EQUIPMENT , AS ADVISE BY THE OWNER IN SECTION 1A:

13. INSPECTION AND SUGGESTED IMPROVEMENTS WERE DISCUSSED WITH THE UNDERSIGNED OWNER OR OWNER'S REPRESENTATIVE

Signature of owner or owner's representative _____ **DATE** 09/05/2019

DUPLICATE
STREET
CITY & STATE **ZIP CODE**
ATTN:

BRIAN SANDOVAL
Governor

C.J. MANTHE
Director

STATE OF NEVADA

RAY FIERRO
Interim Administrator

TODD R. SCHULTZ CSP, CSHM, CPM
Chief Administrative Officer

DEPARTMENT OF BUSINESS AND INDUSTRY
DIVISION OF INDUSTRIAL RELATIONS
SAFETY CONSULTATION AND TRAINING SECTION

August 27, 2018

Mr. Victor Salsido
Academic Representative
Doral Academy of Northern Nevada
6630 Surrey St.
Las Vegas, NV 89119

Dear Mr. Salsido:

This letter confirms your August 27, 2018 request for an on-site consultation survey.

We would like to commend you on your decision to seek our assistance to help improve your company's safety and health programs.

As per our conversation we have arranged for Safety Consultant Luke Hendrickson for a consultation visit on November 1, 2018 at the Doral Academy of Northern Nevada located at 3725 Butch Cassidy Dr. Reno, NV 89511.

To assist us in providing you with an efficient and productive visit, we request that the following information be made available to our consultant during the onsite visit: certificate of workers compensation insurance; the Log of Work-Related Injuries and Illnesses (OSHA Form 300) and associated documentation; any written materials developed for your business that address health and safety issues; any written safety and health programs; safety training program outlines and documentation of training completed; and Safety Data Sheets (SDS's) for all chemicals, batch materials, or similar commercial and industrial products in use at your facility.

While not required, we request that the company's officer-in-charge participate in the consultation visit opening conference so that they can be made aware of the services to be provided and of the employer's responsibilities associated with using our service. We also encourage you to allow employee participation in our visit since the outcome of our survey will directly affect your workforce.

In addition, if you have a union work force, an employee representative must be offered the opportunity to participate in the opening conference, physical inspection of the facility, and the closing conference. If there is an objection to holding joint opening and closing conferences, the consultant will conduct separate conferences with the employer and the employee representatives. If you have a union workforce, please ensure that the employee representatives are notified of the opening and closing conference dates and times.

The consultation program is designed to help you establish and maintain a safe and healthful workplace. We look forward to working with you to implement an effective safety and health program that will improve productivity and reduce occupational injuries and illnesses.

If you need any assistance with occupational safety and health issues before we are able to schedule a consultation visit, please call our office and request to speak with one of our consultants.

Sincerely,

Joseph A. Giddings, CSP
Consultation Supervisor

Doral Academy of Northern Nevada (DANN)
Budget Narrative

The following narrative provides an overview of DANN's projected revenue and expenses.

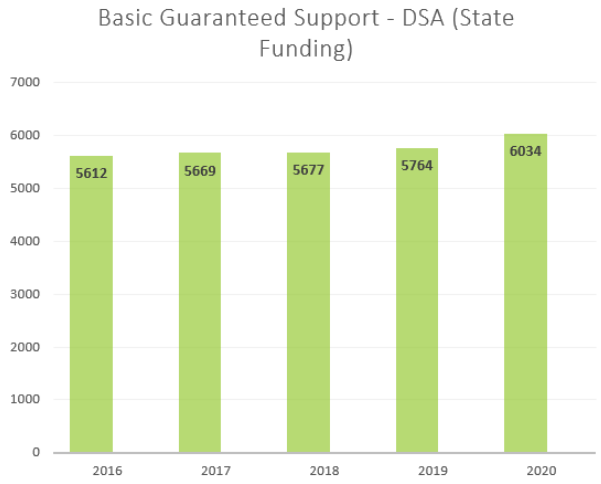
Revenue

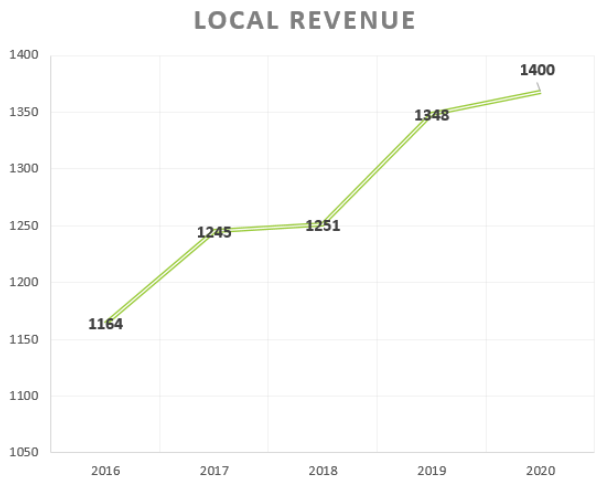
Per-Pupil Revenue:

The budget created for DANN includes the per-pupil revenue assumption of $7,434 for the 2019-2020 school year, with an estimated 1.30% increase each subsequent year thereafter. Assumption of $7,434 was based on the per-pupil revenue anticipated to be funded during the 19-20 school year. Included with the state funding, the budget created for DANN also includes the per-pupil local revenue assumption of $1,400. Based on the first quarter of FY20 for Reno, it is currently $1,451. Therefore, our estimated local portion and assumed 1.30% increase each year are conservatively based.

Sec. 3. The basic support guarantee for school districts, charter schools and university schools for profoundly gifted pupils for operating purposes for Fiscal Year 2019-2020 is an estimated weighted average of $6,218 per pupil. For each respective school district, the basic support guarantee per pupil for Fiscal Year 2019-2020 is:

Carson City	$7,184
Churchill	$7,006
Clark	$6,067
Douglas	$6,086
Elko	$7,891
Esmeralda	$20,750
Eureka	$11,032
Humboldt	$7,431
Lander	$3,517
Lincoln	$12,131
Lyon	$7,724
Mineral	$10,152
Nye	$7,967
Pershing	$9,691
Storey	$6,136
Washoe	$6,034
White Pine	$8,512





Special Education Funding (Part B):

Anticipated $950 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year.

SPED Discretionary Unit:

Anticipated $3,400 per SPED student – Revenue is budgeted based upon prior year SPED counts.

Expenses

Expense Categories:

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Personnel:

Approx. 36.68% of the budget (Year 1 – Year 5)

In the 19-20 school year, Doral Academy of Northern Nevada will have a combined total staff of 56, including 39 total teachers and 17 total administrative and support staff; with a total enrollment of 814 students. By the 23-24 school year, Doral Academy of Northern Nevada is estimated to expand to a total staff of 65 and a total student enrollment of 980; adding, throughout the years, the necessary staff in order to effectively manage the actual/projected student enrollment increases. Below are the actual and anticipated staffing positions, including the starting salary of each position:

Principal - $99,000/year – *Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.*

Assistant Principal - $75,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*

Counselor - $55,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*

Curriculum Coach - $60,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*

Classroom Teachers (Core) - $43,900/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Classroom Teachers (Special) - $43,900/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*

Special Ed. Teachers - $43,900/year – *Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.*

Office Manager - $47,840/year – *Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.*

Registrar - $37,440/year – *Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.*

Teacher Assistants - $12.50/hour – *Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.*

Receptionist - $13.50/hour – *Greet visitors, parents and students; while facilitating communication within the school and assuring records and schedules are kept up to date.*

Clinic Aide - $13.50/hour – *Renders basic first aid to students and performs health-related records/data file management duties.*

Campus Monitor - $16.00/hour – *Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.*

Below are the anticipated staffing needs each year; including the anticipated student enrollment and the anticipated total staffing cost each year:

	19-20	20-21	21-22	22-23	23-24
Anticipated Enrollment:	814	890	920	950	980

Position	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
Principal	1	1	1	1	1
Assistant Principal	1	1	1	2	2
Classroom Teachers (Core)	31	33	34	35	36
Classroom Teachers (Special)	5	5	6	6	6
Special Education Teachers	3	3.5	3.5	4	4
Counselor/ Student Support Advocate	1	1	1	1	1
Curriculum Coach	1	1	1	1	1
Office Manager	2	2	2	2	2
Registrar	1	1	1	1	1
Clinic Aide / FASA	1	1	1	1	1
Receptionist	1	1	1	1	1
Teacher Assistants (Including SPED)	7	7	7	8	8
Campus Monitor/Custodian	1	1	1	1	1
Total Staff:	**56**	**59**	**60**	**64**	**65**
Total Staff Costs:	**$ 2,321,580**	**$ 2,457,648**	**$ 2,551,205**	**$2,757,856**	**$2,832,628**

All salaries are anticipated to increase by 1.00% each year
Additional staff positions will be added in the following years based upon the growth of these charter schools.

Benefits:
Approx. 17.40% of the budget (Year 1 – Year 5)

Employee benefits will cover all employees except for substitute teachers and other contracted services; as they are not employed by the school. Employee benefits include, but are not limited to, the following:

- PERS (Retirement)
- Medicare
- Workers Comp
- Medical/Dental/Vision/Life/Disability

These expenses are figured at approximately 46.50% of salaries in the 19-20 school year, increasing incrementally each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

	19-20	20-21	21-22	22-23	23-24
Total Salaries and Wages:	$ 2,321,580	$ 2,457,648	$ 2,551,205	$ 2,757,856	$ 2,832,628
Benefits % of Salaries:	46.50%	46.65%	46.95%	47.25%	47.55%
Total Cost of Benefits:	**$ 1,079,535**	**$ 1,146,493**	**$ 1,197,791**	**$ 1,303,087**	**$ 1,346,915**

Incentives/Bonuses – Teacher retention bonus calculation for the 19-20 school year is approximately $52,360, calculations for each year thereafter are done after the conclusion of each year to better gauge the financial situation of the school.

Payroll Services:
Approx. 0.24% of the budget (Year 1 – Year 5)

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs $20 per employee per month to process payroll, bringing us to an annual total cost of $240 per employee.

Contractual:
Approx. 6.81% of the budget (Year 1 – Year 5)

Academica Nevada Management Fee – $450 per student – Academica Nevada is an Educational Management Service Provider whose services to DANN shall include, but may not be limited to, the following:

- Identification, design, and procurement of facilities and equipment
- Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting
- Legal and corporate upkeep
- Public relations and marketing
- The maintenance of the books and records of the charter school
- Bookkeeping, budgeting and financial forecasting

Doral Academy, Inc. Affiliation Fee – 1.00% of DSA revenue – Trademark License Agreement between Doral Academy, Inc. ("Licensor"), and the school, Doral Academy of Northern Nevada (DANN) ("Licensee"). Doral Academy, Inc. grants DANN a non-exclusive, non-transferable, royalty-free license to use the trademark in connection with the development and establishment of the school of DANN in the State of Nevada.

- 0.50% of the 1.00% Doral Academy, Inc. Affiliation Fee is used for Professional Development.

Contracted Services:

Approx. 3.84% of the budget (Year 1 – Year 5)

Special Education Contracted Services – Anticipated expense of $235 per student the first year, increasing incrementally as student enrollment increases. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based off the charter schools Academica Nevada works closely with.

Data Analyst Contracted Services – $2,105 for the 19-20 school year increasing to $7,000 for the 20-21 school year, incrementally increasing each year thereafter. The DANN Data Analyst maintains accurate data files of student achievement and works with site based staff to interpret the data and plan for improved instructions. Essential duties include:

- Analyze and prepare reports from local, state, and national assessment data as it relates to individual's student performance and school improvement.
- Develop and maintain historical student and school data files to monitor track performance.
- Interpret and review assessment data with administrators and teachers; support the planning of action steps.
- Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.
- Work with staff in schools in one-on-one and group settings to conduct training in the use of data to improve student results.

Substitute Teachers - $165/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher.* (10 days per teacher) DANN will contract with a staffing agency for substitute teachers. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide, who has and is currently serving charter schools similar in size of the proposed charter. The substitute teacher services provided, which include educational staffing and placement needs; are conservatively priced at $165 per day, for 10 days per teacher.

Equipment:

Approx. 4.08% of the budget (Year 1 – Year 5)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank allows Doral Academy of Northern Nevada to lease all their furniture, fixtures, and equipment over a 48-month period. The lease includes a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. Doral Academy of Northern Nevada budgets $1,000 per student to

outfit an entire school in its first year at a 5% interest rate over 4 years. The budget includes actual/projected FFE cost over the next few years up until the 23-24 school year, including the total equipment cost and lease payments each year (budget may include slight variances as we anticipated a 5% interest rate for future leases; whereas our current lease interest rates are around 1.50% - 3.00%)

Copier/Printing – Anticipated copier lease at a rate of approximately $64,180 for the 2019-2020 school year based on the current copier lease rate (includes a cushion to account for printing overages). Increasing by 3% each subsequent year thereafter.

Supplies:
Approx. 1.96% of the budget (Year 1 – Year 5)

Consumables – $95 per student – includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – $13 per student – utilized by administrative staff

Classroom Supplies – $27 per student – utilized by teaching staff

Copier Supplies – $4 per student

Nursing Supplies – $3 per student

SPED Supplies – $120 per SPED student– utilized by SPED teaching staff

Facility:
Approx. 25.31% of the budget (Year 1 – Year 5)

Scheduled Bond Lease Payment – With the issuance of the PFA Charter School Revenue Bonds (Doral Academy of Northern Nevada SERIES 2017A & 2017B) for the purpose of the acquisition of their facilities, DANN is obligated to make the yearly bond payments shown below:

	19-20	20-21	21-22	22-23	23-24
Scheduled Bond Payment	$ 809,500	$ 1,266,800	$ 1,450,050	$ 1,449,050	$ 1,451,650

Addition – Doral Academy of Northern Nevada's facility addition is projected to be 1.9million. The budget assumes this amount is financed over 25 years at 6% interest. The annual projected amount for this addition is $154,000 per year.

Facility/School Insurance - $30,000 annually - based upon the figures provided by other charter schools working with Academica Nevada. Increasing by 5% each subsequent year thereafter

Public Utilities (electricity, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as well. DANN is budgeting roughly $127,500 in the 2019-2020 school year for public utilities, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately $0.11 per sq. ft. per month (rate at which the charter schools working with Academica Nevada pay as of right now), including a cushion for any major/miscellaneous janitorial expenses. Amount budgeted is based on what is currently being spent at the campus.

Custodial Supplies - $15 per student

Facility Maintenance – basic facility maintenance of $31,000 in the 2019-2020 school year, increasing as student enrollment increases and to account for general facility wear and tear.

Snow Removal - basic snow removal maintenance assumption of roughly $10,500 in the 2019-2020 school year, Increasing by 3% each subsequent year thereafter.

Lawn Care - basic lawn care assumption of $13,100 annually. Increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – basic A/C maintenance care assumption of $10,515 in the 2019-2020 school year. Increasing to $13,000 the year after to account for general A/C wear and tear and then by 3% each subsequent year thereafter.

Fire & Security Alarms - Assumption of $7,200 in the 2019-2020 school year, based upon actual expenses. Increasing by 3% each subsequent year thereafter.

Travel:
Approx. 0.04% of the budget (Year 1 – Year 5)

Travel costs associated with recruitment and staff development are estimated to be $2,500 annually.

Accounting, Audit, and Legal Fees:
Approx. 0.54% of the budget (Year 1 – Year 5)

Audit/Accounting – anticipated $26,500 per year – includes an annual audit expense and expenses associated with accounting. Based upon previous audits performed; increasing by 3% each year.

Legal Fees – estimated $25,000 in legal fees pertaining to the bond for the 2019-2020 school year, decreasing to approximately $5,000 each subsequent year thereafter.

Technology:
Approx. 1.08% of the budget (Year 1 – Year 5)

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of $3.50 per month per student is necessary to insure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to $42.00 per year per student).

Intellatek IT Set-up Fees - Intellatek's initial start-up fee is dependent on how much new equipment is acquired by a school and/or if a school is opening for the first time. The initial start-up fee can be as high as $15,000 per year and as low as $5,000 per year. The budget reflects this wide variance and takes into consideration how much new equipment each school is anticipated to need each year, and whether it's a schools first year of operation.

Infinite Campus - $2,500 per year - Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - $3,500 annual expense each year.

Phone & Communications – annual contract expense of approximately $25,200 per year, incrementally increasing by 3% each year.

Other:

Approx. 2.03% of the budget (Year 1 – Year 5)

State Administrative Fee - 1.5% of DSA revenue – the state charges 1.5% of DSA revenue for the state sponsor fee. (anticipated increase a couple years down the line)

Tuition Reimbursement - $5,000 per year – Employee benefit in which the school pays all, or a portion, of an employee's tuition for coursework and/or training.

Dues and Fees - $10,000 per year – Fees that may arise throughout the school year.

Lunch Program - Assumes DANN will qualify for reimbursed student meals from the National School Lunch Program and School Breakfast Program. Assumes that meals will be paid for by students not eligible for these programs. The amount of $1,000 per year has been budgeted for any potential overages or one-time costs associated with providing food services.

Loan Payments – Loan payments to Academica Nevada for start-up loan, will be paid back by the end of the 2020-2021 school year.

Postage - Assumption of $1,250 per year, based upon prior year usage; incrementally increasing as student enrollment increases.

Background and Fingerprinting - $75 per new employee – anticipated $1,000 per year.

Miscellaneous Expenses (Other Purchases) – Estimate of $1,000 – $2,500 per year for miscellaneous expenses that may arise throughout the year.

Attachment 14: School Budget

DANN	19-20	20-21	21-22	22-23	23-24
WFTE Gross Value	$ 7,434	$ 7,546	$ 7,659	$ 7,774	$ 7,890
Total Students (FTEs)	814	890	920	950	980
Kinder	97	100	100	100	100
1st Grade	103	104	104	104	104
2nd Grade	101	104	104	104	104
3rd Grade	99	104	104	104	104
4th Grade	102	104	104	104	104
5th Grade	78	104	104	104	104
6th Grade	88	90	120	120	120
7th Grade	89	90	90	120	120
8th Grade	57	90	90	90	120
9th Grade	-	-	-	-	-
10th Grade	-	-	-	-	-
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-
Total Students (FTEs)	814	890	920	950	980
Prior Year Numbers	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
SPED	58	70	77	81	82
ELL	-	-	-	-	-
Gate	-	-	-	-	-
FRL %	-	-	-	-	-
TEACHING STAFF	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
Classroom Teachers	31	33	34	35	36
SPED Teachers	3	3.5	3.5	4	4
Art Teacher	1	1	1	1	1
Music	1	1	1	1	1
PE Teacher	1	1	1	1	1
Dance	0	0	0	0	0
Technology (STEM)	0	0	0	0	0
Additional Core	0	0	0	0	0
Spanish / Language	1	1	1	1	1
Additional Elective Teachers	1	1	1.5	2	2
Total Teaching Staff	**39.00**	**41.50**	**43.00**	**45.00**	**46.00**
ADMIN & SUPPORT	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
Executive Director & Assistant	0	0	0	0	0
Principal	1	1	1	1	1
Assistant Principal	1	1	1	2	2
Lead Teacher(s)	0	0	0	0	0
Counselor/ Student Support Advocate	1	1	1	1	1
Curriculum Coach	1	1	1	1	1
Office Manager / Banker	2	2	2	2	2
Registrar	1	1	1	1	1
Clinic Aide/ FASA	1	1	1	1	1
Receptionist	1	1	1	1	1
Teacher Assistants (Including SPED)	7	7	7	8	8
Campus Monitor/Custodian	1	1	1	1	1
Cafeterial Manager	0	0	0	0	0
SPED Facilitator	0	0	0	0	0
Speech Pathologist	0	0	0	0	0
School Psychologist	0	0	0	0	0
School Nurse	0	0	0	0	0
Gate Teacher	0	0	0	0	0
Total Admin & Support	**17.00**	**17.00**	**17.00**	**19.00**	**19.00**
Total # Teachers	39.00	41.50	43.00	45.00	46.00
Total # Admin & Support	17.00	17.00	17.00	19.00	19.00
Total Staff	56.00	58.50	60.00	64.00	65.00
Total Salaries & Benefits as % of Expenses	58.18%	52.94%	52.52%	54.82%	55.86%
Instruction Salaries as % of Total Salaries	73.75%	74.89%	75.51%	73.83%	74.21%
Admin & Support Salaries as % of Total Salaries	26.25%	25.11%	24.49%	26.17%	25.79%
Rent as % of Expenses	13.45%	20.57%	22.15%	21.33%	21.15%
REVENUE (@ 100%)					
Budget Revenue	6,051,276	6,715,504	7,045,997	7,384,894	7,732,373
NSLP	-	-	-	-	-
Special Ed Funding (Part B)	55,100	66,500	73,150	76,950	77,900
SPED Discretionary Unit	200,390	238,000	261,800	275,400	278,800
Other:	-	-	-	-	-
Total Revenues	6,306,766	7,020,004	7,380,947	7,737,244	8,089,073

Attachment 14: School Budget

EXPENSES					
Personnel Costs	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
Principal	99,000	99,990	100,990	102,000	103,020
Assistant Principal(s)	75,000	75,750	76,508	147,273	148,745
Lead Teacher	-	-	-	-	-
Curriculum Coach	55,000	55,550	56,106	56,667	57,233
Counselor / Student Support Advocate/Dean	60,000	60,600	61,206	61,818	62,436
Teachers Salaries	1,580,400	1,685,300	1,769,600	1,855,250	1,919,400
SPED Teachers	131,700	155,225	156,800	181,000	182,800
Office Manager/ Registrar / Banker	103,280	104,313	105,356	106,409	107,474
Secretary & FASA	38,880	39,600	40,320	41,040	41,760
Teacher Assistants (including SPED)	126,000	128,520	131,040	152,640	155,520
Campus Monitors	30,720	31,200	31,680	32,160	32,640
Unrestricted Salaries	**2,299,980**	**2,436,048**	**2,529,605**	**2,736,256**	**2,811,028**
Restricted Salaries					
SPED Facilitator	-	-	-	-	-
Speech Pathologist	-	-	-	-	-
School Psychologist	-	-	-	-	-
School Nurse	-	-	-	-	-
Cafeteria Manager	-	-	-	-	-
NSLP Manager	-	-	-	-	-
On Campus Sub	21,600	21,600	21,600	21,600	21,600
Total Salaries and Wages	**2,321,580**	**2,457,648**	**2,551,205**	**2,757,856**	**2,832,628**
PERS - 29.5%	679,062	718,862	746,227	806,673	828,544
Insurances/Employment Taxes/Other Benefits	400,473	427,631	451,563	496,414	518,371
Incentives / Bonuses	52,360	-	-	-	-
Tuition Reimbursements	5,000	5,000	5,000	5,000	5,000
Subst. Teachers (10 days/Teacher)	43,750	47,875	50,350	53,650	55,300
Total Payroll / Benefits and Related	3,502,225	3,657,015	3,804,345	4,119,594	4,239,843
Operations	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
Consumables	77,330	84,550	87,400	90,250	93,100
Zion's FFE Lease - payments	255,000	280,000	275,000	180,000	80,000
Office Supplies	10,582	11,570	11,960	12,350	12,740
Classroom Supplies	21,978	24,030	24,840	25,650	26,460
Copier Supplies	3,256	3,560	3,680	3,800	3,920
Nursing Supplies	2,442	2,670	2,760	2,850	2,940
SPED Supplies	6,960	8,400	9,240	9,720	9,840
Athletics	-	-	-	-	-
Dues and Fees	10,000	10,000	10,000	10,000	10,000
Lunch Program	1,000	1,000	1,000	1,000	1,000
Travel Reimbursement	2,500	2,500	2,500	2,500	2,500
Special Education Contracted Services	191,290	209,150	216,200	223,250	230,300
Contracted Data Services	2,105	7,000	7,140	7,283	7,428
Management Fee	366,300	400,500	414,000	427,500	441,000
Payroll Services	15,440	16,040	16,400	17,360	17,600
Audit/Tax	26,500	27,295	28,114	28,957	29,826
Legal Fees	25,000	5,000	5,100	5,200	5,300
IT Services - Monthly	34,188	37,380	38,640	39,900	41,160
IT Set-up Fees	5,000	5,000	5,000	5,000	5,000
Website	3,500	3,500	3,500	3,500	3,500
Copier / Printing	64,180	66,105	68,089	70,131	72,235
Infinite Campus	2,500	2,500	2,500	2,500	2,500
State Administrative Fee (1.5%)	90,769	100,733	105,690	110,773	115,986
Affiliation Fee - Inc. (1/2 of 1%)	30,256	33,578	35,230	36,924	38,662
Affiliation Fee - Professional Development (1/2 of 1%)	30,256	33,578	35,230	36,924	38,662
Phone and Communications (with E-rate discount)	25,200	25,956	26,735	27,537	28,363
Postage	1,250	1,275	1,301	1,327	1,353
Background and Fingerprinting	1,000	1,020	1,020	1,020	1,020
Facility and School Insurances	30,000	31,500	33,075	34,729	36,465
Loan Payments	39,500	39,500	-	-	-
Other Purchases	2,500	2,500	2,500	2,500	2,500
Total	1,377,783	1,477,389	1,473,843	1,420,436	1,361,360
Facilities	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**
Public Utilities	127,500	136,000	138,500	142,655	146,935
Fire and Security alarms	7,200	7,916	8,153	8,398	8,650
Contracted Janitorial	118,236	121,783	124,219	126,704	129,238
Custodial Supplies	12,210	13,350	13,800	14,250	14,700
Facility Maintenance / Repairs / Capital Outlay	31,000	36,000	38,000	40,500	43,000
Snow Removal	10,500	10,815	11,139	11,474	11,818
Lawn Care	13,100	13,493	13,898	14,315	14,744
AC Maintenance & Repair	10,515	13,000	13,390	13,792	14,205
Total	330,261	352,357	361,100	372,087	383,290
Total Expenses	5,210,269	5,486,762	5,639,288	5,912,116	5,984,493
Scheduled Lease Payment	-	-	-	-	-
Scheduled Bond Payment	809,500	1,266,800	1,450,050	1,449,050	1,451,650
Addition	-	154,000	154,000	154,000	154,000
Surplus (Revenues-Total Expenses-Lease-Bond)	286,997	112,442	137,609	222,078	498,931
	4.6%	1.6%	1.9%	2.9%	6.2%
DANN	**19-20**	**20-21**	**21-22**	**22-23**	**23-24**

Attachment 17: Audit Information

Charter School Name	Name of Campus (if more than one)	Year Opened	Year EMO Began Mgmt	City	State	School Contact Info				Authorizer Contact Information				
						Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone

Attachment 17: Audit Information

Entity Description Data										Student Demographic Information							Math							Reading/Language Arts							Science						
Entity ID	School ID	School	Level	Comparison Entity	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	Grades Served	Grades Tested	Total # Students Enrolled	Total # FRL	Total # ELL	Total # SPED	Total # Black Students	Total # Hispanic Students	Total # Native American Students	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced
		School 1	Elementary	Charter	2014												0							0							0						
		School 2	Middle	Charter	2014												0							0							0						
		School 3	HS	Charter	2014												0							0							0						
		School 4	Choice	Charter	2014																										0						
		School 5	Choice	Charter	2014																										0						
		All CMO Schools	K8	Charter	2014												0							0							0						
		All CMO Schools	HS	Charter	2014																										0						
		School 1	Elementary	Charter	2013												0							0							0						
		School 2	Middle	Charter	2013												0							0							0						
		School 3	HS	Charter	2013												0							0							0						
		School 4	Choice	Charter	2013																										0						
		School 5	Choice	Charter	2013																										0						
		All CMO Schools	K8	Charter	2013												0							0							0						
		All CMO Schools	HS	Charter	2013																										0						
		School 1	Elementary	Charter	2012												0							0							0						
		School 2	Middle	Charter	2012												0							0							0						
		School 3	HS	Charter	2012												0							0							0						
		School 4	Choice	Charter	2012																										0						
		School 5	Choice	Charter	2012																										0						
		All CMO Schools	K8	Charter	2012												0							0							0						
		All CMO Schools	HS	Charter	2012																										0						
		School 1	Elementary	Charter	2011												0							0							0						
		School 2	Middle	Charter	2011												0							0							0						
		School 3	HS	Charter	2011												0							0							0						
		School 4	Choice	Charter	2011																										0						
		School 5	Choice	Charter	2011																										0						
		All CMO Schools	K8	Charter	2011												0							0							0						
		All CMO Schools	HS	Charter	2011																										0						
			K8	District	2014												0							0							0						
			HS	District	2014																										0						
			K8	District	2013												0							0							0						
			HS	District	2013																										0						
			K8	District	2012												0							0							0						
			HS	District	2012																										0						
			K8	District	2011												0							0							0						
			HS	District	2011																										0						
			K8	State	2014												0							0							0						
			HS	State	2014																										0						
			K8	State	2013												0							0							0						

Attachment 17: Audit Information

OTHER INFORMATION
Fill in this sheet with any additional notes necessary to explain the data.

Please use this space to include any additional information you would like OPCS to know about the data you are submitting.

Attachment 17: Audit Information

INDEPENDENT AUDIT DATA

Please check the calculated values below and make sure they correspond with internal records
Discrepancies between individual data and reported data must be thoroughly analyzed for error risk

Entity	Entity No.	Financial ID	School/Entity Name (as it appears on Independent Audit)	Fiscal Period Year of Operation	Fiscal Year	Total Current Assets	Total Assets	Total Current Liabilities	Total Liabilities	Net Assets	Surplus	Total Revenues	Change in Net Position	Current Ratio	Unrestricted Days Cash on Hand	Debt to Asset Ratio	Surplus Ratio	Net Position Beginning of Year	Net Position End of Year
001	84-1687464		Denver Academy of Design	2022 - 2023	2022	$ 1,132,000	$ 1,132,000	$ 42,000,000	$ 42,000,000	$ (40,868,000)	$ (40,868,000)	$ 1,132,000	$ (40,868,000)	0.03	(40,868,000)	36.10	(36.10)	$ (40,868,000)	$ (40,868,000)
001	84-1687464		Denver Academy of Design	2023 - 2024	2023	$ 1,000,000	$ 1,000,000	$ 42,000,000	$ 42,000,000	$ (41,000,000)	$ (41,000,000)	$ 1,000,000	$ (132,000)	0.02	(41,000,000)	42.00	(42.00)	$ (40,868,000)	$ (41,000,000)
001	84-1687464		Denver Academy of Design	2024 - 2025	2024	$ 1,000,000	$ 1,000,000	$ 42,000,000	$ 42,000,000	$ (41,000,000)	$ (41,000,000)	$ 1,000,000	$ -	0.02	(41,000,000)	42.00	(42.00)	$ (41,000,000)	$ (41,000,000)
002	84-1654963		Denver Academy of Science and Technology	2022 - 2023	2022	$ 500,000	$ 1,132,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,632,000)	$ 1,132,000	$ 1,132,000	0.50	(500,000)	0.88	(1.44)	$ (1,632,000)	$ (500,000)
002	84-1654963		Denver Academy of Science and Technology	2023 - 2024	2023	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
002	84-1654963		Denver Academy of Science and Technology	2024 - 2025	2024	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
003	84-1654963		Denver Academy of Math and Science	2022 - 2023	2022	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ 500,000	0.50	(500,000)	2.00	(1.00)	$ (1,000,000)	$ (500,000)
003	84-1654963		Denver Academy of Math and Science	2023 - 2024	2023	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
003	84-1654963		Denver Academy of Math and Science	2024 - 2025	2024	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
004	84-1654963		Denver Academy of Nursing	2022 - 2023	2022	$ 500,000	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,500,000)	$ 1,000,000	$ 1,000,000	0.50	(500,000)	1.50	(1.00)	$ (1,500,000)	$ (500,000)
004	84-1654963		Denver Academy of Nursing	2023 - 2024	2023	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
004	84-1654963		Denver Academy of Nursing	2024 - 2025	2024	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
005	84-1654963		Denver Academy of Performing Arts	2022 - 2023	2022	$ 500,000	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,500,000)	$ 1,000,000	$ 1,000,000	0.50	(500,000)	1.50	(1.00)	$ (1,500,000)	$ (500,000)
005	84-1654963		Denver Academy of Performing Arts	2023 - 2024	2023	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
005	84-1654963		Denver Academy of Performing Arts	2024 - 2025	2024	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
006	84-1654963		Denver Academy of Science	2022 - 2023	2022	$ 500,000	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,500,000)	$ 1,000,000	$ 1,000,000	0.50	(500,000)	1.50	(1.00)	$ (1,500,000)	$ (500,000)
006	84-1654963		Denver Academy of Science	2023 - 2024	2023	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
006	84-1654963		Denver Academy of Science	2024 - 2025	2024	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
007	84-1654963		Denver Academy of Technology	2022 - 2023	2022	$ 500,000	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,500,000)	$ 1,000,000	$ 1,000,000	0.50	(500,000)	1.50	(1.00)	$ (1,500,000)	$ (500,000)
007	84-1654963		Denver Academy of Technology	2023 - 2024	2023	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
007	84-1654963		Denver Academy of Technology	2024 - 2025	2024	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
008	84-1654963		Denver Academy of the Arts	2022 - 2023	2022	$ 500,000	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,500,000)	$ 1,000,000	$ 1,000,000	0.50	(500,000)	1.50	(1.00)	$ (1,500,000)	$ (500,000)
008	84-1654963		Denver Academy of the Arts	2023 - 2024	2023	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
008	84-1654963		Denver Academy of the Arts	2024 - 2025	2024	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
009	84-1654963		Denver Academy of Theater	2022 - 2023	2022	$ 500,000	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,500,000)	$ 1,000,000	$ 1,000,000	0.50	(500,000)	1.50	(1.00)	$ (1,500,000)	$ (500,000)
009	84-1654963		Denver Academy of Theater	2023 - 2024	2023	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
009	84-1654963		Denver Academy of Theater	2024 - 2025	2024	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
010	84-1654963		Denver Academy of Visual Arts	2022 - 2023	2022	$ 500,000	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,500,000)	$ 1,000,000	$ 1,000,000	0.50	(500,000)	1.50	(1.00)	$ (1,500,000)	$ (500,000)
010	84-1654963		Denver Academy of Visual Arts	2023 - 2024	2023	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)
010	84-1654963		Denver Academy of Visual Arts	2024 - 2025	2024	$ 500,000	$ 500,000	$ 1,000,000	$ 1,000,000	$ (500,000)	$ (1,000,000)	$ 500,000	$ -	0.50	(500,000)	2.00	(1.00)	$ (500,000)	$ (500,000)

Attachment 17: Audit Information

OTHER INFORMATION
Fill in this column only with any additional notes necessary to explain the data.

Please use this space to include any additional information you would like SPCSA to know about the data you are submitting.
There was a restatement of Net Assets in the 2015 audit due to the implementation of GASB 68 and proper treatment of capital leases.

Section 1: Identify all distance education courses that will be offered. If a course of distance education that will be offered through the program is currently included on the list of approved distance education courses prepared by the Department, please include an identification of each course, including, without limitation, the title of the course and the name of the provider of the course of distance education.

The courses to be used will be from four approved distance education providers: Accelerate Education, eDynamic Learning, FLVS Global, Fuel Education, K12 and StrongMind. The applicant will not be developing any courses. Any new courses proposed by the applicant will be submitted by Accelerate Education, eDynamic Learning or FLVS Global, Fuel Education, K12 and StrongMind and will only be use if they are approved by the Nevada Department of Education NDE. All courses to be used are currently included on the list of approved distance education courses prepared by the Nevada Department NDE. The program provider proposes to use courses from four approved distance education providers: Accelerate Education, eDynamic Learning and FLVS, Fuel Education, K12 and StrongMind. Course lists for each Nevada approved provider are included below:

Accelerate-Education Approved Course List

Approval Valid Until 7/15/2019

Courses	Grade
Language Arts 1	1
Language Arts 2	2
Language Arts 3	3
Language Arts 4	4
Language Arts 5	5
Language Arts 6	6
Language Arts 7	7
Language Arts 8	8
Latin 1 A&B	9
Latin 2 A&B	10
Law and Ethics	9
Life Management Skills	9
Life Skills	9-12
Life Skills	6-9
Marine Science	9
Math 1	1
Math 2	2

Math 3	3
Math 4	4
Math 5	5
Math 6	6
Math 7	7
Math 8	8
Media Studies	9
Medical Terminology	9-12
Medicine	9
Music Appreciation	9-12
Nutrition	9
Nutrition and Wellness	9-12
Paleontology	9
Personal Finance	9-12
Personal Fitness	9-12
Physical Education	9-12
Physical Science A&B	9-10
Physics	11-12
Pre-Algebra	8-9
Pre-Calculus	11
Psychology A&B	9-12
Reading Skills	7
Relationships	9-12
Renewable Energy	9
Research	9
Retailing	9-12
Running	9-12
Science 1	1
Science 2	2

Science 3	3
Science 4	4
Science 5	5
Science 6	6
Science 7	7
Science 8	8
Science K	K
Seven Habits	9-12
Social Studies 1	1
Social Studies 2	2
Social Studies 3	3
Social Studies 4	4
Social Studies 5	5
Social Studies 6	6
Social Studies 7	7
Social Studies 8	8
Sociology A&B	9-12
Space Exploration	9
Spanish 1 A&B	9
Spanish 2 A&B	10
Spanish 3 A&B	11
Speech	10
Strength Training	9-12
Study Skills and Strategies	9
Theater Studies	9
Trigonometry	11
Walking Fitness	9-12
Web Design	9-12
Work Environment	9-12

World Geography & Cultures A&B	9
World History A&B	9-10
World Religions	9

eDynamicLearning Course List

Approval Valid Until 6/19/2020

Courses	Grade
Advertising & Sales Promotion	9-12
African American History	9-12
Agriscience II: Sustaining Human Life	9-12
Anthropology I: Uncovering Human Mysteries	9-12
Anthropology II: More Human Mysteries Uncovered	9-12
Archaeology: Detectives of the Past	9-12
Art in World Cultures	9-12
Astronomy: Exploring the Universe	9-12
Biotechnology: Unlocking Nature's Secrets	9-12
Careers in Criminal Justice	9-12
Concepts of Engineering and Technology	9-12
Cosmetology	9-12
Creative Writing	9-12
Criminology: Inside the Criminal Mind	9-12
Digital Photography I: Creative Images with Impact!	9-12
Digital Photography II: Discovering Your Creative Potential	9-12
Early Childhood Education	9-12
Entrepreneurship: Starting Your Business	9-12
Fashion and Interior Design	9-12
Forensic Science I: Secrets of the Dead	9-12
Forensic Science II: More Secrets of the Dead	9-12
Game Design I	9-12
Gothic Literature: Monster Stories	9-12
Great Minds in Science: Ideas for a New Generation	9-12
Health I: Life Management Skills	9-12

Health Science II: Patient Care & Medical Services	9-12
Health Sciences: The Whole Individual	9-12
History of the Holocaust	9-12
Hospitality and Tourism: Travelling the Globe	9-12
Human Geography: Our Global Identity	9-12
International Business: Global Commerce in the 21st Century	9-12
Introduction to Agriscience	9-12
Introduction to Culinary Arts	9-12
Introduction to Forestry & Natural Resources	9-12
Introduction to Manufacturing: Product Design & Innovation	9-12
Introduction to Military Careers	9-12
Journalism: Investigating the Truth	9-12
Introduction to Social Media: Our Connected World	9-12
Law and Order: Introduction to Legal Studies	9-12
Marine Science: Secrets of the Blue	9-12
Middle School 2D Studio Art	6-8
Middle School Career Exploration	6-8
Middle School Career Exploration II	6-8
Middle School Digital Art and Design	6-8
Middle School Exploring Music	6-8
Middle School Fitness	6-8
Middle School Photography: Drawing with Light	6-8
Middle School Journalism: Tell Your Story	6-8
Music Appreciation: The Enjoyment of Listening	9-12
Mythology & Folklore: Legendary Tales	9-12
National Security	9-12
Nutrition & Wellness	9-12
Peer Counseling	9-12

Personal and Family Finance	9-12
Personal Fitness	9-12
Personal Psychology I: The Road to Self-Discovery	9-12
Personal Psychology II: Living in a Complex World	9-12
Philosophy: The Big Picture	9-12
Principles of Agriculture, Food & Natural Resources	9-12
Principles of Public Service: To Serve & Protect	9-12
Public Speaking	9-12
Real World Parenting	9-12
Renewable Technologies	9-12
Restaurant Management	9-12
Social Problems I: A World in Crisis	9-12
Social Problems II: Crisis, Conflicts & Challenges	9-12
Sociology I: The Study of Human Relationships	9-12
Sociology II: Your Social Life	9-12
Sports and Entertainment Marketing	9-12
The Lord of the Rings: An Exploration of the Films & Their Literary Influences	9-12
Theater, Cinema & Film Production	9-12
Veterinary Science: The Care of Animals	9-12
Women's Studies: A Personal Journey Through Film	9-12
World Religions: Exploring Diversity	9-12

FLVS Global Course List

Approval Valid Until 5/8/2020

Courses	Grade
Algebra 1A	6-9
Algebra 1B	6-9
EDL – Middle School Photography	6-9
Middle School Language Arts I/honors	6-9
EDL – Middle School Career Exploration	6-8
Middle School Civics	6-8
Middle School Comprehensive Science I / honors	6-8
Middle School Comprehensive Science II / honors	6-8
Middle School Comprehensive Science III/ honors	6-8
Middle School Critical Thinking Problem Solving and Learning Strategies	6-8
Middle School Comprehensive PE 6/7	6-8
Middle School Comprehensive 7/8	6-8
Middle School Fitness Grade 6	6-8
Middle School Language Arts II/ honors	6-8
Middle School Language Arts III/ honors	6-8
Middle School Grade 6 Mathematics/honors	6-8
Middle School Grade 7 Mathematics/honors	6-8
Middle School Reading	6-8
Middle School Spanish Beginning	6-8
Middle School Spanish Intermediate	6-8
Middle School US History/ honors	6-8
Middle School World History / honors	6-8
Advanced Algebra with Financial Application	9-12
Algebra 1 for Credit Recovery	9-12

Algebra 2 for Credit Recovery	9-12
Algebra I/honors	9-12
Algebra II/honors	9-12
Anatomy and Physiology	9-12
AP Art History	9-12
AP Biology	9-12
AP Calculus AB	9-12
AP Calculus BC	9-12
AP Computer Science	9-12
AP English Composition	9-12
AP English Literature	9-12
AP Environmental Science	9-12
AP Macroeconomics	9-12
AP Microeconomics	9-12
AP Psychology	9-12
AP Statistics	9-12
AP United States Government & Politics	9-12
Art History and Criticism	9-12
Biology 1 for credit recovery	9-12
Biology/honors	9-12
Calculus	9-12
Careers in Fashion and Interior Design	9-12
Chemistry for credit recovery	9-12
Chemistry/honors	9-12
Chinese I	9-12
Chinese II	9-12
Chinese III Honors	9-12
Creative Photography I	9-12
Critical Thinking and Study Skills	9-12

Dave Ramsey's Foundations in Personal Finance	9-12
Digital Information Technology	9-12
Earth Space Science/Honors	9-12
Economics with Financial Literacy/honors	9-12
Economics with Financial Literacy for credit recovery	9-12
EDL – Advertising & Sales Promotion	9-12
EDL - Agriscience II	9-12
EDL – Anthropology I	9-12
EDL – Anthropology II	9-12
EDL – Archaeology	9-12
EDL – Art in World Cultures	9-12
EDL – Astronomy	9-12
EDL – Biotechnology	9-12
EDL – Creative Writing	9-12
EDL – Digital Photography I	9-12
EDL – Digital Photography II	9-12
EDL – Fashion and Interior Design	9-12
EDL – Forensic Science I	9-12
EDL – Forensic Science II	9-12
EDL – Gothic Literature	9-12
EDL – Great Minds in Science	9-12
EDL – Health I Science	9-12
EDL – Health I: Life Management Skills	9-12
EDL – Health Science II	9-12
EDL – History of Holocaust	9-12
EDL – Hospitality and Tourism	9-12
EDL – Human Geography	9-12
EDL – International Business	9-12
EDL – Introduction to Culinary Arts	9-12

EDL – Introduction to Manufacturing	9-12
EDL – Introduction to Social Media	9-12
EDL – Law and Order	9-12
EDL – Music Appreciation	9-12
EDL – Mythology and Folklore	9-12
EDL - Nutrition and Wellness	9-12
EDL – Peer Counseling	9-12
EDL – Personal and Family Finance	9-12
EDL – Personal Psychology I	9-12
EDL – Personal Psychology II	9-12
EDL – Philosophy	9-12
EDL – Principles of Agriculture, Food & Natural Resources	9-12
DL – Principles of Public Service -	9-12
EDL – Public Speaking	9-12
EDL – Real World Parenting	9-12
EDL – Restaurant Management	9-12
EDL – Social Problems I	9-12
EDL – Social Problems II	9-12
EDL – Sports and Entertainment Marketing	9-12
EDL – Veterinary Services	9-12
EDL – World Religions	9-12
EDL: Careers in Criminal Service	9-12
EDL: Cosmetology	9-12
EDL: Early Childhood Education	9-12
EDL: Entrepreneurship	9-12
EDL: Introduction to Agriscience	9-12
English 1 for Credit Recovery	9-12
English 2 for Credit Recovery	9-12
English 3 for Credit Recovery	9-12

English 4 for Credit Recovery	9-12
English I/ honors	9-12
English II/ honors	9-12
English III/honors	9-12
English IV with College Prep	9-12
English IV/honors	9-12
Fitness Lifestyle Design	9-12
Forensic Science	9-10
Foundations of Programming	10-11
Foundations of Web Design	11-12
French I	9-12
French II	9-12
Geometry for Credit Recovery	9-12
Geometry/honors	9-12
Global Studies	9-12
Guitar I	9-12
HOPE	9-12
Integrated Mathematics I/honors	9-12
Integrated Mathematics II/honors	9-12
Integrated Mathematics III/honors	9-12
Intensive Reading: A Universe of Reading	9-12
Intensive Reading: Fields of Reading	9-12
Journalism	9-12
Latin I	9-12
Latin II	9-12
Latin III Honors	9-12
Law Studies	9-12
Leadership Skills Development	9-12
Liberal Arts Math	9-12

Liberal Arts Math 2	9-12
Life Management Skills	9-12
Marine Science	9-12
Music of the World	9-12
Parenting Skills	9-12
Personal and Family Finance	9-12
Personal Fitness	9-12
Physical Science/Honors	9-12
Physics/honors	9-12
Pre-Algebra	9-12
Pre-Calculus Honors	9-12
Psychology I	9-12
Reading for College Success	9-12
Social Media	9-12
Spanish for Spanish Speakers	9-12
Spanish I	9-12
Spanish II	9-12
Spanish III Honors	9-12
Spanish IV	9-12
Theatre, Cinema, and Film Production	9-12
Thinking and Learning Strategies	9-12
United States History for Credit Recovery	9-12
US Government for Credit Recovery	9-12
US Government/Honors	9-12
US History/Honors	9-12
World History for Credit Recovery	9-12
World History/Honors	9-12

Fuel Education Global Course List

Approval Valid Until 7/15/2019

**Denotes One Semester Courses, all others are 1 year (2 semester) courses.*

Courses	Grade
3D Art I: Modeling*	9-12
3D Art II: Animation*	9-12
A+ Computer Management I	9-12
A+ Computer Management II with A+ Certification Preparation	9-12
Accounting	9-12
Achieving Your Career and College Goals*	9-12
Advanced Earth Science	6-8
Adobe Dreamweaver with Adobe Certification Preparation	9-12
Adobe Illustrator with Adobe Certification Preparation	9-12
Adobe InDesign with Adobe Certification Preparation	9-12
Adobe Photoshop with Adobe Certification Preparation	9-12
Advanced Life Science	6-8
Advanced Physical Science	6-8
Algebra	8
Algebra I (Comprehensive)	9-10
Algebra I (Core)	9-10
Algebra I (Credit Recovery)	9-12
Algebra 1 (Credit Recovery)	9-12
Algebra I (Credit Recovery) (CFTS)	9-12
Algebra I (Honors)	9-12
Algebra II (Comprehensive)	9-12
Algebra II (Core)	9-12
Algebra 2 (Credit Recovery)	9-12

Algebra II (Credit Recovery)	9-12
Algebra II (Credit Recovery)(CFTS)	9-12
Algebra II (Honors)	9-12
American Government (Credit Recovery)*	9-12
American History (Credit Recovery)	9-12
American History A	5
American History B	6
American Literature (Comprehensive)	9-12
American Literature (Core)	9-12
American Literature (Credit Recovery)	9-12
American Literature (Honors)	9-12
Anatomy and Physiology I*	9-12
Anatomy and Physiology II*	9-12
Anthropology*	9-12
AP Art History	9-12
AP Biology	11-12
AP Calculus AB	11-12
AP Calculus BC	11-12
AP Chemistry	11-12
AP English Language and Composition	11-12
AP English Literature and Composition	11-12
AP Environmental Science	11-12
AP French Language & Culture (Middlebury)	11-12
AP Macroeconomics*	11-12
AP Microeconomics*	11-12
AP Psychology*	11-12
AP Spanish Language & Culture (Middlebury)	11-12
AP Statistics	11-12
AP U.S. Government and Politics	11-12

AP U.S. History	11-12
AP World History	11-12
Archaeology*	9-12
Art in World Cultures*	9-12
Art 1	1
Art 2	2
Art 3	3
Art 4	4
Art 6*	6
Art 7*	7
Art 8*	8
Art K	K
Astronomy*	9-12
Audio Engineering*	9-12
Beginning 1 Music	1
Beginning 2 Music	2
Biology (Comprehensive)	9-12
Biology (Core)	9-12
Biology (Credit Recovery)	9-12
Biology (Credit Recovery) (CFTS)	9-12
Biology (Honors)	9-12
Biotechnology*	9-12
British and World Literature (Comprehensive)	9-12
British and World Literature (Core)	9-12
British and World Literature (Credit Recovery)	9-12
British and World Literature (Honors)	9-12
Business and Health Explorations*	9-12
C++ Programming*	11-12
Calculus	9-12

Career Explorations*	6-8
Careers in Criminal Justice*	9-12
Chemistry (Comprehensive)	9-12
Chemistry (Core)	9-12
Chemistry (Credit Recovery)	9-12
Chemistry (Credit Recovery) (CFTS)	9-12
Chemistry (Honors)	9-12
Civics*	9-12
Computer Fundamentals	9-12
Computer Literacy*	9-12
Computer Science*	9-12
Consumer Math	9-12
Contemporary World Issues	9-12
Continuing Algebra	9-12
Cosmetology*	9-12
Creative Writing	11-12
Criminology*	9-12
Developmental Algebra	9-12
Digital Arts I*	9-12
Digital Arts II*	9-12
Digital Photography*	9-12
Early Childhood Education*	9-12
Earth Science	6
Earth Science	6-8
Earth Science (Comprehensive)	9-12
Earth Science (Core)	9-12
Earth Science (Credit Recovery)	9-12
Earth Science (Credit Recovery)(CFTS)	9-12
Earth Science (Honors)	9-12

Economics (Credit Recovery)*	9-12
Economics*	9-12
Elementary French 1 (Exposure)	3-5
Elementary French 2 (Exposure)	3-5
Elementary German 1 (Exposure)	3-5
Elementary German 2 (Exposure)	3-5
Elementary Latin 1 (Exposure)	3-5
Elementary Spanish 1 (Exposure)	3-5
Elementary Spanish 2 (Exposure)	3-5
Engineering Design/CAD*	9-12
English Foundations I (Remediation)	9-12
English Foundations II (Remediation)	9-12
English I (Credit Recovery)	9-12
English II (Credit Recovery)	9-12
English III (Credit Recovery)	9-12
English IV (Credit Recovery)	9-12
English 9 (Credit Recovery)	9-12
English 10 (Credit Recovery)	9-12
Environmental Science*	9-12
Exploring Music	5
Family and Consumer Science*	9-12
Family and Consumer Science*	6-8
Fashion and Interior Design*	9-12
Finding Your Path Series I-IV Orientation	9-12
Fine Art	9-12
Forensic Science*	9-12
French I (FuelEd)	9-12
French I (Middlebury Competency)	9-12
French I (Middlebury Fluency)	9-12

French II (FuelEd)	9-12
French II (Middlebury Competency)	9-12
French II (Middlebury Fluency)	9-12
French III (FuelEd)	9-12
French III (Middlebury Competency)	9-12
French IV (FuelEd)	9-12
Fundamentals of Geometry and Algebra	6
Game Design*	9-12
General Accounting I*	9-12
General Accounting II*	9-12
Geography (Comprehensive)	9-12
Geography (Credit Recovery)	9-12
Geometry (Comprehensive)	9-12
Geometry (Core)	9-12
Geometry (NEW) (Credit Recovery)	9-12
Geometry (Credit Recovery)	9-12
Geometry (Credit Recovery)(CFTS)	9-12
Geometry (Honors)	9-12
German I (FuelEd)	9-12
German I (Middlebury Competency)	9-12
German II (FuelEd)	9-12
German II (Middlebury Competency)	9-12
German III (FuelEd)	9-12
German IV (FuelEd)	9-12
Gothic Literature*	9-12
Grammar & Composition	9-12
Great Minds in Science*	9-12
Green Design and Technology*	9-12
Health (Credit Recovery)*	9-12

Health 6*	6
Health 7*	7
Health 8*	8
Health Sciences I*	9-12
Health Sciences II*	9-12
History 1	1
History 2	2
History 3	3
History 4	4
History K	K
History of Holocaust*	9-12
Hospitality & Tourism	9-12
Image Design and Editing*	9-12
Integrated Math	9-12
Integrated Mathematics I (Comprehensive)	9-12
Integrated Mathematics II (Comprehensive)	9-12
Integrated Mathematics III (Comprehensive)	9-12
Intermediate 1 Music	3
Intermediate 2 Music	4
Intermediate 3 Music	5
Intermediate American Art II	6
Intermediate Art: American A	5
Intermediate Art: American B	6
Intermediate Art: World A	7
Intermediate Art: World B	8
Intermediate English A	6
Intermediate English B	7
Intermediate Mathematics A	6
Intermediate Mathematics B	7

Intermediate Mathematics C	8
Intermediate World Art I	7
Intermediate World Art II	8
Intermediate World History A	7
Intermediate World History B	8
International Business*	9-12
Introduction to Agriscience*	9-12
Introduction to Culinary Arts*	9-12
Introduction to Marketing I*	9-12
Introduction to Marketing II*	9-12
Introduction to Medical Terminology*	9-12
Introduction to Music	3
Introduction to Entrepreneurship I*	9-12
Introduction to Entrepreneurship II*	9-12
IT and Manufacturing Explorations*	9-12
Japanese I (FuelEd)	9-12
Japanese II (FuelEd)	9-12
Java Programming I*	9-12
Java Programming II*	9-12
Journalism (MS)*	6-8
Journalism*	9-12
Language Arts 4	4
Language Arts 5	5
Language Arts 6	6
Language Arts 7	7
Language Arts 8	8
Language Arts Blue (K)	K
Language Arts Green (1)	1
Language Arts Orange (2)	2

Language Arts Purple (3)	3
Latin I (FuelEd)	9-12
Latin I (Middlebury Competency)	9-12
Latin II (FuelEd)	9-12
Latin II (Middlebury Competency)	9-12
Legal Studies*	9-12
Life Science	7
Life Science	6-8
Life Skills*	9-12
Literary Analysis and Composition	8
Literary Analysis and Composition I (Comprehensive)	9-12
Literary Analysis and Composition I (Core)	9-12
Literary Analysis and Composition I (Credit Recovery)	9-12
Literary Analysis and Composition I (Honors)	9-12
Literary Analysis and Composition II (Comprehensive)	9-12
Literary Analysis and Composition II (Core)	9-12
Literary Analysis and Composition II (Credit Recovery)	9-12
Literary Analysis and Composition II (Honors)	9-12
Mandarin (Chinese) I (FuelEd)	9-12
Mandarin (Chinese) I (Middlebury Competency)	9-12
Mandarin (Chinese) I (Middlebury Fluency)	9-12
Mandarin (Chinese) II (FuelEd)	9-12
Mandarin (Chinese) II (Middlebury Competency)	9-12
Mandarin (Chinese) II (Middlebury Fluency)	9-12
MARK12 Reading I (Adaptive Remediation)	3-4
MARK12 Reading II (Adaptive Remediation)	3-5
MARK12 Reading III (Adaptive Remediation)	3-5

Math 6 – Fundamentals of Geometry and Algebra	6
Math 7 – Pre-Algebra	6-8
Math 8 – Algebra	6-8
Math Foundations I (Remediation)	9-12
Math Foundations II (Remediation)	9-12
Math Plus Blue (K)	K
Math Plus Green (1)	1
Math Plus Orange (2)	2
Math Plus Purple (3)	3
Math Plus Red (4)	4
Math Plus Yellow (5)	5
Medical Assistant 1	9-12
Medical Assistant 2	9-12
Medical Assistant 3 with Certified Medical Assistant Certification Preparation	9-12
Microsoft Access 2013 with Certification Preparation*	9-12
Microsoft Excel 2013 with Certification Preparation*	9-12
Microsoft PowerPoint 2013 with Certification Preparation*	9-12
Microsoft Word 2013 with Certification Preparation*	9-12
Middle School American History since 1865	6
Middle School Chinese 1 (Competency)	6-8
Middle School Chinese 2 (Competency)	6-8
Middle School French 1 (Competency)	6-8
Middle School French 2 (Competency)	6-8
Middle School German 1 (Competency)	6-8
Middle School German 2 (Competency)	6-8
Middle School Latin 1 (Competency)	6-8
Middle School Latin 2 (Competency)	6-8
Middle School Spanish 1 (Competency)	6-8

Middle School Spanish 2 (Competency)	6-8
Middle School World History I	7
Middle School World History II	8
Modern U.S. History (Comprehensive)	9-12
Modern U.S. History (Core)	9-12
Modern U.S. History (Credit Recovery)	9-12
Modern U.S. History (Honors)	9-12
Modern World Studies (Comprehensive)	9-12
Modern World Studies (Core)	9-12
Modern World Studies (Credit Recovery)	9-12
Modern World Studies (Honors)	9-12
Music 6*	6
Music 7*	7
Music 8*	8
Music Appreciation	9-12
Music Appreciation	8
Music Concepts A	6
Music Concepts B	7
Mythology & Folklore*	9-12
Network+ Guide to Networks I with Exam Prep*	9-12
Network+ Guide to Networks II with ExamPrep*	9-12
Nursing Assistant 1	9-12
Nursing Assistant 2	9-12
Nursing Assistant 3 with Certified Nursing Assistant Certification Preparation	9-12
Nutrition and Wellness*	9-12
Peer Counseling*	9-12
Personal Finance*	9-12
Philosophy*	9-12
Photography (MS)*	6-8

Physical Education	9-12
Physical Education (Credit Recovery)*	9-12
Physical Education 6*	6
Physical Education 7*	7
Physical Education 8*	8
Physical Science	8
Physical Science	8
Physical Science (Core)	9-12
Physical Science (Credit Recovery)	9-12
Physical Science (Credit Recovery)(CFTS)	9-12
Physics (Comprehensive)	9-12
Physics (Honors)	9-12
Practical Math (Core)	9-12
Pre-Algebra	7
Pre-Algebra (Comprehensive)	9-10
Pre-Algebra (Core)	9-10
Pre-Algebra (Credit Recovery)	9-12
Pre-Calculus/Trigonometry (Comprehensive)	9-12
Preparatory Music	K
Probability and Statistics (Comprehensive)*	11-12
Programming II – Java*	9-12
Programming I – VB.NET*	9-12
Programming Logic and Design*	9-12
Psychology*	9-12
Public Speaking*	9-12
Reaching Your Academic Potential*	9-12
Real World Parenting*	9-12
Science 1	1
Science 2	2

Science 3	3
Science 4	4
Science 5	5
Science K	K
Security+ I with Exam Prep*	9-12
Security+ II with Exam Prep*	9-12
Service Learning*	9-12
Skills for Health*	9-12
Social Problems I*	9-12
Social Problems II*	9-12
Social Studies 6	6
Social Studies 7	7
Social Studies 8	8
Sociology I*	9-12
Sociology II*	9-12
Spanish I (Credit Recovery)	9-12
Spanish I (FuelEd)	9-12
Spanish I (Middlebury Competency)	9-12
Spanish I (Middlebury Fluency)	9-12
Spanish II (FuelEd)	9-12
Spanish II (Middlebury Competency)	9-12
Spanish II (Middlebury Fluency)	9-12
Spanish III (FuelEd)	9-12
Spanish III (Middlebury Competency)	9-12
Spanish IV (FuelEd)	9-12
Sports & Entertainment Marketing*	9-12
Strategies for Success: Grade 2-5	2-5
U.S. and Global Economics (Comprehensive)*	9-12
U.S. and Global Economics (Core)*	9-12

U.S. Government and Politics (Comprehensive)*	11-12
U.S. Government and Politics (Core)*	11-12
U.S. Government and Politics (Credit Recovery)*	9-12
U.S. History (Comprehensive)	9-12
U.S. History (Core)	9-12
U.S. History (Credit Recovery)	9-12
U.S. History (Honors)	9-12
Veterinary Sciences*	9-12
Web Design*	9-12
Welcome to Online Learning 3-5 Orientation	9-12
Welcome to Online Learning 6-8 Orientation	3-5
Welcome to Online Learning K-2 Orientation	6-8
World History (Comprehensive)	K-2
World History (Core)	9-12
World History (Credit Recovery)	9-12
World History (Honors)	9-12
World Language Survey*	9-12
World Religions*	9-12

Fuel Education CTE Global Course List

Approval Valid Until 7/15/2019

**Denotes One Semester Courses, all others are 1 year (2 semester) courses.*

General Courses	Grade
Art in World Cultures*	9-12
Astronomy*	9-12
Biotechnology*	9-12
Careers in Criminal Justice*	9-12
Cosmetology*	9-12
Criminology*	9-12
Early Childhood Education*	9-12
Fashion and Interior Design*	9-12
Great Minds in Science*	9-12
Gothic Literature*	9-12
Health Science I*	9-12
History of Holocaust*	9-12
Hospitality & Tourism*	9-12
International Business*	9-12
Introduction to Agriscience*	9-12
Introduction to Culinary Arts*	9-12
Legal Studies*	9-12
Mythology & Folklore*	9-12
Peer Counseling*	9-12
Philosophy*	9-12
Real World Parenting*	9-12
Social Problems I*	9-12
Social Problems II*	9-12

General Courses	Grade
Sports & Entertainment Marketing*	9-12
Veterinary Sciences*	9-12
World Religions*	9-12

Business & Management Courses	Grade
General Accounting I*	9-12
General Accounting II*	9-12
Introduction to Entrepreneurship I*	9-12
Introduction to Entrepreneurship II*	9-12
Introduction to Marketing I*	9-12
Introduction to Marketing II*	9-12
Microsoft Access 2013 with Certification Preparation*	9-12
Microsoft Excel 2013 with Certification Preparation*	9-12
Microsoft PowerPoint 2013 with Certification Preparation*	9-12
Microsoft Word 2013 with Certification Preparation*	9-12

Health Science Courses	Grade
Anatomy and Physiology I*	9-12
Anatomy and Physiology II*	9-12
Business and Health Explorations*	9-12
Health Sciences II*	9-12
Introduction to Medical Terminology*	9-12

Manufacturing Courses	Grade
IT and Manufacturing Explorations*	9-12

Information Technology Courses	Grade
Digital Arts I*	9-12
Digital Arts II*	9-12
IT and Manufacturing Explorations*	9-12
Java Programming I*	9-12
Java Programming II*	9-12
Programming Logic and Design*	9-12
Network+ Guide to Networks I with Exam Prep*	9-12
Network+ Guide to Networks II with Exam Prep*	9-12
Security+ I with Exam Prep*	9-12
Security+ II with Exam Prep*	9-12

K12 Course List

Approval Valid Until 6/10/2019

K-8 Courses	Grade
Algebra 1	8-10
Algebra I NV Math Lab	8
Beginning Art	K-1
Beginning Mathematics A	K
Beginning Mathematics B	1-2
Beginning Mathematics C	2-3
Beginning Music 1	1
Beginning Music 2	2
Beginning Science A	K-1
Beginning Science B	1-2
Beginning Science C	2-3
Earth Science	6-7
Foundations of Lang. Skills and Lit. A	3-4
Foundations of Lang. Skills and Lit. B	4-5
Foundations of Lang. Skills and Lit. C	5-6
Foundations of Mathematics A	5-6
Foundations of Mathematics B	4-5
Foundations of Mathematics C	5-6
Foundations of Science A	5-6
Foundations of Science B	4-5
Foundations of Science C	5-6
French Elementary 1	5-6
French Elementary 2	5-6
French Middle School 1	7-8
French Middle School 2	7-8
Fundamental of Geometry and Algebra (math6) Math Lab	6

Fundamentals of Geometry and Algebra	6
German Elementary School 1	5-6
German Elementary School 2	5-6
German Middle School 1	7-8
German Middle School 2	7-8
Grade 1 Language Arts	1
Grade 2 Language Arts (Orange)	2
Grade 3 Language Arts	3
Intermediate American History A	6-7
Intermediate American History B	7-8
Intermediate Art: American A	5-7
Intermediate Art: American B	6-8
Intermediate Art: World A	6-8
Intermediate Art: World B	6-8
Intermediate Lang, Skills and Lit. A	6-7
Intermediate Lang, Skills and Lit. B	7-8
Intermediate Music 1	3+
Intermediate Music 2	4-5
Intermediate Music 3	5-6
Intermediate World History	6-7
Introduction to Music	3+
Kindergarten Language Arts (Blue)	K
LA Blue-Handwriting	K
LA Blue-Language Skills	K
LA Blue-Literature & Composition	K
LA Blue-Phonics	K
LA Green-Phonics Works Adv.& Spelling	1
LA Orange Literature & Composition	2
LA Orange-Handwriting	2
LA Orange-Vocabulary	2

LA Orange-Writing Skills	2
Latin Elementary Year 1	4-6
Life Science	7-8
Literary Analysis and Composition	8+
Mark 12 Stage 1	3-5
Mark 12 Stage 2	3-5
Mark 12 Stage 3	3-5
Math 6	6
Math 7	7
Math 8	8
Math Plus Red NV Math Lab	4
Math Plus Yellow NV Math Lab	5
Math+ Blue	K
Math+ Green	1
Math+ Orange	3
Math+ Purple	4
Math+ Red	2
Math+ Yellow	5
Middle School Career Explorations	6-8
Music Appreciation	8+
Music Concepts A	6-7
Music Concepts B	7- 8
Physical Science	8+
Pre-Algebra NV	6-8
Pre-Algebra NV Math Lab	7
Preparatory Music	K
Social Studies/Beginning History	K
Social Studies/The Story of History A	1
Social Studies/The Story of History B	2
Social Studies/The Story of History C	3

Social Studies/The Story of History D	4
Social Studies/The Story of History E	5
Spanish Elementary 1	5-6
Spanish Elementary 2	5-6
Spanish Middle School 1	7-8
Spanish Middle School 2	7-8
Spotlight On Music, Grade 1	1
Spotlight On Music, Grade 2	2
Spotlight On Music, Grade 3	3
Spotlight On Music, Grade 4	4
Spotlight On Music, Grade 5	5
Spotlight On Music, Grade 6	6
Spotlight On Music, Grade 7	7
Spotlight On Music, Grade 8	8
Spotlight On Music, Grade K	K
Story of Art A	1-2
Story of Art B	2-3
Story of Art C	3-4
Story of Art D	4-5

9-12 Courses	Grade
3D Art 1: Modeling	9-12
Accounting	9-12
Achieving Your Career and College Goals	9-12
Advertising and Sales	9-12
Algebra 1 (Credit Recovery)	9-12
Algebra 1 (Honors)	9-12
Algebra 1 NV	9
Algebra 2 (Credit Recovery)	9-12
Algebra 2 (Honors)	9-12
Algebra 2 NV	11
Algebra I	9-10
Algebra I	9-10
Algebra II	9-11
Algebra II	9-11
Anatomy and Physiology 1	9-12
Anatomy and Physiology 2	9-12
Anthropology	10-12
AP Art History	9-12
AP Biology	9-12
AP Calculus AB	9-12
AP Calculus BC	9-12
AP Chemistry	9-12
AP Computer Science A	9-12
AP English Language and Composition	9-12
AP English Literature and Composition	9-12
AP Environmental Science	9-12
AP Macroeconomics	9-12
AP Physics B	9-12

AP Psychology	9-12
AP Spanish Language	9-12
AP Statistics	9-12
AP U.S. Government and Politics	9-12
AP U.S. History	9-12
AP World History	9-12
Astronomy	9-12
Audio Engineering	11-12
Biology	10
Biology	10
Business and Healthcare Explorations	9-12
C ++ Programming	11-12
Calculus	11-12
Career 101	9-12
Career 201	9-12
Career 301	9-12
Career 401	9-12
Careers in Criminal Justice	9-12
Chemistry	11
Chemistry	11
Chinese 1	9
Chinese 2	9-10
Computer Aided Design	9-12
Computer Literacy I	9-12
Computer Science	9-12
Consumer Math	9-12
Creative Writing	11-12
Digital Arts I	9-12
Digital Arts II	9-12

Digital Photography	9-12
Driver Safety	9-12
Earth Science	9
Earth Science	9
Engineering Design 1/CAD	9-12
English 1	9
English 1	9
English 10	10
English 10 (Credit Recovery)	9-12
English 10 (Honors)	9-12
English 2	10
English 2	10
English 3	11
English 3	11
English 4	12
English 4	12
English 9	9
English 9 (Credit Recovery)	9-12
English 9 (Honors)	9-12
English Foundations I	9-12
English Foundations II	9-12
Environmental Science	9-12
Family and Consumer Science	9-12
Forensic Science	9-12
General Accounting 1	9-12
General Accounting 2	9-12
Geography and World Cultures	10
Geography and World Cultures	10
Geometry	9-12

Geometry (Credit Recovery)	9-12
Geometry (Honors)	9-12
Geometry NV	10
Gothic Literature	9-12
Gothic Literature	9-12
Health Sciences II	9-12
Honors Algebra I	9-12
Honors Algebra II	9-12
Honors Biology	9-12
Honors Chemistry	11
Honors Earth Science	9-12
Honors English 1	9-12
Honors English 2	9-12
Honors English 3	9-12
Honors English 4	9-12
Honors Geometry	9-12
Honors Government	9-12
Honors Physics	9-12
Honors U.S. History	9-12
Honors World History	9-12
Hospitality and Tourism	9-12
Introduction to Agriscience	9-12
Introduction to Entrepreneurship I	10-12
Introduction to Entrepreneurship II	10-12
Introduction to Health Sciences	9-12
Introduction to Marketing 1	9-12
Introduction to Marketing I	9-12
Introduction to Marketing II	10-12
Introduction to Marketing II	10-12

Introduction to Medical Terminology	9-12
IT and Manufacturing Explorations	9-12
Journalism	9-12
Latin 1	9
Latin 2	9-10
Life Science Oceanography	9-12
Life Skills	9-12
Math Foundations I	9-12
Math Foundations II	9-12
Medical Assistant 1	9-12
Medical Assistant 2	9-12
Medical Assistant 3 with Certified Medical Assistant Certification Preparation	9-12
Modern World Studies	10
Music Appreciation	9-12
Nursing Assistant 1	9-12
Nursing Assistant 2	9-12
Nursing Assistant 3 with Certified Nursing Assistant Certification Preparation	9-12
Nutrition and Wellness	9-12
Personal Finance	9-12
Physical Education	9-12
Physical Science	9
Physics	9-12
Practical Math	9-12
Pre-Algebra	9-10
Pre-Algebra	9-10
Pre-Calculus/Trigonometry	9-12
Principles of Public Service: To Serve and Protect	9-12
Probability and Statistics	11-12

Psychology	9-12
Public Speaking	10-12
Reaching Your Academic Potential	9-12
Service Learning	9-12
Skills for Health	9-12
Sociology	11-12
Spanish 1	9
Spanish 2	9-10
Spanish 3	10-11
Sports and Entertainment Marketing	9-12
Study Skills & Learning Strategies	9-12
U.S. and Global Economics	12
U.S. and Global Economics	12
U.S. Government and Politics	11-12
U.S. Government and Politics	11-12
U.S. History	11
U.S. History	11
US Government	9-12
US Government	9-12
Web Design	9-12
Work Study	9-12
World History	9
World History	9-10

Strong Mind Course List

Approval Valid Until
6/19/2020

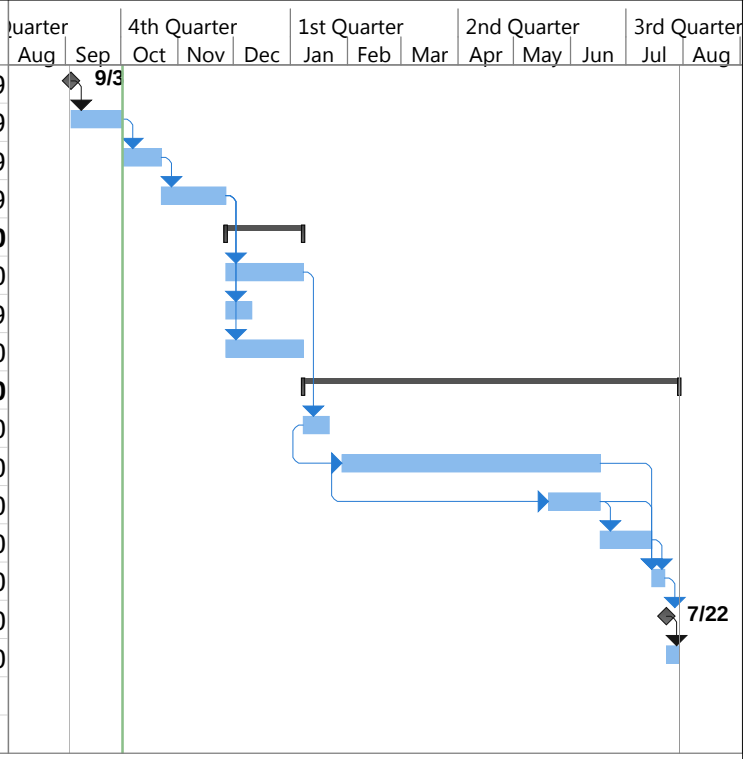
Courses	Grade
Algebra 1	9th
Algebra 2	11th
American History	11th
Biology	10th
Chemistry	11th
Civics and Government	12th
Economics	12th
English 10	10th
English 11	11th
English 12	12th
English 9	9th
Geometry	10th
Physical Science	9th
World History	10th

Attachment 19 - Construction Plan (Gannt Chart)

DORAL ACADEMY

MT ROSE ADDITION

ID	Task Name	Duration	Start	Finish
1	Notice to Proceed	1 day	Tue 9/3/19	Tue 9/3/19
2	Schematic Design	20 days	Wed 9/4/19	Tue 10/1/19
3	Design Development	15 days	Wed 10/2/19	Tue 10/22/19
4	Construction Documents	25 days	Wed 10/23/19	Tue 11/26/19
5	**Building Permit**	**30 days**	**Wed 11/27/19**	**Tue 1/7/20**
6	Washoe County	30 days	Wed 11/27/19	Tue 1/7/20
7	Washoe County Health District	10 days	Wed 11/27/19	Tue 12/10/19
8	Bidding	30 days	Wed 11/27/19	Tue 1/7/20
9	**Construction**	**146 days?**	**Wed 1/8/20**	**Wed 7/29/20**
10	Grading/Utilities	10 days	Wed 1/8/20	Tue 1/21/20
11	Building	100 days	Wed 1/29/20	Tue 6/16/20
12	Sitework	20 days	Wed 5/20/20	Tue 6/16/20
13	Weather Delays	20 days	Wed 6/17/20	Tue 7/14/20
14	Final Inspections	5 days	Wed 7/15/20	Tue 7/21/20
15	Certificate of Occupancy	1 day	Wed 7/22/20	Wed 7/22/20
16	Owner Move In	5 days	Thu 7/23/20	Wed 7/29/20
17				
18				



Project: 20191002 Doral Mt Rose Sche
Date: Wed 10/2/19

Task		Manual Summary Rollup	
Split		Manual Summary	
Milestone		Start-only	
Summary		Finish-only	
Project Summary		External Tasks	
Inactive Task		External Milestone	
Inactive Milestone		Deadline	
Inactive Summary		Progress	
Manual Task		Manual Progress	
Duration-only			

Attachment 19 - Construction Plan (Gannt Chart)

DORAL ACADEMY
MT ROSE ADDITION

ID	Task Name	Duration	Start	Finish
19				
20				t

uarter	4th Quarter			1st Quarter			2nd Quarter			3rd Quarter	
Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug

Project: 20191002 Doral Mt Rose Sche
Date: Wed 10/2/19

Task		Manual Summary Rollup	
Split		Manual Summary	
Milestone		Start-only	
Summary		Finish-only	
Project Summary		External Tasks	
Inactive Task		External Milestone	
Inactive Milestone		Deadline	
Inactive Summary		Progress	
Manual Task		Manual Progress	
Duration-only			

[redacted]

Dynamic and results oriented person with strong communication skills. Articulate and persuasive in working with leadership, staff, peers, and the public. Consistently meets and exceeds goals, while maintaining and improving public satisfaction. Strong decision-making and leadership skills. Loyal and open to new ideas. Always willing to accept and overcome new challenges.

Professional Experience

Incline Village General Improvement District
893 Southwood Blvd, Incline Village, NV 89451

Director of Parks & Recreation
7/2015 - Present

Responsible for the leadership and management of all District parks and recreation facilities and programs; for supervision of staff and management of resources consistent with the general administrative direction of the General Manager; oversees development of comprehensive recreation programs and operational and development phases of parks, recreation areas and facilities, playgrounds and specialized areas.

Responsibilities include the management of four private beaches, boat ramp facilities, six multi use playing fields, Recreation Center, Tennis Center (11 courts), Disc Golf Course, 2 community pools. Additionally, all community programming including aquatics, seniors, youth and family specialty programs, youth and adult sports, fitness, health & wellness and a variety of special community events. Responsible for all aspects of operational and capital budgeting as well as project management. Overall, responsible for an annual budget of $6.8 million. Responsible for 20 full time year round direct reports and between 75 and 250 part time staff depending on the season.

Superintendent/Assistant Director of Parks & Recreation
9/2008 – 7/2015

Plan, direct and oversee activities for recreation programming areas including aquatics, youth and adult sports, youth and family programming, seniors, tennis and fitness.
Directly or indirectly manages all recreational venues including the tennis center, recreation center, playing fields, private beaches, disc golf course, exercise course, indoor and outdoor swimming pools and other parks and open spaces.
Participate in development of goals and objectives for the Parks & Recreation Department. Develop and recommend annual operating budget and capital improvement budgets for assigned areas of responsibility.
Work with area of responsibility on the research and implementation of parks and recreation specific capital improvement projects including long range planning.

Work extensively with operating software for administering all recreation department programs and facilities. Provide leadership to the Parks & Recreation department organizational planning and process improvements.
Participate in the development of marketing strategies, promotions and publications for all Parks & Recreation programs, services and facilities.
Prepare and deliver presentations and serves as District representative at meetings of community groups, schools, and other professional or industry associations. Prepare monthly and annual reports for district Board of Trustees including periodic presentations at meetings.
Manage twelve subordinate supervisors who supervise up to 200+ employees in areas of assigned responsibility.

Recreation Manager – Sports/Tennis Center/Athletic facilities
3/2008 – 9/2008

Essential Duties and Responsibilities include overseeing the administration of all Adult and Youth Sports programs, as well as various special events and department functions. Prepare information necessary for marketing and administering sports programs. Adult Programs administered include Softball Leagues; Softball Tournaments including ASA sanctioned National Qualifier's, Indoor Soccer, Basketball, and Volleyball. Youth Sports Programs include Basketball, Softball, Soccer, and Volleyball. Additionally, the position is a Liaison with other Youth Sports Organizations including Little League, Pop Warner, AYSO, ASA Softball. Responsible for all aspects of facility booking for recreational venues.

Position manages a full service Tennis Center that includes 11 courts; retail pro shop, youth and adult sports clinics and camps, private lessons, tournaments, and various special events. Responsible for managing Tennis Center staff including a Director of Tennis, four USTA teaching professionals. Responsible for hiring, training and developing efficient strategies to enhance the overall service levels.

Recreation Supervisor – Sports/Athletic Facilities
4/2005 – 3/2008

Essential Duties and Responsibilities include overseeing the administration of all Adult and Youth Sports programs, as well as various special events and department functions. Prepare information necessary for marketing and administering sports programs. Adult Programs administered include Softball Leagues; Softball Tournaments including ASA sanctioned National Qualifier's, Indoor Soccer, Basketball, and Volleyball. Youth Sports Programs include Basketball, Softball, Soccer, and Volleyball. Additionally position is a liaison with other Youth Sports Organizations including Little League, Pop Warner, AYSO, ASA Softball. Responsible for all aspects of the operating budget and cost management.

Senior Recreation Clerk
5/2003 – 4/2005

Responsible for Recreation Counter operations including adult and youth program registration and point of sale applications including sale of boat launch and daily beach passes. Managing the resident Recreation Pass process, including administering the Parcel Master Software database for property deeds and applicable information. Class Software Administrator for applications necessary to department operations. Responsible for facility booking for district private beaches as well as staff support for district recreational facilities. Managing office supplies and orders. Processing daily cash sales reports, as well as other applicable reports. Served as support for department staff that included sports, aquatics, programs, and upper management.

Tahoe Keys Property Owners Association, South Lake Tahoe, CA
Recreation Specialist
6/1994 – 12/2002

Head Lifeguard managing up to 12 seasonal Lifeguards, Aquatics Maintenance Specialist, Swim Lesson Instructor and Summer Day Camp Coordinator for ages 7 – 12 years. Responsible for upkeep of two pools, two spas, 7 tennis courts, a putting green and 4 outdoor Basketball Courts. Coordination of Day Camp geared toward Sports and Arts & Crafts.

Skills/Accomplishments

- Certified CPR/First aid/AED since 1990
- Certified Lifeguard and Swim Instructor from 1989 – present
- Certified Pool & Spa Operator 1995-present
- Licensed Clinician for the National Alliance for Youth Sports to train youth coaches
- Incline High School Varsity Girls Softball Coach 2008 - 2010
- Incline High School Varsity Girls Basketball Coach 2013 – present
- 2014 NIAA Nevada 2A State Basketball Champions (Incline High School)
- Incline Middle School Girls and Boys Basketball Coach 2007 - present
- 2012 Nevada Recreation & Park Society Elmer H. Anderson Parks Excellence Award – NT Lions Club Disc Golf Course

Affiliations/Professional Growth

- Nevada Recreation & Park Society - participated in State Conference in 2006, 2008, 2010, 2012,2014, 2016, 2018
- California Park & Recreation Society – participated in State Conference in 2008, 2009, 2012, 2013, 2015, 2017
- National Park & Recreation Society – participated in National Conference 2007, 2009, 2011, 2014
- National Alliance For Youth Sports – participated in National Conference in 2006 (3 CEU units)
- Certified through Essential Management Skills certification program
- Organizing committee – I CAN Run fundraising event 2007-2010
- Board member with Red White and Tahoe Blue 2014-present
- Staff liaison to the Board of the Incline Tahoe Foundation 2014 - Present

Education

University of California – Santa Cruz
Santa Cruz, CA
BA Global Economics 1998

Lake Tahoe Community College
South Lake Tahoe, CA
AA Degree Spanish 1995



CURRICULUM VITAE

EDUCATIONAL BACKGROUND

B.S. Degree in Pharmacy, Massachusetts College of Pharmacy, Boston, Massachusetts - conferred 1968

PROFESSIONAL EXPERIENCE

California Correctional Health Care Service

February 01, 2013 – Present

Pharm II, PIC High Desert State Prison, Susanville Ca 96127
State Award for outstanding Service in the Field of Pharmacy 2010-2011

February 01, 2011 – January 31,2013

Pharm 11 (High Desert State Prison), PSM (High Desert State Prison-California Correctional Center)

Formulary maintenance: Ensures that current copies of the CDCR system-wide formulary are available to **Provides Supervision across both prisons' pharmacies within the Susanville location:**

- Supervises the preparation, manufacturing and the dispensing of drugs and pharmaceuticals and filling of prescriptions;
    - Includes ensuring the proper supervision of staff that dispenses controlled substances.
- Responsible for maintaining drug and chemical supplies: Manages and maintains inventory, assuring adequate and efficient inventory management, compliance, and participation in inventory control programs as required by the system-wide Director of Pharmacy;
- Ensures proper handling and record keeping of drugs, poisons and narcotics as required by State and Federal law and ensures the records are accurate and retrievable.

- Advises and consults with the physicians and specialists on drug matters that are pertinent to the proper prescribing and dispensing of medications to inmates.
- Supervises and conducts audits monthly in all medication areas in the facility to assure all drugs and medications are stored and handled properly in accordance with Department policies and State and Federal law and regulations.
- Ensures the proper maintenance of:
    - Patient medication records.
    - Accurate records of all drugs dispensed to the clinics and the infirmaries.
    - All required pharmacy records.
- Monitors drug therapy for contraindications, interactions, allergies and appropriateness.
- Ensures the provision of patient information and counseling.
- Identifies and optimizes synergies and economies-of-effort across both pharmacies.

Program implementation and sustainability (Administration):

- Ensures pharmacies meet the legal and accreditation/certification requirements and complies with all CDCR system-wide policies and standards.
- Implement drug-therapy guidelines, system-wide Pharmacy Policy and Procedures, Therapeutic Interchange programs and other initiatives by the system-wide Pharmacy and Therapeutic (P&T) Committee and the system-wide Director of Pharmacy for use by physicians, nurses and pharmacists.
    - Ensures that system-wide Pharmacy Policy and Procedures manuals are available to pharmacy as well as nursing, providers, and other healthcare staff.
    - Prepares various reports as requested by the system-wide Director of Pharmacy.
    - Prepares reports for both local pharmacy operations in support of the local initiatives of both pharmacies.
    - Works collaboratively with other disciplines to ensure the delivery of safe and effective drug therapy.
- Works with healthcare staff and advises all providers of formulary changes approved by the system-wide P&T Committee.
- Ensures the security of drugs stored within the pharmacy, clinics and all other medication areas.
- Ensures the maintenance of inventory and records of controlled drugs and other drugs as required by Department policies and State and Federal laws.
- Identifies and optimizes the clinical synergies of the two local pharmacy and therapeutics committees.

Staff Supervision:

- Leads in obtaining and retaining highly qualified staff.
- Ensures that the pharmacies are adequately staffed during all hours of operation.
- Schedules pharmacy staff and assign duties to promote efficient operation of pharmacy services of both local pharmacies.
- Provides appropriate technical and customer service training for pharmacy staff.
- Monitors and evaluates staff performance.
- Ensures adequate staff development.

- Applies progressive discipline as necessary.

Other responsibilities:

- As needed, provides Pharmacist (I, II) services in both or either pharmacy (Per the Standard Duty Statement of these two positions).
- Participates in the development and implementation of the Performance Improvement Program.
- Participates with Infection Control to identify and resolve unsafe and unsanitary practices.
- Participates as a member of each institution's Health Care Management Team.
- Participates in multi-disciplinary programs, committees, meetings and functions required by the pharmacy department.
- Maintains a current knowledge of drug therapies and drug reactions and interactions by reading professional literature, attending seminars and utilizing professional affiliations.

- Explores, identifies, and implements opportunities to optimize synergies between the two institution's pharmacies.
- Performs other duties as assigned

Drug Consultants, Inc.

Pharmacist- High Desert State Prison
July 2008-Dec 2008 Pharm 11
May 2009-Jan 31 2011 Pharm 11

Supervises and assists in the preparation, manufacturing and the dispensing of drugs and pharmaceuticals and filling of prescriptions; responsible for maintaining drug and chemical supplies; ensures proper handling and record keeping of drugs, poisons and narcotics as required by State and Federal law and ensures the records are accurate and retrievable; advises and consults with the physicians and specialists on drug matters that are pertinent to the proper prescribing and dispensing of medications to inmates; supervises and audits (monthly) all medication areas in the facility to assure all drugs and medications are stored and handled properly in accordance with Department policies and State and Federal law and regulations; maintains patient medication records; monitors drug therapy for contraindications, interactions, allergies and appropriateness; provides patient information and counseling; interprets and fills drug orders; provides drug information to meet the needs of physicians and nurses through direct contact or in-service program; contacts and confers with physicians regarding questions or irregularities on prescriptions.

Maintains and manages inventory assuring adequate and efficient inventory management and compliance and participation in inventory control programs as required by the system-wide Director of Pharmacy; supervises staff that dispense controlled substances; ensures the security of drugs stored within the pharmacy, clinics and all other medication areas; maintains inventory and records of controlled drugs and other drugs as required by Department policies and State and Federal laws; implements drug-therapy guidelines,

system-wide Pharmacy Policy and Procedures, Therapeutic Interchange programs and other initiatives by the system-wide Pharmacy and Therapeutic (P&T) Committee and the system-wide Director of Pharmacy for use by physicians, nurses and pharmacists; ensures that current copies of the CDCR system-wide formulary is available to healthcare staff and advises all providers of formulary changes approved by the system-wide P&T Committee; ensures that system-wide Pharmacy Policy and Procedures manuals are available to pharmacy as well as nursing and provider and other healthcare staff.

Ensures that the pharmacy is adequately staffed during all hours of operation; schedules pharmacy staff and assigns duties to promote efficient operation of pharmacy services; provides appropriate technical and customer service training for pharmacy staff; applies progress discipline as necessary.

Prepares various reports as requested by the system-wide Director of Pharmacy; maintains pharmacy records; ensures the pharmacy provides optimal service, meets legal and accreditation/certification requirements and complies with all CDCR system-wide policies and standards and maintains accurate records of all drugs dispensed to the clinics and the infirmaries.

Works collaboratively with other disciplines to ensure the delivery of sage and effective drug therapy; participates in the development and implementation of the Performance Improvement Program; works to resolving unsafe and unsanitary practices; participates in multi-disciplinary programs, committees, meetings and functions required by the pharmacy department; maintains current knowledge of drug therapies and drug reactions and interactions

PIC Report Responsibilities- see attached Appendix 1

Rx Relief (2007- July 2008)

Pharmacist- California Correctional Center
Aug 2007-April 2008 Pharm 1
May 2008-June 2008 Pharm 11

High Desert State Prison
May 2008-June 2008 Pharm 11

Walmart (2002-to July 2012)- Carson City, Susanville, Jackson, Placerville

Pharmacist
PIC at Jackson and Placerville stores

Raleys / Village Pharmacy (2001-2002)

Pharmacist

Cameron and Co. (2001-2002)

Pharmacist

Village Market Pharmacy (5/1985 to 5/2001)
Incline Village, NV

Owner/operator. Community Pharmacy offering personalized service in retail and home health care.

Pharmacare Services of Nevada (10/1988 - 10/1999)
Reno, NV

Corporate officer. Home infusion company offering pharmaceutical home health care in Northern Nevada.

Tahoe Forest Hospital (2/1980 - 4/1985)
Truckee, CA

Director of Pharmacy services.
Founding pharmacist responsible for initiating development of in-patient pharmacy services. Duties included building a pharmacy, creating a unit dose and IV add-mixture delivery systems, as well as administrative responsibilities.

Vails Pharmacy (7 /1979 - 2/1980)
Truckee, CA

Retail Pharmacist

Serrano Pharmacy (11/1978 - 4/1979)
Los Angeles, CA

Retail Pharmacy Manager

V.A. Hospital (4/1978 - 8/1978)
Los Angeles, CA

Temporary appointment as staff pharmacist. Duties included unit dose, ward stocking, operating satellite pharmacy, narcotic and investigational study controls and clinical pharmacy i.e., monitoring creating clearance on all antibiotic patients.

MacCaulay's Pharmacy (4/1976 - 4/1978)
Hingham, Mass.

Retail Pharmacist

Timmermans Pharmacy (1/1974 - 3/1976)
New York, NY

Retail Pharmacist

Children's Hospital (10/1970 - 11/1973)
Boston, Mass.

Staff pharmacist. Duties included ward stocking, in-patient and out-patient pharmaceutical manufacturing, and hyperalimentation IV additive program. Additional duties included the implementation of a unit dose program into existing structure of pharmacy.

Doctor Donald Gatch (6/1969 - 6/1970)
Blufton, S.C.

Duties included operating a medical clinic in a rural poverty stricken area, dispensing medication and maintaining patient profiles, and field work. Additional duties included development of funding programs and the forming of a comprehensive health program with state and federal government officials, local members of the health profession, and local community members.

Children's Hospital (11/1968 - 6/1969)
Boston, Mass.

Staff Pharmacist

PROFESSIONAL LICENSES

Registered Pharmacist, Massachusetts, 1968
Registered Pharmacist, New York, 1974
Registered Pharmacist,California, 1978
Registered Pharmacist, Nevada, 1985

COMMUNITY ACTIVITIES

Sierra Nevada Ballet- Board President since 2001
Parasol Community Foundation –Board Member Member of Arts4Nevada
Member of the Carson City Arts and Culture Collaboration
Member of the Reno Arts Consortium
Member of the Parasol Community Collaboration Member of the Incline Village Golf Club

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WORK EXPERIENCE

DANIELLE CHERRY & CO. April 2008 – Current
Campaign Finance Director & Fundraiser

- Responsible for all fundraising efforts (events, call sheets, meetings, contribution solicitations)
- Fundraising efforts include regular calls to lobbyists and government relations representatives to share the clients issues and views and solicit contributions
- Regular meetings with legislators, government relations representatives, lobbyists and candidates to establish relationships and garner support
- Manage client data & complete contribution and expense reports
- Produce an initial and ongoing finance plan for each client

GOVERNOR OF NEVADA, Carson City, NV January 2007 – April 2008
Executive Assistant & Scheduler

- Research, prepare & develop daily briefing materials for the Governor including information on current local, state, and national issues and background information for each of the Governor's meetings and events.
- Plan and execute events for the Governor and work with various groups to help them plan their events around the Governor
- Meet daily with the Governor to go over his schedule and other concerns.
- Manage the development of the Governor's daily schedule while constantly seeking venues and opportunities for the Governor to deliver remarks on his initiatives.
- Evaluate meeting requests and then plan and execute travel and events throughout the state. Coordinate between the Governor's policy, press, and security detail, and Cabinet level agencies to ensure the Governor always safely arrives at the correct location at the correct time – is on top of what is happening, and is prepared with remarks.
- Research the background information for the Governor's remarks and coordinate with the press team to execute.
- Prepare and track the Governor's personal and business correspondence and maintain a continually growing list of contacts.
- Work with the Nevada Congressional Delegation to ensure that the State's priorities are met and the Governor's initiatives are known.
- Take meetings and phone calls with legislators, CEO's, special interest groups, etc. on behalf of the Governor

CONGRESSMAN JIM GIBBONS, Washington, DC November 2005 – December 2006
Executive Assistant & Scheduler & Office Manager

- Maintained the Congressman's master calendar, scheduling all events and coordinating weekly travel from Nevada to Washington, D.C.
- Managed the office's $1.6 million dollar budget, processed bills, staff and Congressman travel reimbursements, and payroll, while preparing regular budget statements for the Congressman and Chief of Staff
- Coordinated weekly "constituent coffees" and provided the Congressman with a briefing sheet of relevant issues for each group in attendance. During the events met with special interest groups to discuss issues on behalf of the Congressman
- Prepared a daily briefing binder for the Congressman with a briefing packet for each meeting and event. Briefing packets included background information, current issues, agendas, etc
- Supervised office administrative staff and oversaw office's internship program

CONGRESSMAN JEFF FORTENBERRY, Washington, DC August 2005 – November 2005
Legislative Correspondent & Staff Assistant

- Responsible for receiving, logging and responding to all incoming mail
- Researched and stayed on top of current and past legislative issues and wrote written responses to constituent letters and inquiries

- Took constituent calls and discussed legislative issues and the Congressman's position
- Developed a monthly mail piece outlining the Congressman's current accomplishments
  Maintained the web site and assisted with the weekly message

SUPREME COURT OF THE UNITED STATES, Washington, DC May 2005 – August 2005
Legal Publications Intern

- Processed, tracked, and published the confidential Court Bench Opinions
- Maintained department & opinion security prior to release of Opinions from the Bench by The Chief Justice
- Served and was in constant communication with high-ranking court officials, law clerks, editorial staff & staff at all levels
- Planned and executed a program for all of the Supreme Court Interns where a high-ranking court official or Supreme Court Justice spoke at a weekly intern luncheon program
- Route phone requests, escort visiting dignitaries, etc.

EDUCATION & AWARDS

B.A. in Graphics Communications (dual degree in marketing & business), minor in Accounting
Graduated Magna Cum Laude from Point Loma Nazarene University, San Diego, CA. 3.78 GPA.

Academic Achievements:

Phi Delta Lambda Honors Society (top 15% graduating class), Dean's Scholarship Recipient, Art & Design Departmental Scholarship, Electronic Document Systems Foundation Board of Directors Scholarship recipient

TECHNICAL SKILLS

Software

Operating Systems: All versions of Windows & Mac OS
Graphics: Adobe Illustrator, Photoshop, InDesign, PageMaker, Acrobat/PDF, Quark Xpress
Internet: Netscape, Explorer & experience with Web Design
Business: Intranet Quorum, Microsoft Office (Excel, Word, PowerPoint, Outlook), QuickBooks Pro

REFERENCES

See Attached Document

TIFFANY B. CARMONA

EXPERIENCE

Beacon Trust Company — Reno, NV

Trust Officer — September 2015 to September 2016

Vice President, Treasurer, Senior Trust Officer (Senior Leadership Team) — September 2016 to Present

- Oversee leadership of Reno office (headquarters) of Beacon Trust Company
- Manage Trust Services department, consisting of four Trust Officers, two Senior Trust Administrators, three Transaction Analysts, one Fiduciary Controller, four Senior Accountants, one Staff Accountant, one Fiduciary Accountant, and one Executive Assistant
- Responsible for ensuring fiduciary accounts are administered in compliance with Nevada statutes governing licensed family trust companies and other applicable laws

Bessemer Trust — Chicago, IL

Principal, Fiduciary Counsel/Estate Planner & Senior Client Advisor — March 2011 – September 2015

- Fiduciary Counsel
  - Oversaw consolidation of twenty family trusts ($50 MM total) to streamline administration
  - Managed migration of $100 MM trust to Delaware to expand class of potential appointees
  - Supervised use of decanting statutes to modify trust terms
  - Considered trustee appointments and approved trust assets for intake
  - Participated in discretionary fiduciary decisions as member of Special Investments and Discretionary Distributions Committee
  - Drafted Promissory Note form used for all trust loans to beneficiaries
- Estate Planning
  - Reviewed clients' current estate plans and made recommendations for further planning
  - Administered numerous GRAT, QPRT and annual gifting programs
- Investment Advisory
  - Made asset allocation recommendations to clients
  - Diversified concentrated holdings in trust and personal accounts
  - Carried out portfolio transition of new accounts, considering capital gains tax consequences of liquidating holdings
  - Evaluated spending/saving outcomes using Monte Carlo simulations

Winston & Strawn LLP — Chicago, IL

Associate Attorney, Trusts and Estates Practice Group — February 2009 – February 2011

- Estate Planning & Business Succession Planning
  - Prepared estate plans for ultra high-net worth clients
  - Advised clients regarding transferring family business interests to private foundation and qualifying for estate exception from indirect self-dealing
  - Recapitalized California business into voting and non-voting stock, then sold shares of non-voting stock to Dynasty Trust
- Tax Advice
  - Advised clients regarding use of gift, estate and GST tax exemptions
  - Made recommendations regarding change of domicile from one state to another
- Private Trust Company
  - Spearheaded formation of a South Dakota private trust company
  - Designed ownership and governance structure of private trust company to balance rights between two branches of the family and among the members of the various generations of the family
  - Drafted trust to own private trust company
  - Prepared amendments to trusts that will become clients of the private trust company to provide for trusteeship by the private trust company
  - Handled judicial accountings of current trustees and resignation of corporate trustee
- Trust & Estate Litigation
  - Petitioned court to reform scrivener's errors contained in GST-grandfathered trusts Drafted and submitted related private letter ruling request

Shearman & Sterling LLP New York, NY
Associate Attorney, Private Client Practice Group October 2003 – January 2009

- Trust & Estate Administration
  - Advised corporate trustees regarding termination of trusts and distribution of trust assets
  - Obtained releases of liability for trust fiduciaries through informal and judicial trust accountings
  - Advised fiduciaries regarding distribution of tangible and intangible estate assets
  - Counseled Administrator with Will Annexed in administration of estate with charitable residuary beneficiaries
- Trust & Estate Litigation
  - Represented fiduciaries in trust construction proceeding regarding meaning of term "*per stirpes*" in a GST-grandfathered trust
  - Prepared settlement agreement trifurcating trust
  - Drafted, submitted and handled related private letter ruling request
  - Represented charitable remainder beneficiary in Will contest brought by disinherited daughter
- Private Foundation
  - Drafted organizational and governance documents for private foundations
  - Applied for exemption from taxation under Section 501(c)(3) of the Internal Revenue Code
  - Ensured compliance with Chapter 42 tax rules applicable to private foundations

EDUCATION

Georgetown University Law Center Washington, DC
Juris Doctor Awarded (Cum Laude) Spring 2003

Georgetown University College of Arts and Sciences Washington, DC
Bachelor of Arts Awarded (Cum Laude) Spring 2000
Major in Government (Concentration in American Government) and Minor in Sociology

PUBLICATIONS & SPEAKING ENGAGEMENTS

Co-Presenter, *Netting a Whole School of Gifts: A Discussion of Net Gifts and Net, Net Gifts*, ABA Section of Real Property, Trust and Estate Law, Spring Symposium, Apr 2015.

Author, *Client Out of Exemption? Consider a Net Gift*, PROBATE & PROPERTY, Jul/Aug 2014, at 43.

Presenter, *3.8% Surtax on Net Investment Income (with an emphasis on trusts)*, Estate Planning Section of Utah State Bar, May 2014.

Presenter, *Estate Planning: Current Developments and Hot Topics*, Red River Valley Estate Planning Council, Oct 2013.

Presenter, *Portability Explained*, Great Plains Federal Tax Institute, Nov 2012.

Panelist, *Back to the Future: Planning with Portability, "I Love You" Wills and Riding Into the Sunset*, ABA Section of Real Property, Trust and Estate Law, Spring Symposium, May 2012.

Co-Author, *Wandry v. Commissioner - The Secret Sauce Estate Planners Have Been Waiting For?*, PROBATE & PROPERTY, Nov/Dec 2012, at 11 (granted 2012 Excellence in Writing Award, Best Overall Article) (republished in STOUT RISIUS ROSS JOURNAL, Spring 2013, at 62).

Co-Author, *The Rules of Portability* (RPTE eReport), Dec 2011.

BAR ADMISSIONS & PROFESSIONAL CERTIFICATIONS

New York, Illinois, Nevada, New Hampshire (application pending) & Supreme Court of the United States
Series 7 & 63 (Expired April 2017)

BAR ASSOCIATION MEMBERSHIPS

ABA Section of Real Property, Trust and Estate Law March 2011 – Present
(Estate and Gift Committee of Income and Transfer Tax Planning Group)
Nevada State Bar, Probate and Trust Law Section February 20167 – Present
Chicago Bar Association (Trust Law Committee) March 2011 – 2015
Chicago Estate Planning Council December 2011 – 2015

[redacted]

OBJECTIVE Secure board position in a charter school setting

SKILLS PROFILE

G*ood to Great* approach to daily work driven by conscious choice and discipline
Results orientation
Excellent interpersonal skills with students, parents, staff, and community
Ability to focus on goals until they are fully achieved
Thorough experience with all aspects of leading schools K-12

EDUCATION

M.A., University of Phoenix, 2001, School Administration
M.A., University of Nevada, 1995, Teaching English as Second Language
B.A., University of Colorado, 1980, French Literature, Minor in Spanish
Junior Year Abroad, Université de Bordeaux, France, Faculté de Lettres, 1978-1979
Certificates held: Nevada State Teachers Certificate 7-12: French, Spanish, English
Nevada State Teachers Certificate K-16: English as Second Language
Nevada State School Administrator's Certificate

EMPLOYMENT HISTORY

K-12 Principal, Incline Schools June 2013 – August 2017
Washoe County School District

- Led curricular and instructional alignment of elementary, middle, and high school
- Implemented a standard of research-based instruction in every classroom
- Evaluated teachers with a focus on engagement, questioning, and literacy
- Coordinated and led professional development for K-12 staff
- Leveraged philosophical and financial support for 1-to-1 initiative
- Collaborated with Boosters to raise over $400,000 in two years
- Raised funds for 18 teachers to attend CUE (technology) conference
- Implemented AP Capstone ™ program, enabling students to earn Capstone Diploma
- Implemented test prep program, resulting in highest ACTs in Nevada public schools
- Restructured Family Engagement meetings to be held in parental workplace
- Engaged broad representation of families in school activity
- Conducted senior exit interviews resulting in restructuring of counseling department
- Restructured PLCs to improve focus on student achievement
- Restructured RTI team to improve tier 2 and tier 3 support
- Nominated four teachers for national and state awards, resulting in national and state recognition for the schools
- Met with every parent of students failing classes, resulting in increased graduation rate from 79% to 92% over a four-year period
- Did home visits of students with poor attendance, resulting in improved attendance and increased credit accrual
- Served on district committee to restructure special education services

Assistant Principal, Robert McQueen High School October 2001-June 2013
Washoe County School District

- Headed Office of Student Relations
- Coordinated student activities

- Managed building and grounds
- Evaluated certified and classified staff
- Coordinated registration including annual course offering revision
- Coordinated district, state, and Advanced Placement™ test administration
- Developed and implemented annual School Improvement Plan
- Headed Northwest Accreditation
- Conducted school-wide staff development
- Expanded course offerings to include AP Comparative Government, AP Music Theory, AP Psychology, Chinese levels 1-AP, Culinary Arts 1-4
- Created and implemented signature programs including The Lancer Look, Lancer Day, Freshman Academy, and Global Studies
- Developed master schedule
- Contributed to the development of the district strategic plan
- Served as College Board® representative to the Chinese Bridge Delegation, Bejing, China

Consultant, Washoe County School District

- Taught writing in second languages, Northern Nevada Writing Project, 1985-1990
- Headed World Languages Textbook Adoption, 1998-1999
- Read High School Proficiency Writing Exams, 1987-1997
- Trained new Curriculum Assistant Principals, 2007-2009
- Presented to "Diving into Administration" students, 2007-2010
- Co-taught "Track III Evaluations for Administration," 2010

Teacher, Cherry Creek and Washoe County School Districts
Englewood, Colorado and Reno, Nevada

- Taught French, Spanish, English, ESL, Reading grades 6-12
- Served as World Languages Department Leader, Robert McQueen High School
- Served on committees to create and revise world languages credit by exam
- Worked on national committee to create National Standards for World Languages
- Worked on national committee to establish criteria for National Board Certification in World Languages
- Coached Incline High School Ski Team, 1985-1989

HONORS

Phi Beta Kappa (top 1% of graduating class), awarded 1980, University of Colorado
President's Leadership Scholarship, University of Colorado, 1976-1978
Dean's List, 4.0 Cumulative GPA, University of Nevada, 1991-1995
Dean's List, 4.0 Cumulative GPA, University of Phoenix, 1999-2001
Incline High School, Gold Medal of Achievement, US News and World report, 2017

PROFESSIONAL DEVELOPMENT

College Board Conferences, 2001, 2006, 2008
AVID Summer Institute, 2013 and 2015
Marzano's High Reliability Schools, 2015
College Board Prepárate, 2016
Teachers for Global Classrooms, 2016
ASCD Conference, 2018

REFERENCES

Mr. Indra Winquest, IVGID Director, 775,745-7591
Dr. Andrew Yoxsimer, Principal, Incline High School, 775-832-4260
Mr. Milton Hyams, Social Studies Department Leader, Incline High School, 775-832-4260
Ms. Kari Michael, Assistant Principal, Incline High School, 775-832-4260
Parent references available upon request

Attachment 20 - Board Member Resumes

Jen Johanson

[redacted]

EXPERIENCE

STEAM Facilitator, Depoali MS
Washoe County School District
Reno, NV — 2018-present

1. Assist in teaching and developing curriculum tying together the NGSS and CORE Art Standards
2. Facilitate a Student Lab Setting with 25-55 students
3. Team teach with a Science Content Teacher

Art Teacher, Procter Hug HS
Washoe County School District
Reno, NV — 2013-2018

1. Striving Readers Vocabulary Training Participant
2. MTSS 11th grade coordinator/Team Leader
3. Assisted with PSAT testing at the administrative level
4. Collaborated to build District-wide PD for Art Teachers
5. Collaborated to introduce Arts/CommonCore Integration
6. Coordinate PHHS students for the Stranger Show in collaboration with the Nevada Museum of Art and The Holland Project
7. Teach 6 preps daily, including multiple sections of diverse learners including CLS and AP studio
8. AP Studio Art Instructor
9. GT Coursework completed for Endorsement
10. Member of Standards Based Education Cohort
11. Facilitated Hug's Campus-wide open house
12. Attended NSTA Conference, Atlanta, GA
13. Worked with UNR Raggio Center for STEM Education:

EDUCATION

Rhode Island School of Design,
MAT Art and Design Education,
2003-2004
Rhode Island School of Design,
BFA Illustration,
Concentration in English
2000-2003
Pratt Institute
Freshman Studies
1999-2000

14. Mentored New Teachers from SNC, UNR

Accomplishments

- EDAWN Art Educator of the Year 2018
- Evaluated as Highly Effective 5 years in a row

Art Teacher, Silverland Middle School
Lyon County School District
City, State — 2011-2013

1. Active member of ICAT on site
2. Active member of school SIP team
3. Extra-Curricular Theater Program Director
4. Extracurricular Art Club Coordinator
5. Arts Gala Event Artist Coordinator
6. Designed Arts Curriculum aligning to Nevada Art Standards
7. Modified Projects in curriculum to be STEAM oriented, (Science, Technology, Engineering, ARTS, Math)

Accomplishments

- ICAT Training Level 1 and level 2 completed
- Active member of the ICAT(Instructional Consultation and Teaming) Cohort completing multiple cases

Art and Design Educator, Fernley Intermediate,
Lyon County School District
Fernley, NV — 2004-2011

1. Extra-Curricular Theater Program Director
2. Extracurricular Art Club Coordinator
3. Created/Designed Arts Curriculum to align with NV/national arts standards
4. Modified Projects in curriculum to be STEAM oriented, (Science, Technology, Engineering, ARTS, Math)

Note: Position ended when LCSD opened a new Middle School. I transferred with half of our staff to the new site to continue teaching 7th-8th grade.

Accomplishments

- 2009 Staff Member of the Year, Exemplary Example of Someone Who Cares
- Creative Arts Team Leader

SKILLS

1. T4S protocol trained
2. ICAT Facilitation
3. Team Leadership
4. Photoshop
5. Illustrator
6. Word
7. Excel
8. Marzano Scale Implementation
9. Thinking Maps
10. Striving Readers
11. MTSS
12. Differentiation
13. Graphic Design
14. Lesson Design
15. Curriculum Design
16. Backwards Lesson Design

- MTSS/Student Services Site
- SIP Team Member

17. NGSS/Inquiry-Based Instruction
18. SEL
19. GATE



Education:

University of Nevada, Reno, Biotech graduate program
TMCC, 1981, Associate in Applied Sciences, Computer Information Systems
University of Kansas, 1974, BA cum laude Chemistry, Theater minor
University of Alabama, Birmingham, 1971-72, Pre-med, Theater minor, Delta Delta Delta academic sorority
Alabama School of Fine Arts, 1971, Theater & Dance major, valedictorian

Professional:

1992-present – Myself Consulting – computer consultant; Microsoft Partner
1981-97 - Cambridge School – Computer sciences instructor
1981-83 - TMCC – Computer sciences instructor
1975 - Halls Corporation, Kansas City – lab tech

Community involvement:

City of Reno Arts and Culture Commission – commissioner (2007-2013; 2015-present), chair (2010-2013)
CofR Redevelopment Advisory Board (2012-present)
Reno Little Theater – Board of Directors (1989-1991, 2014-present); chair (2014-2016)
Reno Arts Consortium – co-chair (2010–present)
Pioneer Center – Board of Directors (2013-present); VP of Development
City of Reno Public Art Committee (2013-present)
CofR Arts and Culture Grants Panel (2007-present)
Reno Jazz Orchestra – Advisory (2017)
Art BLAST Committee – (2012-2016)
CofR Arts and Culture Commission Marketing Committee – chair (2008-2013)
CofR Cultural Master Plan ad hoc Committee (2008-2012)
KNPB – Community Advisory (2016-present); development committee, on-air pledge (2005-2013)
Funeral Consumers Alliance of Nevada – board member and secretary (2000-present)
Crisis Call Center – volunteer, computer network (1995-present)
Lear Theater – Founding Board member (1994-2005; 2011); Board chair (1999-2001); Cap Campaign chair (2001-2004)

Other arts activities: member, *Be Instrumental* Arts Fund Workplace Giving ad hoc Committee; advisory board, Alabama School of Fine Arts; steering committee, Community Foundation of Western Nevada Caregiver Support Initiative; co-founder, Reno Area Theatre Alliance

Community awards: 2011 Vocational Service Award, Reno Central Rotary; “Volunteer of the Century”, Crisis Call Center, 2011

Weighted Lottery Policy

Pursuant to the Nevada Department of Education Regulation R131-16 Sec. 12, Doral Academy of Nevada adopts this policy to ensure that the student populations of Doral Academy of Northern Nevada (DANN) schools will closely resemble the student populations of the community where the school is located. DANN will accomplish this by giving a weighted preference of 1.25 in its enrollment lotteries to students who qualify for free and reduced lunch. The weighted lottery will take place only if it is determined that the percentage of students at the Doral Academy campus who qualify for free and reduced lunch is more than or equal to ten percent (10%) below the average of the three closest Washoe County School District attendance zoned middle or elementary schools. The process for the weighted lottery will be as follows:

1) Prior to the enrollment lottery at each DANN campus, the campus will calculate the average percentage of students who qualify for free and reduced lunch at the three closest middle or elementary schools ("FRL Comparison %). The closest schools will be determined by distance between the DANN campus and the other school on Google Maps. The free and reduced lunch percentages will be taken from www.nevadareportcard.com.

2) The FRL Comparison % will then be compared to the free and reduced lunch percentage at the DANN campus ("DANN FRL %).

3) If the FRL Comparison % is more than or equal to ten percent (10%) greater than that of the DANN campus, the weighted lottery will apply. If the FRL Comparison % is less than ten percent (10%) greater than that of the DANN campus, the weighted lottery will not apply.

   Example #1: if the FRL Comparison % is 50% and the DANN FRL % is 40%, the weighted lottery will apply.

   Example #2: if the FRL Comparison % is 50% and the DANN FRL % is 41%, the weighted lottery will not apply.

4) If the weighted lottery is applied, a weight of 1.25 will be added to each applicant who qualifies for free and reduced lunch.

5) Doral Academy's enrollment application will be revised to request that applying students inform DANN whether they are:

   a. Eligible for TAF …
   b. Qualified for a free or reduced price lunch at their previous school, or
   c. Are eligible to receive a free or reduced price lunch

6) Any student who is accepted for enrollment based upon the weighted lottery system will be asked to provide a signed application for the Free and Reduced Lunch program as part of their enrollment process. Any refusal to provide the signed application or other

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documentation necessary to validate eligibility for the weighted lottery enrollment which has been awarded will result in the student being reentered into the enrollment lottery.

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