



# SOMERSET ACADEMY

## OF LAS VEGAS

John Bentham, Chairperson of Somerset Academy of LV Board of Directors

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January 14, 2022

State Charter Governing Board  
State Public Charter School Authority  
2080 E. Flamingo, Suite 230  
Las Vegas, NV 89119

To State Public Charter School Authority,

RE: Request for Amendment to Charter Application

Somerset Academy of Las Vegas requests an exemption from the current amendment schedule to amend their charter contract with the SPCSA in order to:

1. Reduce the grade levels served at the North Las Vegas campus from K-8 to K-5
2. Implement a weighted lottery

The Somerset Academy of Las Vegas Governing Board has voted on the proposed amendments prior to submission. The changes will allow for greater focus to be placed on the K-5 students at the NLV campus as well as ensure an increased diversification of the students attending Somerset Academy of Las Vegas through the weighted lottery.

We appreciate the support of the SPCSA staff regarding the required amendments and are asking that good faith exemption be granted and that the request for amendments be approved.

Sincerely,

## John Bentham

John Bentham  
Board Chair, Somerset Academy of Las Vegas  
[John.bentham@somersetnv.org](mailto:John.bentham@somersetnv.org)



## NOTICE OF PUBLIC MEETING of the Board of Directors of SOMERSET ACADEMY OF LAS VEGAS

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NOTICE IS HEREBY GIVEN THAT THE BOARD OF DIRECTORS OF SOMERSET ACADEMY OF LAS VEGAS, A PUBLIC CHARTER SCHOOL, WILL CONDUCT A PUBLIC MEETING ON JANUARY 11, 2022 BEGINNING AT 6:00 P.M. AT 4650 LOSEE ROAD, NORTH LAS VEGAS, NV 89081 AND VIA ZOOM WEBINAR. THE PUBLIC IS INVITED TO ATTEND.

PLEASE CLICK THE LINK BELOW TO JOIN THE WEBINAR:

<https://us02web.zoom.us/j/85414332862?pwd=Z0F2ZTc4TEZMS3k5Ui9TZG0yM1BKUT09> Passcode: 816333 or via mobile: +16699009128 or +12532158782

ATTACHED HERETO IS AN AGENDA OF ALL ITEMS SCHEDULED TO BE CONSIDERED. UNLESS OTHERWISE STATED, THE BOARD CHAIRPERSON 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.

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 CONTACT DENA THOMPSON AT (702) 431-6260 OR [DENA.THOMPSON@ACADEMICANV.COM](mailto:DENA.THOMPSON@ACADEMICANV.COM) TWO BUSINESS DAYS IN ADVANCE SO THAT ARRANGEMENTS MAY BE MADE.

THE MEETING AGENDA, SUPPORT MATERIALS, AND MINUTES ARE AVAILABLE AT 6630 SURREY ST, LAS VEGAS, NV 89119, VIA EMAIL AT [DENA.THOMPSON@ACADEMICANV.COM](mailto:DENA.THOMPSON@ACADEMICANV.COM), OR BY VISITING THE SCHOOL'S WEBSITE AT [HTTPS://SOMERSETACADEMYOFLASVEGAS.COM/](https://somersetacademyoflasvegas.com/) FOR COPIES OF THE MEETING AUDIO, PLEASE EMAIL [DENA.THOMPSON@ACADEMICANV.COM](mailto:DENA.THOMPSON@ACADEMICANV.COM).

PUBLIC COMMENT MAY BE LIMITED TO THREE MINUTES PER PERSON AT THE DISCRETION OF THE CHAIRPERSON. PLEASE EMAIL [DENA.THOMPSON@ACADEMICANV.COM](mailto:DENA.THOMPSON@ACADEMICANV.COM) TO SUBMIT OR SIGN UP FOR PUBLIC COMMENT.



*We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing Equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment.*

### **Board of Directors**

**JOHN BENTHAM – *Board Chair***

**SARAH MCCLELLAN – *Board Vice Chair***

**LENORA BREDSGUARD – *Board Secretary***

**TRAVIS MIZER – *Board Treasurer***

**CODY NOBLE – *Board Member***

**WILL HARTY – *Board Member***

**RENEE FAIRLESS – *Board Member***

## **MEETING OF THE BOARD OF DIRECTORS JANUARY 11, 2022**

# **AGENDA**

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### **1. CALL TO ORDER AND ROLL CALL**

### **2. PUBLIC COMMENT**

*(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. CONSENT AGENDA (FOR POSSIBLE ACTION)** *(All items listed under the Consent Agenda are considered routine and will be enacted by one motion. There will be no separate discussion of these items unless a Board Member or member of the public so requests, in which case the item(s) will be removed from the consent agenda and considered along with the regular order of business.)*

- a. APPROVAL OF MINUTES FROM THE NOVEMBER 30, 2021 BOARD MEETING
- b. APPROVAL OF AGREEMENT WITH CAMPUS CLUB TO PROVIDE SCHOOL UNIFORMS

**4. ACTION & DISCUSSION ITEMS**

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

- a. REVIEW AND APPROVAL OF THE 2020/2021 SCHOOL YEAR FINANCIAL AUDIT (FOR POSSIBLE ACTION)
- b. REVIEW AND APPROVAL OF AMENDMENT FOR NORTH LAS VEGAS CAMPUS (FOR POSSIBLE ACTION)
- c. APPROVAL OF REQUEST FOR A GOOD CAUSE EXEMPTION FROM THE CURRENT SCHEDULE FROM THE SPCSA (FOR POSSIBLE ACTION)
- d. ACKNOWLEDGEMENT OF RESIGNATION OF THE NORTH LAS VEGAS CAMPUS PRINCIPAL (FOR DISCUSSION)
- e. DISCUSSION AND POSSIBLE ACTION REGARDING PRINCIPAL SEARCH FOR THE SOMERSET ACADEMY NORTH LAS VEGAS CAMPUS (FOR POSSIBLE ACTION)

**5. ANNOUNCEMENTS AND NOTIFICATIONS**

**6. MEMBER COMMENT**

**7. PUBLIC COMMENT**

*(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.)*

**8. ADJOURN MEETING**

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) SOMERSET ALIANTE CAMPUS – 6475 VALLEY DR., NORTH LAS VEGAS, NV 89084
- 2) SOMERSET LONE MOUNTAIN CAMPUS – 4491 N. RAINBOW BLVD., LAS VEGAS, NV 89108
- 3) SOMERSET LOSEE CAMPUS – 4650 LOSEE ROAD, NORTH LAS VEGAS, NV 89081
- 4) SOMERSET NORTH LAS VEGAS CAMPUS – 385 W. CENTENNIAL PKWY, NORTH LAS VEGAS, NV 89084
- 5) SOMERSET SKY POINTE CAMPUS – 7038 SKY POINTE DR., LAS VEGAS, NV 89131
- 6) SOMERSET SKYE CANYON CAMPUS – 8151 N. SHAUMBER ROAD, LAS VEGAS, NV 89166
- 7) SOMERSET STEPHANIE CAMPUS – 50 N. STEPHANIE ST., HENDERSON, NV 89074
- 8) [HTTPS://SOMERSETACADEMYOFLASVEGAS.COM/](https://somersetacademyoflasvegas.com/)
- 9) [HTTPS://NOTICE.NV.GOV/](https://notice.nv.gov/)

**MINUTES  
OF THE MEETING OF THE  
BOARD OF DIRECTORS OF SOMERSET ACADEMY OF LAS VEGAS  
JANUARY 11, 2022**

Board of Directors of Somerset Academy of Las Vegas held a public meeting on January 11, 2022 at 6:00 p.m. at 4650 Losee Road, North Las Vegas, NV 89081 and via Zoom webinar.

**1. CALL TO ORDER AND ROLL CALL**

Board Chair John Bentham called the meeting to order at 6:25 p.m. In attendance were Board members John Bentham, Sarah McClellan, LeNora Bredsguard, Travis Mizer, Renee Fairless, and Will Harty (left at 6:58 p.m.).

Member Cody Noble was not in attendance.

Also present were Principal Lee Esplin, Principal Cesar Tiu, Principal Jessica Scobell, Principal Shannon Manning, Principal Christina Threeton, Principal Kate Lackey, and Principal David Fossett; as well as Somerset Inc. representatives Bernie Montero and Suzette Ruiz. Academica representatives Gary McClain, Ryan Reeves, Trevor Goodsell and Marla Devitt were also in attendance.

**2. PUBLIC COMMENT**

Written public comment was received from Rebecca Gastelum, the written public comment was distributed to the Board members and are attached to the minutes. Public comment was made by Gwen Neff regarding concerns with the amendment to served grade levels at the North Las Vegas campus. Public comment was made by Tanya Jennings, Brianna Driscoll, and Kean Dino regarding the principal search.

**3. CONSENT AGENDA**

- a. APPROVAL OF MINUTES FROM THE NOVEMBER 30, 2021 BOARD MEETING**
- b. APPROVAL OF AGREEMENT WITH CAMPUS CLUB TO PROVIDE SCHOOL UNIFORMS**

Member Bentham stated that item 3.b. would be tabled.

**MEMBER MCCLELLAN MOVED TO APPROVE THE MINUTES FROM THE NOVEMBER 30, 2021 BOARD MEETING. MEMBER FAIRLESS SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**4. ACTION & DISCUSSION ITEMS**

- a. REVIEW AND APPROVAL OF THE 2020/2021 SCHOOL YEAR FINANCIAL AUDIT**

Mr. Trevor Goodsell addressed the Board to review the FY 21 financial audit, which he acknowledged was late. The revenue, on a GAAP basis was \$74 million, the expenditures were \$72.5 million, resulting in a revenue of \$1.6 million for year end. Mr. Goodsell reviewed the financial metrics. The year-end current ratio was 6.1. The unrestricted days cash on hand was 183. Enrollment

projection was 98%. Surplus and cash flow passed. The debt to asset ratio was 84.6. The debt service recovery was 2.18. Mr. Goodsell noted that the audit had one finding regarding reviewing reconciliations. He explained that it didn't involve Somerset; however, all the control testing was done as a whole for Academica managed schools to reduce the audit cost. He reviewed staffing losses, new hires, and adjustments made to ensure better results. Member Harty commended Mr. Goodsell on the work he had done, especially while short staffed. He thanked Mr. Goodsell for addressing the findings from the audit and presenting the plan going forward. Member Bentham, noted that the days cash on hand was 183 and asked for clarification on the required days cash on hand. Mr. Goodsell stated that 60 was the baseline, once the school was above that they would be dinged if they went down.

**MEMBER FAIRLESS MOVED TO ACCEPT THE AUDIT FINDINGS AND FINANCIAL STATEMENTS, AS PRESENTED. MEMBER MCCLELLAN SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**b. REVIEW AND APPROVAL OF AMENDMENT FOR NORTH LAS VEGAS CAMPUS**

Mr. Ryan Reeves addressed the Board and provided a brief history of the North Las Vegas location. When the first three Academica schools were opened in Nevada finding locations was difficult. Two of the three were located in strip malls. Some of the difficulties faced with a strip mall location include not having a cafegymatorium to provide room for after school activities, as well as creating a higher transiency rate when older siblings move on to the high school. The other strip mall location, Pinecrest Horizon campus, transitioned to a K-5 four years ago, when a Pinecrest K-12 opened nearby, and had been successful in the transition. For the Somerset North Las Vegas campus, the transiency had also resulted in the elementary school struggling in academics. By reducing the transiency rate the campus would be able to create stability and grow the students. Mr. Reeves stated that one other factor in the recommendation was the lease renewal. The school would have the option to renew for a five year term; however, the renewal rate was tied to the consumer price index (CPI). The CPI had traditionally been in the 1 ½ to 2% range; however, it was currently in the 6 ½ to 7% range.

Mr. Reeves stated that part of the transition would be for Losee to return to five classes per elementary grade instead of the current six classes per grade level. The students would be able to advice of their top choice of alternate Somerset campuses, which would be honored as much as possible; however, some students would not get their top choice. The majority were expected to move to the Losee campus. All teachers would be able to transition to another campus as well.

Member McClellan asked for an explanation of the weighted lottery section of the amendment. Mr. Reeves explained that the State Public Charter School Association (SPCSA) strategic plan was designed to ensure that charter school populations reflect the population of the district school in which the school was located. Free and reduce lunch (FRL) persisted with a significant gap. The SPCSA required, as part of an amendment request, an implementation of a weighted lottery. Mr. Reeves stated that the weighted lottery would not guarantee a seat to a FRL student; however, it would increase the probability of a seat but allowing two virtual tickets in the lottery to one for other students. He noted that priority seating would not be affected by a weighted lottery. Member McClellan asked if the percentage reflected the neighboring schools, to which Mr. Reeves replied in the affirmative.

Member Bentham asked if, as noted during public comment, the parents were not given notice of the proposal. Mr. Reeves explained that the meeting was noticed in the same way all meetings were noticed; adding that the Board made many major decisions during Board meetings with the standard notice. Member Bentham asked Principal Scobell and Principal Manning if they supported the proposal, to which they replied in the affirmative. Member Bentham asked Principal Threeton to share her thoughts. Principal Threeton addressed the Board and stated that she had mixed feelings because the campus was a family. She stated that, if this lead to improved facilities for the campus, this was a step in the right direction. The students would be heading to wonderful Somerset campuses and their educational careers would still be amazing. Member Fairless asked if plans had been discussed for the North Las Vegas middle school staff. Principal Threeton stated that she had been collaborating with Principal Scobell and in communication with the other Somerset principals regarding offering a priority for the North Las Vegas staff when interviewing for open positions.

Principal Scobell addressed the Board and provided an overview of the changes that would be made at the Losee campus. The elementary school currently had 936 students, with a highly transient population. By eliminating the sixth section for K-5 it would remove a bulk of the transiency. With less transiency and fewer students, it would allow more focus on the students dedicated to being a part of Somerset. Principal Scobell stated that the 5<sup>th</sup> grade and specials currently housed in the secondary building would be moved back to the elementary building. That would allow more opportunity for middle/high announcements and activities without disrupting elementary classes. She stated that bringing the students over during middle school would provide a smoother transition to 9<sup>th</sup> grade and reduce the number of new 9<sup>th</sup> grade students.

Member Bentham requested that, if the amendment was approved, Academics to reach out immediately to the North Las Vegas campus to outline a path for the transition. Member Bredsguard asked for clarification whether the students would be assigned to a campus or select a campus. Mr. Reeves stated that proposal was for students to list campus preferences; however, not all students would be able to move to their preferred campus. Member Bredsguard requested that a transition team be assembled with student, parents, administrators, and staff. Member Fairless asked if the communication regarding the transition should be from the Board or Academics. Mr. Reeves stated that it would be a joint effort.

Public comment was made by Gwen Neff regarding the lack of communication and her disagreement with the amendment.

**MEMBER McCLELLAN MOVED TO APPROVE THE AMENDMENT FOR THE NORTH LAS VEGAS CAMPUS, AS PRESENTED. MEMBER BREDSGUARD SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**c. APPROVAL OF REQUEST FOR A GOOD CAUSE EXEMPTION FROM THE CURRENT SCHEDULE FROM THE SPCSA**

Mr. Gary McClain addressed the Board and stated that amendment was being submitted outside the regular amendment schedule. A letter request for a good cause exemption from the current schedule would need to be approved by the Board. Member McClellan asked when the amendment would be reviewed by the SPCSA board. Mr. Reeves stated that standard process had two windows per year for

amendments; however, given the nature of when the information was clear on the need for the amendment, the SPCSA staff had stated that they would be open to a good cause exemption to the submission of the amendment. The SPCSA would be holding a special board meeting in mid-February to address some amendments as well as audit approvals. The Somerset amendment should be reviewed during the February meeting. Member Bredsguard asked if an amendment was needed for the changes at the Losee campus. Mr. Reeves stated that amendments were needed if the total enrollment at a campus was changed by more than 10% or a change in grade levels served. Because Losee would remain a K-12, with fewer elementary students to offset the increase in middle students, an amendment was not needed. He noted that the SPCSA had been informed of the changes at the Losee campus. Member Bentham asked that the addition of the word unanimously be added to the letter to state that the Board voted unanimously to approve the amendment.

**MEMBER FAIRLESS MOVED TO APPROVE THE REQUEST FOR AN AMENDMENT TO CHARTER APPLICATION LETTER AS SUBMITTED FOR THE SPCSA. MEMBER MCCLELLAN SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**d. ACKNOWLEDGE OF RESIGNATION OF THE NORTH LAS VEGAS PRINCIPAL**

Member Bentham expressed appreciation for all the Principal Threeton had done for the North Las Vegas students and acknowledged her resignation. Principal Threeton noted that she would remain principal through the end of the school year. She thanked the Board for giving her the opportunity to lead a campus. She thanked the North Las Vegas staff, her principal colleagues, and her assistant principals.

**e. DISCUSSION AND POSSIBLE ACTION REGARDING PRINCIPAL SEARCH FOR THE SOMERSET ACADEMY NORTH LAS VEGAS CAMPUS**

Mr. McClain stated that the parameters used during the Stephanie principal search had been successful and asked if the Board would like to use the same parameters. Member Bentham stated that the process would work well, with the possible addition of a Board member. He asked that the process be done expeditiously. Member Fairless stated that she would be willing to be a part of the selection committee.

**MEMBER MCCLELLAN MOVED TO GO FORWARD WITH THE PRINCIPAL SEARCH USING THE SAME PARAMETERS THAT WERE USED FOR THE STEPHANIE HIRING, AND ADD A BOARD MEMBER TO THE PROCESS. MEMBER BREDSGUARD SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**5. ANNOUNCEMENTS AND NOTIFICATIONS**

There were not announcements.

**6. MEMBER COMMENT**

Member Fairless thanked Principal Threeton for her service at a Title I school. She commended the culture at the school and asked her to share it with the next principal. Member Bredsguard thanked

Principal Threeton, especially through such a difficult time, with her versatility and willingness to collaborate. Member McClellan stated that Principal Threeton was a huge light for Somerset; however, she was excited that she was able to pursue her dreams. Member McClellan explained that she understood the difficulties with approving the amendment; however, she felt it was necessary due to the facility issues. Member Mizer thanked all the teachers and staff for keeping the campuses open at this difficult time in Las Vegas.

Member Bentham stated that he had recently addressed the SCPCA board regarding the North Las Vegas campus. He had expressed his disappointment that the students had not had the opportunity to test in 2020; adding that he was confident in the work that Principal Threeton had done for the campus. Member Bentham recognized that the pandemic had burdened the principals with many additional duties and thanked them for their commitment to the students.

Principal Scobell, Principal Esplin, Principal Tiu, Principal Foster, Principal Lackey, Principal Threeton, and Principal Manning provided brief comments regarding events at their respective campuses.

## **7. PUBLIC COMMENT**

Public comment was made by Assistant Principal Lorraine DeAnda to thank the North Las Vegas families and staff for supporting the campus and attending Board meetings. She also thanked Principal Threeton for her leadership.

## **8. ADJOURN MEETING**

**THE MEETING ADJOURNED AT 8:07 P.M.**

Approved on: \_\_\_\_\_

\_\_\_\_\_  
**Secretary of the Board of Directors  
Somerset Academy of Las Vegas**

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



## 2021 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For Additional Instructions, please see the [Amendment Application Guidance Document](#)

For the: **Somerset Academy of Las Vegas**

Date Submitted: **January 14, 2022**

Current Charter Contract Start Date: **7/1/2016**

Charter Contract Expiration Date: **6/30/22**

Key Contact: **John Bentham**

Key Contact title: **Board Chairperson**

Key Contact email and phone: [john.bentham@somersetnv.org](mailto:john.bentham@somersetnv.org) / 702-826-4373

Date of School Board approval of this application: **1/11/22**

### Deadlines

	Spring Cycle	Fall Cycle
Notice <sup>1</sup> of Intent to submit Request for Charter Amendment (RFA)	No Later Than: March 1	No Later Than: September 1
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action <i>(tentative and subject to change)</i>	June board meeting	December board meeting

*RFA application processing includes an initial high-level completeness check followed by an ongoing completeness check as specific, relevant sections of the application are reviewed in detail.*

*Red text indicates updates or points of emphasis.*

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<sup>1</sup> Notice or Letter of Intent

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval for):

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](#)
12.  [RFA: Transportation](#)
13.  [Change of Incorporation Status](#)
14.  [Other changes](#)
  - Implementation of a Weighted Lottery Policy

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**Introduction**

The SPCSA seeks to continuously improve its processes and the quality of its services. Over the past few years we have, for example, been able to significantly reduce the amount of paperwork involved in the processing of Request For Amendment Applications, primarily by separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA are now adding a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for one of the following four most frequently requested RFA applications.

If you’re seeking RFAs in one of the following four (4) areas, the following guidance may help you prepare and process your application faster

The first three may be handled in the Consent Agenda section of the board meeting, also:

**Most Frequent Requests For Amendments (RFAs)**

The following are four most frequently requested amendments to charters/contracts:

- 1. Dual credit RFA applications
- 2. Distant education RFA applications
- 3. Enrollment additions or contractions and grade expansions or contractions
- 4. Facilities acquisitions or leases

Below are the processing requirements.

For the following:

- 1. Dual credit RFA applications
- 2. Distant education RFA applications
- 3. Enrollment additions or contractions and grade expansions or contractions (Financial Plans required)

Complete the following check marked items from the below application requirements. You do not need to respond to the unchecked areas.

**Sections Required (short form only for the above four RFA requests):**

- Executive Summary
- Meeting The Need
  - Expansions to new grade levels or new campuses must complete the Meeting the Need section.
- Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan
  1. For enrollment RFAs, complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
  2. For facility related RFAs, complete the tab labeled “**Facilities**” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
  3. This file is not required for Dual Credit or Distance Education RFAs assuming costs are nominal. The applicant is responsible for confirming this in the narrative should this be the case.
- Operations Plan
- RFA Specific Sections (as applicable for your RFA, as opposed to General Sections)

## Section I: Standard RFA Requirements

### A) EXECUTIVE SUMMARY

Required for all submissions. 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

Founded in 1997, Somerset Academy opened its first school in Miramar, Florida, with a population of just 50 students in grades Kindergarten through Five. The multi-age, multi-level classrooms were the basis for the Somerset Academy elementary school philosophy and concept and have proven to be a successful innovation.

Opening as an affiliate of the Somerset System, a SACS-CASI accredited institution, Somerset Academy of Las Vegas implements the same best practices and commits to meeting the same standards and quality indicators and achieved system accreditation from AdvancED Accreditation Commission in 2019. Such commitment to implement best practices and quality standards have proven effective in raising student achievement annually for all student populations.

Since opening in the fall of 2011, Somerset Academy of Las Vegas has grown to 7 campuses in the Las Vegas valley, serving more than 9,500 students in grades K-12.

The Somerset Board of Directors consists of seven members who are in compliance with NRS 388A.320. They represent diverse areas of expertise, including legal, financial, and educational.

2. Statement and overview of the mission and vision

**Mission Statement:** We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment

**Vision Statement:** A college prep school, cultivating effective leaders, good character, and a desire to render service.

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, 2016** and a six-year expiration date of **June 30, 2022** 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 or CMO
- 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): Implementation of a Weighted Lottery

(See full list above of RFA amendment types)

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

The Good Cause Exemption Letter, Board Meeting Agenda, and Minutes precede this application.

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

**RFA: Eliminate a grade level or other educational services:**

The Somerset Academy of Las Vegas Board of Directors is seeking to change the grade levels served at the Somerset North Las Vegas campus from K-8 to K-5.

The main reasons why this change is being sought:

- The need to maximize elementary student achievement at the NLV Campus
- NLV has a high transiency rate believed to be caused by facility limitations and sibling transfers.
- Lease renewal, for the portion of the building that is not owned, after 2021-2022 school year for 20,000 square feet of the 60,000 building. Lease rates are climbing rapidly and are expected to be 6-7% higher year over year.

**RFA: Lottery Change(s) in Charter Lottery Policy:**

The Somerset Academy of Las Vegas Board of Directors is seeking to implement a system-wide weighted lottery to increase diversity to match its neighboring schools.

The main reasons why this change is being sought:

- To further increase enrollment diversity and equity to align with the neighborhood and zip codes it serves.

5. Description of proposed target model and target communities

The requested amendments will not alter Somerset's target model or communities; therefore, a description is not applicable.

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

**RFA: Eliminate a grade level or other educational services:**

Maximizing elementary student achievement at the NLV Campus by creating an only K-5 environment serving approximately 750 students.

Reduction of transiency at the NLV campus created by middle school students and their siblings who transfer out to Somerset Campuses with expanded programs and facilities that may not be available at NLV; and also by aligning the grades served with the building suited for their success in elementary academics. This will also assist in academic success as the population becomes more stable.

Maintaining fiscal stability by exiting the lease which will see 6-7% rate increase in 2022-2023

**RFA: Lottery Change(s) in Charter Lottery Policy:**

A weighted lottery policy will further increase Somerset's success in enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves.

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

Somerset Academy of Las Vegas is looking to reduce the grade levels served as opposed to an expansion; therefore, this question is not applicable.

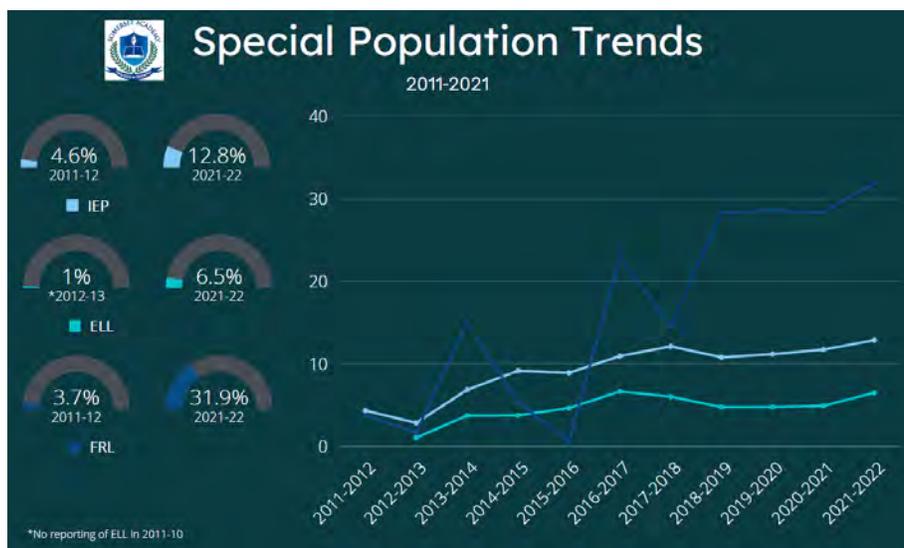
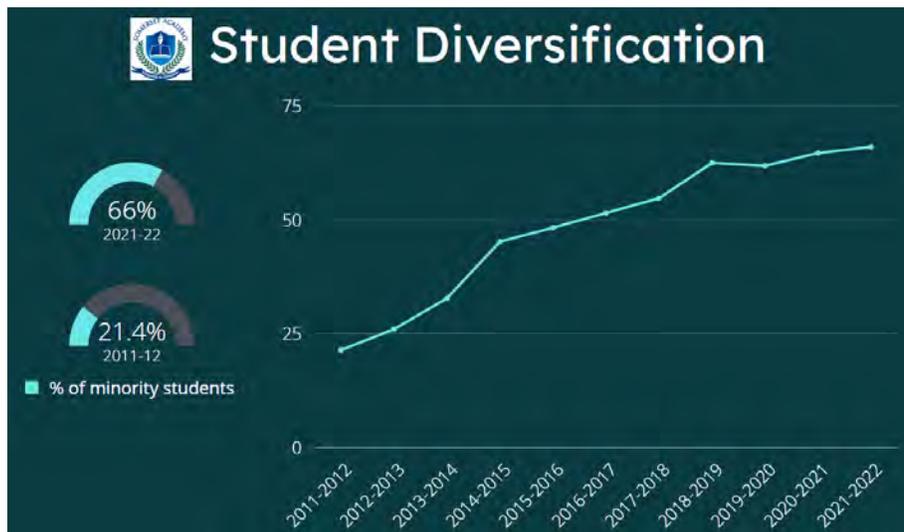
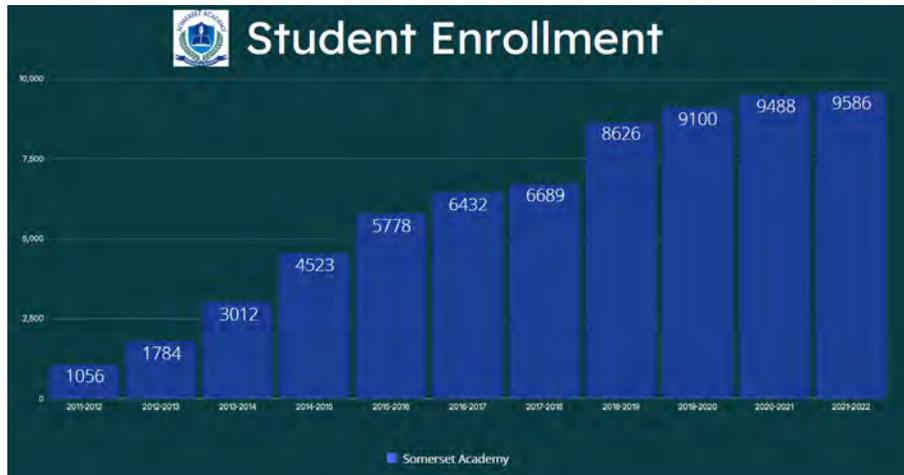
8. Describe the charter school's plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.

Somerset Academy of Las Vegas Board of Directors approved a restorative justice plan which allows for the administration and oversight of behavioral circumstances and are in compliance with the Restorative Justice Policy and Procedures as applicable within the State of Nevada.

The adopted Restorative Justice plan will continue to be applicable to all students enrolled at Somerset Academy.

9. Describe the charter school’s plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.

The following charts display the increasing percentage of diversification in the Somerset Network since its inception. Since 2011 minority students have increased from 21.4% to 66%; and FRL has increased from 3.7 to 31.9 %.



\*Note: Downward trends in FRL on the above chart are due to FRL counts being done in arrears and the opening of new campuses without FRL counts.

Somerset Academy of Las Vegas intends to implement a weighted lottery beginning in the 2022-2023 school year as a part of this RFA. A full marketing plan has been established and will be specifically applied to the targeted zip codes which align with the initiatives of the State Public Charter School Authority.

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

Somerset Academy of Las Vegas is looking to reduce the grade levels served as opposed to an expansion; therefore, this question is not applicable.

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

Somerset Academy of Las Vegas is looking to reduce the grade levels served as opposed to an expansion; therefore, this question is not applicable.

## ***NOTES***

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.**
4. *If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:*
  - a. *Letter from the Board chair requesting Good Cause Exemption;*
  - b. *Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and*
  - c. *The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.*
5. **To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle ( ) left of that heading.**

## **B) MEETING THE NEED**

The questions in this section do not pertain to this requested amendment and are therefore, not applicable. Please see **RFA: Lottery: Change(s) in Charter Lottery Policy and RFA: Eliminate a grade level or other educational services** for further detail regarding the requested amendments.

### **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.
- (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.

### **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).
  - 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.
- (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.
- (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.

### **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.

- (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?
- (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.
- (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.
- (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?
- (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.

## C) ACADEMIC PLAN

The questions in this section do not pertain to this requested amendment and are therefore, not applicable. Please see **RFA: Lottery: Change(s) in Charter Lottery Policy and RFA: Eliminate a grade level or other educational services** for further detail regarding the requested amendments.

### 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](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.

## **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/](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 Somerset Academy of Las Vegas Board oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the Board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines. Under the supervision of the Board's Treasurer and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The 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 principals are responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll 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.

Somerset Academy of Las Vegas 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) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.  
Available upon request.

- (3) **Attachment 1.** 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 detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The budget created for Somerset Academy of Las Vegas includes the per-pupil revenue assumption of \$7,293 per-pupil for the 22-23 fiscal year of operation; with an estimated 1.30% increase each subsequent year thereafter. Assumptions were based on the per-pupil statewide base and per pupil funding amount in Clark County found in Senate Bill No. 458.

**Please see Attachment 1 – Budget Narrative for a more detailed overview of per-pupil funding.**

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

**Please see Attachment 1 (Budget Narrative) for a more detailed overview of all anticipated funding sources.**

b. 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.

**Please see Attachment 1 (Budget Narrative) for a more detailed overview of all anticipated funding sources.**

c. 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.

Somerset Academy of Las Vegas has presented a fiscally conservative budget for the first 6-years of operation for the proposed campus. 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 1 (Budget Narrative) for a more detailed overview of all anticipated budgeted expenses.

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

Somerset Academy of Las Vegas 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.

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

Somerset Academy of Las Vegas did not rely on philanthropic revenue for their operations in their budget. Refer to Attachment 2 (School Budgets) for a detailed overview of all the budgeted revenue and expenses.

4. 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).

**Please see Attachment 2 (School Budgets)**

5. Submit, as an **Attachment 3**, a detailed budget for the operator at the network level (the format of this is left to the applicant’s discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and

the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

**Please see Attachment 3 (Network Budget)**

6. Provide, as an **Attachment N/A**, 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.

7. Complete the audit data worksheet in **Attachment 4**. 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 N/A**.

**Please see Attachment 4 (Audit Data) \*The Full Financial Audit has been submitted to the SPCSA**

8. 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.

Somerset Academy of Las Vegas does not rely on fundraising programming to support the day-to-day operation of their school and as such this question is not applicable to Somerset Academy of Las Vegas.

9. 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.

This Amendment will not require any changes to the well-established and proven processes that have allowed Somerset Academy to excel over the past 10 years. Those processes, explained briefly below, have resulted in 10 years of strong financial performance, significant cash reserves, and the purchase through tax-exempt bonds of every Somerset Academy facility. Financial procedures will remain consistent at the North Las Vegas Campus as it transitions from a K-8 campus to a K-5 campus.

The financial policies and procedures adopted by the Board are reflected at each of the campuses. The Somerset Academy of Las Vegas Board oversees all aspects of the fiscal management of the school. The Board reviews financial statements at minimum once per quarter and Academica Nevada prepares the financial statements for the designated board meetings. Academica meets with school principals during the development of annual budgets to collaborate in creating a complete budget. Academica Nevada then presents 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 is responsible for the school's bookkeeping, financial reporting, and financial liability. The principal of the school supervises the budget and day-to-day cash collections at the school. Academica Nevada meets regularly with the school principals to review their budgets.

## **E) OPERATIONS PLAN**

The questions in this section do not pertain to this requested amendment and are therefore, not applicable. Please see **RFA: Lottery: Change(s) in Charter Lottery Policy and RFA: Eliminate a grade level or other educational services** for further detail regarding the requested amendments.

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

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.*

- 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 N/A**)
  - b) Resumes of all current leadership (provide as an **Attachment N/A**).
  - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment N/A**)
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.
  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 N/A**).
  7. Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.
  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?
  9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

## 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.
- 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 N/A**). 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.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment N/A**) 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 2022-23 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 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

## 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	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Management Organization Positions</b>						
<i>Complete this form using the Excel file</i>						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

**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.

**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.
- 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.
- 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.
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- 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 N/A**. 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.
- 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.

<b>Function</b>	<b>Mgt Org Decision-Making</b>	<b>Network Leader Decision-Making</b>	<b>Board Decision-Making</b>	<b>Campus Leader Decision-Making</b>
Performance Goals				
Curriculum				
Professional Development				
Data Mgt & 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 Mgt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

## STUDENT RECRUITMENT AND ENROLLMENT

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

- g. 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.
- h. 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.
- i. 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<sup>2</sup> 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.

- j. 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.
- k. 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.
- l. 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?
- m. 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?
- n. Complete the following tables for the proposed school to open in 2021-22. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2021 and fall 2022.

1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students				
	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K					
K					
1					
2...					
10					
11					
12					
Total					

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

**Sample Excerpt**

Grade Level	Number of Students				
	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K					
K...					
12					
Total					

<sup>2</sup> 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.

- 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.”***

**Sample Excerpt**

Grade Level	Number of Students				
	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K					
K					
12					
Total					

- 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.
- 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.
- 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.

**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.”**

- o. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- p. 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.
- q. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment N/A**). Please note that at least 75% of new board members for SY 2021-2022 must be identified at the time of the submission of the expansion request.
- r. Provide, as part of **Attachment N/A**, 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.
- s. 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?

- t. 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.
- u. 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?
- v. 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.
- w. 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.
- x. 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.
- y. 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.
- z. 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?

Goal	Purpose	Outcome Measure

## INCUBATION YEAR DEVELOPMENT

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment N/A**.
- bb. 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.
- cc. 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.

## 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) or **charter management organization (CMO)**.

- dd. How and why was the EMO or **CMO** selected?
- ee. 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).
- ff. 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.
- gg. 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.
- hh. Please provide the following in **Attachment N/A**:
  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, 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.

## SERVICES

9. Provide **Attachment N/A** describing how the school leadership team will support operational execution.
10. 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.
11. 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
12. 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.

13. **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.
14. **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.
15. Provide, as an Attachment N/A, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

## **ONGOING OPERATIONS**

16. 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?
17. 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.

## Section II: 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.
  - ii. A list of the current school campuses
  - iii. Proposed model and target communities by zip code
  - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
  - v. The key components of your educational model and how the distance education program aligns with the educational model.
  - vi. Key supporters, partners, or resources that will contribute to the distance education program
- 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.
  - 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.
- c. Distance Education Requirements
  - i. Describe the system of course credits that the school will use.
  - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
  - iii. Describe how the school will ensure students participate in assessments and submit coursework.
  - iv. Describe how the school will conduct parent-teacher conferences.
  - 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.
- 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.
  - 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?
- 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.
  - ii. 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.
- f. 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.

- 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.
- 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?

g. 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.
- 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.

h. 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.

## 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 N/A**, 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.

Somerset Academy North Las Vegas requests the ability to eliminate grade levels by transition to a K-5 Campus from a K-8 Campus and reduce square footage of the NLV Campus to only the purchased portion of the building. In addition, enrollment will be adjusted from approximately 1100 students to approximately 750 students with the adjustment in grade levels.

The current structure at the Somerset North Las Vegas Campus has created some unique challenges since opening in 2011. The North Las Vegas Campus is the only Somerset facility not specifically built for school use; therefore, the building creates some challenges when implementing certain programs such as suitable outdoor and indoor athletic practice space important for middle school programming. Also, the entire facility is not completely owned by Somerset through Bonds. The building farthest to the east on the North Las Vegas campus is leased space and continues to escalate in rent costs to the school at a rate that outpaces current funding increases, thus, increasing the burden of rent to the school rather than focusing that funding on academic programming. The leased space is on a ten-year lease which ends in the summer of 2022 making this an opportune time to make such a transition for not renewing the lease. Notice of renewal is required in April 2022 if Somerset intends to renew. In addition, the Campus shares parking/traffic with other businesses; therefore, having a reduced student enrollment will lessen the congestion in and around the school during arrival and dismissal times.

The Somerset system is making seats available at the Losee campus by adjusting the number of students at each grade level in grades K-8. The Losee Campus traditionally has had an 80% retention rate over the past three years; therefore, through natural attrition and reducing the number of classes at each grade level in grades K-5 and increasing the seats available in grades 6-8 from 180 to 240 students in each grade, all middle school students at the North Las Vegas Campus will have available seats at the Losee Campus. This is not an increase/decrease in total enrollment at the Losee Campus; this is simply an adjustment between grade levels. In addition, by reducing the number of elementary students at the Losee Campus there can also be an increased focus on student growth and achievement with lesser students.

**Please see Attachment 5 - Grade Level Enrollment & Staffing Charts**

**Please see Attachment 6 – Revised Facility Map of the Somerset NLV Campus**

## **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 N/A** (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 N/A**, 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 N/A**, 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 N/A**. 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 N/A**.

## **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) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits
- 14) 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.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

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

Year						
Enrollment						

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

Year						
Enrollment						

## 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.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

## 8. RFA: Lottery: Change(s) in Charter Lottery Policy

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract. Charter schools/networks seeking to make changes to their current lottery policy should provide complete descriptions and supporting documentation to the specific information requests below including a revised student enrollment schedule for the remainder of the school contract showing (a) the current enrollment plan, (b) the enrollment plan to be used should the proposed changes be approved and (c) the differences between the two plans.

Please provide the current lottery policy for your charter school/network.

### Please see Attachment 7 – Current Enrollment Policy

Provide a draft of your proposed lottery policy for your charter school/network and include a thorough explanation/rationale for any adjustments to lottery priorities and/or weights. Proposed policies must demonstrate alignment to [NRS 388A.456](#) and/or [RI31-16](#). If your school/network is proposing a weighted lottery, please be sure to provide a thorough explanation for the proposed weighting system.

Somerset's Weighted Lottery Policy will provide a weighted preference of 2.0 in its enrollment lotteries to students who qualify for free/reduced lunch services. This weighted lottery will take place at every campus where it is determined that the percentage of students at the Somerset campus who qualify for free and reduced lunch is less than 90% of the percentage of students eligible for free/reduced lunch services at the nearest school with like grade levels within the Clark County School District.

If this amendment is approved ALL Somerset Campuses will be using a weighted lottery based on current data for the 2022-2023 school year.

The process for the weighted lottery will be as follows:

1. Prior to the enrollment lottery at a Somerset campus, the campus will determine the percentage of students who are eligible for free or reduced-price lunch at the nearest school with like grade levels within Clark County School District, rounded to the nearest tenth of one percent ("FRL Comparison %). Data used for this comparison percentage will be taken from the most recent full year data available on [www.nevadareportcard.nv.gov](http://www.nevadareportcard.nv.gov).
2. The FRL Comparison % will then be compared to the validated current school year free and reduced lunch percentage at the Somerset campus ("Somerset FRL %).
3. If the Somerset FRL % is less than 90% of the FRL Comparison % at the nearest school with like grade levels within the Clark County School District, the weighted lottery will apply. If the Somerset FRL % is greater than or equal to 90% of the FRL Comparison %, the weighted lottery will not apply.
  - a. Example #1: if the FRL Comparison % is 50% and the Somerset FRL % is 44%, the weighted lottery will apply.
  - b. Example #2: if the FRL Comparison % is 50% and the Somerset FRL % is 45%, the weighted lottery will not apply.
4. If the weighted lottery is applied, a weight of 2.0 will be applied to each applicant who provides sufficient documentation to indicate they would have qualified for free and reduced lunch based on the previous year's USDA income guidelines for free and reduced lunch.
5. Somerset's enrollment application will be revised to request that applying students inform Somerset whether they are:
  - a. Eligible for TANF, SNAP, FDPIR, or Medicaid, or
  - b. Qualified for a free or reduced-price lunch at their previous school, or
  - c. Eligible to receive a free or reduced-price lunch.

6. Any student who indicates they are eligible for the 2.0 weighting in the enrollment lottery will be asked to complete and sign an income verification form and provide proof of current income or provide proof of current FRL eligibility at least three days prior to the lottery date. Any refusal to provide the required documentation necessary to validate eligibility for the weighted lottery will result in the student receiving a standard 1.0 weight in the enrollment lottery.
7. Qualifying for a 2.0 weight in the Somerset enrollment lottery DOES NOT qualify the student for free or reduced-price lunch. To qualify for free or reduced-price lunch, the parent will have to complete the Household Application for Free and Reduced-Price School Meals released by the USDA in July of each year.
8. In the event a weighted lottery is not applied, any information collected for the purpose of the weighted lottery will not be used in any way by Somerset.

**Please see Attachment 8 – Weighted Lottery Policy for a copy of this new enrollment policy.**

Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes?

#### **Lottery Schedule**

Somerset's lottery timeline will not be affected or altered by the adoption of this weighted lottery policy. Open Enrollment will begin on the first Monday of the new year and close on the last calendar day of February. Additionally, the lottery will run on March 1. For example, Somerset's enrollment schedule for this coming school year:

- January 3: Open Enrollment Begins
- February 28: Open Enrollment Closes
- March 1: Lottery Runs

Somerset will utilize its weekly emails and news bulletins to provide its current students and families a comprehensive overview of these lottery changes. Additionally, the Somerset websites will provide additional information regarding these changes, once approved by the SPCSA.

To communicate these changes to the broader community, Somerset will provide marketing materials, such as flyers, as well as social media targeted campaigns to advise potential families of these changes.

Attach a revised student enrollment form to be used under the proposed policy.

**Please see Attachment 9 – Revised Student Enrollment Form**

## Facility RFAs

### **9. 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.

### **10. RFA: Occupy New or Additional Sites (NAC 388A.315)**

- e. Complete the general sections above and the general and specific facility sections below
- f. 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.
- g. 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: Occupy a Temporary Facility**

- h. Complete the general sections above and the general and specific facility sections below
- i. 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.
- j. 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.

### **12. RFA: Relocate or Consolidate Campuses**

- k. Complete the general sections above and the general and specific facility sections below
- l. 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.
- m. 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.
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.
3. List names and roles of any financially interested parties and describe the interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.
4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of your most recent version). Explain plans to address pro forma rating declines—if any—to at least the below areas from implementation of the plan.
  - a) Current Ratio
  - b) Unrestricted Days Cash on Hand
  - c) Cash flow
  - d) Debt to Asset Ratio
  - e) Debt Service Coverage Ratio
5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, please provide:
  - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
  - 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 the notation of all included campus facilities with **a table or statement describing the square footage** of these facilities AND an assurance **the school will submit final versions of this documentation** in compliance with [NAC 388A.315](#). **Include in the RFA application the amount of conditioned square footage as well the total acreage of the campus including all property to be under the control or usable by the school. (Do not simply refer to architectural drawings which may include specific dimensions but not square footages of various spaces within the facility.)**
  - 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 N/A**.
  - f) A copy of the Certificate of Occupancy at **Attachment N/A**.
  - 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 N/A**.
  - h) **Documentation showing what, if any, governmental permits, waivers, modifications or variations may be required and a schedule showing approximate dates for those approvals to be considered.**
  - i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate "N/A" ...If the school is managing the tenant improvements, then provide 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 388A.315388A.315 as an **Attachment N/A**.

- j) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
6. 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 388A.315 as an **Attachment N/A** 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 N/A**.
  - 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 388A.315 as an **Attachment N/A** 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 N/A**.
  - 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 388A.315 as an **Attachment N/A** 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 388A.315 as an **Attachment N/A**.
  - 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 388A.315 as an **Attachment N/A** 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 N/A**.
  - e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school **AND** documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment N/A**.
  - f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school **AND** documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment N/A**.
  - 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 388A.315 as an **Attachment N/A**.

7. The organization's plans/methods to finance these facilities, including:
- a) Whether the school is seeking:
    - i)  Loan (CDFI or other),
      - (1)  For Construction financing,
      - (2)  For Permanent financing,
      - (3)  Refinancing
    - ii)  Bond Financing,
      - (1)  For Construction financing,
      - (2)  For Permanent financing,
      - (3)  Refinancing
      - (4)  Tax-exempt
      - (5)  Rated
      - (6)  Privately placed
  - b) Identification and description of bond instrument terms, including planned face amount, years/term to maturity, coupon rate.
  - c) Identification and description of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
  - d) Comparison schedule/table showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).
  - e) Describe the required "breakeven" enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., "Breakeven Enrollment to Planned Enrollment is 380/420, or 90%"). Additionally include the actual planned total classroom student capacity of the new facilities (e.g., "planned for 450 students at 20 square feet minimum classroom space per pupil") .
  - f) Will the financing/refinancing trigger any prepayment penalties?  Yes,  No.
    - i) If "Yes", describe the amount.
  - g) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction?  Yes,  No. If so, please identify the parties and describe the interest(s).
  - h) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
  - i) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant's facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
  - j) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
  - k) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
  - l) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.

8. 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.

- m) 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.
- n) 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 388A.315 as part of an **Attachment N/A**. 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 388A.315 as part of **Attachment N/A**.

## **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 388A.315
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 388A.315
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 388A.315
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 388A.315
8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315
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 Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315.
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 388A.315

### 13. RFA: Transportation

1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
  - o The number of students to receive transportation, including their grades
  - o The hours transportation is to be provided
  - o The physical location(s) proposed as pick-up and drop-off locations
  - o 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:
  - o The proposed schedule for practicing student evacuation
  - o 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.

### 14. Change of incorporation status

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

### 15. 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
3. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is “material or strategically important”, pursuant to NRS 388A.223, the governing body must obtain approval from the sponsor before the amendment becomes effective.
  - a. 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.
4. **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.

# Somerset Academy of Las Vegas

## Budget Narrative

The following narrative provides an overview of Somerset Academy of Las Vegas’s projected revenue and expenses.

### Revenue

#### **Per-Pupil Revenue:**

The budget created for Somerset Academy of Las Vegas includes the per-pupil revenue assumption of \$7,293 per-pupil for the 22-23 fiscal year of operation; with an estimated 1.30% increase each subsequent year thereafter. The anticipated per-pupil amounts are based on the per-pupil statewide base & Clark County funding amounts shown in the following table found in Senate Bill No. 458:

5. For each charter school or university school for profoundly gifted pupils, the statewide base per pupil funding amount for each pupil enrolled full-time in a program of distance education provided by such a school in Fiscal Year 2022-2023 is \$7,074. For each such school which provides in-person instruction in each of the respective counties, the adjusted base per pupil funding amount for Fiscal Year 2022-2023 is:

Carson City	\$7,074
Churchill	\$7,265
Clark	\$7,293
Douglas	\$7,074
Elko	\$7,265
Esmeralda	\$7,265
Eureka	\$7,265
Humboldt	\$7,265
Lander	\$7,265
Lincoln	\$7,265
Lyon	\$7,074
Mineral	\$7,265
Nye	\$7,265
Pershing	\$7,265
Storey	\$7,074
Washoe	\$7,074
White Pine	\$7,265

#### **National School Lunch Program (NSLP):**

The budget for Somerset Academy of Las Vegas includes an assumptive NSLP reimbursement rate of \$4.00 per student for 180 school days. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each day. Somerset Academy of Las Vegas has an average free-reduced lunch (FRL) student population amongst all campuses of approximately 30%.

#### **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 \$2,755 per SPED student – Revenue is budgeted based upon prior year SPED counts. Limited funding during the first year of operation.

**English Language Learner (ELL) Weight:**

Anticipated \$1,636 per ELL student – Revenue is budgeted based upon prior year ELL counts. Current student ELL population for Somerset is roughly 4.38%. ELL per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the ELL weight multiplier of 0.23 (figures located in SB458).

**At-Risk [Free and Reduced Lunch (FRL)] Weight:**

Anticipated \$247 per FRL student – Revenue is budgeted based upon prior year FRL counts. Current student FRL population for Somerset is roughly 30.00%. FRL per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the at-risk weight multiplier of 0.03 (figures located in SB458). Weight not assumed in Year 1 of the proposed virtual campus as counts are from the prior year.

**Expenses**

**Expense Categories:**

1. Personnel	pg. 2
2. Benefits	pg. 5
3. Payroll Services	pg. 5
4. Contractual	pg. 5
5. Contracted Services	pg. 6
6. Equipment	pg. 7
7. Supplies	pg. 7
8. Insurance	pg. 7
9. Facility	pg. 7
10. National School Lunch Program (NSLP)	pg. 8
11. Athletics	pg. 8
12. Travel	pg. 8
13. Accounting, Audit, Legal Fees	pg. 8
14. Technology	pg. 9
15. Other	pg. 9

**Personnel:**

*Approx. 41.81% of the budget (Year 1 – Year 5)*

In the 22-23 school year, Somerset Academy of Las Vegas will have a total staff of 675.50, including 449.50 teachers and 226 administrative & support staff with a total enrollment of 9,505 students. By the 26-27 school year, Somerset Academy of Las Vegas is estimated to expand to a total staff of 689 and a total student enrollment of 9,615; adding throughout the years the necessary staff to effectively manage

the actual/projected student enrollment increases. Below are the actual and anticipated staffing positions of the Somerset Academy of Las Vegas system, including the average salary of each position:

Principal - \$100,000/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 - \$80,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*

Counselor - \$50,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*

Curriculum Coach - \$57,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*

ELL Coordinator - \$55,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.*

Classroom Teachers (Core) - \$47,350/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) - \$47,350/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 - \$47,350/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.*

Speech Pathologist - \$60,000/year – *Diagnose and treat students with a wide range of vocal and cognitive communication impairments, helping with the emotional issues that come with that, tracking student progress to ensure academic goals are met.*

School Psychologist - \$60,000/year – *Work with students individually or in groups to help deal with various behavioral issues, learning difficulties, emotional problems, and any other concerns the schools may have.*

School Nurse - \$60,000/year – *Supports all students by providing health care services through assessments and interventions addressing the physical, mental, emotional and social health needs.*

Office Manager - \$45,000/year – *Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.*

Registrar - \$40,000/year – *Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.*

Teacher Assistants - \$14.00/hour – *Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.*

Clinic Aide - \$14.00/hour – *Renders basic first aid to students and performs health-related records/data file management duties.*

Receptionist - \$14.00/hour – *Greet visitors, parents and students, while facilitating communication within the school and assuring records and schedules are kept up to date.*

Campus Monitor/Custodian - \$15.00/hour – *Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.*

Cafeteria Manager - \$14.00/hour – *Responsible for planning, managing, and supervising a small food service facility (cafeteria).*

Position	FY 23	FY 24	FY 25	FY 26	FY 27
Principal	7.00	7.00	7.00	7.00	7.00
Assistant Principal	17.00	17.00	17.00	17.00	17.00
ELL Coordinator	8.00	8.00	8.00	8.00	8.00
Counselor / Student Support Advocate / Dean	16.00	16.00	16.00	16.00	16.00
Curriculum Coach	11.50	11.50	11.50	11.50	11.50
Classroom Teachers (Core)	342.00	346.00	346.00	346.00	346.00
Classroom Teachers (Specials)	57.50	58.50	58.50	58.50	58.50
Special Education Teachers	50.00	52.00	52.50	52.50	52.50
SPED Facilitator / Speech Pathologist / School Psych / OT / School Nurse	12.50	12.50	12.50	12.50	12.50
Office Manager / Banker	10.00	10.00	10.00	10.00	10.00
Registrar	9.00	9.00	9.00	9.00	9.00
Receptionist / Clinic Aide / FASA	18.00	18.00	18.00	18.00	18.00
Teacher Assistants (SPED included)	85.00	87.00	89.00	89.00	91.00
Campus Monitor / Custodian	19.00	19.00	19.00	19.00	19.00
Cafeteria Manager	13.00	13.00	13.00	13.00	13.00
<b>Total Staff:</b>	<b>675.50</b>	<b>684.50</b>	<b>687.00</b>	<b>687.00</b>	<b>689.00</b>
<b>Total Staff Cost:</b>	<b>30,429,096</b>	<b>31,234,091</b>	<b>31,772,806</b>	<b>32,264,581</b>	<b>32,817,850</b>

*All salaries are anticipated to increase by 1.50% each year*

*Additional staff positions will be added in the following years based upon the growth of these charter schools.*

**a. Somerset Academy of Las Vegas – North Las Vegas – Personnel Breakdown**

Position	FY 23	FY 24	FY 25	FY 26	FY 27
Principal	1.00	1.00	1.00	1.00	1.00
Assistant Principal	1.00	1.00	1.00	1.00	1.00
ELL Coordinator	-	-	-	-	-
Counselor / Student Support Advocate / Dean	1.00	1.00	1.00	1.00	1.00
Curriculum Coach	1.00	1.00	1.00	1.00	1.00
Classroom Teachers (Core)	30.00	30.00	30.00	30.00	30.00
Classroom Teachers (Specials)	5.00	5.00	5.00	5.00	5.00
Special Education Teachers	3.00	3.00	3.50	3.50	3.50
Office Manager / Banker	1.00	1.00	1.00	1.00	1.00
Registrar	1.00	1.00	1.00	1.00	1.00
Receptionist / Clinic Aide / FASA	2.00	2.00	2.00	2.00	2.00
Teacher Assistants (SPED included)	3.00	3.00	3.00	3.00	3.00
Campus Monitor / Custodian	1.00	1.00	1.00	1.00	1.00
Cafeteria Manager	1.00	1.00	1.00	1.00	1.00
<b>Total Staff:</b>	<b>51.00</b>	<b>51.00</b>	<b>51.50</b>	<b>51.50</b>	<b>51.50</b>
<b>Total Staff Cost:</b>	<b>2,368,401</b>	<b>2,403,842</b>	<b>2,463,876</b>	<b>2,501,778</b>	<b>2,539,776</b>

**b. Somerset Academy of Las Vegas – Losee – Personnel Breakdown**

Position	FY 23	FY 24	FY 25	FY 26	FY 27
Principal	1.00	1.00	1.00	1.00	1.00
Assistant Principal	4.00	4.00	4.00	4.00	4.00
ELL Coordinator	4.00	4.00	4.00	4.00	4.00
Counselor / Student Support Advocate / Dean	4.00	4.00	4.00	4.00	4.00
Curriculum Coach	2.00	2.00	2.00	2.00	2.00
Classroom Teachers (Core)	85.00	88.00	88.00	88.00	88.00
Classroom Teachers (Specials)	12.00	13.00	13.00	13.00	13.00
Special Education Teachers	11.00	13.00	13.00	13.00	13.00
SPED Facilitator / Speech Pathologist / School Psych / OT / School Nurse	4.00	4.00	4.00	4.00	4.00
Office Manager / Banker	2.00	2.00	2.00	2.00	2.00
Registrar	2.00	2.00	2.00	2.00	2.00
Receptionist / Clinic Aide / FASA	4.00	4.00	4.00	4.00	4.00
Teacher Assistants (SPED included)	19.00	21.00	23.00	23.00	25.00
Campus Monitor / Custodian	6.00	6.00	6.00	6.00	6.00
Cafeteria Manager	4.00	4.00	4.00	4.00	4.00
<b>Total Staff:</b>	<b>164.00</b>	<b>172.00</b>	<b>174.00</b>	<b>174.00</b>	<b>176.00</b>
<b>Total Staff Cost:</b>	<b>7,387,502</b>	<b>7,791,361</b>	<b>7,948,396</b>	<b>8,071,154</b>	<b>8,236,738</b>

**Benefits:**

*Approx. 21.22% 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 47.93% of salaries in the 22-23 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:

	FY 23	FY 24	FY 25	FY 26	FY 27
Total Salaries and Wages	30,429,096	31,234,091	31,772,806	32,264,581	32,817,850
Benefits % of Salaries	47.93%	48.21%	48.46%	48.71%	48.96%
<b>Total Benefits Cost:</b>	<b>14,585,238</b>	<b>15,057,409</b>	<b>15,396,576</b>	<b>15,715,549</b>	<b>16,067,112</b>

**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. Academica Nevada pays the payroll expenses of Somerset Academy of Las Vegas as shown in the revenue portion of Attachment 12 (Network Budget).

**Contractual:**

*Approx. 6.67% 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 Somerset include, and are not 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

Somerset Academy, Inc. Affiliation Fee – 1.00% of DSA revenue – Trademark License Agreement between Somerset Academy, Inc. (“Licensor”), and the school, Somerset Academy of Las Vegas (“Licensee”). Somerset Academy, Inc. grants Somerset Academy of Las Vegas a non-exclusive, non-transferable, royalty-free license to use the trademark in connection with the development and establishment of the school of Somerset Academy of Las Vegas in the State of Nevada.

- 0.50% of the 1.00% Somerset Academy, Inc. Affiliation Fee goes back to the school for Professional Development.

### **Contracted Services:**

***Approx. 3.20% of the budget (Year 1 – Year 5)***

Special Education Contracted Services – Anticipated expense of roughly \$177.50 per student throughout all campuses on average, increasing incrementally as SPED student enrollment increases. Somerset Academy of Las Vegas assumes a 9% special education student population based on prior year counts. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based on actual expenses of charter schools Academica Nevada works closely with.

Data Analyst Contracted Services – Projected \$98,8800 in 22-23 for the Somerset system, increasing incrementally each year thereafter. The Somerset 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) Somerset 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. 1.92% 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 Somerset Academy of Las Vegas to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The leases include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45<sup>th</sup> month for a 6% residual. Somerset Academy of Las Vegas budgets \$1,000 per student to outfit the 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 27-28 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 roughly \$267,000 annually for the Somerset Academy of Las Vegas system. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases.

**Supplies:**

*Approx. 2.52% of the budget (Year 1 – Year 5)*

Consumables – \$150 per student – this 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

**Insurance:**

*Approx. 0.51% of the budget (Year 1 – Year 5)*

Facility/School Insurance - \$364,788 in 22-23 for the Somerset Academy of Las Vegas system - based upon the current yearly figures being paid as part of the Somerset Academy of Las Vegas insurance bundle. Increasing by 3.00-6.00% each subsequent year thereafter

**Facility:**

*Approx. 16.05% of the budget (Year 1 – Year 5)*

Scheduled Bond Payment – All physical campuses in the Somerset Academy of Las Vegas network were purchased by the issuance of bonds. The amounts budgeted are based on the lease agreements of these bonds. Refer to Attachment 12 (Network Budget) for the actual amounts each year contained in the bond lease agreements. No facility expenses for the proposed virtual school.

Public Utilities (electricity, gas, 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. Somerset is budgeting, roughly \$1,328,545 in the 22-23 school year for public utilities, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$859,047 annual expense in the 22-23 school year (rates at which other charter schools working with Academica Nevada pay), includes a cushion for any major/miscellaneous janitorial expenses. Contracted janitorial for daily/weekly cleaning of the campus.

Custodial Supplies - \$30 per student.

Facility Maintenance – Facility repairs, maintenance, capital outlay assumption of \$459,000 in the 22-23 school year, dependent on facility usage, increasing as student enrollment increases and to account for general facility wear and tear.

Lawn Care – Assumption of roughly \$102,509 annual expense in 22-23 for basic lawn care maintenance. Based on current facility costs. Increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – basic AC Maintenance & Repair assumption of roughly \$149,135 annually, increasing as student enrollment increases and to account for general AC wear and tear.

**National School Lunch Program (NSLP):**

*Approx. 2.80% of the budget (Year 1 – Year 5)*

Somerset Academy of Las Vegas projects roughly 30% of the student population of the proposed campus will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more detail in the subsection above. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school will seek to contract with a Vendor to prepare specified meals under the National School Lunch Program (NSLP). The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes an expense rate of \$3.10 per student for 180 school days.

**Athletics:**

*Approx. 0.15% of the budget (Year 1 – Year 5)*

Athletics – Somerset Academy of Las Vegas has budgeted \$115,000 as a network for Athletics for the 22-23 school year. Most of the budgeted amount goes towards both K-12 campuses, Sky Pointe & Losee, the only two campuses who have an athletic program. Incrementally increasing each year as student enrollment increases.

**Travel:**

*Approx. 0.10% of the budget (Year 1 – Year 5)*

Travel costs associated with recruitment and staff development are estimated to be \$77,500 per year for the system.

**Accounting, Audit, and Legal Fees:**

*Approx. 0.17% of the budget (Year 1 – Year 5)*

Audit/Accounting – Roughly \$10,000 per year per campus – includes an annual audit expense and expenses associated with accounting. Based upon previous audits performed for Somerset Academy of Las Vegas and the rates of other charter schools working closely with Academica Nevada. Incrementally increasing each year.

Legal Fees - \$5,500 per year per campus – based upon actual expenses and the expenses of other charter schools working with Academica Nevada.

**Technology:**

*Approx. 1.04% 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 ensure 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 per student plus \$2,500 per campus recurring expense each year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$4,500 per year per campus – Amount allocated for website upkeep and maintenance.

Telephone & Internet – annual contract expense of roughly \$212,180 for Somerset Academy of Las Vegas in the 22-23 school year (includes anticipated e-rate discount), with an estimated 3.00% contract increase each subsequent year thereafter. Based on current contract in place at Somerset Academy of Las Vegas.

**Other:**

*Approx. 1.55% of the budget (Year 1 – Year 5)*

State Administrative Fee - 1.25% of DSA revenue – the state charges 1.25% of DSA revenue for the state sponsor fee.

Tuition Reimbursement – \$8,000 per campus in 22-23 – Employee benefits in which the school pays all, or a portion, of an employee’s tuition for coursework and/or training.

Dues and Fees - Assumption of roughly \$13,000 annually per campus, increasing incrementally each year.

Postage - Estimate of \$1,000 per campus per year, based upon prior year usage; incrementally increasing as student enrollment increases.

Background and Fingerprinting - \$60 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$3,500 per year per campus, for miscellaneous expenses that may arise throughout the year.

## Somerset NLV and Losee Budgets

Somerset: North Las Vegas Campus	22-23	23-24	24-25	25-26	26-27
Statewide Base (w/ District Adj)	7,293	7,388	7,484	7,581	7,680
Total Students (FTEs)	<b>750</b>	<b>750</b>	<b>750</b>	<b>750</b>	<b>750</b>
Kinder	125	125	125	125	125
1st Grade	125	125	125	125	125
2nd Grade	125	125	125	125	125
3rd Grade	125	125	125	125	125
4th Grade	125	125	125	125	125
5th Grade	125	125	125	125	125
6th Grade	-	-	-	-	-
7th Grade	-	-	-	-	-
8th Grade	-	-	-	-	-
9th Grade	-	-	-	-	-
10th Grade	-	-	-	-	-
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-
Total Students (FTEs)	<b>750</b>	<b>750</b>	<b>750</b>	<b>750</b>	<b>750</b>
<b>PRIOR YEAR NUMBERS</b>					
SPED Count	77	77	77	77	77
ELL Count	64	64	64	64	64
GATE Count	-	-	-	-	-
FRL %	47%	47%	47%	47%	47%
FRL (At-Risk) Count	240	240	240	240	240
<b>TEACHING STAFF</b>					
Classroom Teachers	30.00	30.00	30.00	30.00	30.00
SPED Teachers	3.00	3.00	3.50	3.50	3.50
Art Teacher	1.00	1.00	1.00	1.00	1.00
Music	1.00	1.00	1.00	1.00	1.00
PE Teacher	1.00	1.00	1.00	1.00	1.00
Dance	-	-	-	-	-
Technology (STEM)	1.00	1.00	1.00	1.00	1.00
Theatre	-	-	-	-	-
Spanish / Language	1.00	1.00	1.00	1.00	1.00
Additional Elective Teachers	-	-	-	-	-
<b>Total Teaching Staff</b>	<b>38.00</b>	<b>38.00</b>	<b>38.50</b>	<b>38.50</b>	<b>38.50</b>
<b>ADMIN &amp; SUPPORT</b>					
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>
Principal	1.00	1.00	1.00	1.00	1.00
Assistant Principal	1.00	1.00	1.00	1.00	1.00
ELL Coordinator(s) / RB3 / SW	-	-	-	-	-
Counselor/ Student Support Advocate / Dean	1.00	1.00	1.00	1.00	1.00
Curriculum Coach	1.00	1.00	1.00	1.00	1.00
Office Manager	1.00	1.00	1.00	1.00	1.00
Registrar	1.00	1.00	1.00	1.00	1.00
Clinic Aide/ FASA	1.00	1.00	1.00	1.00	1.00
Receptionist	1.00	1.00	1.00	1.00	1.00
Teacher Assistants (SPED Included)	3.00	3.00	3.00	3.00	3.00
Campus Monitor/Custodian	1.00	1.00	1.00	1.00	1.00
Cafeteria Manager	1.00	1.00	1.00	1.00	1.00
SPED Facilitator	-	-	-	-	-
Speech Pathologist	-	-	-	-	-
School Psychologist	-	-	-	-	-
OT	-	-	-	-	-
School Nurse	-	-	-	-	-
Gate Teacher	-	-	-	-	-
<b>Total Admin &amp; Support</b>	<b>13.00</b>	<b>13.00</b>	<b>13.00</b>	<b>13.00</b>	<b>13.00</b>
<b>Total # Teachers</b>	<b>38.00</b>	<b>38.00</b>	<b>38.50</b>	<b>38.50</b>	<b>38.50</b>
<b>Total # Admin &amp; Support</b>	<b>13.00</b>	<b>13.00</b>	<b>13.00</b>	<b>13.00</b>	<b>13.00</b>
<b>Total Staff</b>	<b>51.00</b>	<b>51.00</b>	<b>51.50</b>	<b>51.50</b>	<b>51.50</b>
<b>Total Salaries &amp; Benefits as % of Expenses</b>	<b>58%</b>	<b>59%</b>	<b>59%</b>	<b>60%</b>	<b>60%</b>
<b>Instruction Salaries as % of Total Salaries</b>	<b>79%</b>	<b>79%</b>	<b>79%</b>	<b>79%</b>	<b>79%</b>
<b>Admin &amp; Support Salaries as % of Total Salaries</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>
<b>Rent as % of Revenues</b>	<b>14%</b>	<b>13%</b>	<b>13%</b>	<b>13%</b>	<b>13%</b>

Somerset NLV and Losee Budgets

REVENUE (@ 100%)		22-23	23-24	24-25	25-26	26-27
3110	State Base Budget Revenue	5,469,885	5,540,994	5,613,026	5,685,996	5,759,914
4500	National School Lunch Program (NSLP)	371,652	371,652	371,652	371,652	371,652
4500	SPED Funding (Part B)	73,150	73,150	73,150	73,150	73,150
3115	SPED Discretionary Unit	212,135	212,135	212,135	212,135	212,135
	ELL Weight	104,703	104,703	104,703	104,703	104,703
3200	Gifted and Talented Education (GATE)	-	-	-	-	-
	At-Risk Weight	59,297	59,297	59,297	59,297	59,297
	OTHER: Academica Donation - Payroll Fees	14,340	14,340	14,460	14,460	14,460
1510	OTHER: Interest Income	-	-	-	-	-
	OTHER:	-	-	-	-	-
	OTHER:	-	-	-	-	-
<b>Total Revenues</b>		<b>6,305,161</b>	<b>6,376,270</b>	<b>6,448,423</b>	<b>6,521,392</b>	<b>6,595,310</b>

EXPENSES		22-23	23-24	24-25	25-26	26-27
<b>Personnel Costs - Unrestricted Salaries</b>						
104	Principal	109,472	111,114	112,780	114,472	116,189
104	Assistant Principal(s)	89,266	90,605	91,964	93,344	94,744
105	Curriculum Coach	56,182	57,024	57,880	58,748	59,629
105	ELL Coordinator(s) / RB3 / SW	-	-	-	-	-
105/106	Counselor / Student Support Advocate / Dean	66,883	67,886	68,905	69,938	70,987
101/103	Teachers Salaries	1,666,000	1,690,500	1,715,000	1,741,250	1,767,500
101	Prior Grant/Categorical Positions	-	-	-	-	-
101	SPED Teachers	142,800	144,900	171,500	174,125	176,750
107	Office Manager/ Registrar / Banker	88,958	90,292	91,647	93,021	94,417
107	Secretary & FASA	41,800	42,560	43,320	44,080	44,840
102	Teacher Assistants (including SPED)	59,400	60,480	61,560	62,640	63,720
107	Campus Monitors	27,840	28,320	28,800	29,280	29,760
107	Cafeteria Manager	-	-	-	-	-
<b>Total Unrestricted Salaries</b>		<b>2,348,601</b>	<b>2,383,682</b>	<b>2,443,356</b>	<b>2,480,898</b>	<b>2,518,536</b>
<b>Personnel Costs - Restricted Salaries</b>						
	Lead Principal Staff	-	-	-	-	-
	SPED Facilitator	-	-	-	-	-
	Speech Pathologist	-	-	-	-	-
	School Psychologist	-	-	-	-	-
	OT	-	-	-	-	-
	School Nurse	-	-	-	-	-
	GATE	-	-	-	-	-
	NSLP Manager	-	-	-	-	-
	Cafeteria Manager - NSLP	19,800	20,160	20,520	20,880	21,240
	On Campus Sub	-	-	-	-	-
<b>Total Restricted Salaries</b>		<b>19,800</b>	<b>20,160</b>	<b>20,520</b>	<b>20,880</b>	<b>21,240</b>
<b>Total Salaries and Wages</b>		<b>2,368,401</b>	<b>2,403,842</b>	<b>2,463,876</b>	<b>2,501,778</b>	<b>2,539,776</b>
230	PERS - 29.75%	704,599	715,143	733,003	744,279	755,583
	Insurances/Employment Taxes/Other Benefits	432,233	444,711	461,977	475,338	488,907
150	Incentives / Bonuses	56,524	56,524	57,082	57,082	57,082
150	Stipend	-	-	-	-	-
250	Tuition Reimbursements	8,000	8,000	8,000	8,000	8,000
	Subst. Teachers (10 days/Teacher)	62,700	62,700	63,525	63,525	63,525
<b>Total Benefits and Related</b>		<b>1,264,056</b>	<b>1,287,078</b>	<b>1,323,586</b>	<b>1,348,223</b>	<b>1,373,097</b>
<b>Total Payroll / Benefits and Related</b>		<b>3,632,457</b>	<b>3,690,920</b>	<b>3,787,462</b>	<b>3,850,002</b>	<b>3,912,873</b>
<b>Supplies</b>						
	Consumables	97,500	97,500	97,500	97,500	97,500
561	Dual Enrollment - Student Fees/Texbooks	-	-	-	-	-
	Zion's FFE Lease - payments	152,500	147,500	105,000	75,000	75,000
	Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-
610	Office Supplies	12,250	12,250	12,250	12,250	12,250
610	Classroom Supplies	20,250	20,250	20,250	20,250	20,250
610	Copier Supplies	3,000	3,000	3,000	3,000	3,000
610	Nursing Supplies	2,250	2,250	2,250	2,250	2,250
610	SPED Supplies	9,240	9,240	9,240	9,240	9,240
	Athletics/Extra	1,000	1,000	1,000	1,000	1,000
<b>Total Supplies</b>		<b>297,990</b>	<b>292,990</b>	<b>250,490</b>	<b>220,490</b>	<b>220,490</b>

## Somerset NLV and Losee Budgets

	<b>Purchased Services</b>					
320	Data Analysts Education Contracted Services	12,360	12,731	13,113	13,506	13,911
300	Special Education Contracted Services	210,000	210,000	213,750	213,750	217,500
310	Contracted Services: Crossing Guards	-	-	-	-	-
310	Management Fee	337,500	337,500	337,500	337,500	337,500
310	Payroll Services	14,340	14,340	14,460	14,460	14,460
340	Audit/Tax	10,000	10,500	11,000	11,500	12,000
340	Legal Fees	5,500	5,500	5,500	5,500	5,500
352	IT Services - Monthly	31,500	31,500	31,500	31,500	31,500
350	IT Set-up Fees	8,000	8,000	8,000	8,000	8,000
591	State Administrative Fee (1.25%)	70,424	71,312	72,213	73,125	74,049
320	Affiliation Fee - Inc. (1/2 of 1%)	28,169	28,525	28,885	29,250	29,620
330	Affiliation Fee - Professional Development (1/2 of 1%)	26,169	26,525	26,885	27,250	27,620
330	Affiliation Fee - Battle of the Books	2,000	2,000	2,000	2,000	2,000
	<b>Total Purchased Services</b>	<b>755,962</b>	<b>758,433</b>	<b>764,806</b>	<b>767,341</b>	<b>773,659</b>
	<b>General Operations</b>					
533	Telephone	8,240	8,487	8,742	9,004	9,274
535	Internet	16,480	16,974	17,484	18,008	18,548
534	Cell Phones	-	-	-	-	-
531	Postage	1,250	1,250	1,250	1,250	1,250
535	Website	4,500	4,750	5,000	5,250	5,500
443	Copier / Printing	24,500	25,235	25,992	26,772	27,575
651	Infinite Campus	4,000	4,000	4,000	4,000	4,000
	<b>Total General Operations</b>	<b>58,970</b>	<b>60,697</b>	<b>62,467</b>	<b>64,284</b>	<b>66,148</b>
	<b>Insurances</b>					
521	Property Insurance	9,523	9,808	10,102	10,406	10,718
522	Liability Insurance	9,925	10,222	10,529	10,845	11,170
523	Other Insurances	27,492	28,317	29,166	30,041	30,943
	<b>Total Insurances</b>	<b>46,939</b>	<b>48,347</b>	<b>49,798</b>	<b>51,292</b>	<b>52,830</b>
	<b>Other</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>
570	NSLP - Lunch (Breakfast for NLV)	317,559	317,559	317,559	317,559	317,559
540	Advertising / Marketing	-	-	-	-	-
580	Travel Reimbursement	7,500	7,500	7,500	7,500	7,500
340	Background and Fingerprinting	600	600	600	600	600
810	Dues and Fees	10,000	10,500	11,000	11,500	12,000
	Loan Payments / Interest Expense	-	-	-	-	-
	Prior Year Surplus allocated by board	-	-	-	-	-
	Graduation	-	-	-	-	-
900	Other Purchases	3,500	3,500	3,500	3,500	3,500
	<b>Total Other</b>	<b>339,159</b>	<b>339,659</b>	<b>340,159</b>	<b>340,659</b>	<b>341,159</b>
	<b>Facilities</b>					
622	Public Utilities	66,300	68,289	70,338	72,448	74,621
621	Natural Gas	1,920	1,978	2,037	2,098	2,161
411	Water / Sewer	19,500	20,085	20,688	21,308	21,947
421	Garbage / Disposal	16,575	17,072	17,584	18,112	18,655
490	Fire and Security alarms	8,000	8,240	8,487	8,742	9,004
422	Contracted Janitorial	60,524	62,340	64,210	66,136	68,120
610	Custodial Supplies	22,500	22,500	22,500	22,500	22,500
430/431	Facility Maintenance / Repairs / Capital Outlay	39,000	39,500	40,000	40,500	41,000
420	Lawn Care	11,400	11,742	12,094	12,457	12,831
420	Snow Removal	-	-	-	-	-
431	AC Maintenance & Repair	20,283	20,891	21,518	22,163	22,828
	<b>Total Facilities</b>	<b>266,002</b>	<b>272,637</b>	<b>279,456</b>	<b>286,464</b>	<b>293,668</b>
	<b>Total Expenses Before Bldg</b>	<b>5,397,479</b>	<b>5,463,682</b>	<b>5,534,638</b>	<b>5,580,532</b>	<b>5,660,827</b>
	<b>Scheduled Lease Payment</b>	47,791	-	-	-	-
	<b>Scheduled Bond Payment (S2015/S2018)</b>	838,000	838,500	838,500	838,000	838,000
	<b>Scheduled Bond Payment (S2019/S2021)</b>	-	-	-	-	-
	<b>Assessments / HOA / SID</b>	-	-	-	-	-
	<b>Surplus (Revenues-Total Expenses-Lease-Bond)</b>	<b>21,892</b>	<b>74,088</b>	<b>75,285</b>	<b>102,860</b>	<b>96,483</b>
		0.3%	1.2%	1.2%	1.6%	1.5%

Somerset: North Las Vegas Campus

22-23

23-24

24-25

25-26

26-27

## Somerset NLV and Losee Budgets

Somerset: Losee Campus	22-23	23-24	24-25	25-26	26-27
Statewide Base (w/ District Adj)	7,293	7,388	7,484	7,581	7,680
Total Students (FTEs)	<b>2,400</b>	<b>2,490</b>	<b>2,490</b>	<b>2,490</b>	<b>2,490</b>
Kinder	125	125	125	125	125
1st Grade	125	125	125	125	125
2nd Grade	125	125	125	125	125
3rd Grade	125	125	125	125	125
4th Grade	125	125	125	125	125
5th Grade	125	125	125	125	125
6th Grade	240	240	240	240	240
7th Grade	240	240	240	240	240
8th Grade	240	240	240	240	240
9th Grade	300	300	300	300	300
10th Grade	240	270	270	270	270
11th Grade	210	240	240	240	240
12th Grade	180	210	210	210	210
Total Students (FTEs)	<b>2,400</b>	<b>2,490</b>	<b>2,490</b>	<b>2,490</b>	<b>2,490</b>
<b>PRIOR YEAR NUMBERS</b>					
SPED Count	274	274	274	274	274
ELL Count	190	190	190	190	190
GATE Count	-	-	-	-	-
FRL %	45%	45%	45%	45%	45%
FRL (At-Risk) Count	909	909	909	909	909
<b>TEACHING STAFF</b>					
Classroom Teachers	85.00	88.00	88.00	88.00	88.00
SPED Teachers	11.00	13.00	13.00	13.00	13.00
Art Teacher	2.00	2.00	2.00	2.00	2.00
Music	2.00	2.00	2.00	2.00	2.00
PE Teacher	2.00	2.00	2.00	2.00	2.00
Dance	-	-	-	-	-
Technology (STEM)	2.00	2.00	2.00	2.00	2.00
Theatre	-	-	-	-	-
Spanish / Language	2.00	2.00	2.00	2.00	2.00
Additional Elective Teachers	2.00	3.00	3.00	3.00	3.00
<b>Total Teaching Staff</b>	<b>108.00</b>	<b>114.00</b>	<b>114.00</b>	<b>114.00</b>	<b>114.00</b>
<b>ADMIN &amp; SUPPORT</b>					
	22-23	23-24	24-25	25-26	26-27
Principal	1.00	1.00	1.00	1.00	1.00
Assistant Principal	4.00	4.00	4.00	4.00	4.00
ELL Coordinator(s) / RB3 / SW	4.00	4.00	4.00	4.00	4.00
Counselor/ Student Support Advocate / Dean	4.00	4.00	4.00	4.00	4.00
Curriculum Coach	2.00	2.00	2.00	2.00	2.00
Office Manager	2.00	2.00	2.00	2.00	2.00
Registrar	2.00	2.00	2.00	2.00	2.00
Clinic Aide/ FASA	2.00	2.00	2.00	2.00	2.00
Receptionist	2.00	2.00	2.00	2.00	2.00
Teacher Assistants (SPED Included)	19.00	21.00	23.00	23.00	25.00
Campus Monitor/Custodian	6.00	6.00	6.00	6.00	6.00
Cafeteria Manager	4.00	4.00	4.00	4.00	4.00
SPED Facilitator	1.00	1.00	1.00	1.00	1.00
Speech Pathologist	1.00	1.00	1.00	1.00	1.00
School Psychologist	1.00	1.00	1.00	1.00	1.00
OT	-	-	-	-	-
School Nurse	1.00	1.00	1.00	1.00	1.00
Gate Teacher	-	-	-	-	-
<b>Total Admin &amp; Support</b>	<b>56.00</b>	<b>58.00</b>	<b>60.00</b>	<b>60.00</b>	<b>62.00</b>
<b>Total # Teachers</b>	<b>108.00</b>	<b>114.00</b>	<b>114.00</b>	<b>114.00</b>	<b>114.00</b>
<b>Total # Admin &amp; Support</b>	<b>56.00</b>	<b>58.00</b>	<b>60.00</b>	<b>60.00</b>	<b>62.00</b>
<b>Total Staff</b>	<b>164.00</b>	<b>172.00</b>	<b>174.00</b>	<b>174.00</b>	<b>176.00</b>
<b>Total Salaries &amp; Benefits as % of Expenses</b>	<b>61%</b>	<b>62%</b>	<b>62%</b>	<b>62%</b>	<b>63%</b>
<b>Instruction Salaries as % of Total Salaries</b>	<b>74%</b>	<b>75%</b>	<b>75%</b>	<b>76%</b>	<b>76%</b>
<b>Admin &amp; Support Salaries as % of Total Salaries</b>	<b>26%</b>	<b>25%</b>	<b>25%</b>	<b>24%</b>	<b>24%</b>
<b>Rent as % of Revenues</b>	<b>12%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>

Somerset NLV and Losee Budgets

	REVENUE (@ 100%)	22-23	23-24	24-25	25-26	26-27
3110	State Base Budget Revenue	17,503,632	18,396,098	18,635,248	18,877,506	19,122,914
4500	National School Lunch Program (NSLP)	1,139,080	1,181,796	1,181,796	1,181,796	1,181,796
4500	SPED Funding (Part B)	260,300	260,300	260,300	260,300	260,300
3115	SPED Discretionary Unit	754,870	754,870	754,870	754,870	754,870
	ELL Weight	310,836	310,836	310,836	310,836	310,836
3200	Gifted and Talented Education (GATE)	-	-	-	-	-
	At-Risk Weight	224,587	224,587	224,587	224,587	224,587
	OTHER: Academica Donation - Payroll Fees	41,460	43,380	43,860	43,860	44,340
1510	OTHER: Interest Income	-	-	-	-	-
	OTHER:	-	-	-	-	-
	OTHER:	-	-	-	-	-
	<b>Total Revenues</b>	<b>20,234,765</b>	<b>21,171,867</b>	<b>21,411,496</b>	<b>21,653,755</b>	<b>21,899,642</b>

	EXPENSES	22-23	23-24	24-25	25-26	26-27
	<b>Personnel Costs - Unrestricted Salaries</b>					
104	Principal	136,680	138,730	140,811	142,923	145,067
104	Assistant Principal(s)	321,900	326,728	331,629	336,604	341,653
105	Curriculum Coach	110,095	111,747	113,423	115,124	116,851
105	ELL Coordinator(s) / RB3 / SW	262,442	266,379	270,374	274,430	278,546
105/106	Counselor / Student Support Advocate / Dean	252,960	256,754	260,606	264,515	268,483
101/103	Teachers Salaries	4,602,700	4,827,800	4,898,500	4,974,250	5,050,000
101	Prior Grant/Categorical Positions	-	-	-	-	-
101	SPED Teachers	518,100	621,400	630,500	640,250	650,000
107	Office Manager/ Registrar / Banker	167,712	170,228	172,782	175,373	178,004
107	Secretary & FASA	88,160	89,680	91,200	92,720	94,240
102	Teacher Assistants (including SPED)	376,200	423,360	471,960	480,240	531,000
107	Campus Monitors	158,400	161,280	164,160	167,040	169,920
107	Cafeteria Manager	-	-	-	-	-
	<b>Total Unrestricted Salaries</b>	<b>6,995,349</b>	<b>7,394,086</b>	<b>7,545,945</b>	<b>7,663,469</b>	<b>7,823,764</b>
	<b>Personnel Costs - Restricted Salaries</b>					
	Lead Principal Staff	-	-	-	-	-
	SPED Facilitator	64,921	65,895	66,883	67,886	68,905
	Speech Pathologist	54,101	54,912	55,736	56,572	57,421
	School Psychologist	70,331	71,386	72,457	73,544	74,647
	OT	-	-	-	-	-
	School Nurse	56,100	56,942	57,796	58,663	59,542
	GATE	-	-	-	-	-
	NSLP Manager	-	-	-	-	-
	Cafeteria Manager - NSLP	79,200	80,640	82,080	83,520	84,960
	On Campus Sub	67,500	67,500	67,500	67,500	67,500
	<b>Total Restricted Salaries</b>	<b>392,153</b>	<b>397,275</b>	<b>402,452</b>	<b>407,685</b>	<b>412,975</b>
	<b>Total Salaries and Wages</b>	<b>7,387,502</b>	<b>7,791,361</b>	<b>7,948,396</b>	<b>8,071,154</b>	<b>8,236,738</b>
230	PERS - 29.75%	2,197,782	2,317,930	2,364,648	2,401,168	2,450,430
	Insurances/Employment Taxes/Other Benefits	1,348,219	1,441,402	1,490,324	1,533,519	1,585,572
150	Incentives / Bonuses	173,031	180,565	181,409	181,409	182,253
150	Stipend	-	-	-	-	-
250	Tuition Reimbursements	13,000	13,000	13,000	13,000	13,000
	Subst. Teachers (10 days/Teacher)	110,700	120,600	120,600	120,600	120,600
	<b>Total Benefits and Related</b>	<b>3,842,732</b>	<b>4,073,497</b>	<b>4,169,981</b>	<b>4,249,696</b>	<b>4,351,855</b>
	<b>Total Payroll / Benefits and Related</b>	<b>11,230,234</b>	<b>11,864,857</b>	<b>12,118,377</b>	<b>12,320,850</b>	<b>12,588,593</b>
	<b>Supplies</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>
	Consumables	312,000	323,700	323,700	323,700	323,700
561	Dual Enrollment - Student Fees/Texbooks	-	-	-	-	-
	Zion's FFE Lease - payments	280,000	270,000	240,000	275,000	245,000
	Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-
610	Office Supplies	33,700	34,870	34,870	34,870	34,870
610	Classroom Supplies	64,800	67,230	67,230	67,230	67,230
610	Copier Supplies	9,600	9,960	9,960	9,960	9,960
610	Nursing Supplies	7,200	7,470	7,470	7,470	7,470
610	SPED Supplies	32,880	32,880	32,880	32,880	32,880
	Athletics/Extra	55,000	55,000	55,000	55,000	55,000
	<b>Total Supplies</b>	<b>795,180</b>	<b>801,110</b>	<b>771,110</b>	<b>806,110</b>	<b>776,110</b>

## Somerset NLV and Losee Budgets

	<b>Purchased Services</b>					
320	Data Analysts Education Contracted Services	18,540	19,096	19,669	20,259	20,867
300	Special Education Contracted Services	264,000	298,800	298,800	298,800	298,800
310	Contracted Services: Crossing Guards	25,393	25,393	25,393	25,393	25,393
310	Management Fee	1,080,000	1,120,500	1,120,500	1,120,500	1,120,500
310	Payroll Services	41,460	43,380	43,860	43,860	44,340
340	Audit/Tax	11,000	11,500	12,000	12,500	13,000
340	Legal Fees	12,500	12,500	12,500	12,500	12,500
352	IT Services - Monthly	100,800	104,580	104,580	104,580	104,580
350	IT Set-up Fees	12,000	12,000	12,000	12,000	12,000
591	State Administrative Fee (1.25%)	225,488	236,644	239,633	242,662	245,729
320	Affiliation Fee - Inc. (1/2 of 1%)	90,195	94,658	95,853	97,065	98,292
330	Affiliation Fee - Professional Development (1/2 of 1%)	88,195	92,658	93,853	95,065	96,292
330	Affiliation Fee - Battle of the Books	2,000	2,000	2,000	2,000	2,000
	<b>Total Purchased Services</b>	<b>1,971,572</b>	<b>2,073,709</b>	<b>2,080,643</b>	<b>2,087,183</b>	<b>2,094,293</b>
	<b>General Operations</b>					
533	Telephone	15,450	15,914	16,391	16,883	17,389
535	Internet	28,840	29,705	30,596	31,514	32,460
534	Cell Phones	-	-	-	-	-
531	Postage	3,000	3,000	3,000	3,000	3,000
535	Website	9,000	9,500	10,000	10,500	11,000
443	Copier / Printing	60,000	60,000	60,000	60,000	60,000
651	Infinite Campus	9,800	9,980	9,980	9,980	9,980
	<b>Total General Operations</b>	<b>126,090</b>	<b>128,099</b>	<b>129,967</b>	<b>131,877</b>	<b>133,829</b>
	<b>Insurances</b>					
521	Property Insurance	25,825	26,600	27,398	28,219	29,066
522	Liability Insurance	17,648	18,178	18,723	19,285	19,863
523	Other Insurances	37,662	38,792	39,956	41,154	42,389
	<b>Total Insurances</b>	<b>81,135</b>	<b>83,569</b>	<b>86,076</b>	<b>88,659</b>	<b>91,318</b>
	<b>Other</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>
570	NSLP - Lunch (Breakfast for NLV)	973,290	1,009,788	1,009,788	1,009,788	1,009,788
540	Advertising / Marketing	-	-	-	-	-
580	Travel Reimbursement	15,000	15,000	15,000	15,000	15,000
340	Background and Fingerprinting	1,200	1,200	1,200	1,200	1,200
810	Dues and Fees	18,000	19,000	20,000	21,000	22,000
	Loan Payments / Interest Expense	-	-	-	-	-
	Prior Year Surplus allocated by board	-	-	-	-	-
	Graduation	15,000	15,000	15,000	15,000	15,000
900	Other Purchases	6,000	6,000	6,000	6,000	6,000
	<b>Total Other</b>	<b>1,028,490</b>	<b>1,065,988</b>	<b>1,066,988</b>	<b>1,067,988</b>	<b>1,068,988</b>
	<b>Facilities</b>					
622	Public Utilities	216,000	228,960	235,829	242,904	250,191
621	Natural Gas	-	-	-	-	-
411	Water / Sewer	75,000	79,500	81,885	84,342	86,872
421	Garbage / Disposal	54,000	57,240	58,957	60,726	62,548
490	Fire and Security alarms	20,000	21,200	21,836	22,491	23,166
422	Contracted Janitorial	223,118	236,505	243,600	250,908	258,435
610	Custodial Supplies	72,000	74,700	74,700	74,700	74,700
430/431	Facility Maintenance / Repairs / Capital Outlay	125,000	126,000	127,000	128,000	129,000
420	Lawn Care	20,909	21,536	22,182	22,848	23,533
420	Snow Removal	-	-	-	-	-
431	AC Maintenance & Repair	30,000	30,900	31,827	32,782	33,765
	<b>Total Facilities</b>	<b>836,027</b>	<b>876,541</b>	<b>897,816</b>	<b>919,700</b>	<b>942,210</b>
	<b>Total Expenses Before Bldg</b>	<b>16,068,728</b>	<b>16,893,873</b>	<b>17,150,978</b>	<b>17,422,367</b>	<b>17,695,340</b>
	<b>Scheduled Lease Payment</b>	-	-	-	-	-
	<b>Scheduled Bond Payment (S2015/S2018)</b>	2,354,000	2,356,000	2,356,000	2,356,000	2,357,000
	<b>Scheduled Bond Payment (S2019/S2021)</b>	-	-	-	-	-
	<b>Assessments / HOA / SID</b>	-	-	-	-	-
	<b>Surplus (Revenues-Total Expenses-Lease-Bond)</b>	<b>1,812,038</b>	<b>1,921,994</b>	<b>1,904,519</b>	<b>1,875,388</b>	<b>1,847,302</b>
		9.0%	9.1%	8.9%	8.7%	8.4%

Somerset: Losee Campus

22-23

23-24

24-25

25-26

26-27

## Somerset System Budget

Somerset Academy of Las Vegas	22-23	23-24	24-25	25-26	26-27
Statewide Base (w/ District Adj)	7,293	7,388	7,484	7,581	7,680
<b>Total Students (FTEs)</b>	<b>9,505</b>	<b>9,615</b>	<b>9,615</b>	<b>9,615</b>	<b>9,615</b>
Kinder	822	822	822	822	822
1st Grade	822	822	822	822	822
2nd Grade	822	822	822	822	822
3rd Grade	822	822	822	822	822
4th Grade	822	822	822	822	822
5th Grade	822	822	822	822	822
6th Grade	861	861	861	861	861
7th Grade	861	861	861	861	861
8th Grade	891	861	861	861	861
9th Grade	570	570	570	570	570
10th Grade	510	540	540	540	540
11th Grade	480	510	510	510	510
12th Grade	400	480	480	480	480
<b>Total Students (FTEs)</b>	<b>9,505</b>	<b>9,615</b>	<b>9,615</b>	<b>9,615</b>	<b>9,615</b>
<b>PRIOR YEAR NUMBERS</b>					
SPED Count	1,159	1,159	1,159	1,159	1,159
ELL Count	401	401	401	401	401
GATE Count	-	-	-	-	-
FRL %	30%	30%	30%	30%	30%
FRL (At-Risk) Count	2,277	2,277	2,277	2,277	2,277
<b>TEACHING STAFF</b>					
Classroom Teachers	342.00	346.00	346.00	346.00	346.00
SPED Teachers	50.00	52.00	52.50	52.50	52.50
Art Teacher	9.00	9.00	9.00	9.00	9.00
Music	9.00	9.00	9.00	9.00	9.00
PE Teacher	10.00	10.00	10.00	10.00	10.00
Dance	-	-	-	-	-
Technology (STEM)	9.00	9.00	9.00	9.00	9.00
Theatre	-	-	-	-	-
Spanish / Language	9.00	9.00	9.00	9.00	9.00
Additional Elective Teachers	11.50	12.50	12.50	12.50	12.50
<b>Total Teaching Staff</b>	<b>449.50</b>	<b>456.50</b>	<b>457.00</b>	<b>457.00</b>	<b>457.00</b>
<b>ADMIN &amp; SUPPORT</b>					
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>
Principal	7.00	7.00	7.00	7.00	7.00
Assistant Principal	17.00	17.00	17.00	17.00	17.00
ELL Coordinator(s) / RB3 / SW	8.00	8.00	8.00	8.00	8.00
Counselor/ Student Support Advocate / Dean	16.00	16.00	16.00	16.00	16.00
Curriculum Coach	11.50	11.50	11.50	11.50	11.50
Office Manager	10.00	10.00	10.00	10.00	10.00
Registrar	9.00	9.00	9.00	9.00	9.00
Clinic Aide/ FASA	9.00	9.00	9.00	9.00	9.00
Receptionist	9.00	9.00	9.00	9.00	9.00
Teacher Assistants (SPED Included)	85.00	87.00	89.00	89.00	91.00
Campus Monitor/Custodian	19.00	19.00	19.00	19.00	19.00
Cafeteria Manager	13.00	13.00	13.00	13.00	13.00
SPED Facilitator	5.00	5.00	5.00	5.00	5.00
Speech Pathologist	4.00	4.00	4.00	4.00	4.00
School Psychologist	1.50	1.50	1.50	1.50	1.50
OT	-	-	-	-	-
School Nurse	2.00	2.00	2.00	2.00	2.00
Gate Teacher	-	-	-	-	-
<b>Total Admin &amp; Support</b>	<b>226.00</b>	<b>228.00</b>	<b>230.00</b>	<b>230.00</b>	<b>232.00</b>
<b>Total # Teachers</b>	<b>449.50</b>	<b>456.50</b>	<b>457.00</b>	<b>457.00</b>	<b>457.00</b>
<b>Total # Admin &amp; Support</b>	<b>226.00</b>	<b>228.00</b>	<b>230.00</b>	<b>230.00</b>	<b>232.00</b>
<b>Total Staff</b>	<b>675.50</b>	<b>684.50</b>	<b>687.00</b>	<b>687.00</b>	<b>689.00</b>
<b>Total Salaries &amp; Benefits as % of Expenses</b>	<b>63%</b>	<b>64%</b>	<b>64%</b>	<b>64%</b>	<b>65%</b>
<b>Instruction Salaries as % of Total Salaries</b>	<b>76%</b>	<b>76%</b>	<b>76%</b>	<b>76%</b>	<b>76%</b>
<b>Admin &amp; Support Salaries as % of Total Salaries</b>	<b>24%</b>	<b>24%</b>	<b>24%</b>	<b>24%</b>	<b>24%</b>
<b>Rent as % of Revenues</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>

## Somerset System Budget

REVENUE (@ 100%)		22-23	23-24	24-25	25-26	26-27
3110	State Base Budget Revenue	69,321,676	71,035,537	71,958,999	72,894,466	73,842,094
4500	National School Lunch Program (NSLP)	2,537,481	2,583,180	2,583,180	2,583,180	2,583,180
4500	SPED Funding (Part B)	1,101,050	1,101,050	1,101,050	1,101,050	1,101,050
3115	SPED Discretionary Unit	3,193,045	3,193,045	3,193,045	3,193,045	3,193,045
	ELL Weight	656,028	656,028	656,028	656,028	656,028
3200	Gifted and Talented Education (GATE)	-	-	-	-	-
	At-Risk Weight	562,578	562,578	562,578	562,578	562,578
	OTHER: Academica Donation - Payroll Fees	176,920	179,080	179,680	179,680	180,160
1510	OTHER: Interest Income	-	-	-	-	-
	OTHER:	-	-	-	-	-
	OTHER:	-	-	-	-	-
<b>Total Revenues</b>		<b>77,548,778</b>	<b>79,310,498</b>	<b>80,234,560</b>	<b>81,170,027</b>	<b>82,118,135</b>

EXPENSES		22-23	23-24	24-25	25-26	26-27
<b>Personnel Costs - Unrestricted Salaries</b>						
104	Principal	827,597	840,011	852,611	865,400	878,381
104	Assistant Principal(s)	1,353,988	1,374,297	1,394,912	1,415,836	1,437,073
105	Curriculum Coach	669,199	678,744	688,433	698,267	708,248
105	ELL Coordinator(s) / RB3 / SW	487,454	494,766	502,187	509,720	517,366
105/106	Counselor / Student Support Advocate / Dean	906,523	920,121	933,923	947,932	962,151
101/103	Teachers Salaries	19,067,850	19,561,950	19,856,325	20,164,250	20,487,700
101	Prior Grant/Categorical Positions	-	-	-	-	-
101	SPED Teachers	2,387,025	2,518,600	2,581,100	2,621,125	2,663,250
107	Office Manager/ Registrar / Banker	881,766	894,993	908,418	922,044	935,874
107	Secretary & FASA	438,227	445,640	453,084	460,561	468,070
102	Teacher Assistants (including SPED)	1,683,000	1,753,920	1,826,280	1,858,320	1,932,840
107	Campus Monitors	525,315	533,760	542,880	552,000	561,120
107	Cafeteria Manager	-	-	-	-	-
<b>Total Unrestricted Salaries</b>		<b>29,227,943</b>	<b>30,016,802</b>	<b>30,540,153</b>	<b>31,015,453</b>	<b>31,552,073</b>
<b>Personnel Costs - Restricted Salaries</b>						
	Lead Principal Staff	-	-	-	-	-
	SPED Facilitator	329,817	334,765	339,202	344,290	349,455
	Speech Pathologist	225,694	229,079	232,515	236,003	239,543
	School Psychologist	113,514	115,216	116,945	118,699	120,479
	OT	-	-	-	-	-
	School Nurse	94,728	96,149	97,591	99,055	100,541
	GATE	-	-	-	-	-
	NSLP Manager	-	-	-	-	-
	Cafeteria Manager - NSLP	257,400	262,080	266,400	271,080	275,760
	On Campus Sub	180,000	180,000	180,000	180,000	180,000
<b>Total Restricted Salaries</b>		<b>1,201,153</b>	<b>1,217,289</b>	<b>1,232,653</b>	<b>1,249,127</b>	<b>1,265,778</b>
<b>Total Salaries and Wages</b>		<b>30,429,096</b>	<b>31,234,091</b>	<b>31,772,806</b>	<b>32,264,581</b>	<b>32,817,850</b>
230	PERS - 29.75%	9,039,809	9,279,102	9,439,175	9,585,279	9,749,675
	Insurances/Employment Taxes/Other Benefits	5,545,429	5,778,307	5,957,401	6,130,270	6,317,436
150	Incentives / Bonuses	716,838	725,487	726,888	726,888	727,732
	Stipend	-	-	-	-	-
250	Tuition Reimbursements	66,000	66,000	66,000	66,000	66,000
	Subst. Teachers (10 days/Teacher)	561,675	573,225	574,050	574,050	574,050
<b>Total Benefits and Related</b>		<b>15,929,751</b>	<b>16,422,121</b>	<b>16,763,514</b>	<b>17,082,487</b>	<b>17,434,894</b>
<b>Total Payroll / Benefits and Related</b>		<b>46,358,847</b>	<b>47,656,212</b>	<b>48,536,320</b>	<b>49,347,068</b>	<b>50,252,744</b>
<b>Supplies</b>		<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>
	Consumables	1,285,650	1,299,950	1,299,950	1,299,950	1,299,950
561	Dual Enrollment - Student Fees/Texbooks	-	-	-	-	-
	Zion's FFE Lease - payments	1,430,000	1,237,500	1,135,500	1,095,000	1,020,000
	Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-
610	Office Supplies	147,565	148,995	148,995	148,995	148,995
610	Classroom Supplies	256,635	259,605	259,605	259,605	259,605
610	Copier Supplies	38,020	38,460	38,460	38,460	38,460
610	Nursing Supplies	28,515	28,845	28,845	28,845	28,845
610	SPED Supplies	139,080	139,080	139,080	139,080	139,080
	Athletics/Extra	115,000	115,000	115,000	115,000	115,000
<b>Total Supplies</b>		<b>3,440,465</b>	<b>3,267,435</b>	<b>3,165,435</b>	<b>3,124,935</b>	<b>3,049,935</b>

## Somerset System Budget

	<b>Purchased Services</b>					
320	Data Analysts Education Contracted Services	98,880	101,846	104,902	108,049	111,290
300	Special Education Contracted Services	1,686,905	1,724,805	1,728,555	1,728,555	1,732,305
310	Contracted Services: Crossing Guards	25,393	25,393	25,393	25,393	25,393
310	Management Fee	4,277,250	4,326,750	4,326,750	4,326,750	4,326,750
310	Payroll Services	176,920	179,080	179,680	179,680	180,160
340	Audit/Tax	72,000	75,500	79,000	82,500	86,000
340	Legal Fees	52,000	52,000	52,000	52,000	52,000
352	IT Services - Monthly	399,210	403,830	403,830	403,830	403,830
350	IT Set-up Fees	64,000	64,000	64,000	64,000	64,000
591	State Administrative Fee (1.25%)	881,754	903,177	914,720	926,413	938,259
320	Affiliation Fee - Inc. (1/2 of 1%)	352,701	361,271	365,888	370,565	375,304
330	Affiliation Fee - Professional Development (1/2 of 1%)	338,701	347,271	351,888	356,565	361,304
330	Affiliation Fee - Battle of the Books	14,000	14,000	14,000	14,000	14,000
	<b>Total Purchased Services</b>	<b>8,439,715</b>	<b>8,578,923</b>	<b>8,610,606</b>	<b>8,638,301</b>	<b>8,670,594</b>
	<b>General Operations</b>					
533	Telephone	72,100	74,263	76,491	78,523	80,879
535	Internet	140,080	144,282	148,611	152,545	157,121
534	Cell Phones	9,300	9,300	9,300	9,300	9,300
531	Postage	12,250	12,250	12,250	12,250	12,250
535	Website	40,500	42,750	45,000	47,250	49,500
443	Copier / Printing	267,000	267,735	268,492	269,272	270,075
651	Infinite Campus	41,510	41,730	41,730	41,730	41,730
	<b>Total General Operations</b>	<b>582,740</b>	<b>592,310</b>	<b>601,874</b>	<b>610,870</b>	<b>620,855</b>
	<b>Insurances</b>					
521	Property Insurance	110,191	113,496	116,901	120,408	124,021
522	Liability Insurance	77,124	79,437	81,821	84,275	86,803
523	Other Insurances	177,474	182,798	188,282	193,931	199,749
	<b>Total Insurances</b>	<b>364,788</b>	<b>375,732</b>	<b>387,004</b>	<b>398,614</b>	<b>410,573</b>
	<b>Other</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>25-26</b>	<b>26-27</b>
570	NSLP - Lunch (Breakfast for NLV)	2,092,578	2,131,389	2,131,389	2,131,389	2,131,389
540	Advertising / Marketing	-	-	-	-	-
580	Travel Reimbursement	77,500	77,500	77,500	77,500	77,500
340	Background and Fingerprinting	5,400	5,400	5,400	5,400	5,400
810	Dues and Fees	108,000	113,000	118,000	123,000	128,000
	Loan Payments / Interest Expense	-	-	-	-	-
	Prior Year Surplus allocated by board	-	-	-	-	-
	Graduation	30,000	30,000	30,000	30,000	30,000
900	Other Purchases	28,000	29,500	29,500	29,500	29,500
	<b>Total Other</b>	<b>2,341,478</b>	<b>2,386,789</b>	<b>2,391,789</b>	<b>2,396,789</b>	<b>2,401,789</b>
	<b>Facilities</b>					
622	Public Utilities	784,300	814,309	838,738	863,900	889,817
621	Natural Gas	1,920	1,978	2,037	2,098	2,161
411	Water / Sewer	344,250	356,828	367,532	378,558	389,915
421	Garbage / Disposal	198,075	205,637	211,806	218,161	224,705
490	Fire and Security alarms	80,000	83,000	85,490	88,055	90,696
422	Contracted Janitorial	859,047	891,511	918,257	945,805	974,179
610	Custodial Supplies	285,150	288,450	288,450	288,450	288,450
430/431	Facility Maintenance / Repairs / Capital Outlay	459,000	463,500	468,000	472,500	477,000
420	Lawn Care	102,509	105,584	108,752	112,014	115,375
420	Snow Removal	-	-	-	-	-
431	AC Maintenance & Repair	149,135	153,609	158,217	162,963	167,852
	<b>Total Facilities</b>	<b>3,263,385</b>	<b>3,364,406</b>	<b>3,447,279</b>	<b>3,532,504</b>	<b>3,620,151</b>
	<b>Total Expenses Before Bldg</b>	<b>64,791,419</b>	<b>66,221,807</b>	<b>67,140,307</b>	<b>68,049,082</b>	<b>69,026,641</b>
	<b>Scheduled Lease Payment</b>	47,791	-	-	-	-
	<b>Scheduled Bond Payment (S2015/S2018)</b>	5,972,100	5,975,750	5,976,000	5,974,500	5,975,500
	<b>Scheduled Bond Payment (S2019/S2021)</b>	2,639,000	2,786,500	2,786,500	2,787,500	2,788,000
	<b>Assessments / HOA / SID</b>	27,000	27,000	27,000	27,000	27,000
	<b>Surplus (Revenues-Total Expenses-Lease-Bond)</b>	<b>4,071,469</b>	<b>4,299,441</b>	<b>4,304,753</b>	<b>4,331,945</b>	<b>4,300,994</b>
		5.3%	5.4%	5.4%	5.3%	5.2%

Somerset Academy of Las Vegas

22-23

23-24

24-25

25-26

26-27

# Audit Data Sheet

**INDEPENDENT AUDIT DATA**  
 Supply the requested data from the independent audit performed for the jurisdiction or a school in the past four years.  
 Please check the calculated values below and make sure they correspond with internal records.  
 Discrepancies between published data and reported data must be thoroughly explained on exit file.

School/Entity Name (As Reported on Independent Audit)				Fiscal Year		Financial Performance Metrics																	
State	Entity ID	School ID	School/Entity Name (As Reported on Independent Audit)	Fiscal Year of Operation	Fiscal Year	Cash	Total Current Assets	Non Current Assets	Total Assets	Current Liabilities	Non Current Liabilities	Total Liabilities	Net Assets	Funding	Expenditures	Change in Net Assets	Current Ratio	Unrestricted of Days	Debt to Asset Ratio	Surplus	Net Position (Beginning of Year)	Net Position (End of Year)	
NV	46-1129311		Mane Academy of Nevada	2019-2020	2020	\$ 7,746,608	\$ 88,874,719	\$ 11,128,641	\$ 22,165,221	\$ 2,292,581	\$ 31,197,572	\$ 33,489,913	\$ 10,766,889	\$ 25,116,466	\$ 22,611,454	\$ (2,878,413)	3.05	79.74	1.51	\$ (2,878,413)	\$ 16,601,991	\$ 13,723,578	
NV	46-1907920		Desert Academy of Nevada	2019-2020	2020	\$ 17,477,266	\$ 99,494,911	\$ 69,113,864	\$ 168,608,775	\$ 25,249,907	\$ 112,577,800	\$ 137,827,707	\$ 17,727,900	\$ 155,555,607	\$ 172,727,900	\$ 172,727,900	\$ (17,250,134)	3.52	119.99	1.22	\$ (17,250,134)	\$ 13,715,743	\$ 12,544,610
NV	46-1506999		Finney Academy of Nevada	2019-2020	2020	\$ 11,417,921	\$ 21,619,746	\$ 101,561,761	\$ 131,181,670	\$ 6,972,211	\$ 17,522,200	\$ 24,494,411	\$ 14,897,592	\$ 39,392,003	\$ 51,389,594	\$ 52,644,489	\$ (1,254,895)	5.11	107.84	1.19	\$ (1,254,895)	\$ 17,981,509	\$ 17,929,613
NV	25-5393412		Stonewall Academy of Las Vegas	2019-2020	2020	\$ 71,496,796	\$ 90,007,079	\$ 91,799,786	\$ 127,708,679	\$ 2,162,324	\$ 152,627,487	\$ 154,789,811	\$ 169,776,711	\$ 14,012,900	\$ 76,377,226	\$ 75,055,979	\$ (1,321,247)	4.14	118.81	1.25	\$ (1,321,247)	\$ 9,178,170	\$ 8,084,665
NV	46-1668105		RAM Academy of Nevada	2019-2020	2020	\$ 1,809,435	\$ 2,099,483	\$ 7,377,205	\$ 2,476,408	\$ 5,084,308	\$ 5,084,308	\$ 5,084,308	\$ 4,549,733	\$ (534,575)	\$ (144,373)	\$ (144,373)	\$ (144,373)	0.89	59.70	2.43	\$ (144,373)	\$ 103,790	\$ 114,173
NV	46-1517087		Desert Academy of Northern Nevada	2019-2020	2020	\$ 12,823,827	\$ 42,917,117	\$ 11,566,789	\$ 24,383,906	\$ 2,626,621	\$ 24,999,526	\$ 27,626,147	\$ 25,372,544	\$ (2,253,583)	\$ (1,662,576)	\$ (1,662,576)	\$ (1,662,576)	2.21	88.72	1.22	\$ (1,662,576)	\$ 29,811	\$ 1,083,502
NV	46-1517092		Mane Academy of Northern Nevada	2019-2020	2020	\$ 616,327	\$ 979,634	\$ 161,413	\$ 1,628,241	\$ 368,974	\$ 2,667,645	\$ 3,036,619	\$ 3,036,619	\$ 141,177	\$ (977,016)	\$ (977,016)	\$ (977,016)	2.81	59.72	2.60	\$ (977,016)	\$ 394,600	\$ 134,716
NV	46-1522231		Mane Academy of Nevada	2019-2019	2019	\$ 2,115,467	\$ 5,034,657	\$ 13,538,795	\$ 18,573,452	\$ 2,471,853	\$ 28,152,062	\$ 30,623,920	\$ 15,501,090	\$ 15,554,725	\$ 21,678,371	\$ 12,123,418	2.94	35.62	1.65	\$ (111)	\$ 966,633	\$ 622,526	
NV	46-1907920		Desert Academy of Nevada	2018-2019	2018	\$ 9,390,532	\$ 20,245,106	\$ 70,214,547	\$ 38,866,662	\$ 4,529,241	\$ 109,711,014	\$ 114,240,257	\$ (41,410,681)	\$ 14,985,497	\$ (41,410,681)	\$ (41,410,681)	\$ (41,410,681)	4.10	78.30	1.26	\$ (41,410,681)	\$ 131,176	\$ 12,443,130
NV	46-1506999		Finney Academy of Nevada	2018-2019	2019	\$ 4,528,823	\$ 28,428,993	\$ 57,178,921	\$ 85,297,844	\$ 1,581,258	\$ 107,280,313	\$ 112,861,571	\$ (7,682,759)	\$ 16,569,216	\$ 16,280,322	\$ (288,894)	5.57	98.25	1.31	\$ (288,894)	\$ 1,849,662	\$ 1,795,768	
NV	25-5393412		Stonewall Academy of Las Vegas	2018-2019	2019	\$ 15,767,659	\$ 28,110,076	\$ 63,989,817	\$ 122,999,591	\$ 4,564,981	\$ 145,969,646	\$ 150,534,627	\$ 10,158,718	\$ 47,807,144	\$ 47,807,144	\$ 47,807,144	\$ 47,807,144	4.41	86.26	1.25	\$ (0)	\$ 2,977,990	\$ 9,423,763
NV	46-1668105		RAM Academy of Nevada	2018-2019	2019	\$ 879,259	\$ 717,599	\$ 118,669	\$ 1,126,868	\$ 53,814	\$ 4,611,541	\$ 4,665,355	\$ (48,286)	\$ (7,333,481)	\$ (7,333,481)	\$ (7,333,481)	1.63	20.21	1.10	\$ (7,333,481)	\$ 176,591	\$ 27,124	
NV	46-1517087		Desert Academy of Northern Nevada	2018-2019	2019	\$ 1,945,212	\$ 3,634,955	\$ 14,498,621	\$ 21,133,580	\$ 1,009,825	\$ 22,252,412	\$ 23,262,237	\$ (1,009,825)	\$ (9,285,111)	\$ (9,285,111)	\$ (9,285,111)	3.63	31.65	1.12	\$ (9,285,111)	\$ 776,641	\$ 1,730,849	
NV	46-1517092		Mane Academy of Northern Nevada	2018-2019	2019	\$ 221,927	\$ 395,190	\$ 98,714	\$ 369,314	\$ 1,510,114	\$ 1,510,114	\$ 1,510,114	\$ 1,510,114	\$ 1,510,114	\$ 1,510,114	\$ 1,510,114	1.07	31.66	3.81	\$ (802)	\$ 113,842	\$ 216,396	
NV	46-1522231		Mane Academy of Nevada	2017-2018	2018	\$ 1,148,834	\$ 2,692,207	\$ 10,919,659	\$ 37,118,621	\$ 1,674,528	\$ 8,091,330	\$ 9,765,858	\$ 622,328	\$ 16,118,678	\$ 16,118,678	\$ 16,118,678	3.15	14.11	2.91	2.63	\$ (0)	\$ 784,119	\$ 887,351
NV	46-1907920		Desert Academy of Nevada	2017-2018	2018	\$ 2,257,589	\$ 12,697,537	\$ 23,153,720	\$ 27,750,429	\$ 3,104,883	\$ 49,645,937	\$ 52,750,820	\$ 113,180	\$ 40,165,106	\$ (12,585,714)	\$ (12,585,714)	\$ (12,585,714)	2.97	66.64	1.45	\$ (0)	\$ 433,169	\$ 362,825
NV	46-1506999		Finney Academy of Nevada	2017-2018	2018	\$ 4,820,215	\$ 6,421,426	\$ 3,464,927	\$ 4,486,243	\$ 4,956,492	\$ 27,107,016	\$ 24,143,445	\$ (2,963,571)	\$ 18,864,414	\$ 14,140,061	\$ (4,724,353)	2.17	50.81	2.96	\$ (0)	\$ 2,928,770	\$ 669,014	
NV	25-5393412		Stonewall Academy of Las Vegas	2017-2018	2018	\$ 12,990,209	\$ 22,654,001	\$ 83,543,668	\$ 104,497,669	\$ 5,219,509	\$ 172,051,101	\$ 182,264,610	\$ (9,212,509)	\$ 52,196,541	\$ 52,197,410	\$ 52,197,410	\$ 52,197,410	4.33	69.84	1.27	\$ (0)	\$ 9,423,688	\$ 9,424,717
NV	46-1668105		RAM Academy of Nevada	2017-2018	2018	\$ 1,151,858	\$ 799,113	\$ 466,479	\$ 1,305,568	\$ 59,556	\$ 2,447,403	\$ 2,447,403	\$ (1,285,545)	\$ (47,171)	\$ (47,171)	\$ (47,171)	1.11	62.41	2.51	\$ (0)	\$ 133,888	\$ 427,124	
NV	46-1517087		Desert Academy of Northern Nevada	2017-2018	2018	\$ 1,781,990	\$ 15,446,571	\$ 4,439,811	\$ 20,886,382	\$ 454,498	\$ 21,435,799	\$ 21,890,297	\$ (454,498)	\$ (1,977,866)	\$ (1,977,866)	\$ (1,977,866)	\$ (1,977,866)	3.199	116.24	1.04	\$ (473)	\$ 781,996	\$ 1,038,500
NV	46-1517092		Mane Academy of Northern Nevada	2017-2018	2018	\$ 375,769	\$ 598,324	\$ 139,760	\$ 466,114	\$ 532,799	\$ 1,007,979	\$ 1,007,979	\$ 316,796	\$ 1,007,979	\$ 1,007,979	\$ 1,007,979	2.16	36.62	0.98	\$ (12)	\$ 335,769	\$ 216,396	
NV	46-1522231		Mane Academy of Nevada	2016-2017	2017	\$ 388,723	\$ 1,070,205	\$ 4,242,215	\$ 14,651,480	\$ 1,018,798	\$ 4,611,703	\$ 5,630,501	\$ 487,111	\$ 4,607,629	\$ (4,607,629)	\$ (4,607,629)	2.60	16.71	1.04	\$ (0)	\$ 505,208	\$ 687,151	
NV	46-1907920		Desert Academy of Nevada	2016-2017	2017	\$ 4,954,242	\$ 6,468,011	\$ 3,164,001	\$ 11,632,012	\$ 3,107,829	\$ 15,971,147	\$ 19,078,976	\$ (7,446,964)	\$ (7,446,964)	\$ (7,446,964)	\$ (7,446,964)	2.56	29.80	1.44	\$ (0)	\$ 1,272,428	\$ 75,154	
NV	46-1506999		Finney Academy of Nevada	2016-2017	2017	\$ 2,521,445	\$ 3,288,828	\$ 2,289,663	\$ 7,378,271	\$ 2,417,222	\$ 14,057,746	\$ 12,640,528	\$ (1,417,218)	\$ 29,385,075	\$ 28,912,184	\$ (472,891)	4.81	11.81	2.36	\$ (0)	\$ 1,437,951	\$ 999,115	
NV	25-5393412		Stonewall Academy of Las Vegas	2016-2017	2017	\$ 6,797,255	\$ 15,979,189	\$ 39,499,957	\$ 54,708,796	\$ 5,709,921	\$ 73,904,866	\$ 79,614,787	\$ (4,705,921)	\$ 47,013,649	\$ 48,344,574	\$ 48,344,574	\$ 48,344,574	5.18	91.33	1.46	\$ (0)	\$ 992,119	\$ 6,018,431
NV	46-1668105		RAM Academy of Nevada	2016-2017	2017	\$ 485,520	\$ 388,609	\$ 434,149	\$ 388,609	\$ 458,506	\$ 312,026	\$ 770,531	\$ 369,868	\$ (400,705)	\$ (1,387,868)	\$ (1,387,868)	\$ (1,387,868)	0.90	0.00	0.88	\$ (0)	\$ (0)	\$ 393,888
NV	46-1522231		Mane Academy of Nevada	2015-2016	2016	\$ 8,516	\$ 928,997	\$ 487,113	\$ 1,436,111	\$ 788,717	\$ 1,666,436	\$ 2,364,943	\$ 487,113	\$ 4,657,805	\$ 4,658,806	\$ 4,658,806	3.29	63.2	1.68	\$ (0)	\$ 1,623,111	\$ 157,316	
NV	46-1907920		Desert Academy of Nevada	2015-2016	2016	\$ 2,178,114	\$ 3,879,149	\$ 5,429,517	\$ 14,929,237	\$ 1,892,296	\$ 27,779,013	\$ 29,671,309	\$ (1,892,296)	\$ 17,316,796	\$ 17,316,796	\$ 17,316,796	2.85	42.88	1.78	\$ (0)	\$ 6,931,317	\$ 1,039,448	
NV	46-1506999		Finney Academy of Nevada	2015-2016	2016	\$ 3,088,194	\$ 3,742,580	\$ 3,521,387	\$ 7,263,967	\$ 7,788,258	\$ 29,904,004	\$ 37,692,262	\$ (7,428,258)	\$ 17,665,270	\$ 16,256,119	\$ (1,409,151)	1.80	29.32	1.45	\$ (0)	\$ 7,811,153	\$ 2,018,115	
NV	25-5393412		Stonewall Academy of Las Vegas	2015-2016	2016	\$ 8,205,237	\$ 18,817,859	\$ 53,666,665	\$ 115,524,017	\$ 6,282,574	\$ 121,241,491	\$ 127,524,065	\$ (6,282,574)	\$ 39,665,718	\$ 39,382,738	\$ (282,980)	4.33	59.12	1.24	\$ (0)	\$ 2,550,101	\$ 8,887,723	
NV	46-1522231		Mane Academy of Nevada	2014-2015	2015	\$ 18,148	\$ 234,180	\$ 484,444	\$ 299,143	\$ 179,898	\$ 1,798,898	\$ 1,798,898	\$ 1,798,898	\$ 1,798,898	\$ 1,798,898	1.07	3.88	0.99	\$ (0)	\$ 18,148	\$ 157,316		
NV	46-1907920		Desert Academy of Nevada	2014-2015	2015	\$ 4,986,777	\$ 7,531,892	\$ 1,658,788	\$ 14,680,768	\$ 1,162,891	\$ 2,985,720	\$ 4,148,611	\$ (1,162,891)	\$ 11,516,777	\$ 11,516,777	\$ 11,516,777	2.15	28.42	1.11	\$ (0)	\$ 7,811,153	\$ 1,039,448	
NV	46-1506999		Finney Academy of Nevada	2014-2015	2015	\$ 1,161,009	\$ 1,451,812	\$ 957,728	\$ 2,409,540	\$ 719,221	\$ 4,881,102	\$ 5,599,323	\$ (719,221)	\$ 6,780,149	\$ 6,447,862	\$ (332,287)	2.50	61.79	1.07	\$ (0)	\$ 1,665,121	\$ 2,451,611	
NV	25-5393412		Stonewall Academy of Las Vegas	2014-2015	2015	\$ 1,950,036	\$ 19,490,000	\$ 32,421,280	\$ 51,827,280	\$ 3,529,571	\$ 56,026,029	\$ 59,555,450	\$ (3,529,571)	\$ 31,569,874	\$ 31,569,874	\$ 31,569,874	5.15	144.84	1.00	\$ (0)	\$ 2,211,251	\$ 9,942,585	
NV	46-1907920		Desert Academy of Nevada	2013-2014	2014	\$ 510,304	\$ 1,017,714	\$ 1,017,714	\$ 1,017,714	\$ 247,888	\$ 17,331	\$ 17,331	\$ (265,721)	\$ 711,995	\$ 4,020,517	\$ 4,020,517	3.44	11.00	0.20	\$ (0)	\$ 104,304	\$ 751,995	
NV	46-1506999		Finney Academy of Nevada	2013-2014	2014	\$ 1,624,247	\$ 17,762,877	\$ 31,274	\$ 1,957,827	\$ 38,444	\$ 1,314,444	\$ 1,314,444	\$ (1,314,444)	\$ 1,624,247	\$ 1,624,247	\$ 1,624,247	2.01	100.00	0.79	\$ (0)	\$ 688,719	\$ 737,316	
NV	25-5393412		Stonewall Academy of Las Vegas	2013-2014	2014	\$ 1,723,983	\$ 3,902,921	\$ 174,561	\$ 6,706,505	\$ 1,243,011	\$ 104,499	\$ 1,347,510	\$ 1,347,510										

**Enrollment Tables**  
**Somerset Academy of Las Vegas**

Nevada State Public Charter School Authority  
 Mike Dang

**OPERATIONS PLAN**  
**STUDENT RECRUITMENT AND ENROLLMENT**

**(a) Minimum Breakeven Enrollment (Even if less than 90% of Planned Enrollment)**  
*(<90% of Planned Enrollment requires a separate charter amendment)*

Grade Level	Number of Students					
	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028
Pre-K						
K	740	740	740	740	740	740
1	740	740	740	740	740	740
2	740	740	740	740	740	740
3	740	740	740	740	740	740
4	740	740	740	740	740	740
5	740	740	740	740	740	740
6	775	775	775	775	775	775
7	775	775	775	775	775	775
8	802	775	775	775	775	775
9	513	513	513	513	513	513
10	459	486	486	486	486	486
11	432	459	459	459	459	459
12	360	432	432	432	432	432
<b>Total</b>	<b>8,555</b>	<b>8,654</b>	<b>8,654</b>	<b>8,654</b>	<b>8,654</b>	<b>8,654</b>

**(b) Planned Enrollment Cap (= Basis for submitted budget and narrative, proposed enrollment cap under submitted amendment)**

Grade Level	Number of Students					
	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028
Pre-K						
K	822	822	822	822	822	822
1	822	822	822	822	822	822
2	822	822	822	822	822	822
3	822	822	822	822	822	822
4	822	822	822	822	822	822
5	822	822	822	822	822	822
6	861	861	861	861	861	861
7	861	861	861	861	861	861
8	891	861	861	861	861	861
9	570	570	570	570	570	570
10	510	540	540	540	540	540
11	480	510	510	510	510	510
12	400	480	480	480	480	480
<b>Total</b>	<b>9,505</b>	<b>9,615</b>	<b>9,615</b>	<b>9,615</b>	<b>9,615</b>	<b>9,615</b>

Enrollment and Staffing Charts

**(c) Maximum Enrollment (Enrolling more than 10 percent of the Planned Enrollment described in subsection b requires a separate charter amendment)**

Grade Level	Number of Students					
	<b>2022</b>	2023	2024	2025	2026	2027
	<b>2023</b>	2024	2025	2026	2027	2028
Pre-K						
K	904	904	904	904	904	904
1	904	904	904	904	904	904
2	904	904	904	904	904	904
3	904	904	904	904	904	904
4	904	904	904	904	904	904
5	904	904	904	904	904	904
6	947	947	947	947	947	947
7	947	947	947	947	947	947
8	980	947	947	947	947	947
9	627	627	627	627	627	627
10	561	594	594	594	594	594
11	528	561	561	561	561	561
12	440	528	528	528	528	528
<b>Total</b>	<b>10,456</b>	<b>10,577</b>	<b>10,577</b>	<b>10,577</b>	<b>10,577</b>	<b>10,577</b>

**Staffing Tables of Projected Staffing Needs**  
**Somerset Academy of Las Vegas**

Nevada State Public Charter School Authority  
 Mike Dang

**OPERATIONS PLAN**

These sheet for proposed new campus(es) RFAs

	School Years					
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Projections for school years beginning	2022	2023	2024	2025	2026
	2023	2024	2025	2026	2027	2028

Management Organization Positions (EMO or CMO as may be applicable)						
Chief Operating Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Bookkeepers	1	1	1	1	1	1
Procurement Director	1	1	1	1	1	1
Facility Manager	1	1	1	1	1	1
Paralegal, Director of Growth & Management	2	2	2	2	2	2
HR, Event Coordinator, Other	1	1	1	1	1	1
<b>Total Back-Office FTEs</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>

School Staff						
Principals	2	2	2	2	2	2
Assistant Principals	5	5	5	5	5	5
Counselor / Student Support Advocate	5	5	5	5	5	5
Curriculum/Instructional Coach / ELL Coordinator	7	7	7	7	7	7
SPED Facilitator / Speech Psychologist / OT	3	3	3	3	3	3
Classroom Teachers (Core Subjects)	115	118	118	118	118	118
Classroom Teachers (Specials)	17	18	18	18	18	18
Special Education Teachers	14	16	17	17	17	17
School Nurse	1	1	1	1	1	1
Office Manager	3	3	3	3	3	3
Registrar	3	3	3	3	3	3
Receptionist / Clinic Aide FASA	6	6	6	6	6	6
Teacher Aides and Assistants	22	24	26	26	28	28
School Operations Support Staff	12	12	12	12	12	12
<b>Total FTEs at School</b>	<b>215.00</b>	<b>223.00</b>	<b>225.50</b>	<b>225.50</b>	<b>227.50</b>	<b>227.50</b>

**Network**

Year	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Number of elementary schools	7	7	7	7	7	7
Number of middle schools	6	6	6	6	6	6
Number of high schools	2	2	2	2	2	2
<b>Total schools</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>Total Student enrollment</b>	<b>9,505</b>	<b>9,615</b>	<b>9,615</b>	<b>9,615</b>	<b>9,615</b>	<b>9,615</b>

Enrollment and Staffing Charts

Network Management Organization Positions (multi-campus, non EMO and non CMO employees, if applicable)						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
<b>Total Back-Office FTEs</b>	-	-	-	-	-	-

Elementary School Staff						
Principals	2.33	2.33	2.33	2.33	2.33	2.33
Assistant Principals	5.67	5.67	5.67	5.67	5.67	5.67
Counselor / Student Support Advocate	5.33	5.33	5.33	5.33	5.33	5.33
Curriculum/Instructional Coach / ELL Coordinator	6.50	6.50	6.50	6.50	6.50	6.50
SPED Facilitator / Speech Psychologist	3.50	3.50	3.50	3.50	3.50	3.50
Classroom Teachers (Core Subjects)	192.00	192.00	192.00	192.00	192.00	192.00
Classroom Teachers (Specials)	19.17	19.50	19.50	19.50	19.50	19.50
Special Education Teachers	16.67	17.33	17.50	17.50	17.50	17.50
School Nurse	0.67	0.67	0.67	0.67	0.67	0.67
Office Manager	3.33	3.33	3.33	3.33	3.33	3.33
Registrar	3.00	3.00	3.00	3.00	3.00	3.00
Receptionist / Clinic Aide FASA	6.00	6.00	6.00	6.00	6.00	6.00
Teacher Aides and Assistants	28.33	29.00	29.67	29.67	30.33	30.33
School Operations Support Staff	10.67	10.67	10.67	10.67	10.67	10.67
<b>Total FTEs at Elementary Schools</b>	<b>303.17</b>	<b>304.83</b>	<b>305.67</b>	<b>305.67</b>	<b>306.33</b>	<b>306.33</b>

Middle School Staff						
Principals	2.33	2.33	2.33	2.33	2.33	2.33
Assistant Principals	5.67	5.67	5.67	5.67	5.67	5.67
Counselor / Student Support Advocate	5.33	5.33	5.33	5.33	5.33	5.33
Curriculum/Instructional Coach / ELL Coordinator	6.50	6.50	6.50	6.50	6.50	6.50
SPED Facilitator / Speech Psychologist	3.50	3.50	3.50	3.50	3.50	3.50
Classroom Teachers (Core Subjects)	85.00	84.00	84.00	84.00	84.00	84.00
Classroom Teachers (Specials)	19.17	19.50	19.50	19.50	19.50	19.50
Special Education Teachers	16.67	17.33	17.50	17.50	17.50	17.50
School Nurse	0.67	0.67	0.67	0.67	0.67	0.67
Office Manager	3.33	3.33	3.33	3.33	3.33	3.33
Registrar	3.00	3.00	3.00	3.00	3.00	3.00
Receptionist / Clinic Aide FASA	6.00	6.00	6.00	6.00	6.00	6.00
Teacher Aides and Assistants	28.33	29.00	29.67	29.67	30.33	30.33
School Operations Support Staff	10.67	10.67	10.67	10.67	10.67	10.67
<b>Total FTEs at Middle Schools</b>	<b>196.17</b>	<b>196.83</b>	<b>197.67</b>	<b>197.67</b>	<b>198.33</b>	<b>198.33</b>

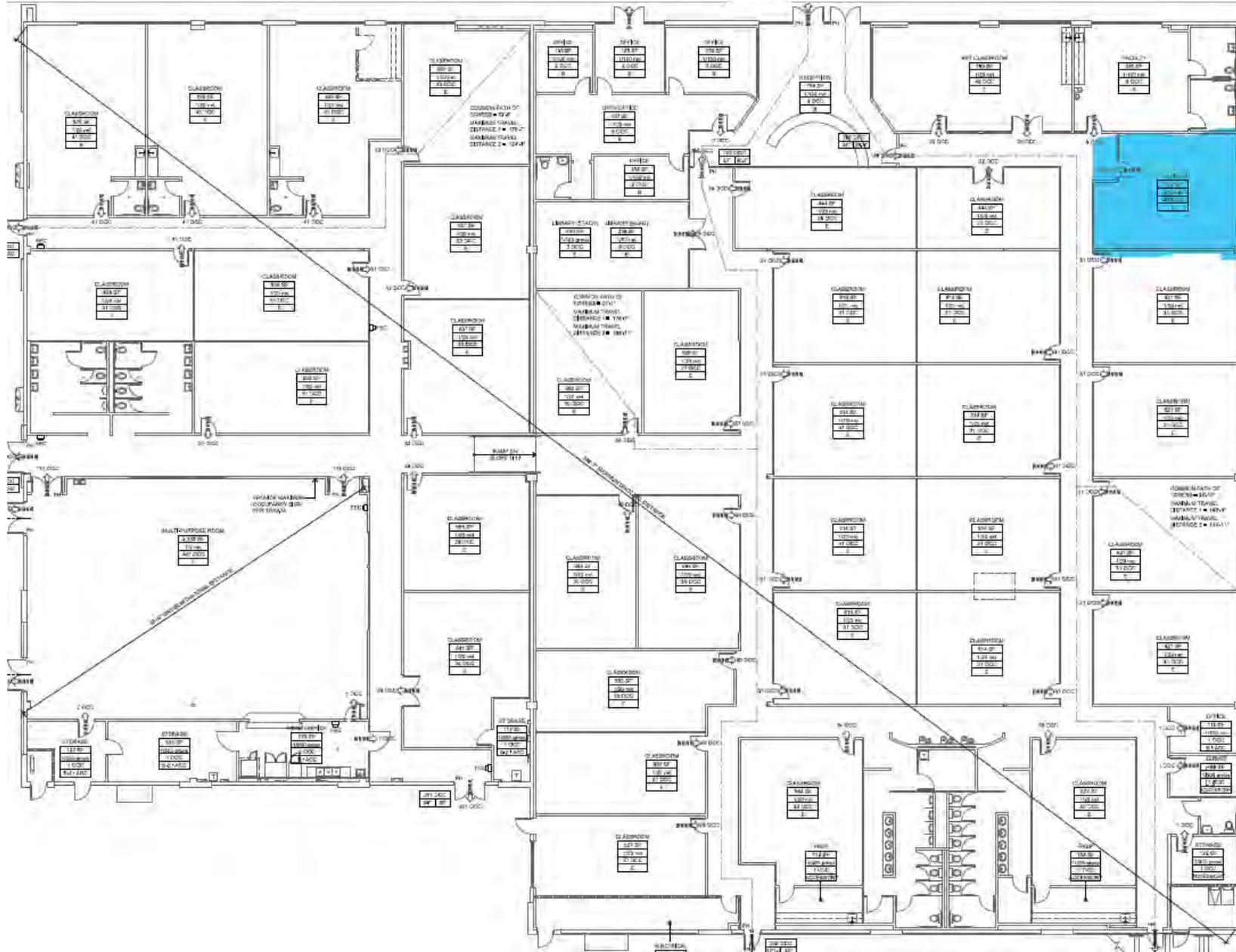
## Enrollment and Staffing Charts

<b>High School Staff</b>						
Principals	2.33	2.33	2.33	2.33	2.33	2.33
Assistant Principals	5.67	5.67	5.67	5.67	5.67	5.67
Counselor / Student Support Advocate	5.33	5.33	5.33	5.33	5.33	5.33
Curriculum/Instructional Coach / ELL Coordinator	6.50	6.50	6.50	6.50	6.50	6.50
SPED Facilitator / Speech Psychologist	3.50	3.50	3.50	3.50	3.50	3.50
Classroom Teachers (Core Subjects)	65.00	70.00	70.00	70.00	70.00	70.00
Classroom Teachers (Specials)	19.17	19.50	19.50	19.50	19.50	19.50
Special Education Teachers	16.67	17.33	17.50	17.50	17.50	17.50
School Nurse	0.67	0.67	0.67	0.67	0.67	0.67
Office Manager	3.33	3.33	3.33	3.33	3.33	3.33
Registrar	3.00	3.00	3.00	3.00	3.00	3.00
Receptionist / Clinic Aide FASA	6.00	6.00	6.00	6.00	6.00	6.00
Teacher Aides and Assistants	28.33	29.00	29.67	29.67	30.33	30.33
School Operations Support Staff	10.67	10.67	10.67	10.67	10.67	10.67
<b>Total FTEs at High Schools</b>	176.17	182.83	183.67	183.67	184.33	184.33
<b>Total Network FTEs</b>	676	685	687	687	689	689

NLV Building Layout  
Somerset North Las Vegas Campus – As a K-5 (owned portion)

34 class spaces = (6 grades X 5 Sections) + 4 Elective spaces

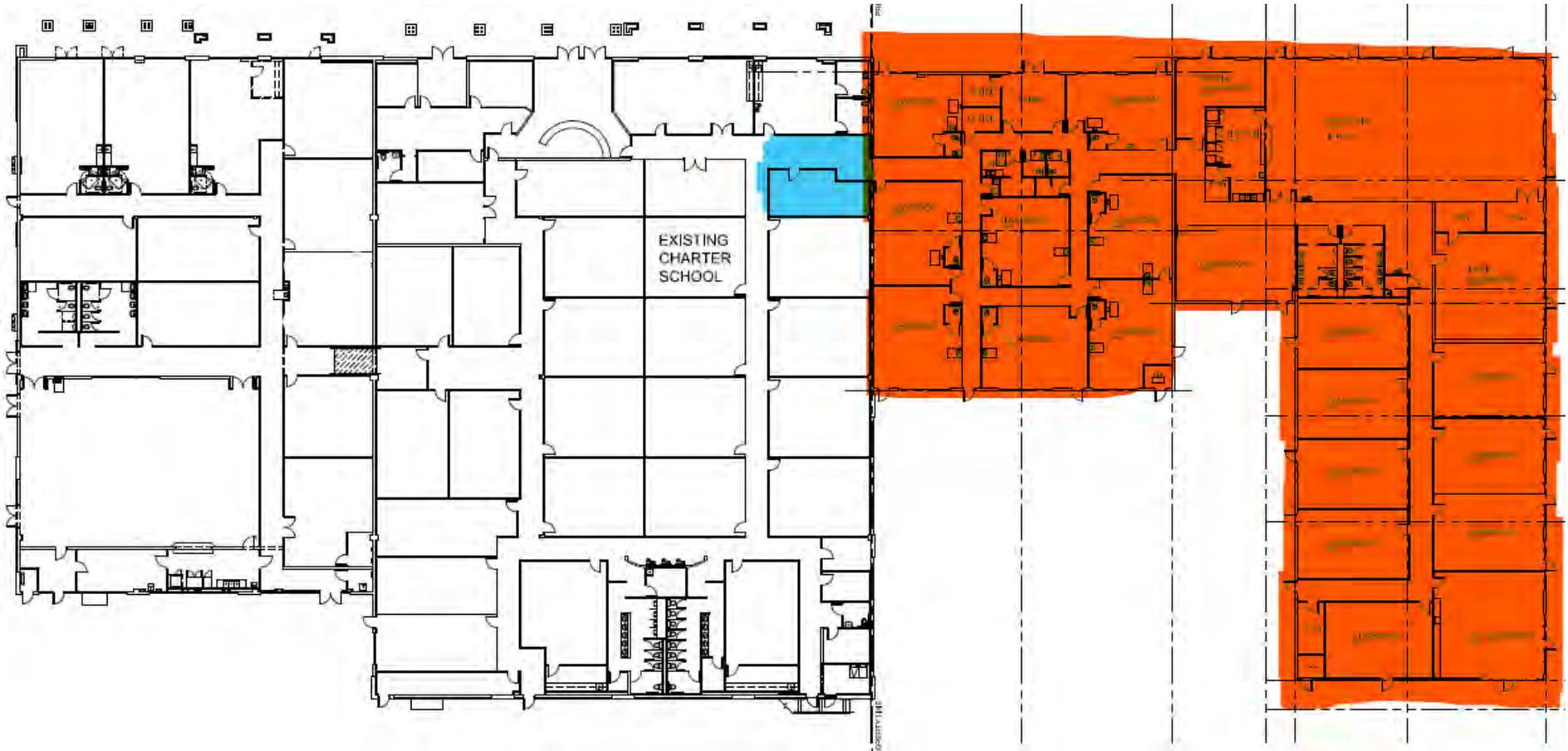
Other spaces include: Sped room, small group rooms, offices, library, teacher break room, storage and Multi- purpose room.



Area of construction to remove hallway to leased portion of the building. See next page.

NLV Building Layout  
Somerset North Las Vegas Campus – Currently as K-8

[-----Owned Portion-----] [-----Leased Portion-----]





## SOMERSET ACADEMY ENROLLMENT POLICY

Somerset Academy Enrollment policy was originally established in the charter application. As long as the school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school "shall enroll pupils...in the order in which applications are received." "...[I]f more pupils...apply for enrollment...than the number of spaces which are available..." the school shall use a lottery to determine who will be enrolled.

In the case of available spaces at Somerset Academy that priority would be given to:

- A) Priority will be given to children of a member of the committee to form the charter school.
- B) Priority will then be given to the children of members of the governing body of the charter school.
- C) Priority will be given to the child of a teacher employed by the charter school.
- D) Priority will be given to the siblings of currently enrolled students. Should the number of siblings exceed the number of available spaces in any grade level; the students will be placed in a lottery to determine priority.
- E) Students registered at any Somerset Campus wishing to transfer campuses. In years when Somerset Academy opens a new campus; students attending an existing Somerset Academy, who request transfer to the new campus on their declaration of intent will be given first priority of acceptance during the first year of enrollment at the new campus. In order to receive this priority, transfer request must be received during the recommitment period. All transfer request received after the recommitment period will be given transfer priority as detailed below.
- F) Pursuant to NRS 388.040 and NRS 388A.453(2), students who completed their 8<sup>th</sup> grade year at a Somerset school and are being promoted to 9<sup>th</sup> grade will only be guaranteed enrollment in the Somerset High School zone where they attended 8<sup>th</sup> grade. If they wish to attend high school in another Somerset High School Zone, they will be given transfer priority in the customary lottery process. The Somerset High School Zones are divided as follows:

### **Somerset Sky Pointe High School Zone**

Somerset Lone Mountain  
Somerset Sky Pointe Elementary  
Somerset Skye Canyon

### **Somerset Losee High School Zone**



Somerset North Las Vegas  
Somerset Losee Elem  
Somerset Stephanie  
Somerset Aliante

Once a transfer request is granted and the registration process completed the student's seat at attending campus will be released. Should a request be made to return to previously attended campus; any applicable priority will be assigned and student will be placed at the bottom of the assigned priority wait list. Transfers are never guaranteed and are awarded based on seat availability and wait list order.

G) All remaining students will be placed in a lottery to determine priority.

Somerset Academy will begin the open enrollment period the first day students return from winter break and will end the last day of February each school year. Applications will be available on each school website. Applicants must apply at each campus they wish to attend.

The initial lottery will be run at the end of this open enrollment period. All open seats will be filled in this first lottery run using the priority listed above. All students not seated will be assigned a wait list number. This wait list number assignment will be valid for a one year period. Any openings from the end of the open enrollment period until December of the current school year will be filled using this wait list.

#### ***Enrollment Procedures Timeline***

1. Upon completion of the initial lottery, all applicants will be notified whether or not they have been accepted by email.
2. After email notification, families will have 72 hours submit the following: (once school begins the deadline for submission will be 24 hours)
  - a. On-Line Registration Packet: Parent's ID. Personal identification of parent/guardian (driver's license, picture identification.) bearing your name.
  - b. Child's ID/Proof of the child's identity -a *copy* of original birth certificate.



- c. Proof of address: One item proving the student's home address, such as a recent utility bill, rent receipt, residential lease or sales contract. *Unacceptable forms* to document proof of address: driver's license, telephone bill or cable bill.
- d. Immunization record. Up-to-date medical records indicating that your child has had, or at least started, the following series of immunizations:
  - i. Minimum of 4 DTap/DTP doses: Final dose must be on or after the 4th birthday.
  - ii. Minimum of 3 Polio doses: Final dose must be on or after the 4th birthday.
  - iii. Two MMR doses: 1st dose must be on or after the 1st birthday. 1st and 2nd dose must be separated by at least 28 days.
  - iv. One Tdap dose: A child enrolling in 7th grade is required to have 1 Tdap (Bordetella Pertussis) regardless of when the last Tetanus (Td) was given. The < 5 year rule since the last Tetanus no longer applies.
  - v. Two Hepatitis A doses: 2nd dose must be given at least 6 months after the 1st dose. (Required for students new to Nevada or District after July 1, 2002.)
  - vi. Three Hepatitis B doses: Must have a minimum of 4 months between 1st and 3rd dose and > 6 months old when 3rd dose was given. (Required for students new to Nevada or District after July 1, 2002.)
  - vii. Two Chicken Pox (Varicella) doses: 1st dose on or after 1st birthday. 1st and 2nd dose must be separated by at least 28 days if age 13 years of age or older. Minimum interval of 3 months between doses 1 and 2 if age is less than 13 years. (Required for students new to Nevada or District after July 2, 2011). Physician verification of past disease required for Varicella vaccine exemption.
3. After completion and submission of all required registration forms and documents; your child will be registered. Once registered your child will be required to begin school with Somerset Academy by the start of the next school week. If child does not begin active attendance by this date, the seat will be released and returned to the lottery.

***Additional documentation requested:***

- A recent copy of the student's transcript or report card from previous school.
- Previous records regarding placement in special programs, a copy of your child's IEP or 504 Plan.
- Information about any disabilities or special health problems, such as seizures, asthma, heart problems, health care procedures or medications.

Your child's wait list numbers will fluctuate. This numbers may increase or decrease as applications receive a higher priority.



It is the parent responsibility to review applications for accuracy. All acceptances are sent based on information included on student application. If grade or date of birth are entered incorrectly or omitted, acceptance will be rescinded and student will be placed at the end of the correct grade level wait list. All applications may be reviewed by using the apply/application status link on the school webpage.

Parents must add siblings to all applications submitted. If a transfer request is submitted all siblings parents are wishing to be included on the requested schools wait list must be added to application for the requested school.

## Somerset Academy Weighted Lottery Policy

Pursuant to Nevada Revised Statute 388A.459, Somerset Academy of Las Vegas adopts this policy to ensure that the student population of Somerset will closely resemble the student population of the similar surrounding schools within the community where the school is located.

Somerset's Weighted Lottery Policy will provide a weighted preference of 2.0 in its enrollment lotteries to students who qualify for free/reduced lunch services. This weighted lottery will take place only if it is determined that the percentage of students at the Somerset campus who qualify for free and reduced lunch is less than 90% of the percentage of students eligible for free/reduced lunch services at the nearest school with like grade levels within the Clark County School District.

The process for the weighted lottery will be as follows:

1. Prior to the enrollment lottery at a Somerset campus, the campus will determine the percentage of students who are eligible for free or reduced-price lunch at the nearest school with like grade levels within Clark County School District, rounded to the nearest tenth of one percent ("FRL Comparison %). Data used for this comparison percentage will be taken from the most recent full year data available on [www.nevadareportcard.nv.gov](http://www.nevadareportcard.nv.gov).
2. The FRL Comparison % will then be compared to the validated current school year free and reduced lunch percentage at the Somerset campus ("Somerset FRL %).
3. If the Somerset FRL % is less than 90% of the FRL Comparison % at the nearest school with like grade levels within the Clark County School District, the weighted lottery will apply. If the Somerset FRL % is greater than or equal to 90% of the FRL Comparison %, the weighted lottery will not apply.
  - a. Example #1: if the FRL Comparison % is 50% and the Somerset FRL % is 44%, the weighted lottery will apply.
  - b. Example #2: if the FRL Comparison % is 50% and the Somerset FRL % is 45%, the weighted lottery will not apply.
4. If the weighted lottery is applied, a weight of 2.0 will be applied to each applicant who provides sufficient documentation to indicate they would have qualified for free and reduced lunch based on the previous year's USDA income guidelines for free and reduced lunch.
5. Somerset's enrollment application will be revised to request that applying students inform Somerset whether they are:
  - a. Eligible for TANF, SNAP, FDPIR, or Medicaid, or
  - b. Qualified for a free or reduced-price lunch at their previous school, or
  - c. Eligible to receive a free or reduced-price lunch.
6. Any student who indicates they are eligible for the 2.0 weighting in the enrollment lottery will be asked to complete and sign an income verification form and provide proof of current income or provide proof of current FRL eligibility at least three days prior to the lottery date. Any refusal to

## Somerset Weighted Lottery Policy

provide the required documentation necessary to validate eligibility for the weighted lottery will result in the student receiving a standard 1.0 weight in the enrollment lottery.

7. Qualifying for a 2.0 weight in the Somerset enrollment lottery DOES NOT qualify the student for free or reduced-price lunch. To qualify for free or reduced-price lunch, the parent will have to complete the Household Application for Free and Reduced-Price School Meals released by the USDA in July of each year.
8. In the event a weighted lottery is not applied, any information collected for the purpose of the weighted lottery will not be used in any way by Somerset.



## Somerset Academy - Losee Campus

### 2022-2023 Admission Instructions

Please fill out this form to apply for admission at Somerset Academy - Losee Campus for the **2022-2023** school year.

- You must be the legal guardian to complete this application.
- If more than one student is added to the family application, verification of shared guardianship status (sibling or step-sibling) will be verified upon registration. **You must be the legal guardian of all students added to this application. Students granted acceptance due to sibling priority who do not share legal guardians will forfeit acceptance and will need to reapply to the school.**
- Only one admission request per family. Parents/Guardians may not submit more than one application per student per campus in an attempt to increase the likelihood of being selected in the lottery. If multiple applications are discovered for the same student at the same campus, their applications will be voided and/or they will be unenrolled and removed from the school.
- For each student select the grade he/she will be attending for the **2022-2023** school year.
- If your oldest student will not be in kindergarten in the 2022-2023 school year, please do not apply until Open Enrollment of the year he/she will be in kindergarten. Enrolling sooner than this does not increase his/her chance to be in the school.
- Kindergarten students must be 5 years old on or before September 30, 2022. 1st grade students must be 6 years old on or before September 30, 2022.

### Guardian Details (Please Use Proper Caps)

Full Name	First Name	Last Name		Email	name@example.	confirm email ad	
Relation	<input type="text"/>			Alternate Email	name@exar	confirm ema	
Home Phone	(999) 999-9999			Address	<input type="text"/>		
Work Phone	(999) 999-9999			City	<input type="text"/>		
Cell Phone	(999) 999-9999			State	Nevada	<input type="text"/>	
<p><b>All applications require a cell number.</b>                  Please use a number that can accept text from the school. A text and email will be sent to families upon acceptance. All paperwork must be submitted to school by stated deadline in Email. Msg &amp; Data rates may apply. Txt STOP to cancel. Up to 10 messages per month.</p>							
				Zip Code	<input type="text"/>		

# Somerset Weighted Lottery Application

**Marketing**

How did you hear about us?

Please tell us why you have chosen to apply to our school

**Students (Please Use Proper Caps)**

Full Name  First Name  Middle Name  Last Name

Gender  Male  Female  Gender X  Birth Date

Grade For School Year 2022-2023

Current District / School

Delete Student

## Somerset Weighted Lottery Application

### Household Income

At your previous school, did your students receive Free or Reduced Lunch?

Do you receive any of the following SNAP, TANF, FDPIR?

Students who qualify for free and reduced lunch (FRL) can get an extra entry in the enrollment lottery. All families that select yes for the FRL status, will be asked to complete an income verification prior to the end of the open enrollment period. Families without income verification will not receive the additional entry in the enrollment lottery.

Does your household income fall at or below the following?

A household size includes all household members living in the home. The income eligibility includes all sources of income for the household.

Household size	Free Meals					Reduced Price Meals				
	Yearly	Monthly	Twice-Monthly	Bi-Weekly	Weekly	Yearly	Monthly	Twice-Monthly	Bi-Weekly	Weekly
1	16,744	1,396	698	644	322	23,828	1,986	993	917	459
2	22,646	1,888	944	871	436	32,227	2,686	1,343	1,240	620
3	28,548	2,379	1,190	1,098	549	40,626	3,386	1,693	1,563	782
4	34,450	2,871	1,436	1,325	663	49,025	4,086	2,043	1,886	943
5	40,352	3,363	1,682	1,552	776	57,424	4,786	2,393	2,209	1,105
6	46,254	3,855	1,928	1,779	890	65,823	5,486	2,743	2,532	1,266
7	52,156	4,347	2,174	2,006	1,003	74,222	6,186	3,093	2,855	1,428
8	58,058	4,839	2,420	2,233	1,117	82,621	6,886	3,443	3,178	1,589
For each additional family member add	5,902	492	246	227	114	8,399	700	350	324	162

\* If income verification is not provided prior to the end of open enrollment period, the answer to the FRL question will be changed to "No".

## Somerset Weighted Lottery Application

### Application Terms

- Complete Required Field: Guardian Details - First Name.
- Complete Required Field: Guardian Details - Last Name.
- Complete Required Field: Guardian Details - Relation.
- Complete Required Field: Guardian Details - Email.
- Complete Required Field: Guardian Details - Home Phone.
- Complete Required Field: Guardian Details - Cell Phone.
- Complete Required Field: Guardian Details - Address.
- Complete Required Field: Guardian Details - City.
- Complete Required Field: Guardian Details - Zip Code.
- Complete Required Field: Marketing - How did you hear about us?
- Complete Required Field: Marketing - Please tell us why you have chosen to apply to our school
- Complete Required Field: Students - First Name
- Complete Required Field: Students - Last Name
- Complete Required Field: Students - Gender
- Complete Required Field: Students - Birth Date
- Complete Required Field: Students - Grade For School Year
- Complete Required Field: Students - District
- Complete Required Field: Students - School
- I understand this admission entry is good for one school year only. If my child is not accepted into Somerset Academy - Losee Campus during the 2022-2023 school year, I must reapply during Open Enrollment for the next school year.
- All applications that contain false, incorrect, or misleading information or are not complete, will be voided and the applicant will have to reapply with the correct information. If the incorrectly submitted information, when corrected would render the student ineligible for enrollment, the application will be voided.
- If the false, incorrect, or misleading information is discovered after the student is enrolled or already attending classes, the student will be unenrolled and must reapply.
- I have read and understand the school's Mission and/or Vision Statement.
- I have read and understand the school's [enrollment policy](#). Somerset Academy - Losee Campus is a tuition free public charter school. Somerset Academy - Losee Campus is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all applicable federal, state and local laws.

I accept the terms of this application.  Yes

[Submit Application](#)