

CHARTER SCHOOL APPLICATION

Legacy International College Prep Academy (LICPA)

"The Beginning of a New Era in Academic and Athletic Excellence"

A PROPOSED STATE PUBLIC CHARTER SCHOOL

15 AUGUST 2013

RESPECTFULLY SUBMITTED BY THE MEMBERS OF THE COMMITTEE TO
FORM LICPA

Dr. David Meckley, Ph.D., Educational Administration

Ms. Mia Banks, Vice-President for Gaming, Venetian and Palazzo

Mr. Myles Judd, Director

Dr. Porter Troutman, Ph.D., Education

Mr. Nicholas Oyola, Gaming Operations Manager, Venetian and Palazzo Ret.

Col. Chuck Edwards, Masters in Business Administration, USAF Retired

Mr. Ryan Krametbauer, Attorney at Law

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May 24, 2013

Nevada Department of Education
Attention: Office of Charter Schools
1749 Stewart Street, Suite 40
Carson City, NV 89706

Re: Letter of Intent to Form a Charter School

Dear Sir or Madam:

Our committee to form a charter school hereby submits this letter of intent to the NDE in the same fiscal year (July 1 through June 30) in which the application is submitted. We understand the letter should be received by NDE no fewer than 15 days before the application is submitted. This letter of intent includes (NAC 386.125):

Our intent is to apply for and open a charter school in the state of Nevada in Fall, 2014.

1. Clark is the name of the county school district in which the proposed school will be located.
2. The proposed school is not intended to serve primarily at-risk students;
3. The proposed school is not exclusively for the enrollment of students who will receive special education.
4. The proposed school is not a private school conversion to a charter school.
5. The proposed starting date for the school: August 20, 2014.
6. The proposed sponsor is the Public Charter School Authority of Nevada.
7. Dr. David Meckley is the committee's liaison with the NDE. The liaison is a member of the committee and the contact information is:

Dr. David Meckley
4846 Momenti St., Las Vegas, 89135
dmeckley@embarqmail.com
(702) 228-1374 Phone
(702) 228-1374 FAX

2013 Call for Quality Charter Schools Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of the Proposed Charter School

Legacy International College Prep Academy (LICPA)

Name of application Liaison (Must be a member of the Committee to Form the School)

Dr. David Meckley, Ph.D

Mailing Address of Liaison

4946 Momenti Street
Las Vegas, Nevada 89135

Telephone for Liaison

(h) 702-228-1374 (c) 702-301-0766

Email Address for Liaison

dmeckley@embargmail.com

Educational Management Organization, Charter Management Organization, or other Educational Service Provider (if applicable)

Leap Innovations International

Name of school or school model to be replicated (if applicable)

New Model combining Flex Model and Enriched Virtual Model

Physical Address of School (If Known)

N/A

Geographic Region or Neighborhood Where Proposed School Would be Located (See Required Element A.7.1)

Unknown at the time of submission (it will be within Clark County)

School District in Which the School Would Be Located

Clark County School District

Intended Opening Date (School year: e.g. fall of 20 - -)

Fall 2014

Proposed Sponsor

- State Public Charter School Authority
- School District
- Public College or University

Indicate which District or College/University below:

Enrollment Projections

School Year 1

Grade Levels Served

4-12

Projected Enrollment per grade

15

Projected Net Change in Cash Balance (from Cash Flow Statement)

0

School Year 2

Grade Levels Served

4-12

Projected Enrollment per grade

30

Projected Net Change in Cash Balance (from Cash Flow Statement)

0

Ultimately, the school expects to serve a total of 3,000 pupils in grades 4 to 12.

Note: Per NAC 386.130 an application may be submitted only for the kind of school (elementary, middle, and high school) that will be operated during the first year of instruction. If, for example, a school wishes to offer in the first year grades K-8 (an elementary school) only, and expand in subsequent years to include 9-12 (a high school), mention in the appropriate Required Element the plan to expand to high school, but submit the curriculum, etc. for the elementary school (the kind of school that will operate in the first year), only. To add grades that change the kind of school, detailed curriculum and other information will need to be submitted as part of a request to amend the charter to add the desired grades.

Part 2: Program Overview Part 2 of 3

Program for at- risk pupils (NAC 386.150(9))

Is this school intended to serve primarily at-risk pupils? (See NRS 386.500)

Yes

No

If yes, address Required Element A.7.5.

Will the charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580 (NRS 386.520(4)(p))?

Yes

No

If yes, address Required Element A.7.6

Vocational education status (NAC 386.415)(NRS 386.590(1))

Is this an application for a NRS 386.590(1) vocational education charter school?

Yes

No

If yes, respond to A.10, Career Education

Distance education status

Does the proposed school intend to provide Distance Education (also known as Online, Virtual or Cyber Education)?

Yes

No

If yes, address B.3.2, Distance Education, and submit (an) appropriate distance education application(s) to the Nevada Department of Education. Submit a copy of the application that was submitted to the NDE to the Charter School Authority also.

Private school closure/reopening as a charter school

Will the charter school result from a private school ceasing to operate as a private school and reopening as a charter school?

Yes

No

If yes attach the Private School Conversion Assurances found at:

http://charterschools.nv.gov/OpenASchool/Application_Resources/

Limiting Enrollment

Will the school limit enrollment to a certain number of pupils or ratio of teachers to pupils (NAC 386.353; NAC 386.180(7))?

Yes

No

If yes, what is that number or ratio?

One teacher per thirty students plus one paraprofessional

If yes, state your plan in Required Element B3.9

Part 3: School Description (150-word maximum) Part 3 of 3

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

The Legacy International College Preparatory Academy (LICPA) mission is to create a school model based on research and data whose graduates are ranked in top 10% in the nation in academics and performance and recognized for their outstanding scholarship, character, leadership and community service. The LICPA will serve students in grades 4-12 with a specific emphasis on “High Performance Athletes and Performers.”

Application Certification

Signature of Liaison



Date

August 15, 2013

Printed Name

Dr. David Meckley

Narrative A, B & C

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Narrative A. Educational Plan

Narrative A.1: Mission, Vision and Educational Philosophy

Narrative A.1.1, Purpose: The purposes of Legacy International College Prep Academy (LICPA) are to:

- 1) Improve and accurately measure the academic achievement of all students, 2) Encourage the use of effective and innovative methods of teaching, and 3) Provide professional development opportunities for teachers. Academic achievement will be documented and reported to Nevada State Charter Authority.

LICPA's driving principles will be excellence and community. LICPA will prepare its students to become responsible citizens and leaders in national and global arenas, allowing them to pursue productive careers, lead meaningful lives and give back to their communities.

Narrative A.1.2, Mission: LICPA's mission is to create a school model based on research and data whose graduates are ranked in top 10% in the nation in academics and performance and recognized for their outstanding scholarship, character, leadership and community service.

Narrative A.1.3, Vision: LICPA's vision is to establish an outstanding model school where students perform in the top 10% of students nationwide in both academics and performance. Graduates will become state, national, and world leaders in their chosen career and be recognized as LICPA graduates for their critical thinking and problem solving skills, their outstanding character and civic mindedness, and their accomplishments in academics and performance. Both public and private schools throughout the state, nation and the world will adopt this new school model. Within five years LICPA will be established in 25 states and in 3 foreign countries.

Narrative A.1.4, Philosophy: The LICPA educational philosophy is rooted in the idea that each child is a unique individual and requires a student-centered secure and stimulating atmosphere to grow and mature emotionally, intellectually, physically and socially. Three elements are important to establishing this type of environment: 1) the teacher serves as a guide to student learning, 2) allow the student's natural curiosity to direct his/her learning, and 3) promote respect for self, others and their environment. When teachers serve as guides, students learn to think for themselves, construct knowledge, solve problems and make better decisions in authentic situations. Providing real life scenarios and access to hands-on activities helps students construct knowledge and develop their critical thinking skills. Students learn best when they can study things that are meaningful and relevant to their lives. Developing and utilizing curriculum around student interests fosters intrinsic motivation and stimulates the passion to learn. Teachers can encourage this passion by inviting student dialogue about the lessons and discussing the usefulness of subject matter and its relation to the students. When given the opportunity to have input, students generate ideas and a positive attitude about learning.

When students have ownership in the curriculum, they become motivated to work hard and master the skills necessary to reach their goals. Helping students to develop a deep love and respect for themselves, others, and their environment occurs through an open sharing of ideas and a judicious approach to discipline. When the voice of each student is heard, an environment evolves where students feel free to express themselves. Class meetings are one way to encourage such dialogue. We think students have greater respect for their teachers, their peers, and the lessons presented when they feel safe and sure of what is expected of them. In setting fair and consistent rules initially and stating the importance of every activity, students are shown respect for their presence and time. In turn they learn to respect themselves, others, and their environment.

The best educational programs are dependent on many factors such as: great teachers, parental and community support, an outstanding curriculum, great instructional practices and an environment that is flexible and changing to meet student needs. Programs that base decisions on current research and data and provide teachers and administrators with professional development support to data driven instruction based on effective practices are the most successful schools.

A.2: School-Specific Goals and Objectives

Narrative A.2.1, *Educational goals/objectives:* In alignment with LICPA's purpose, philosophy, mission, and vision, and to enable student success to be defined and measured in the accountability plan, LICPA-SMART educational and organizational goals are listed below. However, to be meaningful and realistic, LICPA personnel will re-examine and refine goals and measures after enrolling students and gathering baseline achievement data within the first two months of operation.

Mission Specific Goals: The LICPA Performance Framework will include the following indicators, measures, and metrics:

- Achievement gaps in both-proficiency and growth between student subgroups;
- Post-secondary readiness;
- Gaps between student subgroup graduation rates;

Mission Specific Objectives: LICPA goals and objectives concerning first-year data are for students who have been enrolled for a minimum of one year; second and third year data will include students who have been continuously enrolled for two and three years, respectively.

1. Using the federally designated subgroups, LICPA will reduce the gaps in proficiency and growth

between student subgroups by 10% per year for three years measured against baseline percent. Specific measures will include CRT scores or the SBAC scores if in place in 2014, Nevada Analytical Writing Examination (NAWE), HSPE pass rates, graduation rates, and SAT/ACT college readiness scores, yearly matriculation rates, and grade point averages.

2. The percent of 12th grade students who meet or exceed the College Readiness benchmarks will increase by 25% improvement over a three-year period for all subgroups measured against baseline percent.
3. Gaps in graduation rates between subgroups will be reduced by 25% over a three-year period measured against baseline percent.

School Specific Objectives:

A. Elementary (4-8)

1. A minimum of 95% of 4th and 6th graders will be on or above grade level in reading every year.
2. A minimum of 80% of 4th thru 8th graders will be proficient in reading, math and science and the percent will increase in years 2 and 3.
3. A minimum of 95% of all students will matriculate on time and the percent will increase in years 2 and 3.
4. A minimum of 85% of 5th and 8th graders will be proficient in writing and the percent will increase in years 2 and 3.

B. Secondary (9-12)

1. A minimum of 90% of seniors will graduate on time and the percent will increase in years 2 and 3.
2. A minimum of 80% of secondary students will be proficient in Reading, Math, Science and Writing and the percent will increase in years 2 and 3.
3. A minimum of 85% of seniors will upon graduation qualify for the Millennium Scholarship Program and the percent will increase in years 2 and 3.
4. A minimum of 85% of 11th and 12th graders will be proficient in writing and the percent will increase in years 2 and 3.
5. A minimum of 80% of high school students will outperform their peers on at least one AP Examination (currently National Average is 18%) and the percent will increase in years 2 and 3.

C. All Students

1. A minimum of 85% of all students will earn a minimum of year-end GPA of 3.25 and the percent will increase in years 2 and 3.
2. A minimum of 80% of students will be re-enrolled at LICPA each year and the percent will increase in years 2 and 3.

D. Special Populations

1. A minimum of 90% of ELL students will be proficient in English within one year of enrollment in LICPA and the percent will increase in years 2 and 3.

Narrative A.2.2, *Organizational/Management goals/ objectives:*

1. LICPA will meet 100% compliance with State reporting guidelines and as specified in the annual audit.
2. Each Governing Board member will participate annually in a minimum of two (2) hours of professional development included open government, conflicts of interest, ethics, and financial responsibilities.
3. All teachers (100%) will be licensed.

4. A minimum of 85% of teaches will be retained each year and the percent will increase in years 2 and 3.
5. LICPA will demonstrate strong community support by maintaining \$50,000 of contingency funding every year.
6. A minimum of 85% of parents will rate LICPA a minimum of “satisfied” on LICPA Parent Survey and this rate will increase in years 2 and 3.
7. A minimum of 80% of teachers will score a distinguished rating of proficiency in Best Instructional Practices in Blended Education by the end of year one as specified in Narrative A.3.1 (Professional Development) and the percent will increase in years 2 and 3.

Narrative A.2.3, Assessment tools/data/artifacts: Evaluation tools for objectives include, but may not be limited to:-Data collected, measured, analyzed, and reported will include measures for all goals and objectives listed above including the following measures:

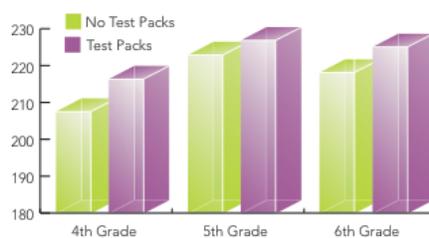
Area/Level	Objective	Measurement
Mission Specific	1. Achievement and Growth Gaps	Data on Performance Measures
	2. Post-Secondary Readiness	ACT/SAT College Readiness Benchmarks 11th and 12th
	3. Gaps in graduation rates	Graduation rates 12th
Elementary	1. & 2.Elementary Reading, Math, Science	CRT or replacement assessments through SBAC
	3. Matriculation rates	Matriculation rates 4-8
	4. Writing	Nevada Analytical Writing Examination (NAWE) 5th & 8th
Secondary	1. Graduation Rates	Graduation rates 12th
	2. Reading, Math, Science, Writing	HSPE (10th -12th)
	3. Nevada Millennium Scholar	Meets academic qualifications 12th
	4. Writing	(NAWE) 11th & 12th
	5. Advanced Placement	AP Results 11th & 12th
All Students	1. Grade Point Averages	G.P.A. Scores 4-12
	2. Re-enrollment	Re-enrollment/Retention rates
Special Population	1. English Proficiency	English Language Proficiency Assessment (ELPA)
Organizational	1. Compliance with State Laws	Annual Audit
	2. Board Member Knowledge	Attendance at Prof. Dev. Workshop
	3. Teacher Licensure	Teacher License verification
	4. Teacher Retention	Teacher Retention Rates
	5. Adequate Contingency Funding	Audit
	6. Parent Satisfaction	Parent Satisfaction Survey Instrument
	7. Effective Teaching	Best Practices Rating Score

LICPA personnel will work with the UNLV Assessment Center to develop a long-term assessment plan to accurately measure student performance, teacher effectiveness, organizational management, and overall school success. An Assessment Expert will be hired to develop, measure, and report performance results including baseline data during the first two months of school and measurements on a monthly, semester, and annual basis. The Assessment Expert will brief LICPA personnel on the baseline data and assist in establishing realistic student and school performance goals and objectives for Years 1-2. The elementary baseline data will be assessed in part by utilizing the Edmentum Test Packet tools. LICPA will use the two-hour daily planning time for teachers to develop data driven instruction for students based on the assessment reports. The Assessment Expert will provide monthly, semester, and year end reports that will be shared with the instructional staff, the Board and EMO, parents and the community.

Narrative A.2.4, Reasonableness of goals: Evidence Target Population can attain: The LICPA target population has demonstrated academic success over the three-year pilot collaborative project at the Darling Tennis Center.. (see **Attachment B.3.1.3, Academic performance of EMO/model**). The approved online curricula has been successfully utilized by students nationwide. The addition of face-to-face teacher time enhances student performance and the research is clear that students in Blended Schools outperform online only and brick and mortar only peers in academic achievement (U.S. DOE, 2009). The Marzano research on Edmentum courseware demonstrates strong student academic achievement. Programs utilizing the Edmentum Test Packs in 2011 exhibited the following gains in academic achievement. These results are achieved because the Test Packs: (We have included these items in the Budget).

- Evaluate student progress and prescribes rigorous curricula to fill learning gaps
- Pinpoint student knowledge gaps and evaluate which students need additional instruction
- Differentiate instruction through the automatic prescription of individualized assignments and rigorous content based on areas of need. (Comprehensive Assessments solutions for Teachers).

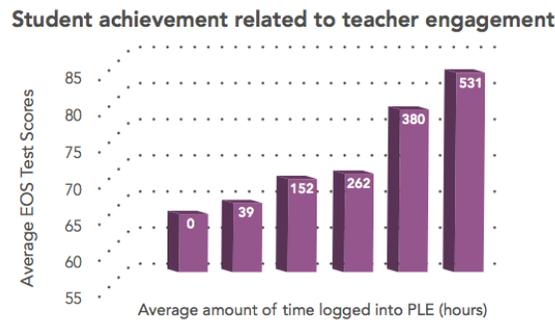
Impact of Test Packs with Prescriptions



Marzano’s study of teacher use of the Plato (EdOptions) courseware has demonstrated excellent results: “In the past, the process of learning was often viewed as a largely passive experience in which knowledge is received and stored for future use. Over the past 20 years, however, cognitive research has

led to theories and paradigms that reflect a more active model of knowledge acquisition. Similarly, one of the criticisms levied against online learning has been that with the teacher removed from the direct instruction, the role of the educator is transformed into that of a passive observer. Results from this study provide resounding evidence to the contrary, as teacher engagement in the online learning process was found to have the strongest relationship to student achievement outcomes.”

Figure 1 illustrates the relationship between student achievement and teacher engagement in the Plato Learning Environment (PLE) reported in the Marzano Study.



A.3: Curriculum and Instruction

Narrative A.3.1, Curriculum model: The LICPA curriculum and instructional practices used will align with and reflect the LICPA mission. LICPA will follow the curricular calendar schedule structure established by the Clark County School District and approved by the State Board of Education. The LICPA Board selected the Connections Education Distance Education Program in 2011, which includes the Connections Education Learning Management System (CELMS) Since that time, the Board has explored other models and discovered great changes in online curricular programs, price structures and performance results. Therefore, LICPA Board is including information on two additional programs that are State approved or in the process of submitting materials for State approval. Currently, Edmentum is approved for middle and high school online programs and is in the process of applying for approval of their 4-12 online program. Both Connections and Edmentum programs and courses are aligned with the CCSD structure with courses that are aligned with Nevada Standards, approved by the State of Nevada Distance Education Department, approved by the National Collegiate Athletic Association (NCAA) review committee and approved by the Nevada Public Charter School Authority for Connections

Learning. Connections Learning has been approved by the Nevada Department of Education as a Distance Education Provider, and its Distance Education courses have also been approved. We recently discovered the Forest Trail Academy online program and they are in the process of submitting their program to the State of Nevada for approval. The Forest Trial program is approved by the State of Florida, many additional states and the NCAA and other approval agencies. All courses will be Nevada and NCAA approved courses. The courses (LICPA) will utilize are selected from the state approved distance education course list and will be used as a part of the distance education program that has been approved pursuant to NAC 388.830. The provider for these courses is Connections Education, Edmentum and Forest Trail Academy if it is approved - with course titles and numbers that will be made available to eligible students. The State approved Course List is available at the state distance education website: http://cteae.nv.gov/Adult_Education/Distance_Education/. Currently, LICPA is only approved by the Distance Education Program for using the Connections Academy online program.

LICPA combines highly effective online curricular programs with a blended learning approach by providing highly qualified teachers and paraprofessionals in a classroom setting for a minimum of 19 hours per week. The online curricular programs are nationally recognized and aligned with Nevada Standards. All curricular programs and courses also meet the NCAA Clearinghouse requirements for high school graduation. The NCAA conducts an extensive review of online programs and only the most rigorous online courses and programs meet their standards.

Teacher professional development will be provided in online and blended learning to support LICPA's curriculum and teaching methods and the PD is included in the Budget.

Narrative A.3.7, Policy for pupil promotion: In alignment with the school's mission, the promotion requirements for LICPA will exceed NRS prescribed promotion guidelines. Students must meet specific levels of performance in order to be promoted as outlined below and specified in Attachment A.3.3 course descriptions and alignment with standards. For each student who is not meeting grade level performance levels and is at risk for retention, the parent/guardian will be notified in a timely manner to provide opportunities for intervention and remediation. At the end of the year, the student's data will be reviewed

in conjunction with the parent/guardian and a determination of grade level retention will be made.

Students in grades four through fifth grade must successfully annually pass the following courses for promotion to the subsequent grade: reading, English language arts, social studies, mathematics, and science and health. Students in sixth through eighth grade must successfully annually complete one unit of credit of the following courses for promotion to the subsequent grade: reading, English language arts, mathematics, science, and social studies.

We will base promotions and graduation on attendance, grades and course credits. We will, however, push to allow competency based assessments and student academic performance to be used to promote students beyond age level traditions. For example, if a student can move ahead a grade level based on performance we will not impose barriers to this student's advancement. We will work with parents, counselors and school personnel to discuss and evaluate the pros and cons of promoting the student.

Grade and promotion classification for high school students will be determined by years in school, not on credit earned. Students will be classified to the next grade level at the end of each school year. However, progress should be continuous and student advancement through the curriculum should be according to the student's demonstrated ability rather than the student's age or years in school.

Narrative A.3.9, *Transcript* The following is a sample transcript that LICPA will implement:

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Narrative A.3.11, Textbooks:

LICPA will use the electronically integrated textbooks which are fully embedded in the approved course curriculum (correlated to the curriculum alignment chart) utilized by the Nevada approved online curriculum we adopt for the school curriculum. For instance, the Connections Education Approved Course List is found at http://www.doe.nv.gov/Technology/ConnectionsEdApproved_Course_List.pdf (Also see Attachment A.3.3 Course descriptions and alignment with standards).

Narrative A.3.12, Instructional strategies: LICPA will rely on current and ongoing research in Best

Instructional Practices in online, face-to-face and blended models to prepare and provide our instructional staff with the most effective and up to date instructional strategies. Best practices in Blended Learning will include:

- Creating structured core learning activities that are taught using a variety of instructional methods.
- Supporting an environment in which students can learn smaller parts and work their way up to more complex ideas.
- Creating a classroom in which students can learn informally.
- Providing technological support and for students.

LICPA instructional staff will focus on “using the right tool, in the right situation, for the right purpose.”

Instructional staff will learn to create 1) Before Class Activities for students to prepare and motivate students (including assigned readings, pre-tests, videos, pre-work problems, collaborations, writing assignments, tutorials, online assignments, etc.), 2) During Class Activities to motivate and assist student learning (including individual, small, medium and large class instruction thru regular lectures, in-class discussions, student presentations, quizzes, tests, field-trips, guest lectures, arranging tutoring by paraprofessionals, etc.) and 3) After Class Activities (creating assignments that encourage student contact with the material, personalize the learning objectives, continued online discussions and discussion posts, review of videos, case studies, homework problems, connections to current learning topics, surveys, individual and group research projects and online reviewing learning materials, etc.).

LICPA instructional staff will be trained on the Marzano study results that specifies “Teaching practices positively impacting student achievement in the online environment” and in data driven instruction by closely following the assessment data and reports and designing specific instructional practices to meet the individual student needs. In addition, LICPA instructional staff will utilize effective educational technology as a tool to leverage learning by putting students in active and interactive roles instead of being passive recipients of online content. Instructional staff will facilitate students learning best practices in both online and face-to-face methods utilizing the latest educational technology.

Narrative A.3.13, Professional Development: All teachers and staff will participate in the following types of professional development activities:

A. Professional development for all new teachers. Teachers will be hired 12 days before the start of

school. The before school starts Professional Development time will be spent on learning the goals, mission, and purpose of the school, teaching with a paraprofessional, using the online curriculum, best practices in the use of technology, best pedagogical practices in blended schools, student assessments, RTI, the ongoing professional development plan, teacher and school assessments, and setting up add-on curriculum items such as Khan Academy (<http://www.khanacademy.org>) where teachers will enroll students in their Khan Academy class. Ongoing Professional Development will be designed to help teachers using student assessments to improve instruction and learning. LICPA will utilize PD programs offered by INACOL including their monthly Teacher Talk webinar (<http://www.inacol.org/events/webinars/>) A typical teacher schedule is as follows:

Teacher Daily Schedule

9:00 to 11:00 - Professional Development, Collaborative Planning, Parent and staff meetings
11:30 to 12:00 - Lunch with students and School or Class meetings
12:00 to 3/4:00 - Instructional time

Teacher 9:00 – 11:00 Weekly Schedule: (Schedule subject to change based on Speakers, needs, etc.)

Monday: Reviewing Student Weekly Reports, Planning instructional interventions,

Tuesday: Professional Development Opportunity – reviewing assessments, planning instruction

Wednesday: Reviewing assessments, planning instruction

Thursday: Professional Development Opportunity – reviewing assessments, planning instruction

Friday: Reviewing assessments, planning instruction

University faculty and other experts in online teaching and charter schools will conduct the professional development workshops. We will also utilize the online and face to face resources from International Association of K-12 Online Learning (iNACOL), the Clayton Christensen Institute (formerly Innosight), Khan Academy, etc. PD workshops will include the following topics:

- National Quality Standards http://www.inacol.org/research/nationalstandards/NACOL_Standards_Quality_Online_Programs.pdf
- How Blended Learning Can Improve the Teaching Profession <http://www.digitalllearningnow.com/wp-content/uploads/2013/05/Conditions-and-Careers-Final-Paper1.pdf>
- Access and Equity in Online Classes and Virtual Schools http://www.inacol.org/research/docs/NACOL_EquityAccess.pdf
- A National Primer on K-12 Online Learning. http://www.inacol.org/research/docs/national_report.pdf
- Blended Learning: The Convergence of Online and Face-To-Face Education: http://www.inacol.org/research/promisingpractices/NACOL_PP-BlendedLearning-lr.pdf
- Examining Communication and Interaction in Online Teaching. http://www.inacol.org/research/docs/NACOL_QualityTeaching-lr.pdf

- Online Teacher Support Programs: Mentoring and Coaching Models
http://www.inacol.org/research/docs/NACOL_OnlineTeacherSupportPrograms08-lr.pdf
- Professional Development for Virtual Schooling and Online Learning.
http://www.inacol.org/research/docs/NACOL_PDforVSandOlnLrng.pdf
- Is K–12 blended learning disruptive? An introduction of the theory of hybrids.
<http://www.christenseninstitute.org/#sthash.iHEsx1dT.dpuf>
- Innovating at Last? The Rise of Blended Learning in Charter Schools.
<http://www.christenseninstitute.org/publications/innovating-at-last-the-rise-of-blended-learning-in-charter-schools/#sthash.STCMNVLT.dpuf>
- Moving from inputs to outputs to outcomes: The future of education policy
<http://www.christenseninstitute.org/publications/moving-from-inputs-to-outputs-to-outcomes/#sthash.GzsIpcGq.dpuf>
- Technology in a Blended Classroom: http://www.edsource.org/today/2013/rocketship-educations-next-phase-technology-in-a-blended-classroom/31333#.Uf59_hZrj68
- Teaching with the iPad: <http://www.apple.com/education/resources/>
- Creating Books with iBooks Author: <http://www.apple.com/education/resources/>
- Special Education: Great Learning tools for all learning abilities:
<http://www.apple.com/education/special-education/>

Teachers, paraprofessionals, the Head of School and the Board will all have input to select topics for ongoing professional development.

A.4: Assessment and Accountability

Narrative A.4.2, *Use of student data:* LICPA will utilize the SAIN Power School program, will participate in the state assessment system and will administer all assessments pursuant to Nevada’s prescribed uniform procedures. The school will also participate in any other mandated assessment, such as the NAEP, if so selected for participation.

LICPA will conduct monthly, Semester and yearly assessment reports, student progress reports and semester student progress reports to create a powerful pre-emptive and corrective function. LICPA Assessment Reports inform teachers, parents and students how well students are doing relative to year-end goals (state content standards) — while there is still time to address problems. Teachers report on student progress on a weekly basis. It is the intent of LICPA to both gather and report data that is accurate, meaningful, and professionally sound. The purpose of the LICPA assessment plan is to identify individual student needs and appropriate curriculum or instructional modifications, based upon the skills

and concepts tested. LICPA is focused on the effective implementation of timely assessments in order to accurately assess where each student is at and to make adjustments in the curriculum to meet each child's individual learning needs.

Professional development workshops and teacher meetings will focus on using the testing data to improve the educational program and student performance. In addition, teachers will learn to use the online LMS on a daily basis to check student progress and adjust learning activities to help students increase performance. We will provide parents/legal guardians with written notice about all tests and examinations mandated by the state or school district. As each testing date nears, LICPA will send home flyers and emails reminding parents and guardians of the specific testing dates. These assessments are used to demonstrate our yearly progress and it is extremely important that students are present at the time of testing. All of the tests mentioned are used by NDE for accountability purposes and the results are reported locally and state wide to the general public.

The integrity of all tests is important. We will solicit parental support for reporting testing or testing-related irregularities. For example, we will ask parents to talk with their child and if their child reports any testing irregularities, they are encouraged to inform the school office or the Head of School. LICPA will follow state procedures as required by law including prohibitions against interfering with or preventing the disclosure of information and procedures for dealing with reporting untruthful information.

Narrative A.4.3, *Use of longitudinal data:* The LICPA faculty, staff and administrators will participate in professional development workshops on using data to improve programs, student performance and instructional practices. The LICPA faculty, staff and administrators will meet to review and discuss longitudinal data from the assessments previously mentioned in this document. The data analysis will be used to assess current school practices and programs. The data will determine future programs choices, curriculum choices, intervention strategies, instructional practices and assessment practices. The goal of the meetings will be to make changes as needed to maintain high standards and performances for all students. Changes in programs, curriculum, instructional methods, personnel, and outside resources will be instituted based on the data analysis. Longitudinal data analysis will be reported annually to measure

outcomes and will include: 1. Student baseline data during the first month of attendance, 2. A comparison of annual results with baseline scores to assess progress, 3. Grade-level and school composite scores, 4) Visual depictions of annual results showing year-to-year changes, 5) Visual and data representations school scores relative to other Nevada schools by type, state, national and international scores and 6) In depth analysis of a variety of indicators/scores to identify areas for improvement.

Narrative A.4.4, *Data management plan:* LICPA will hire an Assessment Expert who will assist with establishing best practices in data and assessment management and planning. It is essential for student success to have all teachers to have access as quickly as possible to accurate data on student performance. It is also important for parents, students and administrators to be informed about student performance. It is also important for teachers and administrators to review and analyze this data. A key element for student success is for teachers and administrators to have accurate student performance data, review and analyze the data, and use the data for improvement and change as needed. The ability to have access to data, review and analyze data and plan for changes to improve student performance is for teachers and administrators to have a system that will provide accurate data on a daily basis or as needed.

The Online LMS and the monthly Assessment reports will provide teachers, students, parents and administrators accurate data on student performance on a daily or as needed basis.

A.5: Tentative School Calendar and Daily Schedule

Narrative A.5.2, *Enrollment dates:* The proposed date of enrollment for LICPA is May 1, 2014.

A.6: School Climate and Discipline

Narrative A.6.1, *How climate/discipline policies support education:* LICPA's discipline and school policies are designed with the goal of providing a safe and positive learning environment that is conducive to learning. We strive to create a school climate that will focus on creating a learning environment where student needs are met and all students are encouraged to exceed to the highest academic and ethical expectations. We will hold students and colleagues accountable with daily reminders during the morning meetings, faculty and parent meetings s to create a school climate where students, teachers, parents, staff, and visitors love to be present and students learn.

To create and maintain a learning environment where all students feel welcome, supported, safe, and encouraged to succeed, the school discipline policy will align to support this school climate and be continually reviewed and revised to meet these expectations.

Narrative A.6.2, *Student behavior philosophy:* LICPA will maintain a school climate centered on respect for self and others. Students will be involved in discussions of school climate, the meaning of respect, and ways to demonstrate success. We encourage all employees to be role models and help students along the path to self-discipline. Discipline that is internalized (internal locus of control) works best. (http://www.mindtools.com/pages/article/newCDV_90.htm) Teachers will work with students through a Socratic dialogue to help students internalize to show respect for self and others in all actions at the Legacy Academy. For example, if a student is talking and disrupting another student, our teachers will discuss the situation with the student so the student understands that disrupting another student is not showing respect for the other student.

We will monitor student discipline in terms of how many times and how often a student requires external controls to behave. Students who require more external controls will require teacher, student, and parent conferences. The conference will focus on guiding the student to develop an internal locus of control for self-discipline to show respect for self and others. We want students to be self-motivated, self-disciplined, and recognize that reaching their highest academic goals depends on maintaining strong academic routines and habits. We will monitor student discipline in several ways:

- Are students maintaining strong academic routines with positive performance results?
- Are students supporting other students with respect for others?
- If a teacher leaves the room, do the students continue to stay on task?
- How much external control do students need to stay on task?

LICPA requires a limited face-to-face schedule for students. The school discipline policy will reinforce students to be on task, perform to the highest standards, and show respect for self and others by maintaining a daily routine of staying on task and completing all work at the highest level, adhering to all due dates. We will maintain a positive and nurturing environment that is conducive to learning and helping others. Students will be trained to be school ambassadors to welcome and provide tours for

visitors.

The LICPA Governing Board will review behavior policies regularly and publicize them ensuring access by parents, staff, and pupils. Behavior policies will include a code of conduct for pupils. Rules of conduct will apply before and after school, as well as during the school day. The Governing Board will determine expectations for how pupils will behave in the facility, during activities and break times, as well as in the classroom or when involved in athletics. Parents will be apprised of their student's academic performance on at least a weekly basis. Parents will be immediately informed of any behavioral or discipline problems at the school and will be asked to attend a student, parent, teacher conference.

Narrative A.6.6, *Involving families:* LICPA stakeholders will have an “open door” policy with parents. Parents will be encouraged to visit the school; provide feedback to school administrators, teachers, and staff; and communicate regularly with school officials. Parents will be encouraged to join the students and staff for lunch and for the morning meetings. Parent conferences will be scheduled each semester and parent-teacher conferences will be scheduled as needed.

LICPA staff will review behavior policies regularly and publicize them to parents, staff and pupils. Behavior policies will include a code of conduct for pupils. Rules of conduct will apply before and after school, as well as during the school day. LICPA staff and the Governing Board can set expectations for how pupils will behave in the facility, and during activities and break times, as well as in the classroom or on when involved in athletics.

Parents will be apprised of their student's academic performance on at least a weekly basis. Parents will be immediately informed of any behavioral or discipline problems at the school and will be asked to attend a student, parent, teacher conference. Parents will be informed by a multiple methods including: via email of the weekly Student Progress Reports (SPRs), additional emails as needed, telephone conversations, and notes home that must be signed by parents.

Progress reporting will include student behavior comments on the weekly SPR that are e-mailed to every parent every week. For example, on the following sample SPR, John Doe's parents received the following comments: “John Doe has a great attitude. Two scores in Math were in the C range this week,

which dropped his overall performance and he allowed himself to be distracted several times each day by other students.” See Sample Student Report below.

The Student Progress Reports are sent to parents every Friday via email and LICPA personnel track if parents open the email. If a student’s grades drop below a B in any class and the parent/guardian does not respond to the Student Progress Report, the teacher follows up with a telephone call or a note home that must be returned with the parent/guardian signature. Based on the comments, the parent or teacher would be expected to follow-up to see if any interventions were needed or if a pattern developed that needed more attention. The teacher could intervene with such interventions as a parent/teacher conference, parent/teacher telephone conversation or an email to the teacher requesting additional or revised assignments. The weekly SPRs will be critical in helping students internalize their locus of control and develop self-discipline. Working together, the parents, students, and teachers through effective communication and monitoring will be instrumental in making the goal of self-discipline a reality for all students. Every student who is behind in academic work (mostly due to training or tournament travel) receives a Student Weekly Academic Plan (available upon request) that lists all assignments due each day for the week. Students must complete the assigned work each day before they are allowed to practice. Parents, teachers, students, and coaches work together to ensure students receive adequate support and encouragement to complete all assignments. Coaches and parents are instrumental in supporting this plan to ensure its success.

One parent, Ms. Mia Banks, is a member of the LICPA Board. Ms. Banks will take the lead in forming the Parent committee and encouraging all parents to be involved with school activities and provide feedback on school operations. LICPA will also include at least one parent meeting each semester to seek parental input into current and future school operations, policies, and performance. The LICPA Board is very eager to listen to and seek parental input and will maintain an open policy for allowing parents to visit the school anytime and schedule parental meetings on a regular basis. During the over two year Pilot Project, parents have been active participants in parent meetings and in visiting the classrooms when they drop off and pick up their children.

A.7: Target Population

Narrative A.7.1, *School location:* The School Location is unknown at the time of submission.

Narrative A.7.3 *Enrollment projections*

LICPA anticipates enrolling 120 students in the first year and 240 students in the second year serving grades 4-12. Letters from Sports Academies including, the DTC Academy, On Deck Academy, Lorenzi Tennis Center, and Christ the King Activities Center; Letters from Community Leaders such as Mr. Jim Rogers, Media Entrepreneur and former Chancellor, LV Councilman Ricki Barlow, Dr. William Sullivan, UNLV Associate VP for Retention and Outreach; Teachers from the Pilot School Project Mr. Richard Cumelis and Ms. Lindsay Douglas; and numerous letters from parents of students in the current Pilot Schools project attest to the need for the school, and their view that over 130 students would enroll in a LICPA Charter School next year (See Letters of Support in Attachment A.7.2). LICPA anticipates a maximum enrollment of 4,000 students based on an analysis of the target student population in Clark County.

Narrative A.7.5 *Student recruitment plan:* The LICPA recruiting plan will include a strong effort to recruit a diverse student population. Governing Board member, Dr. Porter Troutman is well known advocate for diversity in Nevada, Las Vegas, the Clark County School District as well as nationally as a founding member of the National Association of Multicultural Education (NAME). Dr. Troutman has a strong reputation in the school district working with diversity issues and sponsoring the National Youth Sports Summer Program at UNLV for low-income students for over 20 years. Dr. Troutman will assist in the recruitment plan for students and staff.

In the pilot project, LICPA personnel focused on tennis players and did not have a wide diversity of students. However, the LICPA recruiting plan includes widespread recruiting efforts in additional sports and performing arts that will certainly reach a more diverse audience. LICPA will also recruit tennis players from additional tennis sites, including the Agassi Foundation students, Boys and Girls Club students and also the First Tee golfers program, which are focused on low-income minority students. Clark County has a diverse population and there is no reason to think our student population will be any

less diverse than Clark County. Recruiting brochures will go out to school coaches, community coaches, and high performance coaches and teachers in all sports and performing arts.

Therefore, our Student Recruitment Plan will target students enrolled and participating in these high performance activities. We will target coaches and players in high performance sports programs, Instructors and students in high-level performance programs as well as these coaches and instructors in public and private school programs.

Our marketing campaign will focus on recruiting students who need a flexible academic schedule for high performance sports or performing arts and need a strong college prep academic program.

Narrative A.7.6, *If applicable, serving at-risk pupils:* The LICPA target audience is “at-risk” of failing in traditional and online schools, our students do not meet the traditional definition of an “At Risk” population. Our target population is at-risk due to inflexible attendance policies in traditional schools and the inability of parents to serve as effective “learning coaches” in online schools. In fact, many of our target population would be successful in traditional schools if they did not participate in such a time demanding high performance activity. Based on data from the LICPA Pilot Program our target audience will be successful with our online curriculum and face-to-face school. See Attachment A.4.1, Assessment Plan and instruments.

Narrative A.7.7. *If applicable, favoring at-risk pupils in the enrollment process* LICPA will recruit at risk pupils.

A.8: Special Student Populations

Narrative A.8.1, *Identification, etc. for Special Ed., etc.* LICPA is fully committed to providing the accommodations and supports for all students to access the curriculum and be successful. LICPA will conduct systematic methods for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. LICPA will operate in accordance with state and federal guidelines.

As a grade 4-12 Charter, our students will come to LICPA from public and private schools. In accordance

with state law, we will evaluate and follow Individual Education Plans (IEPs) for every student as needed. LICPA staff and administrators will adapt the curriculum, accommodations, and or modifications as needed for each student. For all non-IEP students, we will use the response to intervention (RtI) model – a multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis. “Rate of progress over time is used to make important educational decisions, including possible determination of eligibility for exceptional education services.” Interventions will be based on a tier system as follows: Primary (intervention tier 1 [IT1]) interventions consist of a general education program based on evidence-based practices; secondary (intervention tier 2 [IT2]) interventions involve more intensive, relatively short-term interventions; and tertiary (intervention tier 3 [IT3]) interventions are long-term and may lead to special education services.

LICPA will institute an infrastructure to support sufficient assessment and intervention resources to make decisions that result in successful outcomes for every student. We hire teachers who have been trained in these assessments and interventions and provide additional professional development workshops to further train instructors and staff on using this system. We will measure the success of the program if our results show a lessening of the achievement gap for struggling learners as demonstrated by data collected through our assessment results. Behavioral interventions will be deemed successful if there is a reduction in the problem behavior or an increase in desired behaviors. The following diagram displays the essential components of RtI:

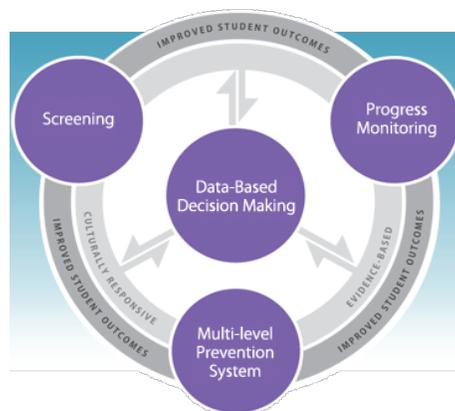


Diagram from the National Center on Response to Intervention:
<http://www.rti4success.org/whatisrti>

LICPA will document the assessments and interventions strategies and outcomes using the AIP/BIP guidelines. We will also document student success on any interventions. We will also consult with the National Center on Response to Intervention for additional information, resources and assistance. LICPA staff will utilize many of the online resources available at the National Center on Response to Intervention website at <http://www.rti4success.org>.

Furthermore, Legacy Academy will use the Universal Design for Learning (UDL) model to provide essential supports and accommodations to address the learning needs of diverse students, i.e., special education (IDEA and 504), gifted (GATE), English Language Learners (ELL) as well as students at risk for learning. All students will have access to teaching, learning, and assessment through the use of this research-based framework in which educators design the curriculum in advance to meet the needs of all learners by matching students' learning and behavioral needs to the education/academic content by incorporating the three principles of UDL: (1) Representation: Presenting content in multiple formats, e.g., hybrid classes, audio books, videos, advanced organizers, pre-teaching vocabulary; (2) Action and Expression: Providing multiple, flexible alternatives to demonstrate learning and mastery, e.g., online responses, technology options (Digital Story Telling, Glogster, PowerPoint, Prezi, Podcasts, curriculum compacting, etc.), assistive technology, Thinking Maps, picture cues, graphic organizers, and (3) Engagement: Stimulating students' interests, learning styles, and motivation, e.g., culturally-responsive teaching, Positive Behavior Support, choice, and relevant authentic activities. UDL provides educators with opportunities to differentiate curriculum and instruction for all students according to abilities, interests, and learning styles. Examples of differentiation strategies include: tiered assignments, choice menus, curriculum compacting, learning contracts, and flexible questioning models such as Bloom's Taxonomy and Sandra Kaplan's Prompts of Depth and Complexity.

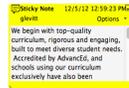
Parental involvement in the process is critical at all stages from the initial identification of an issue through a successful intervention where the problem is resolved. We will include parents in every aspect of the assessment and intervention process.

Legacy Academy will employ a specialist as lead contact to serve as director of special education (IDEA, 504), GATE) and ELL programs to work with the RtL consultant and implement the RtI model at Legacy Academy. Connections Academy, Edmentum and Forest Trail Academy all have extensive programs for students with special needs. Below is an example from Connections Academy.

Connections Academy Accommodations for Special Ed

Students with Special Needs

- Client's site-based staff provides IEP/504 case management, evaluation, and compliance.
- CL program manager makes placement recommendations based upon information received from client's site-based staff.
- Students in K-8 may be placed into "Essential" courses. Students in 9-12 may be placed into "Foundations" courses. (Note: Foundations courses are not NCAA eligible.)



Special Needs Offerings

- "Essential" courses for K-8
- "Foundations" courses for 9-12
- Lesson modification tool for teachers
- Alternative assessments, shortened assignments
- Small group and one-on-one tutoring
- Text read-aloud software
- SSTAIR database of supplemental instructional resources

CL Teachers Provide Extra Support

To Do List

- Check **Yield** in My Students or My Sections for assessments needing grading.
- Check **CompassLearning** reports.
- Review the **Accessibility Status**.
- Check **SSTAIR** reports.
- Review **Attendance** for all Teachers/Intersects/Intruders.
- View students' **Out-of-School** lessons.
- Review **Teacher Assignment** reports.

My Students

ID	Basic	Grade	Attendance	Overall Score
216090	On Track	314	0	92%
144122	On Track	314	2	91%
128788	Approaching Alarm	314	2	91%
142486	On Track	314	11	89%
129787	On Track	314	10	89%
216091	On Track	314	4	87%
167915	Exempt	314	3	85%
495693	On Track	314	0	93%

Yield icon alerts teachers to special needs

Special Needs Alerts

To Do List

- Check **Yield** in My Students or My Sections for assessments needing grading.
- Check **CompassLearning** reports.
- Review the **Accessibility Status**.
- Check **SSTAIR** reports.
- Review **Attendance** for all Teachers/Intersects/Intruders.
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495693	On Track	314	0	93%

More info for teacher available by clicking on yield sign

Lesson 2: Using Metric Units of Length

Lesson Modification Tool for Teachers

Key Words

- centimeter
- kilometer
- meter
- millimeter

Objectives

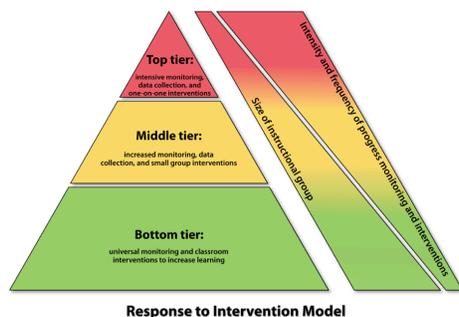
Choose the most appropriate metric unit of length and measure to the nearest centimeter and millimeter.

Narrative A.8.2, Multi-tiered Response to Intervention

LICPA will adapt the online curriculum, make accommodations and or modifications to meet and exceed state requirements for each student with Special Needs, students who are gifted and English Language

Learners. LICPA will utilize a state approved online curriculum (from Connections Academy) with provisions for students with Special Needs, students who are gifted and English Language Learners. LICPA will utilize these provisions and make additional accommodations and or adaptations as needed to provide the best educational experience for every student.

Identifying struggling learners in any grade is the first step to helping them gain the academic skills that lead to high school graduation with a regular diploma. LICPA will utilize the Response to Intervention model in Math and Reading. The RTI integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems. The following diagram explains the RTI System:



Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. LICPA's specific action steps for implementing each Tier of the RTI model are:

Tier 1: (a) Assess all students three times during each academic year—September, January, and May—using a universal screening, e.g., Dibels, for early identification, progress monitoring, and accountability. (b) Identify students functioning in the lowest quartile of achievement tests in reading and mathematics. (c) Use scientifically-based academic interventions to improve performance in reading and mathematics, e.g., provide additional classroom literacy instruction using Marzano's (2000) research-based instructional strategies for all students, with accommodations for identified students. (d) Monitor and

chart academic progress weekly for ten weeks to evaluate effectiveness of interventions, using Curriculum-Based Measurement (CBM), direct observation, and grades. (e) Refer students who fail to achieve pre-determined benchmarks/criteria in reading and mathematics to Tier 2.

Tier 2: (a) Provide targeted research-based intervention in reading/ mathematics to small groups (4-5) of students, i.e., interventions address specific problems based on the data. The interventions are delivered by general educators and specialists trained in RTI two-to three times a week for 30-60 minutes. (b) Use CBM to monitor and chart academic progress weekly for twelve weeks to evaluate effectiveness of interventions. (c) Refer students who fail to achieve pre-determined benchmarks/criteria in reading and mathematics to Tier 3.

Tier 3: (a) Provide more intensive validated targeted instruction in reading/ mathematics to individuals or very small groups (2-3) of students. The interventions are delivered by special educators or specialists trained in RTI one-to-two times a day for 30 minutes. (b) Use CBM to monitor and chart academic progress weekly for ten weeks to evaluate effectiveness of interventions. (c) Refer students who fail to achieve pre-determined benchmarks/criteria in reading and mathematics for multi-disciplinary evaluation to determine eligibility for special education services.

Specific assessments and interventions for math and reading will follow the guidelines presented in “Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools” (2009) and “Assisting Students Struggling with Reading: Response to Intervention (RtL) and Multi-Tier Intervention in the Primary Grades.”

Intervention options for advanced learners in math and reading will be offered according to ascending intellectual demand. Tier 1 examples include: problem and project-based learning, technology, tiered lessons, compacting, research, increased pace, interdisciplinary concepts. Tier 2 examples include: advanced problem solving/courses, competitions, advanced materials and primary sources, Tier 3 examples include: radical acceleration, advanced literature/writing opportunities, and mentorships.

Our Blended school model is able to implement the RtI Model efficiently and effectively. All students are on an individual curriculum that facilitates intervention strategies that require small group or

individual interventions.

The LICPA Blended school model is able to implement the online curriculum and IEP's for every student, including student with Special Needs, students who are gifted and English Language Learners. All LICPA teachers will be required to have specific college level training in Special Education. At least one Elementary Teacher will be certified in Special Education. As a Blended format school for high performance athletes and performers, we are well equipped to meet the individual needs of every student and adapt the online curriculum – which includes modifications for special needs students – to support the success of every student in our school.

Narrative A.8.3, *Special Ed. Revenues/expenditures:*

The LICPA Budget reflects budget allocations to support the staffing, training, and implementation of our educational plan including curriculum adaptations, accommodations and or modifications for students with Special Needs, students who are gifted and English Language Learners. One of the four teachers hired in the first year will be a Special Education Teacher and one of the teachers will be a certified ESL teacher. The State approved online curriculum includes curriculum adaptations, accommodations and modifications to meet the requirements of IEPs and support all students including students with Special Needs, students who are gifted and English Language Learners. The budget includes \$4,000 for staff development and training beyond the required coursework required for all teachers. Each school day has two hours planning and professional development time built into the schedule. We will utilize this time period to provide all teachers with workshops and training by Special Education experts. LICPA will include an online Special Education and/or ESL teacher in our Blended Model Curriculum from the online provider if student enrollment requires a full-time teacher. The cost of online special education teachers will be included in the budget for the online curriculum. For example, the EdOptions Courses (40) could accommodate students with special needs. These courses include a certified online teacher. The online curriculum also includes supplies for students with special needs.

Narrative A.8.4, *Special Ed. Continuum of service:* The Legacy Academy continuum of service delivery model will include services including Out-of Class Supports: Consultations, Accommodations

and Support Facilitations as well as In-Class Supports: Co-Teaching (with an online teacher), resource room, and Self-Contained as needed.

The educational program for exceptional students will include the following:

Least Restrictive Environment: students with disabilities will be educated in the least restrictive

environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. See

A.9: Records

Narrative A.9.1, Pupil Records:

LICPA will utilize an electronic Student Information System. We are in the final stages of choosing a system. The current top choices are OpenSIS and Tyler SIS. OpenSIS allows fully functional for student demographics, contact information, scheduling, grade book, Reports/Reports designer, report cards, transcripts, health records, attendance, parent portal, customizable preferences and security. It also has functions to track discipline incidents, provide an integrated communication system, library services, and state reports which are customizable to Nevada requirements. <http://opensis.com/index.php> OPEN SIS. We are also evaluating the Tyler SIS software program. A decision on the best SIS product will be made by January 2014. (Tyler SIS <http://www.tylertech.com/solutions-products/school-solutions/student-information/tyler-sis>) A complete description of the SIS software will be available as soon as a decision on the SIS selection is completed no later than January 30, 2014.

In addition to the electronic SIS, which handles most of the student information data, we will also maintain a secure area and filing system for student data. We will use this system as a backup for the electronic system – in case the web based SIS program is not available and data needs to be accessed in a time sensitive or emergency request. We will have a dedicated secure area for record storage and use a password protected electronic storage and backup system. The proposed location within the charter school in which records of pupils will be stored is not known.

The LICPA Office Manager will be responsible for maintaining student records. Student records include but are not limited to emergency contact information, health and immunization data, class schedules, attendance summaries, disciplinary actions and academic performance, assessment results and

documentation required pursuant to state and federal law will be stored in paper/hardcopy form and in electronic form as required. The office manager will be responsible for:

- Maintaining records of pupils including the inputting of student data into the electronic SIS and storing the hardcopies in the filing system.
- Providing records of pupils to the CCSD or other school district where the Legacy Academy is located for the inclusion in the automated system of accountability information for Nevada, Cumulative records will be stored in a secure file cabinet and backed up with an electronic SIS and be accessed via an online secure portal.

The Office Manager will be responsible for the records if the Legacy Academy is dissolved.

The School Location is unknown at the time of submission.

Legacy provides the assurance that the school will forward all permanent student records to the office of student records of the school district of residence of each pupil upon closure of the charter school or upon a pupil's graduation or withdrawal from the charter school.

A.10: Career Education (if applicable) N/A

Not applicable

B. ORGANIZATIONAL PLAN

B.1: Governing Body

Narrative B.1.4, Governance philosophy: The LICPA's Governance philosophy is based on proactive and hands-on leadership. LICPA's Governance philosophy is based on John Carver's 10 universal Policy Governance® Principles:

1. Govern proactively through explicit statements of values, rather than reactively or through event-specific decisions. Boards must be at least as disciplined as they expect their staffs to be.
2. Using four categories, address values about:
Ends - what results/benefits/changes for which people/needs are worth what cost
Staff Means - unacceptable practices and circumstances
Board-Staff Linkage - how power is passed and accountability evaluated
Board Process - how the board will govern and on whose behalf.
3. Spend most board time addressing Ends with a long-term perspective. This is the board's major contribution to long range planning.
4. Address Staff Means only in a negative or constraining way in order to leave maximum freedom, but within clear limits.
5. Always resolve value issues starting from the largest, granting the Chief Executive authority to decide all further (smaller) issues.
6. The board's job contributions or products must include:
Linkage with the EMO
Explicit governing values (policies)

Assurance of EMO and Head of School performance

7. The Director position exists solely to accomplish Ends without violating the constraints on Staff Means.
 8. Routinize the monitoring of staff performance against all board policies on Ends and Staff Means, recognizing this measurement as the evaluation of EMO and Head of School performance.
 9. Official board committees, if any, are there to help with the board's job, never with the staff's. Their best contribution is to prepare policy options (with implications) for board deliberation.
 10. Use board time to create the future more than to review the past, to stimulate debate on Ends rather than Means, and to look beyond the organization more than within.
- By August 1, 2014 the Board will produce a School Board Handbook to establish a clear, efficient and

successful Governance of the Charter School: The Handbook will contain the following topics:

- School Mission Statement – with key values.
- Brief Overview and History of the School
- Directory and Contacts for Board, School Personnel, Committees, Parent/Student
- Board Committees
- School Calendar with Board Meetings Listed
- Budget/Audit/Financial Reports
- Strategic Plan
- National Association of Independent Schools(NAIS) “Principles of Good Practice” for Board, Head of School, EMO.
- By-Laws
- School Document/Website: Application Procedures and Paperwork
- School Profile – (as data becomes available)
- School Statistics and Performance Reports – (as data becomes available)
- Minutes
- Board policies: Investment & Spending, Conflict of Interest, Sexual Harassment, Bullying, Admissions, Financial Aid, Staffing and Personnel, Board Resolutions, Security, Safety, Technology, Fair Use, etc.
- Handbooks: Employee, Faculty, Staff and Parent/Student

The hands-on proactive philosophy will include the Board scheduling regular meetings with school officials, key-stakeholders: Parents, Students and Community members. The Board will also be proactive in visiting the school to observe school operations and school climate. The Board will attend workshops/training on Board Governance and receive a copy of “Board Governance Training Manual.”

<http://www.charterschooltools.org/tools/BoardGovernanceTrainingManual.pdf> and Carver, John, Boards that Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations. Jossey-Bass, 1990

Narrative B.1.5, Governance structure and composition:

The current board consists of seven (7) persons. The Board may elect more members, but does think more than ten (10) members would be useful. The Current Board consists of the following individuals

(No Names) with Areas of Expertise and Personal Characteristics:

	A	B	C	D	E	F	G	H
1	Categories	1	2	3	4	5	6	7
2	Area of Expertise/Skills							
3	Organizational and financial management	x	x			x	x	x
4	Community involvement	x	x		x	x	x	x
5	Diversity Equity Issues	x	x		x	x	x	x
6	School Administration	x			x			x
7	Academic/education	x			x			x
8	Business/corporate		x	x		x		
9	Assessments/Evaluation	x	x	x		x	x	x
10	Accounting		x	x		x	x	x
11	Fund-raising	x	x		x	x		x
12	Charter school law/regs			x				
13	Charter School Design/Ops	x			x			
14	Personnel/hiring/evaluation	x	x	x	x	x	x	x
15	Stakeholder involvement	x	x	x		x	x	x
16	Strategic planning	x	x		x	x	x	x
17	Community resident	x	x	x	x	x	x	x
18	Parent of child in school		x					
19	Business owner			x		x		x
20	Organizational Leadership	x	x	x	x	x	x	x
21	Personal Characteristics							
22	Under 35			x		x		
23	From 35-50		x					x
24	From 51-65				x			
25	Over 65	x					x	
26	Females		x					
27	Males	x		x	x	x	x	x
28	Physical Disability							
29	Race/Ethnicity							
30	Asian		x					
31	African- American				x			
32	Hispanic					x		
33	Native American							
34	Caucasian	x		x			x	x

The Board plays many important roles in furthering the purpose of LICPA. These may include, but are not limited to, the following.

Division of Roles Between Board and Administrator

Responsibility	School Board	Administrator
Legal	<ul style="list-style-type: none"> • Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the administrator. • Maintains legal status; insures the proper paperwork is submitted to governmental agencies. • Reviews financial and business dealings and exercises proper judgment in self-dealing transactions - - avoidance of conflicts of interest. 	<p>Must provide information to the board to demonstrate that the charter school is well managed. Compiles information for annual filing requirements. Signals to the board if either of the situations is likely to occur.</p>
Finance and Accounting	<ul style="list-style-type: none"> • Approves annual budget. • Reviews periodic financial reports (balance sheet, income statement, changes in financial position). • Ensures that proper internal controls are in place. 	<ul style="list-style-type: none"> • Prepares annual budget with input from staff and finance committee • Oversees preparation of periodic financial reports. • Implements proper financial controls.
Planning	<ul style="list-style-type: none"> • Establishes mission and program direction for the charter school and approves goals and objectives designed to achieve those ends. • Reviews strategic plan and progress. • Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract. • Assesses program evaluation plan. 	<ul style="list-style-type: none"> • Participates in establishing mission and program direction for the charter school. Contributes to vision of the charter school; and assists the board in maintaining focus and momentum for the charter school • Develops specific program goals and objectives based on the board specific mission. • Develops reports or oversees staff development of reports to demonstrate program progress.
Policy	<ul style="list-style-type: none"> • Develop and adopt written policies • Responsible for reviewing policies periodically 	<ul style="list-style-type: none"> • Identifies need for new policies • Responsible for assuring the implementation of policies and for assisting the board in analyzing policy options
Personnel	<ul style="list-style-type: none"> • Sets and reviews personnel policies. • Hires Charter School Administrator and evaluates the administrator's performance. • Hires all personnel 	<ul style="list-style-type: none"> • Implements personnel policies. • Recommends changes in personnel policies to the board. • Evaluates performance of staff members

Responsibility	School Board	Administrator
Resource Development	<ul style="list-style-type: none"> •Responsible for assuring long-range commitments of resources; establishes a fund development plan and participates in its implementation. •Reviews and approves all major grant proposals. 	Conduct research and maintain information database. Assist in fund development efforts. <ul style="list-style-type: none"> •Develops grants, and other funding applications, plans fundraising events, enters business ventures to support mission.
Board Accountability	<ul style="list-style-type: none"> •Establishes and communicates clear expectations of Board directorship •Assures effective participation of Board members 	<ul style="list-style-type: none"> •Facilitates training and information exchange for members in preparation for selection of Board members •Facilitates effective communication among Board Members
Decision-Making	<ul style="list-style-type: none"> •Defines and communicates the role of Board, administrator in making decisions •Assures appropriate involvement of board directors in charter school decision making 	<ul style="list-style-type: none"> •Makes action decisions within parameters set by the board, collaborates both with the other staff and Board in some decisions
Community Relations	<ul style="list-style-type: none"> •Promotes the charter school to parents and the general public, including serving as an emissary of the charter school to the broader community. •Promotes cooperative action with other charter schools including activities and occasions when the charter school should take part in coalitions, shared programs, joint action, etc.. 	<ul style="list-style-type: none"> •Interprets the mission of the charter school to the community through direct involvement, public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the board for an effective division of labor.
Contracts	<ul style="list-style-type: none"> •Approves contracts 	<ul style="list-style-type: none"> •Manages contracts
Add Others		

As the Board begins its Governance, any areas of weakness or need for additional expertise will be addressed. The Board will pay particular attention to stakeholders and assure they are clearly and substantially involved in the Governance process.

The current

Board composition:

- Furthers the educational and operational success by including members with strong educational and operational skills and success. For example, Dr. Meckley is a former School Superintendent, Ms. Banks is VP of Gaming for the Venetian and Palazzo with an operating budget of nearly \$1 Billion dollars and an operation with over 1,500 employees and Col. Edwards was a Air Force Base Commander with superior leadership and operation skills and success.
- Ensures the Board will evaluate the success of the school and school leaders by having members that have supervised and evaluated operational success, organizational success and numerous personnel including group leaders. Conflicts will arise and measures to address conflicts will be instituted based on the Board Governance Training Manual.
- Ensures there will be effective representation of key stakeholders by including individuals that have extensive experience in community outreach, and parental and student involvement. For example, Mr. Oyola is on the Community Outreach Committee for the Sands Corporation.

Narrative B.1.6, *Increasing board capacity:*

If the Board decides to increase the capacity of the Board, the Board will follow the Board Governance Training Manual on recruitment. As Dr. Chenzi Grigano observed, “Charter school governance offers an exciting opportunity to build a public school leadership team around shared values rather than around the unpredictable results of school board elections.” The Board will 1) Establish a year-round committee, 2) Link recruitment to the strategic plan, 3) Profile the Current Board, 4) Focus on recruiting priorities, and 5) create a written job description. The recruiting priorities will be linked to the Strategic Plan and reflect needs absent in the current board.

The Recruiting Timetable will include the following steps: Step 1) Establish a board development committee, Step 2) Prepare for Active Board Recruitment by reviewing the Bylaws, position description, Charter School Contract, and the Strategic Plan, Step 3) Develop a profile of the Current Charter School Board to develop recruiting priorities, Step 4) Determine Strategies to Build Board Diversity, Step 5) Develop An Initial List Of Prospective Board Directors, Step 6) Conduct First Round Of Personal Contact With Top Recruiting Prospects, Step 7) Schedule And Conduct Orientation Sessions With Prospective Board Members, and Step 8) Selection/Appointment Of New Members To The Charter School Board.

All Board members, including new members will go through two hours of Professional Development as the initial orientation, and continue as training and development. The LICPA Board will utilize the “Board of Governance Training Manual” to design the orientation, training and development plan. The

Board will develop a specific orientation schedule and topics based on the background and needs of any new members. A core curriculum of topics for all new members will include: 1) Reviewing the By Laws, Charter, and strategic plan, 2) Mission and Vision of the Charter School, 3) the current programs and data on the Charter School regarding educational programs and performance, 4) financial status, legal matters regarding State Laws and Regulations, 5) member responsibilities, Reviewing the Board Member Handbook.

Ongoing board education and training will occur throughout the year. The content will be determined by asking Board Members what they need to know in order to be more effective member of the Board. The ongoing training will include reviewing documents on strategic planning and working with the board to discuss critical strategic issues that require the Board's priority attention. We will utilize board meeting time to provide some training for board members. Board member education will also include mini-seminars/presentations on important topics, dividing the board into study groups to research important issues, attending conferences, peer education and direct communication with the charter schools key constituents – students and families.

Narrative B.1.7, *Recruitment of board members:*

LICPA governing body will comply with NRS 386.520, membership of committee to form charter school, as well as NRS 386.549, membership and qualifications of governing body, by soliciting from parents, professional educators and the community to fill vacancies as they arise on the board. The LICPA Board Member recruitment, training, and placement process involves multiple steps that occur during a period of several months including a process to contact community gatekeepers, conduct information sessions, offer a charter boards workshop, hold a matching event and follow up. LICPA will also utilize ongoing assessments, engaging activities, the creation of a strong parent community environment and regular parent involvement in activities and governance to achieve student success.

LIPCA's Board is very enthusiastic about the potential and possibilities of this blended school model for the great academic impact it will have on students. Board members have been chosen to represent the great diversity of culture in the community, and although we have extremely busy board members, we

will find common times for board members to meet. We will be holding board meetings monthly throughout 2013, and as necessary, to build a successful and thriving school.

B.2: Composition of the Committee to Form the School

Narrative B.2.3, *Members' association with other charter schools:*

None of the Board Members have any relationship with another Charter School.

B.3: Management and Operation

Narrative B.3.1, *Organizational structure:*

The LICPA Academy Governing Board of the School is an independent body under the authorization of the Public Charter School Authority. The Board plans and directs all aspects of the school's operations.

The organizational structure of the LICPA Academy enables us to ensure that the school is structured in compliance with the charter, creating and improving the school budget, and maximizing the funding available for classroom instruction and teacher salaries. We have a Governing Board, a Head of School, highly qualified teachers and a small staff. The titles, responsibilities and qualifications of all personnel are listed below.

LICPA's School Board is comprised of seven members. The Governing Body supervises the charter school operation and is legally accountable for its operations. The School Board will either contract with an EMO, or the Board itself establishes policy. The Board insures that all aspects of the program and financial accountability systems satisfy LICPA's obligations to the State Public Charter School Authority. Annually, the School Board elects officers including a President, Secretary, and Treasurer, and may also elect one or more Vice Presidents each for a term of one year. The School Board meets quarterly, or more often if necessary, in open, public session to satisfy its duties, and may create subcommittees to carry out special duties. The existing Board Members will vote on new Governing Body members, with a majority required for acceptance. To insure that the Board retains its required composition under NRS 386.549, the existing Board shall evaluate prospective new members' with regard to their commitment to the school integrity, mission, and credibility, within the community and their professional, education, and practical experience.

Narrative B.3.2, *Key management positions responsibilities:*

Key Management positions will be hired by the Board not the EMO and will reside in Las Vegas. The Key Management Position is the Head of School. The position responsibilities are listed and explained in Narrative B.4.6.

Narrative B.3.4, How to carry out laws:

The LICPA Board and the Head of School will be responsible for carrying out the provisions of NRS 386.500 to 386.610 regarding charter school laws. The LICPA Board and Head of School will attend all technical assistance meetings, conferences and meetings regarding the knowledge about and carrying out charter school laws.

The LICPA Board and the Head of the School will make decisions based on how the decision will impact the top priority – student achievement and interests. The LICPA Board members and Head of School will ask, “If I do this, or approve this, is it in the best interest of the students and will it help improve student achievement.”

The LICPA Board and Head of School will make personnel decisions with the goal of maintaining an organization with diverse personnel. The governing board will also represent the diversity of the community where the school resides. In all school related operations, the LICPA Board and the Head of School will maintain strict compliance with transparency and accountability. Meetings will be open to the public and school accountability will be open to the public.

The LICPA Board and the Head of School will maintain a close and collaborative relationship with the school sponsor and the Nevada Department of Education. Board members and the Head of School will seek answers or assistance from the sponsor and the Nevada Department of Education whenever there is doubt concerning legal, ethical or best practices for any facet of the school operation. Questions about conflicts of interests or appearances of conflict of interest will be avoided. However, any doubts about any potential conflict of interest will be shared with the sponsor and the Nevada Board of Education and they will seek clarification and assistance with resolving the issue.

LIPCA is fortunate to have high-level professional educators on the Board (as well as at the EMO), all of whom have a strong desire to positively impact the quality of charter schools in the state of Nevada. The

Board will maintain independent and autonomous control of the school. With highly professional persons sitting on board with extensive top-level school, business and military management and operational experience such as Mrs. Banks, Mr. Krametbauer, Dr. Meckley, and Mr. Edwards, board members are independent from outside influences and, as such, the board will be able to operate independently, and notably, hold the EMO and any other party associated with the school fully accountable.

Narrative B.3.5, *Dispute resolution:*

In the event a dispute arises between a charter school and the Department of Education, or between a charter school and the State Public Charter School Authority if the State Public Charter School Authority is the sponsor of the school, the charter school shall submit, in writing, a statement outlining its complaint and proposed resolution to the Director of the Authority or his/her designee for review. The Department will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not it agrees with the complaint and whether it accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, which resolution is proposed, or proposing an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the State Public Charter School Authority at the next available meeting for its consideration. The State Public Charter School Authority will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the State Public Charter School Authority is final.

Narrative B.3.6, *Kind of school:*

LICPA is primarily an online school with a face-to-face component that is a combination of Elementary, Middle School and High School that serves grades 4-12. At the current time we will not accept students in grades K-3 because we are not certain the blended model school will meet the needs of these students or provide a learning environment where these students will be successful. Our pilot school did not go below grade 4. If we can determine the school can meet the needs of students in K - 3, we will begin

opening classes for these students.

Narrative B.3.8, *Outside help with application:*

The Committee to Form the School with the assistance of Dr. Greg Levitt and Dr. Steven Grubaugh of Legacy Innovations International prepared the application. Dr. Levitt was instrumental in establishing and working closely with the Agassi Charter School. Dr. Grubaugh and Dr. Levitt have extensive experience working with public schools, public charter schools and online schools in their roles as university professors of education but have no contract or formal affiliation with any.

Narrative B.3.9, *Limiting enrollment:*

School enrollment will not be limited, except as necessary to conform to the capacity of the school's facility (which facility is yet to be identified) and to designate the number of students per grade (which will be determined by the Board based upon considerations such as staffing and demand for enrollment and pursuant to Section 2 of R071-10 and NAC 386.180(7)). We will limit the ratio of students to teacher to 30 to 1 with a paraprofessional in each classroom for effective ratio of 15-1.

B.3.1: Educational Management Organization (EMO)

B.3.2: Distance Education

Narrative B.3.2.1, *Distance Education special education services:*

The curriculum we will use, Connections Education (Or other State Approved Curriculum if approved), has programs designed to increase work with students with disabilities and English Language Learners, to comply with state and federal requirements (See A.8 Special Education Section). Students with learning disabilities in 9-12 can be placed into the Connections Education "Foundations" courses tier in the course offerings designed for at risk students. Students with Learning disabilities in K-8 may be placed into "Essential Courses." Also available is Connections Credit Recovery solution for all students including those with disabilities or English language learning issues. Connections Education (and other approved programs) also offers a comprehensive continuum of K-12 research-based support for English language learners. Built upon best teaching practices and research of leading language development experts, these programs help prepare ELLs for success in school using programs like skills tutor, text to speech software, and translation software.

Special Education services will be provided in accordance with NRS 386.582.3 which states, “If the governing body of a charter school is unable to provide appropriate special education program-related services for a particular disability of a pupil who is enrolled in the charter school, the governing body may request that the board of trustees of the school district of the county in which the student resides transfer that pupil to an appropriate school.”

LICPA can also adapt courses and lessons by using lesson modification tools for teachers including using small group tutoring, text read-aloud software, and a database of supplemental instructional resources at all levels of academic competency and in other languages. Additionally, our intervention plan could include, but is not limited to the following: more frequent contact between the instructor and the student; working with a tutor; working with supplementary online materials; a review of the aptitude placement assessment to determine if the course is suitable for the educational level of the student; assurance that the home computer is working properly; assuring that the student has the necessary learning tools, i.e. text books, calculator, dictionary, paper, etc.; and helping establish a proper home learning environment.

Narrative B.3.2.2, *Distance Education parent-teacher conferences:*

LICPA has a strong face-to-face component required for our students and parent teacher conferences will be in person on a quarterly basis. We will not accept part-time students or distance education only students into our program. Parent-teacher communication will be facilitated using email, text and other online communications. Parent-Teacher Conferences will face-to-face. However, if a parent cannot attend a Parent-Teacher Conference we will utilize technology such as Skype to video conference with parents.

B.4: Staffing and Human Resources

Narrative B.4.1, *Staffing plan:*

LICPA anticipates an initial enrollment of 120 students. The school anticipates hiring a principal, one administrative office manager, 4 teachers, and 4 tutors/teachers’ aides. This staffing level provides for 4 classroom teachers with a student ratio of 30 to 1. This staffing structure is sufficient for accomplishing the educational programs planned for the school. 4 paraprofessionals and/or tutors will assist in providing differentiated instruction. The school anticipates an increase in enrollment to a total of 240 students and

in subsequent years, staffing increases will be proportionate to the increase in enrollment as set forth in the year one figures listed above.

In order to recruit excellent teachers, LICPA will: Recruit teachers through the Nevada Department of Education and (if possible) Clark County School District websites, place ads in local publications, coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns, whenever possible (as a means to train and recruit potential future staff). Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth. Board Director, Dr. Meckley supervised field placements for UNLV for many years and has extensive contacts with Principals, CCSD teacher supervisors of UNLV field placements, and will be instrumental in getting recommendations of outstanding pre-service teachers.

Teacher Retention will be a focus and responsibility of both the Board and the School Administrator. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will be offered to teachers and staff to ensure their retention and employment satisfaction. Teacher's input will be valued. Accordingly, they will be provided opportunities for shared decision making with the school principal. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Narrative B.4.2, *Employment contract negotiation:*

LICPA will comply with NRS 386.595 in the negotiation of all contracts for employment with the School.

Narrative B.4.3, *Instructor qualifications:*

LICPA will ensure that all persons who provide instruction at the school comply with all Nevada licensure requirements.

LICPA instructors will have the following minimum requirements: Bachelor's degree from an accredited college or university; A teaching certificate in the appropriate area from the State of Nevada; A master's

degree in a content area will be a plus but not required; Passed a security and police background check; Successful teaching experience will be a plus; Certificate or training in online and hybrid teaching will be a plus. For year one, LICPA will employ four face-to-face classroom teachers. One teacher will hold a Special Education Certificate, one teacher will hold an English as a Second Language Certificate, One teacher will be bilingual with Spanish, and one teacher will be a certified Reading Specialist. In addition, one teacher will be certified in Math/Science. The LICPA Board made these stipulations based on expected enrollments, projected needs, and teacher/parent input from the DTC Pilot Project identifying these as particular needs of the projected student population.

LICPA paraprofessionals will have the following minimum requirements: Be enrolled in an undergraduate or graduate program at an accredited college or university; Passed a security and police background check; Certificate or training in Special Education, ESL, Ed. Tech. and/or online and hybrid teaching will be a plus.

LICPA will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. All employees at the school will undergo screening and background checks in accordance with state and local school district laws and regulations. The school will seek candidates who demonstrate excellent presentation and interpersonal skills, satisfactory recommendation and/or evaluations from previous employer, personal characteristics, knowledge, and belief in the school's mission, an ability and motivation to work as part of a team in a small-school setting with parental involvement and references/Letters of Recommendation.

A screening committee comprised of school administrators, teachers and lead staff will interview potential employees. Initial screening interviews will be held, credentials will be verified and official recommendations to hire will be made to the principal, who will make the final hiring recommendations for faculty and support staff to the Board who will make the final decision.

Narrative B.4.4, *Teacher evaluations:*

Teacher evaluations, both formative and summative, will be based on several factors including content knowledge, pedagogical practice, technical skills, interpersonal skills and professional skills and will

comply with NRS 391.3125. Administrators will personally observe probationary teachers and evaluate their classroom management skills, lesson plans, the alignment of content standards and performance as applicable to the grade level as pursuant to NRS 389.520. Teachers will also be evaluated on whether they are addressing special-education needs, diversity needs, advanced students, and students in English language learning needs. It will provide feedback on the performance of the teacher and prescribe actions to correct deficiencies. These evaluations will be kept in the teachers personnel file and effort will be made to assist the teacher with any requests for assistance.

Each teacher must receive a copy of each evaluation not later than 15 days after the evaluation. A copy of the evaluation and the teacher's response must be permanently attached to the teacher's personnel file.

Upon the request of a teacher, a reasonable effort must be made to assist the teacher to correct those deficiencies reported in the evaluation of the teacher for which the teacher requests assistance. The School's governing board shall not discriminate on the basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law in hiring or other employment practices.

Narrative B.4.5, *Administrator information, if applicable:* We have not hired any administrators at the time of this application.

Narrative B.4.6, *Administrator position description:* The Head of School: The Head of School is the school leader and responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the governing board. . The Head of School supervises, directs, and oversees all activities of the LICPA including, but not limited to, educational programs, instruction, record keeping, assessments, parent educational events and social programs, honorary programs, and parent service activities. The Head of School oversees activities and opportunities that link programs at LICPA to the broader community. The Head of School, in consultation with the Board and the faculty (where appropriate) is responsible for faculty and staff personnel decisions. The Head of School must organize job specialization, which involves grouping various school work into units and departmentalizing jobs according to logical and function arrangements to oversee. The Head of School must also establish a

pattern of delegating authority between leader and staff members including assigning responsibility, granting authority, and creating accountability. At the overall organizational level, the Head of School must establish patterns of authority, be highly involved with staff, students and parents as well as the day-to-day operations of the school (Glickman, C. D., 2010). Specifically, the Head of School must manage and oversee roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs.

The Head of School, with subordinate administrators and staff, oversees typical day to day school functions which include overseeing the curriculum, assessment, instructional materials, health and safety requirements, school zones and crossings, pupil records, communications, admissions, attendance, truancy, removal of pupils, parents, teachers, discrimination issues, contracts, evaluations, liability, technology and electronic communication, gifts and grants, community agencies, interventions, graduation standards and promotion standards, laws and rules, achievement, prevention programs, and enrollments among other duties.

Narrative B.4.7, *Employing administrators:* Legacy Innovations International, with directions from LICPA's governing board, will implement a plan to identify qualified candidates for the administrative positions at the school LICPA will advertise in publications that serve a diverse population and are likely to attract a diversity of candidates. We will also contact graduate programs in administrations various universities to ask for recommendation from University faculty. The selection process will include an interview with the Board, parents, and community leaders. The Board will make the final selection of the Head of School. Once some faculty members are hired, we will include faculty in the interview and selection process. If the Head of School needs to be replaced, we will start the process over starting with advertising in publications that serve a diverse population. Applicants will be screened by a team of professionals from LII, and the governing board, trained to identify the individuals best suited to carry out the mission of the school. Background checks and fingerprinting will be completed in accordance with NRS 386.588. Qualifications: Minimum of a Master's Degree in School Administration or similar

degree with at least one year experience in school administration or similar position highly desirable, a current Nevada professional administrator endorsement/license, experience working with school or advisory educational boards, strong managerial capabilities, knowledge of the needs of diverse student population, positive evaluations from previous administrative position(s), letters of recommendation; and excellent communication skills.

Narrative B.4.8, *Employing instructors/others:* LICPA will advertise in national and local industry publications that serve a diverse population and are likely to attract a diversity of candidates who can ably carry out the mission of the school and who are highly-qualified, licensed and/or certified as applicable and appropriate within Nevada State laws and match the learning needs of its students.. We will also contact graduate programs in administrations various universities to ask for recommendation from University faculty. The selection process will include an interview with the Head of School, parents, and community leaders. The school administrator and interview committee will be looking for strong managerial capabilities, knowledge of diverse populations, a history of positive evaluations, excellent communication skills, and experience working with administrators and educational advisory boards. All teachers and administrators will hold current Nevada licensure, highly qualified and or certified as applicable and appropriate under the Nevada state laws. Once some faculty members are hired, we will include faculty in the interview and selection process. Fingerprinting and background checks will be administered in alignment with NRS 386.588. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that the School will serve. The Head of School will make the final selections.

Narrative B.4.9, *Licensed and non-licensed staff, if applicable:*
No employees have been hired at the time of this application.

C.1: BUDGET

Narrative C.1.4, *Chart of Accounts assurance:*
LICPA assures the school will use the Nevada Chart of Accounts for all accounting. The LICPA Board will appoint a member to train the Head of School to use the Nevada Chart of Accounts and the LICPA

Board will assure the Nevada Chart of Accounts is used in all accounting procedures.

http://www.doe.nv.gov/NDE_Offices/Support/NDE_Chart_of_Accounts/

Narrative C.1.6, Contingency plan for financial challenges: The fiscal year is from July 1 to June 30.

All money received by the School will be deposited in a Nevada financial institution Bank of America.

The absolute minimum number of students the school needs to operate is 30. LICPA will also apply for a Federal Charter School Grant and if funded, LICPA will utilize those funds as well. Should there be cash flow challenges, LICPA will utilize the \$150,000 in Foundation funds from The Querrey Foundations (\$50,000) the Hennessy Foundation (\$50,000) and the Horizon Helicopter Inc. Foundation (\$50,000) to meet these challenges (See Foundation verification letters in Pre-Opening Budget). For example, the Foundation Funds will be used as needed for Pre-opening costs. After the State funds are available, the amount of the money used from the Foundation will be put back into that contingency account to be used later if needed to maintain financial viability. If needed for financial challenges, the EMO will reduce their fee to zero if needed to keep the school operating. The EMO fees in year one are a maximum of \$300 per student in year one and \$350 per student in year two. The EMO charge increased in year two because the school could financially sustain the \$350 fee with increased enrollments. The EMO agrees to reduce the fees to zero if needed to ensure the financial viability of LICPA. By reducing most costs to reflect a true enrollment number, the school would be able to maintain a small surplus at the end of the year.

C.2: FINANCIAL MANAGEMENT

Narrative C.2.1, Financial responsibility: LICPA will have our legal counsel review all policies in the “Suggested Model Financial Policies for Nevada Charter Schools” provided by the Nevada Department of Education. The legal counsel will review the policies of any new editions or additions to the document. It is understood the intent of the document is for guidance only and our legal counsel will review and approve all financial policies prior to requesting Governing Board approval. Once approval is received, these policies will be instituted and training and guidance will be provided to all personnel involved in

financial management of LICPA. Any contracted companies involved in any aspect of financial management will be provided a copy of the approved policies as needed and approved by the Governing Board.

Narrative C.2.2, Closing procedures: In the case school closure is required, the following procedures will be followed:

1. The LICPA Governing Board, not less than 30 days before the closure of the school will submit written notice of closure to the Nevada Department of Education, the State Charter School Authority and the employees of the school. The notice will include the reason(s) for the closure, date of said closure, and date of the meeting of the Governing Board on which the determination was made to close the school. It will include the name of the LICPA administrator along with contact information.

2. Not less than 30 days before the closure of LICPA, the LICPA Governing Board will instruct the registrar or secretary of the school to complete the following:

a. Contact by regular mail the parent or legal guardian of each pupil enrolled in LICPA. The notice to parents will include information on how the pupil may transfer to another public school and the manner in which records of that pupil will be transferred;

b. Contact the board of trustees of each school district in which a LICPA pupil resides. This correspondence will include written notice of the closure of LICPA and notification that the school district may receive pupils for enrollment upon the closure.

c. The LICPA registrar will ensure that all information required by NRS 386.650 for inclusion in the SAIN data system of Nevada is current to the date of the closure.

3. Not less than 30 days before the closure of LICPA, the Governing Board will submit to the sponsor of the school the following:

a. All records of indebtedness of LICPA if any, and any property of the School that is encumbered;

b. Return any remaining restricted assets to their source, such as grant money and money contained in restricted categorical funds;

- c. Create a current and projected payroll and payroll benefits commitment, listing each employee, each employment position and the amount of money required to satisfy existing contracts;
 - d. Report of the income tax documentation for the employees of LICPA;
 - e. Ensure that outstanding obligations of LICPA are settled after closure of the school, including without limitation, unemployment compensation, employee benefits, and resolution of the lease agreement for the charter school, if applicable, and final balances for utilities and other costs.
4. Not later than six (6) months after closure of LICPA, the Governing Board will provide an independent audit, including, without limitation, the net assets and net liabilities of the school; and the annual report of budget required by NRS 386.600.
5. The LICPA Governing Board shall ensure that all money received by the charter school from the State of Nevada that is unencumbered is returned to the Nevada Department of Education (NDE) and placed in an escrow account for the purpose of satisfying any outstanding obligations of LICPA. One year after the establishment of the escrow account, the NDE will transfer the balance remaining in that account to the State Distributive School Account created pursuant to NRS 387.030.
6. The Charter School Authority shall conduct a physical inspection upon closure of LICPA to confirm that all equipment, supplies, and textbooks identified in the inventory of the school maintained pursuant to NAC 386.342 are on the premises of the school. A current copy of the written inventory is to be provided to the sponsor of LICPA. The inventory will identify the source of money used to purchase each item, the name of the entity that donated the item and/or the owner of the item, as applicable.
7. Upon closure of LICPA, the Governing Board will ensure that if LICPA used money received from the sponsor of the charter school, the State of Nevada, or the federal government to purchase equipment or supplies, the equipment and supplies will remain on the premises of the school, unless LICPA is directed otherwise by the sponsor of the charter school, the State or the federal government, as applicable. The charter school sponsor, the State, or the federal government will be the only entities to remove equipment and or supplies from the Charter School.

8. If a licensed teacher who is a member of the LICPA Governing Board fails to comply with the aforementioned policy, the Charter School Authority or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

3. Narrative C.2.3, Audit firm: LICPA will contract with the C.P.A. Firm of Houldsworth, Russo & Company, 8675 S. Eastern Ave., LV, NV 89123 <http://www.trusthrc.com>

Narrative C.2.4, Nevada bank: LICPA will use Bank of America for school use: Bank of America, University Branch 4795 S Maryland Pky, Las Vegas, NV 89119

Narrative C.2.5, Fees, Charges: LICPA does not anticipate imposing any fees, charges, or deposits except for an optional summer school program. The Summer School Program will be optional and fees will cover the expenses (Teachers, administrators, online curriculum, etc.). There will be no priority treatment in the regular school year program for pupils participating in the summer school program. In order to maintain fidelity of the financial accounting, the financial accounting for the summer school program will be separate from the regular school year budget due to fees charged for summer school and no fees charged during the regular school year.

Narrative C.2.6, Person to draw orders for payment of school's money: The Head of School (a person has not been hired at this time) will be primarily responsible for the day-to-day management of school finances. For example, the Head of School will purchase supplies, complete paperwork for employees on a monthly or weekly basis and purchase equipment for the school. The Head of School will provide oversight and signature authority for the all expenditures. The Governing Board will review and approve all financial structures, procedures, policies, and activities on a quarterly basis.

Narrative C.2.7, Minimum number of enrolled pupils required: The minimum number of enrolled pupils necessary for financial viability of the school is 30 students. We expect a larger enrollment of a minimum of 120 students that could be as high as 200, but LICPA can remain financially viable with a minimum of 30 students.

C.3: FACILITIES

Narrative C.3.1, Facilities and equipment Information: LICPA is primarily a Distance Education Charter School with a face-to-face component. However we will utilize brick and mortar classrooms on a daily basis.

(a) The LICPA Board has not obtained a suitable facility, personnel, or equipment at the time of application because we do not have a budget to sign a lease, hire personnel, or purchase equipment at this time. We have explored the potential for using facilities at several locations and have conducted pre-interviews with a potential Head of School and prospective teachers. The LICPA Board is currently exploring location options that include classroom space at:

- 1) **Christ the King Church Activities Center** (a separate school facility is located on the premises) located at 4925 S. Torrey Pines Dr., Las Vegas, NV 89118
- 2) **Darling Tennis Center** at 7901 West Washington Avenue, Las Vegas, NV 89128 and
- 3) **On Deck Baseball Academy** at 4145 N. Rancho Drive, Suite 110, Las Vegas, Nevada 89130.

The LICPA Board is also exploring additional classroom space. In all cases we are negotiating for a free rental agreement. All locations currently have suitable furniture for the Charter School. The Pilot Project has utilized the Darling Tennis Center facility and furniture at no cost for the entirety of the Pilot Project. Any new federal Charter School Program (CSP) Non-SEA grant application, we have a tentative budget for additional equipment (e.g., computers, furniture and equipment) to enhance to educational program.

(b) The LICPA Board members are currently searching for additional suitable locations and equipment, as well as looking for additional pre-opening funds to complete this process.

(1) The Board will select a facility that currently exists and does not need remodeling. The three structures currently under review would not need any remodeling or furniture and therefore no budget items are included for these expenses. However, the budget does have unspent funding should there arise a need for some remodeling.

(2) The LICPA Board will designate a suitable facility by the end of January 2014. The lease will be signed to be effective starting August 1, 2014. Personnel will be hired and equipment purchased by August 15, 2014.

(c) LICPA will open the same date as all Clark County School District schools. Many families of students may have siblings in CCSD schools and many parents requested we follow the CCSD school schedule. School will begin on August 25, 2014.

(d) The Head of School will be in place August 1, 2014. Christ the King, The Darling Tennis Center and the On Deck Baseball Academy will provide suitable furniture if the Charter School is approved and these locations are utilized. However, some furniture will be purchased and is included in the budget.

(1) Office furniture and equipment; Depending on the building selected, the LICPA Board may only need to purchase a small amount of office furniture. Christ the King, the Darling Tennis Center and the On Deck Baseball Academy will provide at no cost suitable furniture if the Charter School is approved. The year two budget includes costs for student desks and chairs.

(2) Computer equipment: The Head of School will purchase a server to run the administrative software and iPads for students, teachers and administrators (See Budget). Wi-Fi will be available in all facilities. If Wi-Fi is not available, the LICPA Board will purchase a router for the service as needed. Electrical backup and server backups will be purchased as needed through iCloud (See Budget items).

(3) Musical instruments; No purchase of musical instruments are planned at this time.

(4) Equipment to be used in a machinery shop; None planned for at this time.

(5) Supplies and other items necessary for the use of equipment described in this paragraph; No additional supplies will be needed for the above items

(e) A written estimate of the cost of obtaining insurance is provided, however, we are negotiating with potential locations that currently have and may pay for appropriate insurance coverage.

(f) Not available at the time of application.

C.4: Transportation, Health Services and Emergency Services

Narrative C.4.1, Transportation: LICPA will not provide transportation to or from school. LICPA personnel will work with parents and guardians to ensure all students have appropriate transportation to and from school. All applicable State laws will be adhered to regarding the transportation of students.

Narrative C.4.2 Providing Health Services: LICPA will enter into a contract with a registered nurse to provide services required for the health care of its pupils including the delivery of hearing, vision, and scoliosis screenings. We have budgeted for a Nurse should a nurse be needed (See Budget). The same

contract will cover all health assessments for students who are evaluated for Special Education Services. The same person will be responsible for health education of students, staff, and parents.

Narrative C.4.3 Maintenance of records related to the immunization of pupils: The Head of School will be responsible for reviewing, verifying, and maintaining immunization records. He/she will also be responsible for contacting the parents/guardians of students who are not in compliance with state regulations regarding immunizations and for informing school administrators of pupils who are not in compliance with state law. LICPA will hire a licensed health official to assure compliance with immunizations and all health related requirements. The Head of School will schedule parent conferences with students who are still not in compliance with state immunization laws after the first month of school. A student will be excluded from school until he/she has the proper immunizations, if the student has not provided the school with proof of immunization by the end of October. Immunization records will be kept in a locked, fireproof cabinet in the school office along with the other student records in compliance with NRS 392.435. The records will be kept for five years after a student leaves the school. The Head of School will participate in the DHHS immunization survey. Additional maintenance of student records is addressed in section A.9.

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Attachments A, B & C

A.1: Mission, Vision and Educational Philosophy

A.2: School-Specific Goals and Objectives

A.3: Curriculum and Instruction

Attachment A.3.2 Schedule Of Courses

Schedule of Courses set forth Chapter 389 of NRS and NAC. LIPCA will follow the approved schedule of courses utilized by the Nevada Approved Course Distance Education Course List (pursuant to NAC 388.830) and sanctioned for our online curriculum.

Courses for Grades 4-8 are from the Approved Connections Academy Online Catalogue.

General Course Requirements Grade 4

Semester 1	Semester 2
Lang Arts 4A or Gifted & Talented LA 4A	Lang Arts 4B or Gifted & Talented LA 4B
Math 4A or G & T 4A	Math 4B or G & T 4B

Science 4A or G & T 4A	Science 4B or G & T 4B
Social Studies 4A	Social Studies 4B
Ed. Technology and Online Learning 4	Health 4
Art 4	PE 4
Elective (Music, F. Language)	Elective (Music, F. Language)

General Course Requirements Grade 5

Semester 1	Semester 2
Lang Arts 5 or G & T LA 5 A	Lang Arts 5 or G & T LA 5 B
Math 5A or G & T 5A	Math 5B or G & T 5B
Science 5A or G & T 5A	Science 5B or G & T 5B
Social Studies 5A	Social Studies 5B
Art 5	PE 5
Ed. Tech and Online Learning 5	Elective (Music, Foreign Language)
Elective (G & T Literature Study, Music, FL)	Elective (G & T Literature Study, Music, FL)

General Course Requirements Grade 6

Semester 1	Semester 2
Lang Arts 6 A or G & T LA 6 A	Lang Arts 6 B or G & T LA 6 B
Math 6A or G & T 6A	Math 6B or G & T 6B
Science 6 or G & T 6A	Science 6 or G & T 6B
Social Studies 6A	Social Studies 6B
Ed. Tech and Online Learning 6	Elective (Music, FL, Bus Key. MS Digital Arts)
Health and PE 6	Art 6
Elective (Music, FL, Bus Key. MS Digital Arts)	Elective (Music, FL, Bus Key. MS Digital Arts)

General Course Requirements Grade 7

Semester 1	Semester 2
Lang Arts 7 A or G & T LA 7 A	Lang Arts 7 B or G & T LA 7 B
Math 7A or G & T 7A	Math 7B or G & T 7B

Science 7 or G & T 7A	Science 7 or G & T 7B
Social Studies 7 A	Social Studies 7 B
Ed. Tech and Online Learning 6	Elective (Music, FL, Bus Key. MS Digital Arts
Health and PE 7	Art 7
Elective (Music, FL, Bus Key. MS Digital Arts	Elective (Music, FL, Bus Key. MS Digital Arts

General Course Requirements Grade 8

Semester 1	Semester 2
Lang Arts 8 A or G & T LA 8 A	Lang Arts 8 B or G & T LA 8 B
Pre-Algebra A or G & T Geometry A	Pre-Algebra B or G & T Geometry B
Science 8 or G & T 8A	Science 8 or G & T 8 B
Social Studies 8 A	Social Studies 8 B
Ed. Tech and Online Learning 8	Art 8
Health and PE 8	El. (Music, FL, Bus Key. MS Digital Arts
Ele plus MS intro Entrepreneurship, WebQuest	Ele plus MS intro Entrepreneurship, WebQuest

High School Students Have Three Paths

1. College Prep Pathway (Standard Diploma)

The minimum high school graduation requirements do not necessarily qualify you for college. You must research the colleges of your choice for their specific admissions requirements. These requirements vary depending on the competitiveness of the college/university. It is recommended that you complete the minimum college prep courses listed below.

2. Honors Diploma Pathway

Students seeking enrollment in any Honors courses must be aware that LICPA has established minimum cumulative grade point averages. Other criteria may be in place for an individual Honors course and must be met by the student before enrollment. The course descriptions list the prerequisites and/or restrictions. Successful enrollment is dependent upon administrative action, which includes departmental approval. Freshmen placement in Honors courses is dependent on Placement Exam composite scores. All Honors courses will receive an additional .125 grade points for the completed year to determine the weighted grade point average and class rank. Successful completion of Honors courses is a precursor to the Advanced Placement classes for sophomores, juniors and seniors.

3. Advanced Honors Diploma Pathway

Advanced Honors courses (Pre-AP) and Advanced Placement (AP) represent a very high level of

honors and prior permission may be required by the Head of School. Advanced Honors classes are offered only freshman and sophomore year. Most sophomore Advanced Honors classes require previous completion of freshman Advanced Honors classes. All Advanced Honors and AP courses will receive an additional .25 grade points for the complete year to determine the weighted grade point average and class rank. Placement into these courses will be determined by GPA, past honors course work in the subject area and previous AP scores if available. Students enrolled in Advanced Placement courses are required to take the Advanced Placement exam in May. If the AP exam is not taken or the AP class is dropped at any time, the class credit will be assigned an Honors designation. It will be the Head of School and seniors' responsibility to inform the college admission office of the change in course designation.

HIGH SCHOOL General Course Requirements Grade 9

COLLEGE PREP PATH

Semester 1	Semester 2
Elective	Elective
English 1	English 1
Math 1 (Algebra)	Math 1 (Algebra)
Science 1 (Environmental Biology)	Science 1 (Environmental Biology)
World Language 1	World Language 1
Health	Cultural Geography

General Course Requirements Grade 10

Semester 1	Semester 2
Elective	Elective
English 2	English 2
Math 2 (Geometry)	Math 2 (Geometry)
Science 2 (Biology)	Science 2 (Biology)
World Language 2	World Language 2
World History	PE or Elective

General Course Requirements Grade 11

Semester 1	Semester 2
Elective	Elective
English 3	English 3
Math 3 (Algebra 2)	Math 3 (Algebra 2)
Science 3	Science 3

American History	American History
Computer Literacy if needed or elective	PE if needed or elective

General Course Requirements Grade 12

Semester 1	Semester 2
Elective	Elective
English 4	English 4
American Government	American Government
Art 1	Art 2
PE or Elective	PE or Elective
Elective	Elective

23 credits required: Elective course selections may vary depending on previous credits, interest, and college choice.

General Course Requirements Grade 9

HONORS PATH

(Must take 8 Honors or AP courses from selected list above with a cumulative 3.25 G.P.A.)

++ Freshman and Sophomore Honors courses are not included in the '8' required Honors courses++

Semester 1	Semester 2
Elective	Elective
English 1H	English 1H
Math 1H (H Algebra)	Math 1H (H Algebra)
Science 1H (H Biology)	Science 1H (H Biology)
World Language 1	World Language 1
Health	Cultural Geography 1H

General Course Requirements Grade 10

Semester 1	Semester 2
Elective	Elective
English 2H	English 2H

Math 2H (H Algebra)	Math 2H (H Algebra)
Science 2H (H Chemistry)	Science 2H (H Chemistry)
World Language 2	World Language 2
World History H or AP full year	PE or AP World History full year

General Course Requirements Grade 11

Semester 1	Semester 2
Elective	Elective
English 3H	English 3H
Math 3H (H Algebra2/Trig)	Math 3H (H Algebra2/Trig)
Science 3 H	Science 3 H
American History H	American History H
World Language 3H	World Language 3H

General Course Requirements Per Year Grade 12

Semester 1	Semester 2
Elective	Elective
English 4H	English 4H
Math 4H H Pre-Calculus	Math 4H H Pre-Calculus
Science 4H	Science 4H
American Government H	American Government H
Art 2 or other elective	Art 2 or other elective

26 credits required (all course prerequisites must be met) (3 years of same language)*Summer School and elective course selections may vary depending on previous credits, interest, and college choice

General Course Requirements Grade 9

ADVANCED HONORS PATH

(Must take 4 Advanced Honors classes over freshman and sophomore year plus 8 additional AP or Honors classes from select list above with a cumulative 3.25 G.P.A.)

++ Freshman and Sophomore Honors courses are not included in the '8' required Honors courses++

Semester 1	Semester 2
------------	------------

Elective	Elective
English 1 Adv. Honors	English 1 Adv. Honors
Math 1 Adv. Honors Algebra	Math 1 Adv. Honors Algebra
Science 1 Adv. Honors Biology	Science 1 Adv. Honors Biology
World Language 1	World Language 1
Health	Cultural Geography H or Economic H

General Course Requirements Grade 10

Semester 1	Semester 2
Elective	Elective
English 2 Adv. Honors	English 2 Adv. Honors
Math 2 Adv. Honors Geometry	Math 2 Adv. Honors Geometry
Science 2 Adv. Honors Chemistry	Science 2 Adv. Honors Chemistry
World Language 2	World Language 2
World History H or AP all year	PE or AP World History all year

General Course Requirements Grade 11

Semester 1	Semester 2
Elective	Elective
English 3H or AP	English 3H or AP
Math 3H Pre-Calc AB or BC	Math 3 H Pre-Calc AB or BC
Science 3H or AP	Science 3 H or AP
American History H or AP	American History H or AP
World Language 3 H – same language	World Language 3 H – same language

General Course Requirements Grade 12

Semester 1	Semester 2
Elective	Elective
English 4H or AP	English 4H or AP
Math 4H or AP (Calc AB/BC)	Math 4H or AP (Calc AB/BC)
Science 4H or AP	Science 4H or AP
American Government H Full year OR	U.S. Gov AP/AP Econ/Const Gov. H
Art 1 or other Elective	Art 2 or other Elective

Please note the AP, Honors and Advanced Honors Classes Align with Edmentum EdOptions approved courses on the State Distance Education Approved List. Study Island will also be used for Standard Student Practice and is listed in the Budget. The EdOptions and the Edmentum Secondary Library is also utilized and listed in the Budget.

To meet the academic needs of the students, LICPA Board Members and the EMO have worked diligently to find the best curriculum for our students and will work with the curriculum providers to get all courses approved by the State. Each year the NCAA rates courses and approves them for college eligibility. Our courses will meet both the State Approval and the NCAA approval.

Attachment A.3.3 Course Descriptions and Alignment with Standards

Course Descriptions Core Content Areas Grade Levels per (NAC 386.150(5); NRS 386.550(1)(i) and NRS389.018(1)).

LICPA will follow the approved course descriptions and measurable objectives for each of the core content areas at each grade level utilized by the Nevada Approved Course Distance Education Course List (pursuant to NAC 388.830) approved online curriculum we adopt for the school curriculum. The Nevada Public Charter School Authority, through the Nevada Distance Education Approved Course Provider List has previously approved all courses and embedded course textbooks and curricula offered by LICPA.

All courses, and embedded course textbooks and curriculum, selected by LICPA will align with Nevada Standards. The Nevada Public Charter School Authority, through the Nevada Distance Education Approved Course Provider List has previously approved all courses offered by LICPA. All LICPA courses have been submitted and approved by the Nevada Public Charter School Authority for Connections Academy, Edmentum/Ed Options, and Forest Trail Academy when they are approved. In addition, all course descriptions have been submitted and approved by the Nevada Charter School Authority for K12, Connections Education, APEX Learning and the International Baccalaureate Organization.

Nevada State Standards Alignment Chart completed for each of the core content areas

Curriculum Assurances of alignment to standards

English Language Arts

Provide a Course Name and brief description of the course for each grade level being offered at the proposed school: Example: 2nd grade: Language Arts: This course is designed to help students build grammar skills and continue to build reading and decoding skills with a focus on reading comprehension, sequencing, and literary response. Students will begin to learn elements of the writing process and concentrate on listening and speaking skills.

Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: N/A
1st grade: N/A
2nd grade: N/A

3rd grade: N/A
4th grade: Lang Arts 4A or Gifted & Talented LA 4A AND Lang Arts 4B or Gifted & Talented LA 4B
5th grade: Lang Arts 5 or G & T LA 5 A AND Lang Arts 5 or G & T LA 5 B Gifted and Talented (G &T)
6th grade: Lang Arts 6 A or G & T LA 6 A AND Lang Arts 6 B or G & T LA 6 B
7th grade: Lang Arts 7 A or G & T LA 7 A AND Lang Arts 7 B or G & T LA 7 B
8th grade: Lang Arts 8 A or G & T LA 8 A Lang Arts 8 B or G & T LA 8 B
9th grade: English 1 or English 1 Honors or English 1 Adv. Honors
10th grade: English 2 or English 2 Honors or English 2 Adv. Honors
11th grade: English 3 or English 3 Honors or Advanced Placement English Language
12th grade: English 4 or English 4 Honors or AP English Literature

Below are lists of the Common Core ELA standards and learning domains. Initial the appropriate box that accurately reflects the status of the school’s proposed ELA curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the Common Core standards and learning domains. Initials in the “No” box must be explained on a separate sheet of paper.

READING

Key Ideas and Details	Yes	No
Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Y	
Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.	Y	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Y	
Craft and Structure		
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Y	
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Y	
Assess how point of view or purpose shapes the content and style of a text.		

Integration of Knowledge and Ideas		
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Y	
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Y	
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Y	
Range of Reading & Level of Complexity		
Read and comprehend complex literary and informational texts independently and proficiently.	Y	

WRITING

Text Types & Purposes	Yes	No
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Y	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Y	
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Y	
Production & Distribution of Writing		
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Y	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Y	
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Y	
Research to Build & Present Knowledge		
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Y	
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Y	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y	

Range of Writing		
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Y	

SPEAKING AND LISTENING

Comprehension & Collaboration	Yes	No
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other' ideas and expressing their own clearly and persuasively.	Y	
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Y	
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Presentation & Knowledge of Ideas		
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Y	
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	Y	
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Y	

LANGUAGE

Conventions of Standard English	Yes	No
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y	
Knowledge of Language		
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Y	
Vocabulary Acquisition and Use		

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Y	
Demonstrate understanding of word relationships and nuances in word meanings.	Y	
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Y	

Math

Provide a Course Name and brief description of the course for each grade level being offered at the proposed school: Example: 7th grade: Pre-Algebra: This course reinforces arithmetic skills, developing the pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations. Students will be introduced to algebraic symbolism, simplifying expressions, solutions to elementary equations, and the graphic representations associated with variables.

Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: N/A
1st grade: N/A
2nd grade: N/A
3rd grade: N/A
4th grade: Math 4A or G & T 4A and Math 4 B or G & T 4B
5th grade: Math 5A or G & T 5A and Math 5 or G & T 5B
6th grade: Math 6A or G & T 6A and Math 6B or G & T 6B
7th grade: Math 7A or G & T 7A and Math 7B or G & T 7B
8th grade: Pre-Algebra A or G & T Geometry A
9th grade: Algebra 1 or Honors Algebra 1 or Advanced Honors Algebra
10th grade: Geometry or Honors Geometry or Advanced Honors Geometry
11th grade: Algebra 2 or Honors Algebra 2 with Trig or Honors Per-Calc AB/BC & Elective Statistics
12th grade: College Algebra or Honors Per-Calculus or AP Calculus AB/BC & Elective AP Statistics

Below are lists of the Common Core Math learning domains,. Initial the appropriate box that accurately reflects the status of the school’s proposed Math curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the Common Core learning domains. Initials in the “No” box must be followed up by an explanation.

KINDERGARTEN-LEARNING DOMAINS

Learning Domain	Yes	No
Counting and Cardinality	N/A	
Operations & Algebraic Thinking	N/A	
Number & Operations in Base Ten	N/A	
Measurement & Data	N/A	
Geometry	N/A	

1ST AND 2ND GRADES-LEARNING DOMAINS

Learning Domain	Yes	No
Operations and Algebraic Thinking	N/A	
Number & Operations in Base Ten	N/A	
Measurement & Data	N/A	
Geometry	N/A	

3RD THROUGH 5TH GRADES-LEARNING DOMAINS

Learning Domain	Yes	No
Operations and Algebraic Thinking	Y	
Number & Operations in Base Ten	Y	
Number & Operations-Fractions	Y	
Measurement & Data	Y	
Geometry	Y	

6TH THROUGH 8TH GRADES-LEARNING DOMAINS

Learning Domain	Yes	No
Ratios & Proportional Relationships	Y	

The Number System	Y	
Expressions & Equations	Y	
Geometry	Y	
Statistics & Probability	Y	

HIGH SCHOOL—GENERAL KNOWLEDGE

Learning Domain	Yes	No
The Real Number System	Y	
Quantities	Y	
Complex Number System	Y	
Vector & Matrix Quantities	Y	
Interpreting Functions	Y	
Building Functions	Y	
Linear, Quadratic, & Exponential Models	Y	
Trigonometric Functions	Y	

HIGH SCHOOL-ALGEBRA

Learning Domain	Yes	No
Seeing Structure in Expressions	Y	
Arithmetic with Polynomials & Rational Expressions	Y	
Creating Equations	Y	
Reasoning With Equations & Inequalities	Y	

HIGH SCHOOL GEOMETRY

Learning Domain	Yes	No
Congruence	Y	
Similarity, Right Triangles, & Trigonometry	Y	
Circles	Y	
Expressing Geometric Properties with Equations	Y	
Geometric Measurement & Dimension	Y	

Modeling with Geometry	Y	
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HIGH SCHOOL STATISTICS & PROBABILITY

Learning Domain	Yes	No
Interpreting Categorical & Quantitative Data	Y	
Making Inferences & Justifying Conclusions	Y	
Conditional Probability & the Rules of Probability	Y	
Using Probability to Make Decisions		

Science

Provide a course name and brief description of the course for each grade level being offered at the proposed school: Example: 5th grade: Science: The course concentrates on the concepts of Change and Cause and Effect. Students will learn about the constantly changing Earth's surface. They will investigate physical and chemical changes in matter. They will begin to relate causes for changes with their effects. Students will have opportunity to investigate the effects of various forces, such as magnetism and electricity upon materials.

Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: N/A
1st grade: N/A
2nd grade: N/A
3rd grade: N/A
4th grade: Science 4A or G & T 4A or Science 4B or G & T 4B
5th grade: Science 5A or G & T 5A or Science 5B or G & T 5B
6th grade: Science 6 or G & T 6A or Science 6 or G & T 6B
7th grade: Science 7 or G & T 7A or Science 7 or G & T 7B
8th grade: Science 8 or G & T 8A or Science 8 or G & T 8 B
9th grade: Environmental Science, Honors Biology, or Advanced Honors Biology
10th grade: Biology, Anatomy & Physiology (H) or Advanced Honors Chemistry
11th grade: Marine Biology/Earth Science or Human Anatomy
12th grade: Chemistry, Physics (H) or AP Biology or AP Physics

Below are lists of the NV Science unifying concepts, initial the appropriate box that accurately reflects the status of the school's proposed Science curriculum. Initials in the "Yes" box indicate that all of the courses listed on page one align with the NV Science unifying concepts. Initials in the "No" box must be followed up by an explanation.

PHYSICAL SCIENCE

Unifying Concept (A) Matter	Yes	No
Grades K-2: Students understand that matter has observable properties.	Y	
Grades 3-5: Students understand properties of objects and materials.	Y	
Grades 6-8: Students understand the properties and changes of properties in matter.	Y	
Grades 9-12: Students understand that atomic structure explains the properties and behavior of matter.	Y	
Unifying Concept (B) Forces and Motions		
Grades K-2: Students understand that position and motion of objects can be described.	Y	
Grades 3-5: Students understand that forces can change the position and motion of an object.	Y	
Grades 6-8: Students understand that position and motion of an object results from the net effect of the different forces action on it.	Y	
Grades 9-12: Students understand the interactions between force and motion.	Y	
Unifying Concept (C) Energy	Yes	No
Grades K-2: Students know heat, light, and sound can be produced.	Y	
Grades 3-5: Students understand that energy exists in different forms.	Y	
Grades 6-8: Students understand transfer of energy.	Y	
Grades 9-12: Students understand that there are interactions between matter and energy.	Y	

LIFE SCIENCE

Unifying Concept (A) Heredity	Yes	No
Grades K-2: Students understand that offspring resemble their parents.	Y	
Grades 3-5: Students understand that some characteristics are inherited and some are not.	Y	
Grades 6-8: Students understand the role of genetic information in the	Y	

continuation of a species.		
Grades 9-12: Students understand how genetic information is passed from one generation to another.	Y	
Unifying Concept (B) Structure of Life		
Grades K-2: Students understand that living things have identifiable characteristics.	Y	
Grades 3-5: Students understand that living things have specialized structures that perform a variety of life functions.	Y	
Grades 6-8: Students understand that living things are composed of cells, which are specialized in multicellular organisms to perform a variety of life functions.	Y	
Grades 9-12: Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life's needs.	Y	
Unifying Concept (C) Organisms and Their Environment		
Grades K-2: Students understand that living things live in different places.	Y	
Grades 3-5: Students understand that there is a variety of ecosystems on Earth and organisms interact within their ecosystems.	Y	
Grades 6-8: Students understand how living and non-living components of ecosystems interact.	Y	
Grades 9-12: Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the living and non-living components of the Earth.	Y	
Unifying Concept (D) Diversity of Life		
Grades K-2: Students understand that there are many kinds of living things on Earth.	Y	
Grades 3-5: Students understand that living things can be classified according to physical characteristics, behaviors, and habitats.	Y	
Grades 6-8: Students understand that life forms change over time, contributing to the variety of organisms found on the Earth.	Y	
Grades 9-12: Students understand biological evolution and diversity of life.	Y	

EARTH AND SPACE SCIENCE

Unifying Concept (A) Atmospheric Processes and the Water Cycle	Yes	No
Grades K-2: Students understand that changes in weather often involve water changing form one state to another.	Y	
Grades 3-5: Students understand the water cycle's relationship to weather.	Y	

Grades 6-8: Students understand the relationship between the Earth's atmosphere, topography, weather and climate.	Y	
Grades 9-12: Students understand heat and energy transfer in and out of the atmosphere and influence weather and climate.	Y	

EARTH AND SPACE SCIENCE

Unifying Concept (B) Solar system and Universe	Yes	No
Grades K-2: Students understand there are objects in the sky, which display patterns.	Y	
Grades 3-5: Students understand that there are many components in the solar system including Earth.	Y	
Grades 6-8: Students understand characteristics of our solar system that is part of the Milky Way galaxy.	Y	
Grades 9-12: Students know scientific theories of origins and evolution of the universe.	Y	
Unifying Concept (C) Earth's Composition and Structure		
Grades K-2: Students understand the Earth materials include rocks, soils, and water.	Y	
Grades 3-5: Students understand that features on the Earth's surface are constantly changed by a combination of slow and rapid processes.	Y	
Grades 6-8: Students understand that landforms result from a combination of constructive and destructive processes.	Y	
Grades 9-12: Students understand evidence for processes that take place on a geologic time scale.	Y	

NATURE OF SCIENCE

Unifying Concept (A) Scientific Inquiry	Yes	No
Grades K-2: Students understand that science is an active process of systematically examining the natural world.	Y	
Grades 3-5: Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.	Y	
Grades 6-8: Students understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations.	Y	
Grades 9-12: Students understand that a variety of communication methods can	Y	

be used to share scientific information.		
Unifying Concept (B) Science, Technology, and Society		
Grades K-2: Students understand that many people contribute to the field of science.	Y	
Grades 3-5: Students understand that many people, from all cultures and levels of ability, contribute to the fields of science and technology.	Y	
Grades 6-8: Students understand the interactions of science and society in an ever-changing world.	Y	
Grades 9-12: Students understand the impacts of science and technology in terms of costs and benefits to society.	Y	

Social Studies

Provide a course name and brief description of the course for each grade level being offered at the proposed school: Example: Kindergarten: Social Studies: This course is designed to help students learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. Emphasis is placed on helping students become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping students describe their location at school and at home.

Course Name and Description for each grade level being offered at the proposed school:
Kindergarten: N/A
1st grade: N/A
2nd grade: N/A
3rd grade: N/A
4th grade: Social Studies 4A and Social Studies 4B
5th grade: Social Studies 5A and Social Studies 5B
6th grade: Social Studies 6A and Social Studies 6B
7th grade: Social Studies 7A and Social Studies 7B
8th grade: Social Studies 8A and Social Studies 8B
9th grade: Cultural Geography, Cultural Geography (H) or Cultural Geography (H)/Economics (H)
10th grade: World History (H), W. History (H) or W. History (AP) Electives: Psych, Econ (H), History Viet Nam
11th grade: U.S. History, U.S. or History (H), U.S. History (AP) Electives: Psych, Econ (H), History Viet Nam
12th grade: U.S. Government or U.S. Gov (H) or U.S. Gov (AP) Electives: Psych, Econ (H), History Viet Nam

Below are lists of the NV Social Studies standards. Initial the appropriate box that accurately reflects the status of the school’s proposed Social Studies curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the NV Social Studies standards. Initials in the “No” box must be followed up by an explanation.

Social Studies Skills—Content Literacy, Information, Media, & Technology Literacy, Historical Analysis & Interpretation, & Participation	Yes	No
Students acquire and apply reading writing and oral communication skills to construct knowledge.	Y	
Students acquire, organize, use, and evaluate information,	Y	
Students draw from skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past.	Y	
Students acquire skills necessary to become active, informed, and literate citizens.	Y	
People, Cultures, and Civilizations—US, NV, and World		
Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.	Y	
Nation Building and Development—US, NV, and World		
Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.	Y	
Social Responsibility & Change—US, NV, and World		
Students understand how social ideas and individual action lead to social, political, economic, and technological change.	Y	
International Relationships & Power—US, NV, and World		
Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.	Y	
World in Spatial Terms—Map Elements & Concepts, Map Selection & Analysis, Map Construction, & Map Use & Geographic Tools		
Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.	Y	
Places & Regions—Application of Concepts & Characteristics, Cultural Identity & Perspective, Patterns of Change & Impact of	Yes	No

Technology, & Location		
Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.	Y	
Human Systems—Demographic Concepts, Migration & Settlement, Rural & Urban Communities, Analysis of Economic Issues, & Human Organizations	Y	
Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.	Y	
Environment & Society—Changes in the Physical Environment, Technology & Modifications of the Physical Environment, Effects of Natural Hazards on Human Systems, & Management of Earth’s Resources	Y	
Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.	Y	
Market Economy—Incentives, Choice, and Cost, Consumers, Producers, Employees, & Markets & Prices	Y	
Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.	Y	
U.S. Economy as a Whole—Forms & Functions of Money, Interest, Savings, Borrowing, Financial Institutions, & Circular Flow	Y	
Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.	Y	
Dynamic Economy—Organizations, Investment, Entrepreneurship, Specialization & Interdependence, & Competition	Y	
Students will identify the causes of economic change, explain how the US economic system responds to those changes, and explain how other economic systems respond to change.	Y	
International Economy—International Interdependence, Exchange Rates, Globalization, & Restricted Trade	Y	
Students will explore trends in international trade, the impact of trade on the US economy, and the role of exchange rates.	Y	
Citizenship and the Law—Rules & Law, Rights, Responsibilities, &	Y	

Symbols		
Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.	Y	
The Federal System: US, State, and Local Governments— Federalism & Governmental Structures	Y	
Students understand the US Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.	Y	
The Political Process—Elections & Leadership & Formation of Public Opinion	Y	
Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.	Y	
Global Relations	Y	
Students explain the different political systems in the world and how those systems relate to the US and its citizens	Y	

All Legacy Academy Course Alignments have been submitted and approved by the Nevada Charter School Authority for K12, Connections Academy, and Edmentum. Forest Trail Academy is also support an application for Nevada Distance Ed. Approval. For Example. Connections Academy has been approved by the Nevada Department of Education as a Distance Education Provider, and its Distance Education courses have also been approved. LICPA will follow the approved course alignment chart utilized by the Nevada approved online curriculum we adopt for the school curriculum.

All Legacy Academy Courses Alignments have been submitted and approved by the Nevada Charter School Authority for K12, Connections Academy, Edmentum and Forest Trail Academy if it receives State Approval.

For Example.

1. * Connections Academy has been approved by the Nevada Department of Education as a Distance Education Provider, and its Distance Education courses have also been approved. See http://nde.doe.nv.gov/Tech_DistanceEd.htm [Edmentum approved courses are also listed on the site.](#) We are exploring the use of Edmentum and Forest Trial Academy and will seek Distance Education Approval for these additional courses.

* To be approved by NDE, a Distance Ed course must "List Nevada Academic Standards and/or course of study objectives aligned to course." See New Course Application Guidelines (word) on the Distance Ed page

- The list of NDE-approved Connections Academy courses is at http://nde.doe.nv.gov/Technology/Connections_Academy_Approved_Course_List.pdf.

Attachment A.3.4 Typical Daily Schedule

Daily Schedule

LICPA will use a combination of a Flex/Enhanced Online Blended Model. The curriculum and most teachers will be online. Students will also meet in a brick and mortar school for three to four hours per day with certified teachers and paraprofessionals.

The Face-to-Face Class Time: Legacy Academy students are in face-to-face classes 19 hours per-week. Other times, students are completing assignments online.

Legacy Academy Daily Class Schedule:

On Mondays a schedule is posted for pre-planned time blocks of special and targeted activities for that week (supplemental instruction, field trips, guest speakers, labs, speech or other special assessments, group social, athletic and/or academic group activities, SAT prep, group Q&A, etc.). This schedule also includes the hours and days for subject-specific tutors to be available on site. The weekly schedule is determined a month in advance and then modified based on the results of the school's activities from the previous week.

11:30 to 11:45AM – Each day begins with a School or class meeting (or separate class meetings depending on class size) during lunch time. During this time students and teachers discuss issues, questions, or current events for that day and the rest of that week. Students fill-out daily academic plans (lessons they will complete that day), and teachers go over upcoming academic and school events-

Parents are welcome to participate in the meetings and have lunch with the students and teachers.

12:00 – 3:00PM or 4:00PM (Depending on Student Program on Tuesday, Wednesday and Thursday) Students are in appropriate classrooms and learning activities (varies by student).

Except for times for pre-planned scheduled activities for specific students or groups, students work independently (teacher-monitored) on their online courses and can move to appropriate classrooms for labs, reading, testing, one-on-one instruction/tutoring, small group instruction, or large group discussion as appropriate and necessary.

Students clean area before turning in their Daily Academic Plan to their teachers.

Students turn in their Daily Academic Plans, and a teacher reviews and signs them. Teachers also discuss the completed work and as appropriate issues a Ticket out the Door to include instructions on what to do before the start of the next day if necessary. Each Ticket is reviewed and signed by a parent and turned in the following day.

12:00 to 5:00PM (Mondays and Fridays) Students are in appropriate classrooms and learning activities (varies by student)

Except for times for pre-planned scheduled activities for specific students or groups, students work independently (teacher-monitored) on their online courses and can move to appropriate classrooms for labs, reading, testing, one-on-one instruction/tutoring, small group instruction, or large group discussion as appropriate and necessary.

Students clean area before turning in their Daily Academic Plan to their teachers.

Students turn in their Daily Academic Plans, and a teacher reviews and signs them. Teachers also discuss the completed work and as appropriate issues a Ticket out the Door to include instructions on what to do before the start of the next day if necessary. Each Ticket is reviewed and signed by a parent and turned in the following day.

On Fridays, students are given their Weekly Progress Reports (copies are also sent to parents) indicating assignments completed, remaining assignments and overall progress and status in each class. Teachers discuss Progress Reports and makes recommendation to each student for weekend and next week's work.

The 19 hours of weekly face-to-face instruction is a crucial part of LICPA's educational design. Teachers spend one third of their time managing students' online curriculum. One of the major problems with distance education schools is that students (and parents) have a difficult time: understanding the learning management system, monitoring student progress toward learning outcomes using the learning management system, and staying on track on a daily, weekly and monthly basis for their academic learning and completion of goals using the learning management system. LICPA teachers perform a major accomplishment by keeping students on time and on track regarding their studies while identifying and filling in learning gaps as they appear.

The second third of the teacher's 19 hour workweek is devoted to direct instruction. As teachers monitor each student's progress through the K-12 learning management system, they pinpoint areas of instructional strengths and weaknesses as well as incomplete work on the module for each class. Teachers can then arrange for individualized or small group instruction when it is needed and coach the students through the remainder of the lesson or module toward completion.

A third of the teacher's time is spent preparing lessons, establishing schedules, arranging for paraprofessionals or teachers for students with specific instructional needs, communicating results to parents, online teachers and other stakeholders. Thus, teachers and students remain fully engaged in teaching learning through this system to be employed by our school.

LICPA will follow a distance education schedule to satisfy the approved schedule of courses utilized by the Nevada approved online curriculum. To modify the daily schedule, LICPA offers additional background knowledge in the way students at the school will work. Since students often work independently online on their own individual lessons with online teacher, LICPA teachers will monitor the students' learning and progress by accessing the online curriculum and LMS. The online LMS allows teachers to determine the courses that students are enrolled in, exactly which lesson in each course they are working on, the expected progress of the student within each course and lesson, the time students spend on online tasks, the number of exercises they have done, the percentage correct on each quiz and assessment (even which questions are correct or not), and overall exactly where each student stands academically in each course.

Information obtained in this way will allow LICPA teachers to identify and target academic and study skill areas for additional support and focus on an individual and group basis. The diversity of student grades and progress will require analysis of individualized LMS data and determining a best course of support action from that. This could lead to support/instruction in a particular subject area, in altering study and organizational methods, in coordinating with support resources and parents for observed needs, or in technical education on better using the available resources and systems on hand.

In this manner, the students can be guided to work on different lessons at different paces, and the instructor will always be fully aware of each student's progress and exactly where they need to be at the appropriate level of progress in the course. Therefore, learning is individualized for each student and teachers can provide help when and where needed through additional modules in the online curriculum, additional learning through online sources such as Khan Academy, individual or small group instruction by the teacher, or arranging a subject matter paraprofessional to work with the student.

Attachment A.3.5 Courses to Complete for Promotion

Designation Of Courses Student Must Complete For Promotion (*NAC 386.150(5); and NAC 389.445*). LICPA will follow the designation of the courses that a student must complete for graduation utilized by the Nevada approved online curriculum we adopt for the school curriculum. Specific Courses for 9-2 College Prep, Advanced Diploma, and Advanced Honors Diploma are listed in Attachment A.3.2. Schedule of courses above.

Requirements For Students

Grade classification for high school students will be determined by years in school, not on credit earned. Students will be classified to the next grade level at the end of each School Year.

Duplicate Course Work — Repeating Courses

High school students may repeat a course in which they would like to improve their grade. Additional credit will not be granted; the higher grade will be recorded in the academic history and the lower grade replaced with a repeated course notation.

Courses and Credits Required for Graduation:

Graduation Requirements			
	College Prep	Honors	Advanced Honors
Disciplines			
Electives	4	4	4
English	4	4	4
Math	3	4	4
Science	3	4	4
Social Studies	3	3	3
World Languages	2	3 in same Lang	3 in same Lang
Fine Arts	1	1	1
Health	0.5	0.5	0.5
Computer	0.5	0.5	0.5
PE	2	2	2
Total Credits	23	26	26

To receive a standard high school diploma, each student must complete twenty-two and one-half (22 1/2) units of approved course work and must pass the Nevada High School Proficiency Examination. LICPA Recommends a minimum 23 credit hours for all students.

Sample Courses that are aligned with Nevada Standards and Approved for Distance Education in the State of Nevada. Legacy Academy students/parents may select some of these courses to meet their graduation requirements.

See the following documents for Connections and Edmentum:

- **Connections Academy Approved Distance Education Courses**
- **Edmentum Approved Distance Education Courses**
-

Attachment A.3.6 Courses/Credits for Graduation

Graduation Requirements

Legacy Academy will offer a Standard Diploma, an Honors Diploma and an Advanced Honors Diploma.

Standard Diploma Requirements (NAC 389.664, NRS 389.018)		
Graduation Requirements	Credits Required for Standard HS Diploma	Charter School Courses that will meet this graduation requirement
English	4	English 1,2,3, 4
Math	3	Algebra 1 & 2, Geometry, College Algebra,
Science	2	Environmental Science, Biology, Marine Biology, Earth Science, Physics
Social Studies	2	Cultural Geography, World History, U.S. History U.S. Government
Arts & Humanities OR Career & Tech. Ed.	1	Art 1, Art 2, Spanish1,2,)), French 1-4, Chinese and Japanese will be added if we get Nevada approved courses
Health	½	Health Education
Physical Ed.	2	Physical Education 1,2, PE Weight Training,
Computers	½	Introduction to Programming, Computer Graphics 1, Computer Graphics 2
Electives	7 ½	Digital Photo 1, 2, Psychology, Econ, Psy., Speech and Debate
TOTAL	22 ½	

Honors Diploma Requirements (NAC 389.663, NRS 389.018)		
Graduation	Credits Required	Charter School Courses that will meet this

Requirements	for Standard HS Diploma	graduation requirement
English	4	English 1H, English 2H, Eng 3H, English 4H, English 1,2 Adv. Honors, AP English Lang, AP English Lit
Math	4	College Algebra, H Algebra, AH Algebra, H Pre-Calc, AP Calc. AP Statistics
Science	3	H Biology, or A H & AP Biology, Anatomy & Physiology, Chem., Physics, H & AP Physics, Intro Anatomy
Social Studies	3	World History (H) (AP), U.S. History (H) (AP), U.S. Government (H) (AP) Economics (H)(AP)
Arts & Humanities OR Career & Tech. Ed.	1	AP Spanish, Spanish 3 (H) Chinese and Japanese will be added if we get Nevada approved courses
Health	½	Health Education
Physical Ed.	2	Physical Education 1,2, PE Weight Training,
Computers	½	Introduction to Programming, Computer Graphics 1, Computer Graphics 2
Electives	6	Psychology, Economics, Hist or Viet Nam, Speech and Debate, Creative Writing, AP Statistics, & Above
TOTAL	24	

Additional Courses for Advanced Honors Diploma

Graduation Requirements

	College Prep	Honors	Advanced Honors
Disciplines			
Electives	4	4	4
English	4	4	4
Math	3	4	4
Science	3	4	4

Social Studies	3	3	3
World Languages	2	3 in same Lang	3 in same Lang
Fine Arts	1	1	1
Health	0.5	0.5	0.5
Computer	0.5	0.5	0.5
PE	2	2	2
Total Credits	22/1/2 but 23 Reg.	26	26

AP, ADVANCED AND ADVANCED HONORS COURSE LIST

Adv. Honors	Adv. Honors	Adv. Honors	Social Studies	FOREIGN LANG
Adv. Honors English 1	Adv. Honors Algebra	Adv. Honors Biology	Economics (H)	Spanish 3 (H)
Adv. Honors English 2	Adv. Honors Geometry	Adv. Honors Chemistry	AP Economics	Spanish 4 (H)
ENGLISH	MATH	SCIENCE	U.S. History (H)	AP Spanish 4 (H)
English 3 (H)	Algebra2/Trig (H)	Chemistry (H)	AP U.S. History	French 3 (H)
English 4 (H)	Pre-Calc (H)	AP Chemistry	U.S. Gov (H)	French 4 (H)
AP English Lit	Pre-Calc AB (H)	AP Biology	AP U.S. Gov	Chinese 3 (H)
AP English Lang	Pre-Calc BC (H)	Human Physio (H)	Const. Gov. (HH)	Chinese 4 (H)
	AP Calculus (H)	Physics (H)	AP World History	Japanese 3 (H)
	Calculus	AP Physics		Japanese 4 (H)
	AP Calculus AB			
	AP Calculus BC			
	AP Statistics			

Courses to meet these criteria will be selected from the State Approved Online Curriculum

LICPA will have three Pathways for Graduation

College Prep Pathway (Standard Diploma)

The minimum high school graduation requirements do not necessarily qualify you for college. You must research the colleges of your choice for their specific admissions requirements. These requirements vary depending on the competitiveness of the college/university. It is recommended that you complete the minimum college prep courses listed below.

Honors Diploma Pathway

Students seeking enrollment in any Honors courses must be aware that LICPA has established minimum cumulative grade point averages. Other criteria may be in place for an individual Honors course and must be met by the student before enrollment. The course descriptions list the prerequisites and/or restrictions. Successful enrollment is dependent upon administrative action, which includes departmental approval. Freshmen placement in Honors courses is dependent on Placement Exam composite scores. All Honors courses will receive an additional .125 grade points for the completed year to determine the weighted grade point average and class rank. Successful completion of Honors courses is a precursor to the Advanced Placement classes for sophomores, juniors and seniors.

Advanced Honors Diploma Pathway

Advanced Honors courses (Pre-AP) and Advanced Placement (AP) represent a very high level of honors and prior permission may be required by the Head of School. Advanced Honors classes are offered only freshman and sophomore year. Most sophomore Advanced Honors classes require previous completion of freshman Advanced Honors classes. All Advanced Honors and AP courses will receive an additional .25 grade points for the complete year to determine the weighted grade point average and class rank. Placement into these courses will be determined by GPA, past honors course work in the subject area and previous AP scores if available. Students enrolled in Advanced Placement courses are required to take the Advanced Placement exam in May. If the AP exam is not taken or the AP class is dropped at any time, the class credit will be assigned an Honors designation. It will be the Head of School and seniors' responsibility to inform the college admission office of the change in course designation.

High School Graduation - Special Education

An Individual Education Plan (IEP) for each special education student must be developed and reviewed annually. The appropriate course of study leading to program completion will be determined by the IEP Committee. It is recommended that this decision be made at the ninth grade level with parent approval and be reviewed annually at an IEP meeting.

A. Requirements for special education students who enter the ninth grade after July 1, 1999

1. A special education student may earn a standard high school diploma by meeting the requirements stated in Section I.
 - a. Upon successful completion of the Nevada Proficiency Examination with modification in administration as needed.
2. A special education student may earn an adjusted high school diploma:
 - a. Upon completion of twenty-two and one-half (22 1/2) units in regular and/or adjusted course work including the use of computers. The IEP Committee may elect to exempt the required areas of study and prescribe an appropriate curriculum.
3. A special education student may receive a certificate of attendance at age 22 or before upon successfully completing all the requirements for graduation from high school but who has not passed one or more portions of the Nevada High School Proficiency Examination.

Attachment A.3.8 Diploma

1. Standard Diploma
2. Honors Diploma
3. Advanced Honors Diploma

Diploma Examples

1. Standard Diploma



2. Honors Diploma



3. Advanced Honors Diploma



Attachment A.3.10 Transfer of Credit

The School will transfer successfully completed student credits to another comparable school, whenever a student transfers to another school and/or upon the request of the CCSD Clark County School District or other district. A transfer of credits to another School within the State of Nevada is applicable since the School will deliver a standards based curriculum that is aligned to the Common Core and Nevada State Standards by grade level.

A.4: Assessment and Accountability

Attachment A.4.1 LICPA Assessment Plan and Instruments

The LICPA Assessment plan will comply with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.048-.083; Align with the school's mission, vision, and goals; Include a comprehensive assessment plan that clearly identifies the assessment(s) by grade level and a timetable as to when the assessment(s) is administered. The assessment plan must comply with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.048 - .083 (see Attachment A.4.1 LICPA Assessment Plan).

- Comprehensive assessment plan that clearly identifies the assessment(s) by grade level and a timetable as to when the assessment(s) is administered. The assessment plan must comply with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.049-.083.

It is the intent of both LICPA to gather and report data that is accurate, meaningful, and professionally sound. The purpose of the LICPA assessment program is to identify individual student needs and appropriate curriculum or instructional modifications, based upon the skills and concepts tested. LICPA is focused on the effective implementation of timely assessments in order to accurately assess where each student is at and to make adjustments in the curriculum to meet each child's individual learning needs. LICPA will comply with the NV Department of Education (NDE) requirement that all public school students to take the State Analytical Writing Assessment (5th grade) and Criterion Referenced Tests (CRTs) in reading and mathematics (3rd, 4th, 5th, and

6th grade). Assessments (all state and any school level high stakes assessments) are conducted in proctored setting by certificated teachers.

LICPA 's quarterly assessments, data reports, student progress reports and semester student progress reports serve a powerful pre-emptive and corrective function. It informs teachers, parents and students how well students are doing relative to year-end goals (state content standards) — while there is still time to address problems. But teachers also report on student progress a minimum of every two weeks. To complete these, teachers stop and ask: “Are students learning what we want them to learn?”

List of tests: (Legacy Charter will follow the CCSD Test Schedule – See CCSD 2014-2015 Test Schedule at <http://www.ccsd.net/district/calendar/master-calendar/>). These tests include: Criterion-Referenced Test, National Assessment of Educational Process, Nevada Alternate Assessment, Trends in International Mathematics and Science Study, Nevada high School Proficiency Tests, SAT test, ACT test, PSAT tests, AP tests in all AP courses, and Special needs testing,

All LICPA students will take the PSAT at no cost (pending final budget allocations) during the sophomore year to provide data that will assist in determining the student's potential success in Advanced Placement (AP) courses. Taking the PSAT in the sophomore year also prepares the student for the SAT. The PSAT taken as a junior (at no cost to the student) is used to identify National Merit Scholarship Semifinalists. Students planning to attend college may also prepare for the ACT entrance exam by taking the PLAN test during his/her sophomore year. The final stage of pre-college testing involves taking the ACT and/or SAT in the spring of the student's junior year, as most four-year colleges/universities require either test for admission. In addition, some colleges/universities require a minimum score on the SAT and/or ACT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility on ACT and/or SAT results.

Note: It may be necessary to retake the ACT and/or SAT to increase the student's score. This may enable a student to avoid placement in a remedial math and/or English college course. Remedial courses at Nevada State colleges/universities provide no college credit and are not paid for by the Millennium Scholarship program.

Sample Nevada Proficiency Exam Calendar for the 2011-2012 School Year (Latest Available).

Nevada Proficiency Examination Program Calendar for the 2013-2014 School Year

All Nevada public schools are required to administer the Criterion-Referenced Test (CRT), the Nevada Formative Writing Tools, the High School Proficiency Examination (HSPE), the Smarter Field Test, the Nevada Alternate Assessment (NAA), the English Language Proficiency Assessment (ELPA), and the Career and Technical Education (CTE) Assessment to grade/subgroup-appropriate enrolled students; and if selected, the National Assessment of Educational Progress (NAEP).

Assessment	Grades	Dates/Windows			
CRT: Reading and Math	3 – 8	150 th Day of Instruction +/- 10 days, or by May 30 (whichever is earlier) ¹			
CRT: Science	5 and 8				
Nevada Formative Writing Tools (Writing Examination)	3 – 8	Mar. 3 – May 16			
HSPE: Reading, Math and Science	10		Mar. 3 – 7		
HSPE Retest: Reading, Math and Science	11	Nov. 4 – 8	Mar. 3 – 7		
	12 and Adult	Nov. 4 – 8	Mar. 3 – 7	May 5 – 7	July 7 – 11
HSPE: Writing	11	Nov. 6	Mar. 5		
	12 and Adult	Nov. 6	Mar. 5	May 7	July 9
Smarter Field Test (English Language Arts and Math)	3 – 8 and 11	dates to be determined			
NAA: Reading and Math	3 – 8 and 11	Feb. 3 – Apr. 30			
NAA: Science and Writing	5, 8 and 11				
ELPA: Speaking, Listening, Reading and Writing	K – 12 Limited English Proficient Students	Jan. 21 – Feb. 28			
CTE: Employability Skills for Career Readiness Assessment	10 – 12 CTE Completers	Mar. 24 – Apr. 18			
CTE: End-of-Program Technical Assessments	10 – 12 CTE Completers	Apr. 21 – May 16			
NAEP	4, 8 and 12	dates to be determined ²			

¹ The CRT window is necessary to meet reporting deadlines for the annual determination of Nevada School Performance Framework (NSPF). The May 30 deadline applies to those schools with year-round track schedules, and assumes that the vast majority of schools will have completed testing by the end of April or first part of May.

² Schools selected for participation in NAEP 2014 will be contacted with their scheduled assessment date in the administration window. For more information, refer to <http://nces.ed.gov/nationsreportcard/about/assessmentsched.asp>.

School districts may offer schools a smaller and more specific window for testing in order to accommodate individual scheduling and shipping needs. Please adhere to the testing windows for your specific school district.

Procedures for the Nevada Proficiency Examination Program 2013-2014 – Calendar as of 3-20-13

Legacy Academic Assessment Instruments Appendix

Guidelines and samples for the State Criterion Referenced Tests, the State Testing Calendar, and the Coordinator / Administrator Manuals for grades 4-8 are located at http://nde.doe.nv.gov/Assessment_CRT.htm

Guidelines and samples for the State Nevada High School Proficiency Examination, the State Testing Calendar, and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_HSPE.htm

Guidelines and samples for the National Assessment of Educational Progress (NAEP) and the Coordinator / Administrator Manuals are located at

http://nde.doe.nv.gov/Assessment_NAEP.htm

Guidelines and samples for the State Nevada High School Proficiency Examination, the State Testing Calendar, and the Coordinator / Administrator Manuals are located at

Guidelines and samples for the English Language Proficiency Assessment (ELPA) and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_ELPA.htm

Guidelines and samples for the Nevada Alternate Assessment (NAA) and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_NAA.htm

Guidelines and samples for the Writing Assessment and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_WA.htm

Guidelines and samples for the Norm Referenced Testing (NRT) and the Coordinator / Administrator Manuals are located at http://nde.doe.nv.gov/Assessment_NRT.htm

Sample Limited English Proficient (LEP) Testing Program for the School Year (2006-2007)

School Year 2006–2007

As required by the No Child Left Behind Act of 2001, all students who are identified as “**Limited English Proficient**” must be assessed **annually** for English proficiency in the five domains of speaking, listening, reading, writing, and comprehension. This language assessment does not replace the State English Language Arts Criterion-Referenced Tests (CRT) or the Norm-Referenced Tests (NRT) as required by state law. All LEP students must **participate** in the state assessments as well as the assessment of English Language proficiency.

LIMITED ENGLISH PROFICIENT– The term “limited English proficient,” when used with respect to an individual, means an individual:

- a. who is aged 3 through 21;
 - b. who is enrolled or preparing to enroll in an elementary school or secondary school;
 - c. whose native language is a language other than English;
 - d. who is a Native American or Alaskan Native, or a native resident of the outlying areas;
 - e. who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - f. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**
 - g. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.
-

Annual Assessments for LEP Testing 2006–2007

- **Initial Placement Procedure:** Used to determine if a child is limited English proficient, where the student should be placed and what services can be provided to assure the student's academic success.
 - Students tested: All new students entering school with a home language other than English must be tested for English language proficiency.
 - Test used: Districts will continue to use the *Pre-LAS* and *LAS* for initial placement only.
 - Testing dates: Federal regulations require initial-placement testing, within 30 days of the start of the school year or within two weeks after enrollment if a student enters during the school year.
- **English Language Proficiency Assessment:** Is used to measure a student's growth or progress in English proficiency. It is the official measure of an LEP student's English language proficiency and is used as a principal determinate in achieving Annual Measurable Achievement Objectives (AMAO).
 - Students tested: All students classified as LEP must be tested.
 - Test used: English Language Proficiency Assessment (ELPA [LAS-Links]).
 - Testing dates: ELPA testing must be completed by February 28, 2007.

Questions concerning ELPA testing may be directed to the Title III Education consultant at (775) 687-9257.

**Accommodations Form for Students Identified as Limited English Proficient (LEP)
Nevada Proficiency Examination Program (NPEP)
Effective for the 2012-2013 School Year Only**

First Name: _____ Last Name: _____ MI: _____ DOB: _____

Native Language: _____ ELP Level: _____ Exit Date: _____

Student ID #: _____ School: _____ District: _____

Use this form to document the need for testing accommodations for students identified as Limited English Proficient (LEP). Accommodations are linguistic based and specific for each student. **Relevant information from this form must be provided to the appropriate test administrator(s).** Test security procedures must be strictly adhered to in the administration of NPEP testing for all students.

I. NO ACCOMMODATIONS

_____ This Limited English Proficient (LEP) student will participate in all Nevada Proficiency Examination Program (NPEP) assessments **WITHOUT** LEP accommodations.

II. ACCOMMODATIONS

The accommodations for the Nevada Proficiency Examination Program, listed below, apply to the Criterion-Referenced Tests (CRT), the Fifth and Eighth Grade Writing Assessments, and the High School Proficiency Examinations (HSPE), unless otherwise indicated. Standard test administration procedures, such as providing additional time (only afforded within the same day and as long as the student is working productively), reading/rereading directions at the beginning of the test aloud in English, and reading/rereading a writing prompt aloud in English are afforded to all students and are not considered accommodations.

Accommodations in Test Setting (check if applicable):

_____ Small-group (1-20 students) administration (e.g., to facilitate the read-aloud accommodation)

Accommodations in Test Scheduling (check if applicable):

_____ Monitored breaks to allow for second-language processing

STUDENT MAY NOT RETURN TO A PREVIOUSLY-ADMINISTERED PART (PART 1, PART 2) ON A SUBSEQUENT DAY OR FOLLOWING AN UNSUPERVISED BREAK ON THE SAME DAY.

Accommodations in Test Administration (check only those that apply to this student):

_____ Bilingual dictionary on the CRT/HSPE in Mathematics and/or Science (all grades)

_____ Bilingual dictionary on the Fifth/Eighth Grade Writing Assessment

BILINGUAL DICTIONARIES (WHEN PERMISSIBLE) MUST BE RESTRICTED TO SINGLE WORD-TO-WORD TRANSLATION, WITHOUT PARAPHRASING OR EXPLAINING. ELECTRONIC TRANSLATORS ARE PROHIBITED.

DICTIONARIES OF ANY KIND ARE PROHIBITED ON THE READING TEST (ALL GRADES) AND ON THE HSPE IN WRITING.

Test administrator or proctor may (as needed) _____

_____ read/reread the words of the math and/or science test(s), in English, to the student. Verbalizing, explaining, signing, or defining mathematical or scientific symbols (including numerals) is **PROHIBITED**. Paraphrasing or explaining **ANY** part of the test is **PROHIBITED**.

READING THE READING TEST (PASSAGES, QUESTIONS, ANSWER CHOICES) IN ANY LANGUAGE BY THE TEST ADMINISTRATOR OR PROCTOR IS PROHIBITED. EXCEPTION: DIRECTIONS LOCATED AT THE BEGINNING OF THE TEST MAY BE READ TO THE STUDENT IN ENGLISH ONLY.

TRANSLATION BY THE TEST ADMINISTRATOR OR PROCTOR OF ANY TEST MATERIAL (DIRECTIONS, PASSAGES, QUESTIONS, ANSWER CHOICES) TO ANOTHER LANGUAGE IS PROHIBITED.

Use of accommodations not listed on this form may result in invalid scores. (See *Procedures for the Nevada Proficiency Examination Program 2012-2013, Students with Special Needs*, for more information.)

Completed by (Name) _____ Title _____ Date _____

http://nde.doe.nv.gov/Assessment_NPEP_Resources.htm

Procedures for the Nevada Proficiency Examination Program 2012-2013

A.5: Tentative School Calendar and Daily Schedule

Attachment A.5.1 School Calendar

Legacy International College Prep Academy 2014-2015 School Calendar

August

- 1 Head of School begins work year
- 13 Teachers begin work year
- 25 School Begins

Sept

- 1 Labor Day - no school

Oct

- 24 End of 1st Grading Period
- 31 Nevada Day - no school

Nov

- 10-11 Veterans Day - no school
- 27-28 Thanksgiving Day and Family Day no school

Dec

- 19 Winter Break Begins

Jan

- 5 Classes Resume
- 16 End of Second Grading Period
- 19 Martin Luther King Day - no school
- 20 Second Semester Begins

Feb

- 16 President's Day - No school

March

- 27 End of Third Grading Period
- 27 Spring Break Begins

April

- 6 Classes Resume

May

- 25 Memorial Day - No School

June

- 4 End of Fourth Grading Period, End of Second Semester, End of School Year

Work Days 10 Month Administrators and Support Staff - 205 days

Licensed Employees - 189 days
9 month Support Staff - 182 days

Attachment A.5.3 LICPA Alternative Schedule Application

Rationale for Alternative Schedule

Our target audience includes all athletes, student performers, and others who are underperforming and/or at risk of failing in public schools or in online schools due to demanding athletic and/or performance schedules or other mitigating circumstances such as traditional school attendance policies. This audience is by definition an at-risk population and underserved by the public schools. Currently, these students must choose between pursuing a high performance athletic or performing arts, or other career, or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. We also learned the public schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public schools. LICPA will employ the best of online and face-to-face learning methods and employ high quality teachers to observe and survey students to identify students' interests, learning styles, strength areas and goals for the future.

Alternative Daily Schedule Summary

LICPA will follow a distance education schedule to satisfy the approved schedule of courses utilized by the Nevada approved online curriculum. To modify the daily schedule, LICPA offers additional background knowledge in the way students at the school will work. Since students often work independently online on their own individual lessons with online teacher support, LICPA teachers will monitor the students' learning and progress by accessing the online Connections Education Learning Management System (CELMS) offered by the curriculum provider. CELMS allow teachers to determine the courses that students are enrolled in, exactly which lesson in each course they are working on, the expected progress of the student and within each course and lesson, the time students spend on online tasks, the number of exercises they

have done, the percentage correct on each quiz and assessment (even which questions are correct or not), and overall exactly where each student stands academically in each course.

Information obtained in this way will allow LICPA teachers to identify and target academic and study skill areas for additional support and focus on an individual and group basis. The diversity of student grades and progress will require analysis of individualized CELMS data and determining a best course of support action from that. This could lead to support/instruction in a particular subject area, in altering study and organizational methods, in coordinating with support resources and parents for observed needs, or in technical education on better using the available resources and systems on hand.

In this manner, the students can be guided to work on different lessons at different paces, and the instructor will always be fully aware of each student's progress and exactly where they need to be at the appropriate level of progress in the course. Therefore, learning is individualized for each student and teachers can provide help when and where needed through additional modules in the online curriculum, additional learning through online sources such as Khan Academy, individual or small group instruction by the teacher, or arranging a subject matter paraprofessional to work with the student.

The Face-to-Face Class Time: Legacy Academy students are in face-to-face classes 19 hours per-week. Other times, students are completing assignments online.

Legacy Academy Alternative Daily Class Schedule:

On Mondays a schedule is posted for pre-planned time blocks of special and targeted activities for that week (supplemental instruction, field trips, guest speakers, labs, speech or other special assessments, group social, athletic and/or academic group activities, SAT prep, group Q&A, etc.).

This schedule also includes the hours and days for subject-specific tutors to be available on site.

The weekly schedule is determined a month in advance and then modified based on the results of the school's activities from the previous week.

11:30 to 11:45AM – Each day begins with a School or class meeting (or separate class meetings depending on class size) during lunch-time. During this time students and teachers discuss issues, questions, or current events for that day and the rest of that week. Students fill-out daily academic plans (lessons they will complete that day), and teachers go over upcoming academic and school activities and events.

Parents are welcome to participate in the meetings and have lunch with the students and teachers.

12:00 – 3:00PM or 4:00PM (Depending on Student Program on Tuesday, Wednesday and Thursday). Students are in appropriate classrooms and learning activities (varies by student).

Except for times for pre-planned scheduled activities for specific students or groups, students work independently (teacher-monitored) on their online courses and can move to appropriate classrooms for labs, reading room, testing, one-on-one instruction/tutoring, small group instruction, or large group discussion as appropriate and necessary.

Students clean area before turning in their Daily Academic Plan to their teacher(s).

Students turn in their Daily Academic Plans, and a teacher reviews and signs them. Teachers also discuss the completed work and as appropriate issues a Ticket out the Door to include instructions on what to do before the start of the next day if necessary. Each Ticket is reviewed and signed by a parent and turned in the following day.

12:00 to 5:00PM (Mondays and Fridays) Students are in appropriate classrooms and learning activities (varies by student).

Except for times for pre-planned scheduled activities for specific students or groups, students work independently (teacher-monitored) on their online courses and can move to appropriate

classrooms for labs, reading, testing, one-on-one instruction/tutoring, small group instruction, or large group discussion as appropriate and necessary.

Students clean area before turning in their Daily Academic Plan to their teachers.

Students turn in their Daily Academic Plans, and a teacher reviews and signs them. Teachers also discuss the completed work and, as appropriate, issue a Ticket out the Door to include instructions on what to do before the start of the next day if necessary. Each Ticket is reviewed and signed by a parent and turned in the following day.

On Fridays, students are given their Weekly Progress Reports (copies are also sent to parents) indicating assignments completed, remaining assignments and overall progress and status in each class. Teachers discuss Progress Reports and makes recommendation to each student for weekend and next week's work.

The 19 hours of weekly face-to-face instruction is a crucial part of LICPA's educational design. Teachers spend one third of their time managing students' online curriculum. One of the major problems with distance education schools is that students (and parents) have a difficult time: understanding the learning management system, monitoring student progress toward learning outcomes using the learning management system, and staying on track on a daily, weekly and monthly basis for their academic learning and completion of goals using the learning management system. LICPA teachers perform a major accomplishment by keeping students on time and on track regarding their studies while identifying and filling in learning gaps as they appear.

The second third of the teacher's 19 hour workweek is devoted to direct instruction. As teachers monitor each student's progress through the online school K-12 learning management system, they pinpoint areas of instructional strengths and weaknesses as well as incomplete work on the module for each class. Teachers can then arrange for individualized or small group instruction

when it is needed and coach the students through the remainder of the lesson or module toward completion.

A third of the teacher's time is spent preparing lessons, establishing schedules, arranging for paraprofessionals or teachers for students with specific instructional needs, communicating results to parents, online teachers and other stakeholders. Thus, teachers and students remain fully engaged in teaching learning through this system to be employed by our school.

A.6: School Climate and Discipline

Attachment A.6.3 Discipline Policy/Code of Conduct

Sample CODE OF CONDUCT

This is a sample Code of Conduct. The Official Code of Conduct will be approved by the School Board prior to the Opening of School.

The rules, regulations and due process procedures are designed to protect all members of the educational community in the exercise of their rights and responsibilities. Methods of positive reinforcement/rewards and/or loss of privileges will be utilized. Administration will make the final decision on disciplinary actions.

LICPA will adopt and utilize the Nevada Department of Education Code of Honor. https://registration.ccsdde.net/upload/code_honor1.pdf

NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge,

self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

Student Signature _____

Print Student Name _____ Date: _____

Parent/Legal Guardian Signature _____ Date: _____

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your teacher or the Head of School. School Rules are also in the Student Handbook.

Legacy International College Prep Academy

The rules apply to all students who are on school property or attending or in transit to any school sponsored activity.

The Student Is Responsible For:

- Behaving in a manner that does not interfere with the rights of others.
- Abiding by expectations, guidelines, rules and regulations established by the school.
- Attending school daily on time.

The Parent Is Responsible For:

- Setting an example of respecting the worth of other persons.
- Reading and reviewing school expectations, guidelines, rules and regulations with family members.
- Cooperating with school officials when discipline is necessary.
- Seeking from school and community agencies help in correcting a student's misbehavior.
- Informing school officials of concerns relative to student behavior.
- Making sure the student attends school daily on time.

The Teacher is Responsible For:

- Treating each child with dignity and respect.
- Consistently teaching school expectations, guidelines, rules and regulations.
- Reviewing with students - school expectations, guidelines, rules and regulations.
- Establishing an atmosphere of appropriate behavior in the classroom.
- Communicating with students and parents if student behavior is not appropriate.
- Reporting promptly to appropriate school personnel continuing student misbehavior and reporting immediately any misbehavior that will or may result in expulsion or suspension.

The Head of School Is Responsible For:

- Establishing school expectations, guidelines, rules and regulations in concert with school policies and procedures.
- Communicating to parents, staff, and students - school expectations, guidelines, rules and regulations.
- Enforcing consistently school expectations, guidelines, rules and regulations.
- Communicating to parents, in concert with the teacher, student behavior problems.
- Assisting teachers and parents to resolve student behavior problems.
- Reporting any suspected child abuse or neglect situation in accordance with State Law

The School Board Is Responsible For:

Approving school policy relative to student behavior and discipline.

EXPECTATIONS FOR STUDENT BEHAVIOR

In order to create an environment for positive student development and achievement, which enhances learning and leads to success in school, we have established a number of "Expectations for Student Behavior." These expectations may be divided into two (2) categories- those that apply to academic endeavor and those that apply to student behavior. Compliance with these expectations will foster positive and productive behavior. Failure to comply with these expectations may result in disciplinary action being taken against the student.

DEMONSTRATE RESPECT FOR PEOPLE AND PROPERTY

- Students are honest, courteous, and polite.
- Students respond courteously to instructions and/or requests from staff members.
- Students respect school property and the property of others.
- Students accept the rights of others to their opinions.
- Students settle differences peacefully.
- Students use appropriate language at all times.
- Students display good sportsmanship at school-related functions.
- Students participate in the maintenance and cleanliness of school facilities and property.

TAKE RESPONSIBILITY FOR THEIR OWN BEHAVIOR AND LEARNING

- Students come to school prepared to learn.
- Students recognize that school-work and academic development is the primary purpose.

- Students complete all homework, class work, projects, and exams.
- Students make personal choices base on reasonable decision-making processes.
- Students accept constructive feedback and disagreement when necessary and appropriate.
- Students comply with all school rules.
- Students accept the consequences of their actions.

USE TIME AND OTHER RESOURCES RESPONSIBLY

- Students attend school regularly and punctually.
- Students attend all classes regularly and punctually.
- Students use books and other equipment appropriately.

SHARE RESPONSIBILITIES WHEN WORKING AS A MEMBER OF A GROUP

- Students cooperate, contribute, and share the work of the group.
- Students accept and assume leadership when appropriate.
- Students listen to the points of view of others.

MEET THE UNIQUE REQUIREMENTS OF EACH CLASS

- Students participate actively in class work.
- Students follow class rules and procedures.
- Students bring to class textbooks, clothing, and other materials necessary for participation.
- Students observe rules for safe handling of class equipment and materials.

Failure to comply with the expectations set forth by the administration of Legacy Academy will result in disciplinary action being taken against the student.

BULLYING POLICY

The Legacy Academy will not tolerate bullying.
This Policy will be reviewed with students and posted where all can see it.

Bullying is an intentional electronic, written, verbal or physical act or a series of acts that:

1. are directed at another student;
2. occur in a school setting. LEGACY ACADEMY defines bullying in such a way as to encompass acts that occur outside of LEGACY ACADEMY;
3. is severe, persistent or pervasive; and
4. have the effect of doing any of the following:
 - a. substantially interfering with a student’s education;
 - b. creating a threatening environment; or
 - c. substantially disrupting the orderly operation of the school; and
5. “School setting” shall mean in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised, or sanctioned by the school.

All instances of Bullying, by Students, will, immediately, be reported to the Head of School who will investigate the allegation and report the incident to the parents of all parties involved. If the allegation has merit, the Head of School will generate a record to be filed with the student records. A student who is guilty of Bullying will immediately be suspended for a period no less than three (3) days. A student who is subsequently, within the same school year, found to be guilty of Bullying may, at the discretion of the HEAD OF SCHOOL, be suspended or expelled.

FOUR OR MORE SUSPENSIONS POLICY

If, in any one school year, a Student is suspended for four (4) or more times, the Head Of School shall recommend the expulsion of that Student, to the School Board.

Discipline Grid With Consequences

OFFENSE	1st Incident	2nd Incident	3rd Incident	4th Incident
Academic Cheating	Warning and clarification of rules	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Verbal Abuse	Warning and clarification of rules	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Physical Abuse of another person unless severe	One day missed practice and parental meeting unless serious infraction	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Disrespect Authority/Teachers	Warning and clarification of rules	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Leaving School Grounds w/o permission	One day missed practice and parental meeting	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Lunch misbehavior	Warning and clarification of rules	Lunch in room with teacher and meet with parent	Lunch in room with teacher and meet with parent	Lunch in room with teacher and meet with parent
Use of electronic devices	Warning and clarification of rules	No device allowed at school for three days	No device allowed at school for five days	No device allowed at school
Possession of controlled substances	Report to Head of School, parents and appropriate authorities	Hearing	Hearing if still in school	Hearing if still in school
Leaving assigned area w/o permission	Warning and clarification of rules	One day no practice	Three days no practice and meet with parents	Three days no practice and meet with parents

Throwing Objects unless severe	One day missed practice and parental meeting	One day no practice	Three days no practice and meet with parents	Three days no practice and meet with parents
Bullying –any form unless severe	One day missed practice and parental meeting	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Inappropriate touching	Warning and clarification of rules unless serious infraction	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Misuse of computer	Warning and clarification of rules	One day no practice	Three days no practice and meet with parents	Three days no practice and meet with parents
Destruction of property	Report to Head of School, parents and appropriate authorities	3 days no practice and parental meeting	One week no practice/school and parental meeting	Hearing
Disturbing School Climate	Warning and clarification of rules	One day no practice	Three days no practice and meet with parents	Three days no practice and meet with parents
Unspecified infractions of a serious nature	Report to Head of School, parents and appropriate authorities for possible suspension or expulsion. Hearing.	Report to Head of School, parents and appropriate authorities for possible suspension or expulsion. Hearing.	Hearing - Expulsion	

LICPA personnel will be trained in due process procedures and will follow accepted norms and guidelines for due process.

Please note, the LICPA Board will review all policies for state compliance and effectiveness.

Attachment A.6.4 Truancy Policy

All students between the ages of six (6) and eighteen (18) must be in attendance full time at public school, private school, or involved in an alternative education program. If a student is eighteen (18) or older and chooses not to follow the rules, regulations, and/or policies of the school that student will be asked to cease attendance.

- Truancy means any absence of part of or all of one or more days from school during which the school attendance officer, principal or teacher has not been notified of the legal cause of such absence by the parent or guardian and also means intermittent carried on for the purpose of defeating the intent of compulsory education.

Habitual Truancy means a pupil who is absent from school without an acceptable excuse for part of or all of 5 or more days on which school is held during a semester.

- The only legal course for absence is:

In situations where the student is not in proper physical or mental condition to attend school;

When any child is excused by the Head of School or School Board in accordance with the School Board's written policy;

When students are on sanctioned sports or performance events with a coach or approved person. In these cases, parents must sign an agreement and release form to request student attendance at event.

- When a parent/guardian knows that their child will be absent it is requested that the parent/guardian give the school prior written notice of the upcoming absence. When it is necessary for a student to be absent due to illness or emergency reasons, a parent/guardian is requested to call the high school attendance line (will provide later) before 10:00 a.m. on the day of the absence to indicate the reason for the student's absence so that the school can maintain accurate records. Absences are un-excused until parent/guardian contact is made. All absences must be excused within 24 hours of the initial absence.
- Absences: A student is deemed truant when he/she is absent from school without an acceptable excuse for part of or all of any day(s) on which school is held and during which the attendance officer or designee has not been notified in writing of the legal cause of the students absence by the parent/guardian. What is excused or un-excused is determined by the school. Parents/guardians must contact the school as described above. The Office Manager is empowered to approve a legal excuse to any student under the following conditions:

Evidence that the student is not in proper physical or mental condition to attend school or an educational program; a medical excuse may be requested. (Medical, dental, chiropractic, optometry, psychological, or other valid medical appointments.) Every effort should be made to schedule appointments during non-school hours.

A court appearance or legal procedure.

A quarantine as imposed by a public health officer.

Approved school activities during class time.

The LICPA Board and the Head of School will review the Truancy Policy, including the Board member who is an attorney, to assure the LICPA Truancy Policy aligns with all applicable Nevada regulations and codes.

A child may be excused in writing by his/her parent/guardian by state statute prior to any additional absence. A child shall not be excused more than ten (10) days in a school year. The School Board requires a child excused under the above to complete any course-work missed during the absence.

Special circumstances that show good cause which are approved in advance by the Head of School or School Board will not be counted as an absence.

Parents/guardians of habitually truant elementary pupils who do not attempt to ensure their children's regular attendance at school will be referred to Child Protective Services for investigation or educational neglect or to law enforcement for possible issuance of a misdemeanor citation.

Attachment A.6.5 Absence Policy

Legacy Academy offers 180 days of instruction. Students in grades 4-6 are expected to attend five hours per day of online instruction; students in grades 7-12 are expected to attend five and a half hours per day of online instruction. The attendance is based on the completion of online assignments.

The face-to-face attendance is supplemental to the "virtual" online attendance. Students are expected to be in class 19 hours per week.

STUDENT ABSENCE-POLICY

School Attendance Officer:

The LICPA Head of School will serve as the school attendance officer for school and deal with all matters relating to school attendance and truancy.

The school shall determine daily which students enrolled in the school are absent from school and whether that absence is excused in accordance with Board policy.

- Release during School Hours: Student(s) in Grades 4-12 may be granted permission by the Head of School or Office Manager to leave the school premises during the school day:

To receive instruction at another site.

To participate in a work experience program.

To work at places of employment as part of a work/study program.

To attend approved sporting or performance events if parents have signed request

forms.

A written request by the parent(s) or legal guardian(s) for such absence must be filed with the Head of School.

- Release for School Closings: LICPA will remain open in accordance with the school calendar except as follows:

Closure by the health officer.

Emergency situations.

Severe weather conditions as determined by the Head of School.

Changes in the calendar approved by the School Board and/or Head of School.

- Medical Confirmation: Head of School may require an excuse signed by a physician for re-entry to school if illness is the cause of the absence of three (3) or more consecutive days.
- Age of Majority: Students 18 years of age and above must attend all assigned classes, home-rooms, assemblies, and follow all school rules. Reaching the age of majority does not imply any specific rights. If a student is eighteen (18) or older and chooses not to follow the rules, regulations, and/or policies of the school district, that student will be asked to cease attendance.

- Un-excused absence occurs when a pupil is voluntarily absent with or without the consent of his/her parent(s)/guardian(s) for reasons not recognized by Nevada Statutes and/or School Board Policy. Credit may not be given for class-work missed during an un-excused absence. Students have the obligation to obtain, understand, retain for future reference and use all materials presented during their un-excused absence. All students with an un-excused absence will be permitted to make up an examination missed during an un-excused absence. Examples of un-excused absences include, but are not limited to:

* leaving the building without approval * working

* haircuts and/or other appointments pertaining to grooming * oversleeping

* preplanned absence without prior written notification from parent/guardian.

- Teacher responsibility: Teachers are required by law to take daily attendance and maintain a record of absences and inform the administration building office daily of absentees.

- Truant students will be dealt with according to legal procedures and laws of Nevada.

SCHOOL CONSEQUENCES FOR TARDINESS

- Tardiness/Late Arrivals: All students are expected to be in attendance in their regularly scheduled classes by the start of class. Students who arrive late to school must report to the office upon arrival at school. Repetitive tardiness at the start of the day or during school hours may result in the school pursuing action as simple or habitual truancy. If a student arrives late to class, the teacher will handle the situation. If a student has been detained by a teacher, the student is to ask for a late slip from the person who detained the student before going on to the next class. Any student five (5) or more minutes late to a class for any un-excused reason may be considered by the office as un-excused absent for that period.

Teachers shall determine their own policies dealing with un-excused tardiness. After three (3)

tardies the teacher may choose to refer the student to the office for consequences. The consequence may include no credit for that day's class work.

- If these consequences are found to be ineffective, then alternative consequences including, but not limited to, out of school suspension may be assigned.

A record of tardiness will be kept by the office. Tardiness will be recorded on the student's permanent record.

- Student must be in class and on time or excused in order to practice or participate in any activity that day.

The LICPA Board and Head of School will review the Absence Policy, including the Board member who is an attorney, to assure the LICPA Attendance Policy aligns with all applicable Nevada regulations and codes.

A.7: Target Population

Attachment A.7.2, Target population:

LICPA target population includes all athletes, student performers, and other students in Clark County who are underperforming and/or at risk of failing in K-12 schools public and private schools, online schools and homeschools. This audience is by definition an at-risk population and underserved by the public and private schools. However, our target population is not the traditional at-risk population.

Currently, high-performance athletes and performers must choose between pursuing a high performance athletic or performing arts career or enrolling in an online school or homeschooling. Our research demonstrates these students are not performing well in the online or home school environment. Traditional schools are not able or willing to accommodate these students who are required to miss more class time than allowed in public or private schools.

This target population is of students in Clark County and students in CCSD schools with this diversity. Clark County Racial Breakdown. http://www.city-data.com/county/Clark_County-NV.html

Races in Clark County, Nevada:

- White Non-Hispanic Alone (48.0%)
- Hispanic or Latino (29.1%)
- Black Non-Hispanic Alone (10.0%)

- Asian alone (8.5%)
- Two or more races (3.2%)
- Native Hawaiian and Other Pacific Islander alone (0.6%)
- American Indian and Alaska Native alone (0.4%)

Clark County School District - Ethnic Profile 2012 (Nevada Report Card)

- h. Hispanic (43.4%)
- i. White (30.2%)
- j. Black (12%)
- k. Asian/PI (6.6%)
- l. American Indian/Alaskan Native (0.5%)

Community Demographics: Clark County School District enrolls approximately 439, 277 students per year. The State of Nevada enrolls approximately 308,237 students per year. In 2011, 7,122 students were enrolled in online schools and According to the National Federation of High School Associations, 55% of high school students participate in athletics (<http://www.nfhs.org/content.aspx?id=3505>). In addition, approximately 20% of students participate in performing arts activities. However, 1% to 10% of students participate in high performance activities. Therefore, our target audience is no more than 10% of the school age population or approximately 4,000 to 40,000 students.

This target population is underserved due to three factors: 1) Traditional schooling fails these students: The target audience finds it difficult to remain in traditional schools due to demanding travel and training schedules that require extended absences from school. Traditional schools have not allowed exceptions for these students or a plan to assist these students with flexible attendance or assignment schedules. Therefore, this target audience is leaving traditional schools in increasing numbers and transferring to online or homeschooling. 2) Online and Homeschooling fails these students: Online and homeschooling also fails these students because a) parents are unable to keep up with being an acting teacher for their children as they get into middle and high schools with the high academic standards these students demand and b) the NCAA does approve of many online only programs and this factor puts these students in even more danger of failing to enroll in college. 3) The high time demand of attaining excellence in academics and athletics or performing arts is disruptive to family life. Parents are tasked with driving students to schools,

practices and competitions and forcing students to go to school all day, practice 2-4 hours after school and then try to get their children to complete homework and study for tests until very late at night. When students miss school for competitions the addition of make up work often requires parents to assist or take them to stores to purchase materials and supplies further adding to the disruption of family life and has an impact on the quality of academic work.

Letters of Support: Letters indicating the need for LICPA Charter School to serve the Target Population, the value of the proposed Charter, and projection enrollments for year 1.

1. Mr. Jim Rogers, Media Entrepreneur and Former Chancellor of the Nevada System of Higher Education.



August 13, 2013

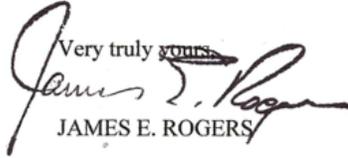
Dr. David David Meckley, Founding School Board President
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas, NV 89135

Dear Dr. Meckley and Founding Board Members,

I enthusiastically support the efforts of the Legacy International College Prep Founding School Board. The establishment of this proposed exceptional, high performing charter school will provide the academic rigor necessary for students to succeed and thrive in life with your 21st Century Blended School Model. Additionally, a charter school that provides children the opportunity to excel in academics and athletics will keep more children in the classroom and engaged in productive activities. I am very appreciative of a diverse board serving a diverse population of student-athletes and this school will serve all students well.

It is my opinion that the Las Vegas community will greatly benefit from the proposed Academy in Clark County because the school is designed to prepare students with a college prep, project based, individualized curriculum focused on decision making and problem solving utilizing the latest cutting edge technology and learning theories to insure students become active participants in the global community.

I am personally a believer in the Legacy and LEAP team. The board and EMO team is extraordinarily experienced. The EMO is a Nevada based startup company which I like very much, and they will provide the help and guidance to the board to establish a top-tier school for our children in Las Vegas. This Board/Team will truly make a difference and I would personally like you to consider the Legacy school board as well as LEAP innovations for approving this charter school to significantly improve education for the Las Vegas Community. Let's change the face of education by serving the kids of our future.

Very truly yours,

JAMES E. ROGERS

1500 Foremaster Lane Las Vegas, NV 89101 Phone: 702.642.3333 Fax: 702.633.8729

#2 Las Vegas Councilman, Ward 5 Ricki Barlow



City of Las Vegas

Ricki Y. Barlow
Councilman, Ward 5



August 6, 2013

Dr. David Meckley
Founding School Board
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas, Nevada 89135

Dear Dr. Meckley and Founding Board Members,

As a Las Vegas Councilman and educator, it is my pleasure to submit a letter of Application for Legacy International College Prep Academy.

Legacy will offer a blended curriculum which is necessary in our community. This component will offer needed support to performing athletes who frequently travel for games and camps. Many high performing athletes do not fit into a traditional school setting because of the time involved in training and competition. I truly believe that many will benefit from this accommodation which will be situated in their curriculum.

From my point of view, the Blended Curriculum would consist of online core standards subject areas as well as face to face instruction in the classroom. This kind of blended program would provide an excellent option for learning in a flexible context under the guidance of a classroom teacher and online curriculum specialist.

I fully support this new innovative curriculum program and feel it will provide endless access and opportunities for our high performing athletes in order that they may excel academically as well as be successful in their athletic programs.

If you should have any questions regarding my support for this program, please contact me at 702.229.5443 or you may email me directly at rbarlow@lasvegasnevada.gov.

Sincerely,

Ricki Y. Barlow
Las Vegas Councilman
Ward 5, Historic, Proud, Progressive



495 South Main Street • Las Vegas, Nevada 89101 • (702) 229-5443 • FAX (702) 464-2600
rbarlow@lasvegasnevada.gov • www.lasvegasnevada.gov/ward5

Letter#3 UNLV Associate VP for Retention and Outreach



4505 S. Maryland Pkwy.
Box 452006
Las Vegas, Nevada 89154-2006
(702) 895-4777 • Fax (702) 895-4786
<http://caeo.unlv.edu/>

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TRiO



August 5, 2013

Dr. David Meckley
Founding School Board President
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas NV 89135

Dear Dr. Meckley and Founding Board Members:

I am confirming my support of the critical need for the Legacy International College Prep Academy in the Las Vegas Valley. The Legacy International College Prep Academy will serve as an excellent college prep school for high performance athletes who practice and travel to competition in excess of the total days allowed by traditional public schools. The Academy is an ideal solution to reduce absenteeism in the classroom and raise the bar on academic achievement.

The Legacy International College Prep Academy will attract more than a hundred students to its enrollment list if this option was available in our area. The online blended curriculum is the perfect feature that provides the flexibility to accommodate high performing athletes to achieve common core standards in every subject area without being penalized for being absent in the classroom environment. Legacy International College Prep Academy's students would be learning through a host of media and online technological options in a timely manner along with an essential individualization component to ensure students achieve and acquire quality education to pass the high school proficiency exams and help us at UNLV accept many of the students that we now must turn away because of low grades or low ACT and SAT scores.

I wholeheartedly endorsed the Legacy International College Prep Academy with its online blended curriculum designed for high performing athletes. I am optimistic that the Legacy International College Prep Academy will obtain funding as a charter school in this area to meet the needs of the students and parents who want a quality education and a great sports program. The Legacy International College Prep Academy would truly give students access and opportunity to meet their full potential. If I can be of further assistance, please feel free to contact me at 702-774-4101.

Sincerely,

Dr. William W. Sullivan
Associate Vice President for Retention and Outreach
Executive Director, CAEO

OFFICE OF THE ASSOCIATE VICE PRESIDENT FOR RETENTION AND OUTREACH
Dr. William W. Sullivan, Associate Vice President and Executive Director

Letter# 4 Teacher at DTC Pilot Program (Projected enrollment of over 100 students)

Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo # 3318
Las Vegas, Nevada, 89119

Dear Founding Board Members,

I am Richard Cumelis, a retired veteran, father of three teenagers, and recently a licensed Nevada High School Math Teacher with a M. Ed. Degree in Curriculum and Instruction now working as a full-time online teacher for Nevada Virtual Academy. Three years ago I was introduced to a pilot hybrid educational program at Darling Tennis Center in Summerlin, Nevada, and I functioned there as the primary teacher and operations manager that first year resulting in all students earning A-grades for that year. It was also the same year I became the first person in Nevada to complete a teacher's Student Teaching requirement in an online environment. My experiences that year changed my life's goal to promoting that hybrid education model to as many places as possible. I wholeheartedly encourage your support and approval for the proposed charter by Legacy International College Prep Academy (LICPA) since it was their hybrid model that I used and helped to develop.

Now, three years later, with two years' experience as an online teacher, I see even more clearly how desperately the LICPA school and their face-to-face and online hybrid curriculum is needed. No matter how good an online curriculum is, I have realized that online curriculums will always have one primary flaw—we as teachers cannot make the students attend or participate. If the students do not participate from their homes, there is nothing I as a distance teacher can do to make them actually work. Additionally, online curriculums are problematic in providing real-time support to students. Further, online curriculums are not able to provide direct and instant help when student laptops fail to work, printers won't print, or processes are not understood. Also, having students do their own work and not cheat is also very problematic when they are not directly and visibly supervised. These and other issues can be very distracting and damaging to a student's motivation to do an online curriculum. So what resolves all these flaws in an otherwise great online curriculum? Face-to-face teachers and tutors supporting the student's time on task and learning needs resolves all these problematic issues!

With the hybrid model, I was able to keep students working their online programs. I also helped tutor them in real-time when their online teachers did not respond promptly, often using subject specific tutors. I helped resolve technical issues, administer assessments, coordinate needs with parents, host parent-teacher conferences, target specific learning needs based on assessment results, form learning groups and specific supplemental learning events, and orchestrated social activities. These efforts proved immensely successful. This model is ideal for any student that needs to work an online curriculum, and the face-to-face component is vital to their success and development.

Once again, I recommend, through my own observations, learning and experiences, that the LICPA Charter be approved for implementation as a blended model charter school.

Sincerely,

Richard Cumelis

High School Teacher
Nevada Virtual Academy

Letter **CHRIST THE KING Activities Center**– Projected Enrollment over 100 students

Christ the King Activities Center

4925 S. Torrey Pines Drive
Las Vegas, NV 89118

Dear Founding Board Members,

My name is Father Ray Rioux administrator of Christ the King Catholic Community Church. Our Parish is located at 4925 S. Torrey Pines Drive Las Vegas, NV 89118. Phone: 702-871-1904 (<http://ctklv.org>). Our campus encompasses a fairly large urban property with several buildings that accompany our program needs. The buildings include and "activities center" mainly used for programs and education with a total of 18 rooms and offices, and a full capacity gymnasium locker room/showers. The rooms are designed for classroom/multi-function style and would more than adequately sustain various curriculums for a charter school or any kind of formal school. The campus affords ample off street parking and the options for higher security to the buildings during the business day, therefore offering the kind of security necessary for the protection of children and minors.

I have had experience in the past with opening a charter school in another parish that I administered in California. The local school district inspected our facility and it met all the standards for public use as a school, and the program continues to this day. The charter school was on a campus similar to that of Christ the King affording a separate facility that would not interfere with the regular daily functions of the parish and vice versa. This model had met all of the prescriptions of separation of Church and State policies and never created a conflict of interest categorically.

I have learned of your intent to establish a charter school and our administration and parish council is confident that our campus would sufficiently offer an academic atmosphere for a Charter School which would offer children in our surrounding community an opportunity to exercise that option. I am encouraged that establishing a College Prep school for high deserving students would be most beneficial for the local community from the perspective that often times traditional schools can be inflexible and online curricula ineffective. Therefore, it seems like a desirable model, considering the great need for a college prep school that offers a flexible schedule to meet the needs of the greater community.

I feel that as many as 100 students in 2014-2015 would come to your proposed school through the Legacy International College Prep Academy and our administration would be glad to cooperate with you in any way to make your charter school a reality. Many of our local students would welcome the chance to receive an excellent education by attending a quality school based on the model that has been proposed.

I want to assure you that the Legacy International College Prep Academy has my permission to use the "activities center" of Christ the King Catholic Community at an agreed upon lease fee, utilities, and cleaning for the first three years of operation at a per room rate with approval of the Roman Catholic Bishop of Las Vegas Standards and Policies.

You are most welcomed to contact me for any further questions or discussion.

Respectfully,

Father Ray Rioux
Administrator

CHRIST THE KING CATHOLIC COMMUNITY

Letter Teacher at **DTC Pilot Program** Projected Enrollment over 100 students

Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo # 3318 Las Vegas, Nevada, 89119

Dear Dr. Meckley and Founding Board Members,

My name is Lindsay Douglas and I am the facilitator at the Collaborative Blended Pilot Project at Darling Tennis Center in Summerlin, Nevada. Our facility is in its third year of offering a blended learning environment for our student athletes. All of our students are enrolled in an online, public virtual school and complete their academics in a structured classroom environment with teacher supervision. The classroom environment ensures that all students are focused on their academics and it also allows students the flexibility to work ahead depending on their athletic schedule.

Las Vegas is in dire need of a college prep school for high performance athletes. As it stands right now, my students are struggling to balance the life of a high performance athlete with the life of a successful student. This struggle essentially leads to the student athlete having to focus more energy on athletics or academics but in most cases they juggle both and both suffer. We are hoping that Legacy International College Prep Academy will be an option in our area because it is my belief that our numbers could grow exponentially and triple current enrollment numbers to open with as many as 60 to 100 students next fall for student athletes. There is a large community of disciplined student athletes in our area that could succeed both academically and athletically by attending Legacy International College Prep Academy. We have reached a maximum number of students this year given the current configuration of classrooms and daily schedule. This past school year we were unable to accommodate many students who requested to enroll in the school.

It is my hope that the Legacy International College Prep Academy will be funded as a Charter School in Las Vegas to satisfy the needs of the students, parents and coaches, who want a great education and a great sports program. I do not want to force students and parents to choose one or the other, especially if there is a way to foster success in both.

I consider myself extremely lucky! I have been teaching at the DTC for the past year and a half and I am so proud of my student athletes. We have become a strongly bonded group of pioneers. The students, parents, coaches and DTC staff consider ourselves lucky to be embarking on this exciting journey together. It is our goal to cultivate a community of successful and strong student athletes and we are extremely excited for things to come.

Sincerely,

Lindsay Douglas

Lindsay Douglas, Teacher/Facilitator, The Darling Tennis Center

Letter: On Deck Baseball Academy Projected Enrollment over 100 students



On Deck Baseball Academy

4145 N. Rancho Drive, Suite 110 – Las Vegas, Nevada 89130
702-629-3325 Office – 702-629-3326 Fax
www.ondeckba.com

Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo # 3318
Las Vegas, Nevada, 89119

Dear Founding Board Members,

My name is Andy Concepcion and I am the CEO of On Deck Baseball Academy where we provide sports related skills and training for junior athletes. We are located at 4145 N. Rancho Drive,, Suite 110, Las Vegas, Nevada 89130. Phone: (702) 629-3325 (DECK) (<http://ondeckba.com>). We at On Deck Baseball operate an establishment where ball players of all ages can perfect their baseball/softball skills.

We have learned of your intent to establish a charter school and we would love to be participants in that endeavor since we do not offer any kind of academic programs or support for junior players. We would love to be able to provide a College Prep school for high performance athletes who practice and travel to competitions that would be in excess of the total days allowed by traditional public schools. We have found traditional schools very inflexible and we have learned that online schools only are ineffective. In short, we have a high need for a college prep school with a flexible schedule to meet our needs also the charter school can use the facility free of charges for rent, utilities, and cleaning.

We feel that as many as 100 students in 2013-2014 would come to your proposed school through the On Deck Baseball Academy and we would be glad to cooperate with you in any way to make your charter school a reality. Many of our students would welcome the chance to practice more hours in the day and yet receive an excellent education by attending a quality school like you are proposing. Please let us know if you need any additional help or support and feel free to call us for further information.

Sincerely,

Andy Concepcion

Andy Concepcion
On Deck Baseball Academy

Letter Projected Enrollment: No Quit Tennis Academy (Project Enrollment 100)



Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo # 3318 Las Vegas, Nevada, 89119

Dear Dr. Meckley and Founding Board Members,

We at the No Quit Tennis Academy at Lorenzi Park would like to voice strong support for the establishment of the Legacy International College Prep Academy charter school for high performance athletes. The strong academic program would allow our players and those in the surrounding area to attend an online school with the support of a face-to-face teacher on a flexible schedule. Such a school would be just what our students need to accommodate their difficult play and practice schedules.

Our students strive to be accepted at top quality Colleges and this type of Charter School would greatly support our long history of getting students involved in leadership programs and community service. We currently have a very strong program to help our scholar-athletes get into college and think the addition of a Blended College Prep Academy would enhance our efforts. We anticipate over 100 students would enroll in this Charter School.

We very much appreciate the opportunity to support this kind of blended school and we would like to let you know that we fully support the establishment of the proposed Legacy International College Prep Academy. Please contact us if we can provide any additional information about our youth services and how we see this proposed charter school fitting our needs.

Thank you,

Trent Alenik

No Quit Tennis Academy at Lorenzi Tennis Center
3333 W. Washington Ave. Las Vegas NV

<https://noquittennisacademy.com>

Letter#5 Parent Letter

Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo Rd. #3318
Las Vegas, Nevada 89119

To Whom It May Concern,

I am writing to express my support for the approval of the Legacy International College Prep Academy proposal. I am a Clark County resident and a parent of one of the students attending the Darling Tennis Center Junior Academy. I believe that the Charter School at the Darling Tennis Center will be an incredible asset to the Clark County and will be of great benefit to the children, families and the local community for the following reasons:

- My son, among other students, has attended the Academy at the DTC for the last year and has been very successful in his transition from a traditional school, exceeding his grade-level expectations. As a young athlete, he wishes to continue his education there and be part of its growth.
- The DTC Junior Tennis Academy has so far provided a very positive environment for the students of all ages who work closely together towards their common goals.
- There is a strong need for this type of educational facility due to the young athletes' extensive training, frequent travels and tournament structure. It would allow them to pursue their passion without sacrificing good education.
- Traditional schools do not have the ability to allow missed days of school and their structures are not flexible enough to accommodate the busy schedules of high performance athletes. Homeschooling is not an option for many working parents.

As a parent, I believe in the best education for my child. Thus, I do hope that Legacy International College Prep Academy will get funded as a Charter School.

Sincerely,

 07/23/13

Signature Date
MARIJAN FILIPOVIC

Name (print full name)
941 TAFALLA CT

Street Address
LAS VEGAS, NV 89158

Letter #6 Parent

July 28, 2013

Funding School Board
Lending International College Prep Academy
1350 East Flamingo Road #3318
Las Vegas, Nevada 89119

To Whom It May Concern:

As you may be aware it is a most gratifying parental experience to witness and participate with your child in an endeavor that captures their passion and heightens their drive to succeed. A couple of years ago our daughter began to play tennis and in a few short months improved sufficiently to make her high school tennis team as a freshman. She has continued to improve over the last two years and wishes to accelerate her abilities. We have found that her drive to succeed in tennis has had a positive effect on all aspects of her life. It is for this reason we are excited for the opportunity for her to participate in the DTC High Performance Tennis Program.

We have been involved with the Darling Tennis Center (DTC) since the outset of our daughter's tennis activities and are very pleased with the support and direction given by members of the Darling Staff. After much discussion and careful consideration we feel that the 2013/2104 DTC Academy model provides the best avenue for our daughter's continued advancement and success. We are most excited about the unique scholastic format of which the Academy is anchored; providing our key reason to support a Charter School at the Darling Tennis Center.

Our daughter has spent countless hours in the past two years at the DTC and has found the environment, patrons and staff to always be a positive experience. Our daughter's time in a typical high school setting has also been positive but has not allowed her to most appropriately broach her passion of tennis. It is our belief that the format provided by the Academy will allow our daughter to fulfill her desire to maximize her tennis training and participation while providing more flexibility with her schooling to accommodate travel and tournament schedules. We and our daughter are excited about and look forward to the 2013/2014 DTC Academy season.

We are grateful and excited for this unique opportunity and look forward to the Legacy International College Prep Academy being funded as a Nevada Charter School.

Sincerely,



Travis Cubley
1957 Faywood Street
Las Vegas, Nevada 89134
Telephone No. (702) 289-5724

Letter #7 Parent

July 19, 2013

Dr. David Meckley, President
Committee to Form the Charter School
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas, NV 89135
dmeckley@embarqmail.com

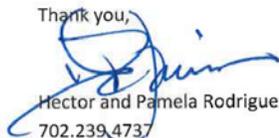
Dear Dr. Meckley:

We are very pleased to have our children attend the Nevada Virtual Academy, and we know the importance of the academy to any performance-driven child. The great majority of students need the professional guidance of a certified hybrid and online teacher to understand and follow the difficult academic challenges and complex virtual school systems. We are very appreciative of the many advantages the academic program offers. To name a few:

- A hybrid collaborative where students are enrolled in an online school while attending a face-to-face classroom with a certified teacher.
- The teachers teach, tutor, supervise and track every student's academic progress and provide parents and coaches with weekly student progress reports.
- An academic program that allows my children to be on pace or ahead with their academic work throughout the semester.

We wish to express our appreciation of the education professionals who have provided us with this service and would like you to know that we fully support the establishment of a charter school that would serve performance-driven students who wish to simultaneously strive in their performance area and have an outstanding education to prepare them for successful college entrance and future careers.

Thank you,



Hector and Pamela Rodriguez
702.239.4737

hector.rodriquez@venetian.com

Letter #8 Parent

8/12/13

To whom it may concern:

Our son has attended the tennis academy in the past year and will continue to do so this coming school year. As a working parents, this program really helped us tremendously with regards to schedules, tournaments, academic hours plus having ample time for our son to practice with his passion which is tennis.

The school provided us with peace of mind knowing that the kids that attended the school has the same common goal and dedication which is to excel both in academics and sports. This hybrid school is very essential to these type of kids.

Sincerely yours,

Marcelie and Alen Cimic
Las Vegas, Nevada

Letter #9 Parent

July 19, 2013

Dr. David Meckley, President
Committee to Form the Charter School
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas, NV 89135
dmeckley@embarqmail.com

Dear Dr. Meckley:

I have been very pleased to have my daughter, Rachel, attend the Darling Tennis Center Academy for the past three years. Rachel will be a sophomore in high school this year. I know that the great majority of students need the professional guidance of a certified hybrid and online teacher to understand and follow the difficult academic challenges and complex virtual school systems. I am very appreciative of the many advantages the academic program offers:

- Allows students involved in high performance tennis training to attend an excellent face-to-face school on a flexible schedule.
- Employs highly trained teachers and tutors with specialized training in traditional and online teaching.
- Teachers who make certain students are enrolled in an approved NCAA academic program.
- Enhanced curriculum that provides additional topics (public speaking, sports nutrition and reading) and helps prepare every student for college by offering PSAT, SAT and ACT test preparation starting in the 8th grade.

I very much appreciate the education professionals who have provided us with this service and would like you to know that I fully support the establishment of a charter school that would serve students like my daughter who want to simultaneously play sports and have an outstanding education to prepare them for successful college entrance and future careers.

Thank you,



Mia Banks
702.219.5158
mia.banks@venetian.com

Letter #10 Parent

Founding School Board
Legacy International College Prep Academy
1350 E. Flamingo Rd. #3318
Las Vegas, Nevada 89119

We're the Johnson family. We have a student going to Darling Center. He's been there for two years now, attending high school. It would be a great advantage for the students and the staff to have a charter school at Darling Tennis Center. With a strict tennis environment, there is a great need for a charter school following the same positive attitude and environment. My son is nationally ranked in top 20, and needs a non-conventional school to further his tennis career and still get a good education. The time away for tournaments and training, requires more of a need for a flexible yet effective alternative! With the aspirations of becoming a professional tennis player (with most children), a great education is very important to aid with receiving good scholarships for college and we hope that Legacy International College Prep Academy is the answer. The only hope is that Darling Tennis Center and Legacy International College Prep Academy will be funded!

Ron & Cherie Johnson

Additional letters available upon request.

Attachment A.7.4 Alignment of School Plan with Target Population

The target population needs a flexible academic program, a flexible attendance policy, a high standards academic program, and a college prep program to achieve their academic goals. The personalized online curriculum allows 24-7 access to the curriculum, the LICPA attendance policy is tailored to this population and the academic program is high standards and focused on preparing students for Division One colleges and universities.

The budget reflects our emphasis on high standards academic programs with teacher and paraprofessional support for all students to be successful. Students can access the curriculum 24-7 from any location, and the in-class program provides highly qualified teachers and content specific paraprofessionals to use a variety of teaching methods to help every student be successful.

A.8: Special Student Populations

Attachment A.8.5 Special Ed Policy Assurance

Attachment A.8.5 Special Ed Policy Assurance

NEVADA DEPARTMENT OF EDUCATION
Charter School Application

INSTRUCTIONS

The Charter School ("school") must operate special education programs in accordance with state and federal requirements. An authorized representative of the school must sign the assurances listed below.

POLICY ASSURANCES

The Charter School assures that it will adopt procedures that align with state and federal requirements in the following areas:

- Confidentiality (34 CFR 300.611-300.625, 34 CFR Part 99)
- Transmittal of Records (34 CFR 300.323; NAC 388.261)
- Procedural Safeguards (34 CFR 300.300, 300.503, 300.504, 300.505; NAC 388.300)
- Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; NAC 388.315)
- Surrogate Parents (34 CFR 300.519; NAC 388.283)
- Child Find Process (34 CFR 300.111; NAC 388.215, 388.292)
- Evaluation / Reevaluation / Eligibility (34 CFR 300.301, 300.303, 300.305, 300.306; NAC 388.336, 388.337, 388.340-388.410)
- Individualized Educational Program (IEP) Development (34 CFR 300.321, 300.322, 300.323; NAC 388.281, 388.284)
- IEP Considerations and Components (34 CFR 300.116, 300.320, 300.321, 300.324; NAC 388.284)
- Placement (34 CFR 300.115, 300.116; NRS 385.580; NAC 388.245)
- Transfer Students (34 CFR 300.323; NAC 388.263)
- Discipline (34 CFR 300.536; NAC 388.265)
- Independent Educational Evaluation (34 CFR 300.502; NAC 388.450)
- Collection and Reporting of Timely and Accurate Data upon Request of the NDE

Type Name of Charter School and Title of Authorized Representative of the Charter School. <i>LICPA Chair Board</i>	
Signature: <i>[Handwritten Signature]</i>	Date: <i>July 30, 2013</i>

Legacy International College Prep Academy

Response to Intervention Resource Packet

Section 1: RtI Process

This framework is flexible with regard to duration of interventions.

Tier I: high quality differentiated instruction provided by the teacher for all students.

1 indicates elementary specific criteria

2 indicates secondary specific criteria

· 1 Teacher discusses students in question during morning teacher meetings. The teacher receives Initial Referral Form and guidance on information that they need to gather from **RtI Team Leader**.

· 2 RtI Team Leader notifies all teachers working with the student of the initial referral through grade level meeting minutes.

· RtI Team Leader will work with referring teacher to share and develop Tier I interventions.

· At the end of 4–6 weeks the RtI Team will meet to discuss the data collected by the referring teacher.

· Within this Tier teachers may collaborate with one of the RtI Coaches for suggestions and resources.

· Determination is made at the RtI meeting to:

a. Reduce services; continue to monitor (Initial Referral Form ~~is kept~~ on file).

b. Continue Tier I.

c. Go to Tier II (devise plan and follow up meeting date).

Tier II: supplemental strategic interventions provided by teacher and/or support person. Tier II is in addition to Tier I.

1 indicates elementary specific criteria

2 indicates secondary specific criteria

· Parent notification will be sent in writing by the RtI Team Leader (co-signed by referring teacher and service provider) that the student will be working with a support person and that support may come in the form of push-in or pull-out services (see sample letter).

· 1 Teacher will notify the grade level at the morning Meeting

· 2 RtI Team Leader will notify all teachers working with that student of the current status (i.e., art, music, content areas, etc.)

· Teacher and support person document interventions and data points for 4–8 weeks.

· At the end of the 4–8 weeks the RtI Team will meet to discuss the data collected by the referring teacher and support person.

· Determination is made at the RtI meeting to:

a. Reduce services; continue to monitor (Initial Referral Form is kept on file).

b. Continue Tier II.

c. Go to Tier III (devise plan and follow up meeting date).

Tier III: intense individualized interventions provided by support person.

· Referring teacher and support person document interventions and data points for 4–8 weeks.

· At the end of the 4–8 weeks the RtI Team will meet to discuss the data collected by the referring teacher and support person.

· Determination is made at the RtI meeting to:

- a. Reduce services; continue to monitor (Initial Referral Form is kept on file).
- b. Continue Tier III.

Referral to SPED Consultant:

· After all interventions from Tier I, II, and III have been deemed unsuccessful, a referral to **SPED Consultant** may be made.

Section 2: RtI Team Roles & Responsibilities

Section 2: RtI Team Roles and Responsibilities

RtI Team Leader: Head of School will appoint as necessary the Leader is the contact person in the building who schedules meetings and maintains and secures all RtI forms.

RtI Coach: a resource person who is trained to assist teachers in selecting appropriate interventions. This person will provide guidance to improve or adjust interventions throughout the process.

Support Person(s): implements interventions. May include remedial math and reading teachers, special education teachers, speech teachers, social workers, and guidance personnel. Paraprofessionals, parents and volunteers may assist under the direction of a certified staff member.

Referring Teacher: any teacher who identifies a student with learning and/or performance difficulties who is not likely to meet grade level expectations. May include classroom teachers, online teachers, paraprofessionals or special area teachers.

Head of School and RtI Team Leader will provide time during the morning teacher meeting to review students who are being referred to or are involved in the RtI process.

Section 3: Initial Referral Form

LICPA Charter School

Initial Documentation form for Student Referral to RtI Team

*Information on this form should be current as of meeting date.

Intervention Start Date: RtI Coach:	*Scheduled RtI Meeting Date:
Student: Grade:	Date of Birth: _____ Student ID #: _____
AIMS Web MAZE _____ Fall _____ Winter _____ Spring CBM _____ Fall _____ Winter _____ Spring LNF _____ Fall _____ Winter _____ Spring LSF _____ Fall _____ Winter _____ Spring PSF _____ Fall _____ Winter _____ Spring NWF _____ Fall _____ Winter _____ Spring	Benchmarks Independent Level _____ Fall _____ Spring Instructional Level _____ Fall _____ Spring High Frequency Words _____ Fall _____ Spring Letter Recognition _____ Fall _____ Spring Letter Sounds _____ Fall _____ Spring

Reason for Referral (Describe academic and/or behavioral difficulties in detail)

Cumulative Record Review

Do you see attendance or tardiness as an issue? _____ Yes _____ No	Health Conditions:
Please check all that apply. Please highlight current services. _____ Private Tutoring _____ Banana Splits _____ Speech/Language Services _____ Counseling a. in school b. private c. recommended in the past _____ Motor Group _____ OT/PT (circle one or both) _____ AIS for reading- # of years _____ _____ AIS for math- # of years _____ _____ Academic Management Plan _____ Behavior Management Plan _____ Retention _____ Referral to CSE- found ineligible _____ Special Education Services now _____ Special Education Services in past _____ Liberty Partnership _____ 504 Plan _____ Social Skills Building _____ Other: _____	Parent Communication regarding student concern: Date(s): _____ Outcome/Comments:

Describe this student's general classroom behavior and work habits:
Strengths:

Weaknesses:

Describe what you would like the student to be able to do that he/she is not currently doing:

****Please attach a copy of the most recent**

For each Intervention and/or Strategy used in your classroom, please give the following information:

Interventions

Intervention/Strategy	Start Date	End Date	Frequency	Outcome

Attach any additional information you feel is important to identify this student's educational needs (i.e. writing samples, behavior plan, etc.)

Referring Teacher Signature _____

Date _____

**Section 4:
Minute/Planning Form**

Section 4: Minute/Planning Form

Review Date:
Attendance: RtI Coach:

Student's Name: _____

Review of Referral: Summary of concern(s):

Data:

AIMS Sores:

Before interventions: _____

After Interventions: _____

Benchmark Used: _____

Benchmarks Scores:

Before Interventions: _____

After Interventions: _____

Other:

Interventions

Intervention/Strategy	Start Date	End Date	Frequency	Outcome

FINAL TEAM RECOMMENDATIONS:

Review of Tier 1 Intervention (Please refer to Intervention Log)

Attendance during intervention period: _____ Is current intervention effective? Yes No

Intervention status-check one:

<input type="checkbox"/> Concern addressed, student no longer experiencing difficulty	Reduce services; continue to monitor
<input type="checkbox"/> Student progressing, but needs more time with interventions at this tier	continue Tier 1
<input type="checkbox"/> Student still experiencing difficulty and needs more intense interventions	Go to Tier 2 (devise plan & follow up meeting date)
Next RtI Meeting Date:	Team Leader Signature:

Interventions:

Intervention/Strategy	Start Date	End Date	Frequency	Outcome

Review of Intervention Plan (Please refer to Intervention Log)

Attendance during intervention period:	Is current intervention effective? <input type="checkbox"/> Yes <input type="checkbox"/> No
Intervention status-check one:	
<input type="checkbox"/> Concern addressed, student no longer experiencing difficulty	Reduce services; continue to monitor
<input type="checkbox"/> Student progressing, but needs more time with interventions at this tier	continue Tier ____
<input type="checkbox"/> Student still experiencing difficulty and needs more intense interventions	Go to Tier __ (devise plan & follow up meeting date)
Next RtI Meeting Date:	Team Leader Signature:
How has the parent been notified?	<input type="checkbox"/> Letter (date sent _____) <input type="checkbox"/> Phone call (date _____) <input type="checkbox"/> Email (date sent _____) <input type="checkbox"/> Other _____ (date _____)

FINAL TEAM RECOMMENDATIONS:

Review Date		
Attendance	RTI Coach:	

Student's Name: _____

Review of Referral: Summary of concern(s):

Data:

AIMS Scores:

Before interventions: _____

After Interventions: _____

Benchmark Used: _____

Benchmarks Scores:

Before Interventions: _____

After Interventions: _____

Other:

Interventions:

Intervention/Strategy	Start Date	End Date	Frequency	Outcome

FINAL TEAM RECOMMENDATIONS:

Review of Intervention Plan (Please refer to Intervention Log)

Attendance during intervention period:	Is current intervention effective? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Intervention status-check one:	
<input type="checkbox"/> Concern addressed, student no longer experiencing difficulty	Reduce services; continue to monitor
<input type="checkbox"/> Student progressing, but needs more time with interventions at this tier	continue Tier ____
<input type="checkbox"/> Student still experiencing difficulty and needs more intense interventions	Go to Tier __ (devise plan & follow up meeting date)
Next RtI Meeting Date:	Team Leader Signature:

Review of Tier 3 Intervention Results

Review Date:		
Attendance:		
Level of performance before Tier 3 intervention plan was implemented:	Level of performance after intervention plan was implemented: (Attach graph or documentation of progress monitoring - optional)	
Attendance during intervention period:	Is current intervention plan effective? <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Intervention status-check one:

<input type="checkbox"/> Concern addressed, student no longer experiencing difficulty	Reduce services; continue to monitor
<input type="checkbox"/> Student progressing, but needs more time with interventions at this Tier	continue Tier 3
<input type="checkbox"/> Student still experiencing difficulty and needs more intense interventions	Referral to SPED Consultant (Head of School Signature needed below)

Screening Results: (If applicable)

Cognitive	
Achievement:	
Social-Emotional/Behavioral:	
SP / LA:	
Occupational Therapy:	
Physical Therapy:	
Audio logical:	
Medical / Physical:	

Need for additional evaluation: Yes No (Head of School signature needed)

<input type="checkbox"/> Cognitive	<input type="checkbox"/> Adaptive	<input type="checkbox"/> Physical Therapy
<input type="checkbox"/> Speech / Language	<input type="checkbox"/> Speech / Language	<input type="checkbox"/> Audiological
<input type="checkbox"/> Social-Emotional	<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Medical / Physical

Review Date		
Attendance	RTI Coach:	

Student's Name: _____

Review of Referral: Summary of concern(s):

Data:

AIMS Sores:

Before interventions: _____

After Interventions: _____

Benchmark Used: _____

Benchmarks Scores:

Before Interventions: _____

After Interventions: _____

Other:

Request for evaluation through SPED Consultant:

- 1.) Attach documentation of RTI interventions to date
- 2.) Attach records of parent contact in which concerns were discussed, including the date and person who contacted the family notifying them that a request for evaluation was being presented to the SPED Consultant (Approval for the SPED Consultant referral will not be given without this documentation)

3.) Have all attempts been exhausted to ensure that this referral is not due to cultural differences, lack of instruction or limited English proficiency?
___ Yes ___ No: (Please explain) _____

4.) Why is the evaluation being requested? What supports and/or services are being sought that are not available without being classified as a Student with a Disability?

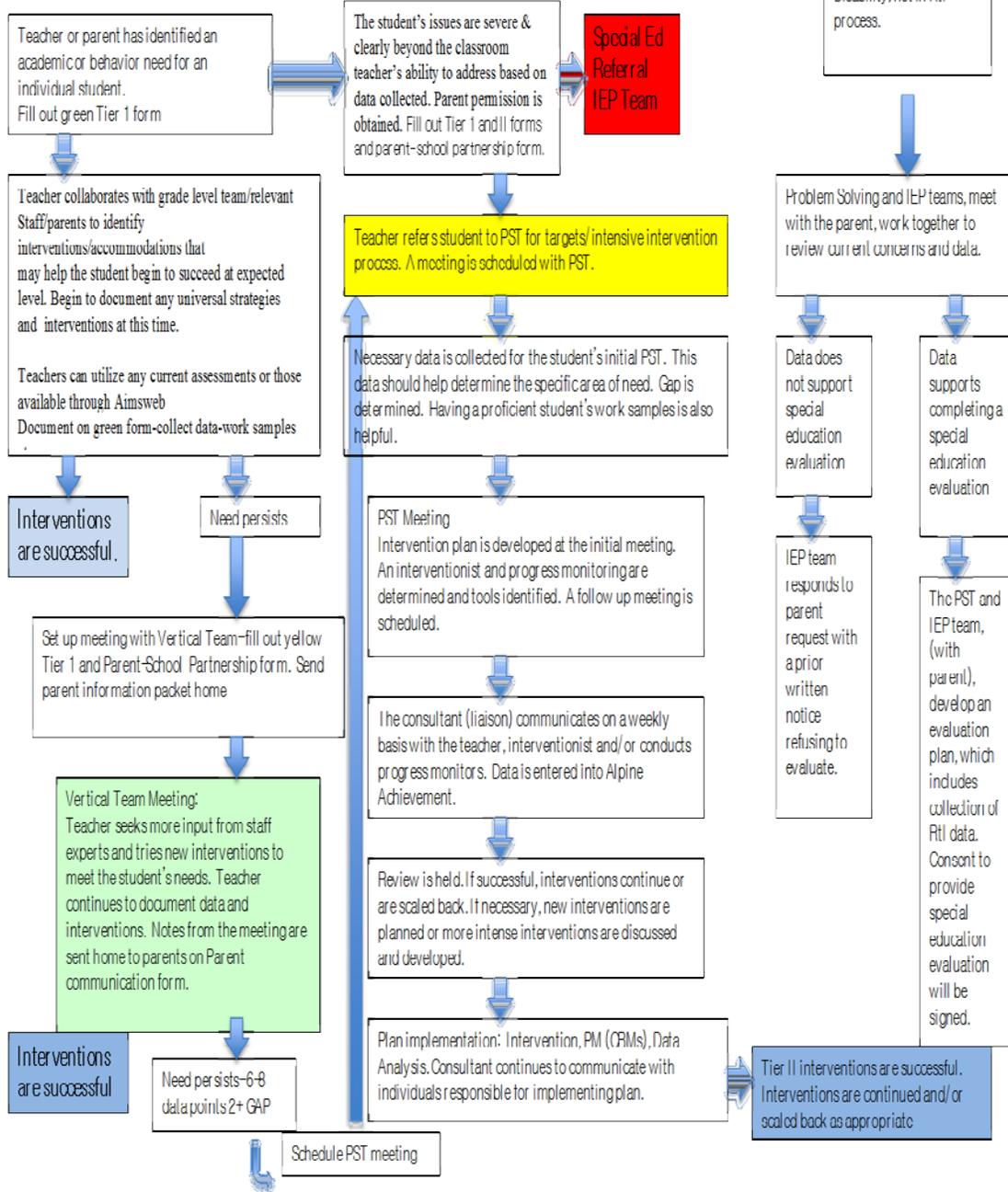
Person Submitting Request Title Date

Head of School Date

SPED Consultant Date Received

Response to Intervention Flow Chart

The problem solving process continues whether an ALP, IEP, etc. are determined necessary. All systems within the building utilize the problem solving process



Attachment A.8.7 Special Education Continuum of Service Flowchart

Continuum of Services for Students with Disabilities

The Legacy Academy has established a continuum of services to support the learning of all students. The continuum includes services for students who can learn in a general education class as well as students who require supports and services outside of the general education program. The continuum of the Legacy Academy provides increasing levels of supports and services from services in a least restrictive setting to increasingly restrictive placements that respond to students' specific needs. **LICPA contract with SPED consultant to assist with appropriate services.**

Legacy International College Prep Academy

CONTINUUM OF SERVICE DELIVERY

Type of Contact:	How it will be delivered:	Variables:	Appropriate for:	Other:
Large Group	General Education Classroom	Levels of accommodation and modification.	At risk students. Students who will soon be exiting Special Education, etc.	Families will be invited to parent training. Workshops on areas of need.
Small Group Contact				
Individual Contact				
Face to Face (direct, individual services)				

Needs of Students:

Students with disabilities requiring special education services are entitled to IEP accommodations, supports, and services in all regular education settings.

A. Related Services And Supports

Whether placed in a general education class or special class, students with disabilities may be provided with the following additional services as long as they are specifically identified on the student's IEP.

1. Related services are developmental, corrective and other support services required to help a student with a disability benefit from instruction in the general education curriculum in general education classes. Related services may include, but are not limited to:

- Counseling
- Hearing education services
- Occupational therapy

- Orientation and mobility services o Physical therapy
- School health services
- Speech/language therapy
- Vision education services, and
- Other support services, e.g.
- paraprofessional support services (e.g. a special transportation paraprofessional for a child whose behavior is hazardous on the school bus, or an Orientation and Mobility paraprofessional to guide a student who is visually impaired)
- sign language and oral interpreters, and
- Cued Speech Transliterators (which are necessary to transmit the spoken Cued Speech—a manual and spatial representation of English sounds and lip movements).

m message into

2. Other support services which can be provided to children throughout the full range of placements in the Continuum (i.e. from general education classrooms to segregated special classes) include, but are not limited to:

- Assistive technology devices
- Specific instructional practices
- Behavior intervention plans
- Instructional adaptations
- Curriculum modifications
- Adaptive physical education
- Travel training; and
- Toilet training.

B. Resource Room Services:

Provides specifically designed supplemented instruction by a special education teacher. The teacher may work with the student or indirectly with the regular classroom teacher to adjust the learning environment, adopt instructional techniques or methods to meet the student's needs. A minimum of 180 minutes per week/cannot be more than 50% of school day.

C. Resource Room with Consultant Teacher Services

Student receives resource room service for not less than three hours per week, as per student's IEP. These services may be direct or indirect services, which may occur within the general education classroom as consultant services or as supplemental resource room services.

D. Collaborative Consultant Teacher

In Collaborative Consultant Teaching classrooms students with disabilities and general education students are educated together, by a full-time general education teacher and a special education teacher. The consultant teacher collaborates with the general education teacher and provides instruction support up to 2 hours per day. The special education teacher in the class works to adapt and modify instruction for the students with special needs. The general education teacher is responsible for assuring the entire class has access to the general education curriculum.

E. Integrated Co-Teaching

In co-teaching classrooms students with disabilities and general education students are educated together, by a full-time general education teacher and a full-time special education teacher who collaborate throughout the day. The special education teacher in the class works to adapt and modify instruction for the students with special needs. The general education teacher is responsible for assuring the entire class has access to the general education curriculum. The special education teacher works with the students and the general education teacher as per IEP.

F. Special Class Services

Special Class Services serve students with disabilities whose needs cannot be met within the general education class, even with the supports described above. They are services provided in a self-contained classroom without non-disabled students. They may be provided part-time or full-time

The Following Environments Deliver Special Class Services:

- General Education Part-Time and Special Class Support Part-Time – district
- Special Class Full-Time In Clark County School District.
- Special Class Full-Time In Specialized setting
- General Education Half-Time and Half-Time Special class setting
- State Supported/Operated Schools and SED-Approved Non-Public Schools.

Description Of Special Class Service Delivery

Some children will continue to require more individualized and structured, self-contained settings. Students must be grouped for these self-contained special class services by similarity of educational needs. Students in restrictive settings all or part of the day **MUST** have access to the general education curriculum and will be required to take state assessments (some with accommodations). Special classes may contain students with the same disability or with different disabilities as long as they have similar education needs. Generally, the greater a student's academic and/or management needs, the more adult supervision he/she will need, so staffing intensity varies by student needs. Below are descriptions of the Special Class by maximum sizes and staffing ratios, stated as number of students to number of teacher(s) to number of paraprofessionals. These descriptions are very general and broad; it is important to visit the class your child is offered to make sure it is appropriate for your child (see Implementation section below).

1. Special Class Ratio 12:1:1 - 12 students : 1 special education teacher and 1 paraprofessional; 15 students : 1 special education teacher (High School). This is a placement for students whose academic and/or behavior management needs require specialized/specially-designed instruction that can best be accomplished in a self- contained setting.
2. Special Class Ratio 12 students: 1 special education teacher : 1 paraprofessional A placement
for students requiring specialized instruction that can best be accomplished in a self-contained setting and who require additional adult support due to academic and/or behavioral management needs that interfere with the instructional process.
3. Special Class Ratio 8 students: 1 special education teacher: 1 paraprofessional A placement
for students whose management needs are severe and chronic, requiring highly individualized instruction and intervention, intensive behavior management, and adult supervision.
4. Special Class Ratio 6 students: 1 special education teacher : 1 paraprofessional A placement
for students with very high needs in most or all areas – academic, social, physical development and management -- who require intense individual programming, continual adult supervision and specific behavior management plans for aggressive, self- abusive behaviors.
5. Special Class Ratio 12 students: 1 special education teacher : 4 paraprofessionals (one paraprofessional for every three students) A placement
for students with severe and multiple disabilities, needing a program primarily of training and treatment, including training in daily living skills and the development of communication skills, sensory stimulation and therapeutic interventions.

A.9: Records

Attachment A.9.2 Pupil Record Retention Policy

LICAP will comply with applicable federal and state requirements for maintenance and transmittal of school records including as provided for under the Federal Family Education Rights and Privacy Act (FERPA).

LICPA will also follow and comply with Nevada Regulations as stipulated in the New Charter School Manual and the General Retention and Disposition Schedule:

Retention of Certain Records

Pursuant to NAC 387.175, a school's *Master Register of Enrollment and Attendance* and any supporting documents will be maintained and be available for inspection by the Department at any time during the school year and *for five years after the last day of the school year*.

Also pursuant to NAC 387.175, each *Class Record Book* will be maintained and be available for inspection by the Department at any time during the school year and *for two years after the last day of that school year*.

According to the Nevada State Library and Archives Records Management Program, General Retention and Disposition Schedule financial records including bank statements, cash receipts, deposit receipts, ledgers, journal entries and work files, disbursement logs, reconciliation documentation, billing claims, purchasing documentation, invoices, accounting spreadsheets, travel documentation, and so on *will be retained for a period of three fiscal years from the fiscal year to which they pertain*.

Retention of other records is addressed in the General Retention and Disposition Schedule: Checks and check registers (RDA#2004220) will be maintained for six years; and minutes of open and closed meetings should be maintained for five years (RDA#2005140).

STUDENT RECORDS

1. Purpose: The educational interests of students require the collection, retention, and use of data and information about individuals and groups of students while ensuring the individual's right to privacy. The school will maintain educational records for students for legitimate educational purposes.

2. Authority: The Legacy Board recognizes its responsibility for compilation, retention, disposition and security of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records.

The Board shall adopt a comprehensive plan for all aspects of student records that conforms to the mandates of the Family Educational Rights and Privacy Act (FERPA) and its regulations; the General Retention and Disposition Schedule. Only educational

records mandated by federal and state statutes and regulations, or permitted by the Board, may be compiled by staff.

Parents/Guardians and eligible students eighteen (18) years and older shall be notified annually, and upon initial enrollment, of their rights concerning student records. The notice shall be modified to accommodate the needs of the disabled or those whose dominant language is other than English.

3. Delegation of Responsibility: The Head of School or designee shall be responsible for developing and implementing a comprehensive plan for records of regular students and students with disabilities that meets the requirements of all state and federal statutes and regulations and is approved by the Board.

The designated administrator shall establish safeguards to protect the student and his/her family from an invasion of privacy when collecting, retaining and disseminating student information and providing access to authorized persons.

In accordance with law, each teacher shall prepare and maintain a record of the work and progress of each student, including the final grade and a recommendation for promotion or retention.

The school's plan for compilation, retention, disclosure and security of student records shall provide for the following:

- Informing parents/guardians and eligible students of their rights and the procedures to implement those rights.
- Permitting appropriate access by authorized persons and officials, describing procedures for access, and listing copying fees.
- Enumerating and defining the types, locations and persons responsible for student records maintained by the school.
- Establishing guidelines for disclosure of information and data in student records.
- Maintaining a record of access and release of information for each student's records.
- Assuring appropriate retention and security of student records.
- Transferring education records and appropriate disciplinary records to other school districts.

4. Guidelines: Procedures for disclosure of student records shall apply equally to military recruiters, colleges and universities, and prospective employers.

The annual notice of rights shall inform parents/guardians and eligible students of the following:

- The right to inspect and review the student's education record within thirty (30) days of the school's receipt of the request for access.
- The right to request amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading or otherwise violate the privacy rights of the student.
- The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state laws authorize disclosure without consent.

- The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if the district discloses certain materials without prior consent.
- The right to refuse to permit the designation of any or all categories of directory information.
- The right to request that information not be provided to military recruiting officers.

A.10 Career Education

Attachment A.10 Career Education N/A

B. ORGANIZATIONAL PLAN

B.1: Governing Body

Attachment B.1.1, Bylaws letter from counsel



Shawn W. Miller, Esq.

525 S. Sixth Street
Las Vegas, Nevada 89101
702.366.1241 *telephone*
702.946.1677 *facsimile*

www.millerlawgroupnv.com

A Professional Limited Liability Corporation

August 26, 2013

Nevada Charter School Authority
1749 Stewart Street, Suite 40
Carson City, Nevada 89706

**RE: Legacy International College Prep Academy
Certification of Bylaws**

Dear Sir or Madam,

I am an attorney with the Miller Law Group, PLLC and am licensed to practice law in the State of Nevada. I have been retained to review Legacy International College Prep Academy's Bylaws, which are intended to govern the Board of Directors of Legacy International College Prep Academy.

I have reviewed the Legacy International College Pre Academy's Bylaws and believe that they are legally sufficient as to form and content; that they are consistent with the model bylaws and guidelines set forth in Nevada law; and that they comply with Nevada's Open Meeting laws.

If you have any further questions or would like to discuss this matter further, please do not hesitate to contact me at your earliest convenience.

Sincerely,

A handwritten signature in cursive script that reads 'Shawn W. Miller'.

Shawn W. Miller, Esq.

cc: Greg Leavitt
Nicholas Oyola

Attachment B.1.2, Bylaws

LICPAA has included a letter from our legal counsel on letterhead stating that the bylaws/rules of governance were reviewed, that they comply with the model bylaws and “applicant instructions”; that they are legally sufficient to form and content, and that they are in compliance with Nevada’s Open Meeting Law (NRS Chapter 241).

BYLAWS
OF
Legacy International College Prep Academy (LICPA)
August 2013

PREFACE

All charter school governing body meetings must abide by Nevada's Open Meeting Law, and must follow Roberts' Rules of Order. All meetings must be audio-taped and the recordings must be available for inspection by members of the public. Legacy International College Prep Academy assures all Roberts' Rules of Order will be followed at all Board meetings. **(Required Stipulation 6)**

ARTICLE I

INTRODUCTION: LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is Legacy International College Prep Academy (hereinafter referred to as the “School”). The School is located in Clark County, Nevada. The school address is to be determined.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the State Public Charter School Authority (SPCSA). The Governing Board of the School is an independent body under the authorization of the SPCSA. The Board plans and directs all aspects of the school’s operations. **(Required Stipulation 1)**

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386.

ARTICLE II

PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose of the School is to provide education to children from grade 4 to grade 12 and shall be operated exclusively for educational objectives and purposes.

- a) The purpose for which the School is operated is exclusively educational; it is to: 1) Improve and accurately measure the academic achievement of all students, 2) Encourage the use of effective and innovative methods of teaching, and 3) Provide professional development opportunities for teachers. Academic achievement will be documented and reported to Nevada State Charter Authority. LICPA’s driving principles will be excellence and

community. LICPA will prepare its students to become responsible citizens and leaders in national and global arenas, allowing them to pursue productive careers, lead meaningful lives and give back to their communities.

- b) LICPA's mission is to create a school model based on research and data whose graduates are ranked in top 10% in the nation in academics and performance and recognized for their outstanding scholarship, character, leadership and community service. . **(Required Stipulation 17)**

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

ARTICLE III

GOVERNING BODY

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- c) To develop an annual School schedule of events and activities;
- d) Establish and approve all major educational and operational policies;
- e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- h) To submit a final budget to the state pursuant to statute and regulation;

- i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- k) To ensure ongoing evaluation of the School and provide public accountability;
- l) To uphold and enforce all laws related to charter school operations;
- m) To improve and further develop the School;
- n) To strive for a diverse student population, reflective of the community;
- o) To ensure adequate funding for operation;
- p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- q) Carry out such other duties as required or described in the School's Charter.

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or NRS 386.527(7) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the Board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 386.345 and all other applicable statutes (**Required Stipulations 7 & 14**). Additionally, nominations for Board membership are valid only from current Board members in good standing, not the EMO or school administrator.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of five Directors. (**Required Stipulation 2**).

- a) The Board's membership shall adhere to the statutory requirements of NRS 386.549. (**Required Stipulation 2**) which requires one (1) active or retired teacher licensed by the State of Nevada, one (1) active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas (**Required Stipulation 5**):
 - i. Accounting;
 - ii. Financial services;
 - iii. Law; or
 - iv. Human resources. (Required Stipulation 2 & 5).
- b) One Board member shall be selected by the parent organization for the School.

- c) A majority of Board Members shall be residents of the county in which the school is located. Additionally, the membership of the governing body will represent the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community the school would serve; and lacks related (by birth or marriage) parties. **(Required Stipulation 15)**

- d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community. **(Required Stipulations 10 & 15)**

- e) The Board Members shall serve no more than two 2-year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. **(Required Stipulation 8)**. When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If for any reason the Board membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its Bylaws. Furthermore, once any Board Vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. **(Required Stipulation 13)**

- f) The School shall notify its sponsor and the Department of Education within ten (10) days of the selection of a new Board Member and provide the sponsor and the Department of Education with the new member's resume and affidavit as required pursuant to NRS 386.549(1).

- g) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in June of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada's Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

Section 5. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who

request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School. **(Required Stipulation 16).**

Section 6. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2).

- a) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than ten (10) minutes on the agenda.
- b) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term. **(Required Stipulation 3)**

Section 9. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision-making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law. **(Required Stipulation 18)**

Section 10. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 11. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 12. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a

fashion shall constitute presence in person at such meeting.

Section 13. Proxy Voting. Proxy voting is not permitted.

Section 14. Compensation. No member of the Board shall receive any compensation for serving in such office; provided that, the School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 15. Closed Sessions. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

Section 16. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be provided general board training no less than onetime per year. Board members not participating in training shall be subject to removal. **Requirement Stipulation 4)**

Section 17. Protocol. The Board shall use Robert's Rules of Order. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 18. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

Section 19. Ex Officio Members. There shall be no ex-officio governing body members. (Required Stipulation 3)

ARTICLE IV

OFFICERS

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one year and until their successors have been duly elected and qualified. Should there be more than one nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting. **(Required Stipulation 9)**

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School, which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time

to time. **(Required Stipulation 19).**

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as maybe prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term. **(Required Stipulations 3)**

ARTICLE V

STAFF

The Board may appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI

PARENT ASSOCIATION

There shall be a Parent Association to facilitate parent involvement with the School. The Parent Association shall have the right to select from those of its members who have participated in a School provided orientation program, a member to be on the Board.

ARTICLE VII

CONTRACTS, LOANS, AND DEPOSITS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$5,000. **(Required Stipulation 11)**

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

ARTICLE VIII

PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

ARTICLE IX

INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE X

AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor. **(Required Stipulation 12)**

ARTICLE XI

DISSOLUTION

Section 1. Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of as they see fit.

ARTICLE XII

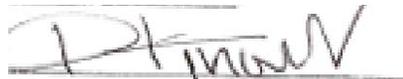
PURPOSE OF THE BYLAWS

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this 16 day of August, 2013 .



Secretary

Attachment B.1.3, Bylaws stipulations identification

By Law Stipulations are listed below and are included in the bylaws in bold where appropriate.

These statements assure that the bylaws should:

1. Contain no reference to incorporation of the charter school or the school's governing body (NAC 386.227);
2. Identify a specific number, ideally between 7 and 11, of governing body members, not a range of numbers; if they identify a range of numbers, the bylaws should specify that to identify the number of members of the first governing body, and to change the number of members thereafter, requires governing body action in an open meeting; See Article III, Section 3.
3. Identify a specific number of "ex officio" governing body members, if any, and clarify whether those members will be able to vote or not. The Head of School, who will be able to vote.
4. Address the types of governing body training that will be required of members; see Article III, Section 16.
5. Address the types of expertise that will be provided by governing body members (legal, financial, real estate, fundraising, etc.) See NRS 386.549 for the minimum legal standard for membership; also see the guidance provided in the Charter School Operation Manual under the heading, "Committee to Form a Charter School and Governing Body"; See LICPA Founding Committee Board Members qualifications.

LICPA Founding Board will consist of:

1. Person licensed pursuant to chapter 391 of NRS (a Nevada-licensed teacher).
2. Person who is a school administrator with an out of state license.
3. Person who is a parent or legal guardian of a pupil enrolled in the charter school.
4. A person who possesses knowledge and experience in Law.
5. A person who possesses knowledge and experience in Human resources.
6. Assure that Robert's Rules of Order will be followed when conducting meetings; see Article III, Section 17.
7. Include a description of how the Committee to Form the School will transition into the school's governing body when a charter is granted; for example, who on the Committee, if anyone, will be on the school's first governing body? How will the first governing body be identified?

The first governing body will be identified by using the LICPA Board Member search criteria. To find the most capable and most qualified board members to comply with the various specialty positions (legal, financial, real estate, fundraising) that will be in the best interests of running the school.

It is the duty of the founding LICPA school board members to make plans, establish policies, and assess the performance of the school as a whole. The founding board bears ultimate responsibility to identify the best governing board members to manage the school's finances and physical plant, to identify, select, work with, support and evaluate the Head of School, who is the professional educational leader of the school as well as its administrator. In order to successfully undertake all these responsibilities, governing board members must be selected in order to best organize, manage, and assess the school in an efficient, business-like manner.

Governing board members will be nominated and elected on the basis of a firm commitment to the mission, goals and objectives of the school; they should unambiguously support the educational philosophy of the school. In addition, board members are nominated and elected for the qualities of leadership, service, and expertise in a range of fields that they bring to the school. No board member represents a specific

constituency. It is imperative that the Board make its decisions for the present and future welfare of LICPA as a whole.

The governing board will include at least five members, with the exact number to be specified in the by-laws. The by-laws provide for a majority of the Board members to be elected from among the parents and guardians of students enrolled in the school as well as interested and skilled community members. Candidates are nominated by the nominating committee of the Board, or by petition of the parents/guardians of students enrolled in the school. The number of signatures shall be no less than ten percent of the number of enrolled students. The non-reserved seats are filled by majority vote of the Board and may provide desirable expertise or diversity.

8. Identify staggered terms for members so that the entire membership does not turn over at the same time and explain how terms will be staggered for the members of the first governing body, all of whom will start their terms at the same time (upon approval of a NRS 386.527(7) or a NRS 386.527(5) charter); see Article III, Section 3 (e).
9. State the term of office for each member and make clear that leadership and membership of the governing body will change periodically, perhaps through term limits, so that the same persons will not serve indefinitely as either members or officers; see Article III, Section 3 (e).
10. State the method of selecting, nominating and electing persons who will govern, including making clear that identification of new members is a responsibility primarily of existing members; it is improper for employees of the charter school, especially the administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body; see Article III, Section 3 (e & f) & Section 4; and article IV, Sections 1 & 2.
11. Specify that only financial institutions in Nevada will be used by the school; see Article VII, Section 4.
12. Specify that any amendment of the bylaws will need to be approved by the school's sponsor before it may take effect; see Article X.
13. Clarify that no actions will be taken by a governing body that lacks the membership required by statute, and no actions will be taken by a governing body that lacks the number of members required by the governing body's bylaws. The only action that may be taken by a governing body lacking the required number or type of members is action to add members who will bring the governing body back into compliance with statute and its bylaws; see Article III, Section 7.
14. Assure compliance with NAC 386.345 which restricts membership on the governing body; See Article III, Section 2
15. Assure the membership of the governing body represents the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community the school would serve; and lacks related (by birth or marriage) parties; Article III, Section 3 (d).
16. Assure that all governing body meetings will be audio recorded in compliance with Nevada's Open Meeting Law, and that the recordings will be available to the school's sponsor; see Preface.
17. Include a mission statement that matches all other statements of the school's "mission" in the school's charter. Article II, Section 1 (b).
18. Clarify that at least three board committee members will be designated and operate: Academic, Governance, and Financial. Provide a brief description of each committee's membership, purpose and operation; and

19. Identify the type and number of officers, and provide a brief job description of each

B.2: Composition of the Committee to Form the School

Attachment B.2.1, Committee member names, resumes

1. Dr. David Meckley, President (School Administration and Human Resources)

Ph.D. Temple University, Administration

Nevada Resident

University Professor, retired

Director of UNLV Field Placement/Student Teachers

Former School District Superintendent

Administrative License:

Affiliation with Charter: NO

2. Ms. Mia Banks, Member, (Parent and Financial Services)

Nevada Resident

Vice President of Gaming Venetian and Palazzo Hotels

In charge of 1900 member staff

Affiliation with Charter: NO

3. Mr. Myles Judd, Member. Member (Governance)

Nevada Resident

Director, STARBASE Nellis, DOD STEM Program

2832 E. Flamingo Rd.

Las Vegas NV 89121

mjudd@mwttt.com

(702) 575-3837

4. Dr. Porter Troutman, Member (Academic) Nevada Licensed Teacher and Administrator

Ed.D. Northern Arizona University

Nevada Resident

University Professor, Retired

Chair, Governors Task Force on Diversity

Teaching License: L 7952

Administrative License: L

Affiliation with Charter: NO

5. Ryan Krametbauer, Member (Legal and Accounting)

Nevada Resident

Practicing Nevada Attorney,

Willamette College of Law School Graduate

Affiliation with Charter: NO

6. Mr. Nicholas Oyola, Supervision (Governance) -

Nevada Resident

Venetian and Palazzo Hotels,

Affiliation with Charter: NO

7. Colonel Charles Edwards, Member, USAF Retired (Human Resources and Accounting)

Master's Degree, Business and Management, Webster College

Selected by Air Force for Leadership Program and Columbia University

Nevada Resident

Base Commander, Air Force Pilot

Affiliation with Charter: NO

In the formation of the founding governance committee, LICPA has complied with the following guidelines for the compilation and selection of members:

Identify a committee to form the school that is composed of members representing the diversity of the community the school proposes to serve; is free from domination by members of the same Identify a committee that includes at least one teacher who is licensed to teach the grades proposed to be served by the school; religious, ethnic, or racial group; and lacks related (by birth or marriage) parties. Identify a committee that has the capacity to oversee the successful development and implementation of the education program presented in the application; to oversee the effective and responsible management of public funds; and to oversee and be responsible for the school's compliance with its legal obligations. Identify a committee that will represent the community well and includes members who are aware of their duties and responsibilities as public servants. Identify a committee that will generally have the capacity to found and sustain a quality school.

Resumes:

- 1. Dr. David Meckley, Ph.D. Temple University**

4946 Momenti Street
Las Vegas, NV 89135
(h) 702-228-1374
(c) 702-301-0766
dmeckley@embarqmail.com

Dr. David A. Meckley

Experience

2004 – August, 2008 UNLV Department of Curriculum and Instruction, Coordinator of Field Experiences, Faculty in Residence

Coordinated field experiences for the Curriculum and Instruction Department; duties included working with Clark County School District, Las Vegas, in securing placements for UNLV students; interviewing and hiring supervisors, in-service training of supervisors, arranging and conducting orientation sessions for practicum and student teachers; overseeing the operation of the student teaching seminar; participating in cooperating teacher workshops; meeting with CCSD personnel to resolve conflicts/concerns relative to field experience students.

Acted as the conduit for COE Field Experiences relative to the CCSD in the absence of a COE Coordinator of Field Experiences.

Represented C&I on the COFE and TEC committees relative to field experience matters.

Taught classes in management, introduction to elementary and secondary education,

1997 – 2004 College of Education Coordinator of Field Experience

Coordinated field experiences for the College of Education. Represented the College of Education in matters involving UNLV students in their placements with CCSD.

EDUCATION CAREER IN PENNSYLVANIA

1988 – 1992 – Superintendent of the Steelton-Highspire School District

1984 – 1988 – Assistant to the Superintendent for Special Education and Federal Programs, Palmyra Area School District

1976 – 1984 – Assistant Principal, Palmyra Ares High School

1970 – 1976 – Personal Counselor, Palmyra Area School District

1965 – 1970 – Biology Teacher, Palmyra Area High School

Other Professional Experiences in Pennsylvania

Represented state principals on the PIAA Board of Control, three years
Chairman of PA Association of Secondary School Principals annual convention
Chaired Middle States Evaluation Committees
Head football coach; assistant track coach
Football Official at both the college and high school levels
Athletic director
Director of Capital Conference golf tournament

OTHER EXPERIENCE

1993 – 1996 – Instructor, Nova University – taught courses in Educational Administration/Leadership, Organizational Management, and Personnel

Education

1989 Doctorate in Educational Administration, Temple University
1970 Masters of Science in Counseling, Shippensburg University
1965 Bachelor of Science in Biology, West Chester University

Professional Affiliations

1994 – 1996 – Supervisor, UNLV – Supervised Student Teachers and Practicum students
2001 – served on NCATE committee for UNLV
2002 – served on national committee for higher education field experience curricula

2. Ms. Mia Banks, Vice-President for Gaming, Venetian and Palazzo Hotels

Resume

Mia Banks

1812 Taos Estates Street
Las Vegas, NV 89128
(702) 219-5158

Employment

Las Vegas Sands – 1999/Present

Vice President of Gaming Operations

- Experienced in management, leadership, budgeting, human resources
- Responsible for 1900 team members.
- Possess strong organizational and interpersonal skills.
- In current position for the past 3 years. Have held various management positions prior.

Community Service Leadership

- Holder of Nevada State Key Employee License
- Recently launched a work program for Opportunity Village
- Established ongoing donations of used cards and dice for all public schools in Clark County
- Implemented annual turkey donations for the homeless at Las Vegas City Mission
- Annually support Santa Run, Adopt a Family and Coats for Kids

Education

University of Maryland
Course of Study: Engineering – 2 years

3. Mr. Myles Judd, Director, STARBASE Nellis, DOD STEM Program

Myles A Judd

Henderson, NV

Phone (702) 575 3837

E-mail: mjudd@starbasenellis.com

Profile:

Proven leader and with excellent communications and analytical abilities. Accomplished operations manager and trainer with over 25 years experience and a verifiable track record for delivering enhanced productivity and streamlined operations. Team player who truly enjoys working with others. Goal minded with the drive to get things done.

Capabilities:

- Training and Curriculum design
- Resource Planning and Operations
- Public Speaking and Community Relations
- Recruitment and Sponsorship Development
- Project Management and Budgeting
- Leadership and Team Building
- Technology and Information Training
- Staffing and Decision Implementation
- Career guidance and Counseling
- Communications and Marketing

Experience:

Apr 2012-Present Position: **Director STARBASE Nellis (DOD STEM program Nellis AFB)**

- Direct STARBASE Nellis program for Science, Technology, Engineering, and Math.
- Manage program operations to be in compliance with DOD directives and guidelines.
- Hire and supervise teaching staff for STARBASE youth program in compliance with DOD.
- Plan and Organize program functions to ensure successful implementation of budgets.
- Coordinate between Military, School districts, and Principals to grow program interest.
- Develop community relations and communication outreach channels for STARBASE.
- Provide written reports and maintain accurate accounting records of DOD funds
- Train and develop staff to ensure they are properly trained in STARBASE curriculum.
- Implement community outreach program to bring outside agencies into program.
- Purchase and maintain all property/equipment for STARBASE youth program.
- Schedule and organize school visits to ensure maximum utilization of program.

Sep 2011- Apr 12 Position: **Nevada National Defense Liaison University of Phoenix.**

- Develop partnerships and maintain working relations between Military and DOD organizations.
- Negotiate agreements for programs and pricing with assigned Military installations.
- Inform and inspire potential students to the benefits of higher education.
- Counsel prospective students on programs and job market information.
- Develop working groups for educational needs to support career and employment goals.
- Conduct information classes for potential Military/Veterans and DOD students.
- Remain current on all regulatory information as it applies to VA benefits for education.
- Liaison for University of Phoenix for program development /growth in Military, VA, and DOD.
- Serve as University of Phoenix ambassador to enhance Military relations & acceptance.

Oct 2006- Sep 12 Position: **Director Troops to Teachers for Nevada/Utah.**

- Direct and Manage program and staff in UT and NV for promotion of Troops to Teacher growth.
- Develop and implement training and marketing plans for NV, and UT Troops to Teachers.
- Recruit qualified teachers to teach Math, Science and Special education within NV and UT.
- Counsel veterans for teacher licensure requirements in K-12 teacher certification programs.
- Provide regulatory information on Troops to Teachers, and other VA educational benefits.

market. facilitate career guidance and jobs search activities to enhance veteran's readiness for job

Assist in resume construction, job interview skills and job search technologies and resources.

program. Build relations with Military, School districts, VA and other organizations to promote

Report on labor market information and jobs prospects for Nevada and Utah for teaching jobs.

Speak at public events to educate community about Troops to Teachers Program.

Teach seminars to veterans on State teacher licensure requirements and procedures.

Design individualized teacher certification programs for transitioning military/spouse

candidates.

@ VA Implement program guidelines, procedures and regulations to ensure compliance with DOD

Manage budgets and marketing plans for Troops to Teacher operations within UT and NV.

Communicate on behalf of Troops to Teacher in public and private settings to facilitate

program. Liaison between Public Schools, State, and VA/Military for Troops to Teachers growth.

Jul 2008 Apr 10 Position: **Operations Sergeant Major 2-222 FA Utah Army National Guard.**

Managed training and operations for Artillery unit of over 450 Personnel.

Planned and coordinated large scale training events to ensure unit readiness for combat

operations. Managed training budgets and supervised reporting and compliance requirements for DOD.

Supervised Military personnel for unit preparedness and education requirements.

Trained personnel in Operations Management for Artillery Operations

Maintained unit equipment and operational status of Battalion sized organization

Jun 2007 Jul 08 Position: **Sr. Operations Manager 1-145th TF 134 Baghdad Iraq (Operation Iraqi Freedom)**

Mobilized Built and Managed Juvenile school house/Prison for 9-17 year old Iraqi inmates.

Designed and Implemented Operations and Training procedures for Juvenile school.

Advocated for funds and resources to ensure school success and continued operation.

Coordinated Buses, food, Fuel and other logistical supplies for day to day operations.

Ensured prison operations and security was in compliance with U.S. directives in war time.

Supervised teachers, interpreters and prison guards to staff school/prison operations.

Iraq. Served as project liaison manager for prison construction and oversight in Taji and Ramadi

May 2005-Oct 06 Position: **Loan Officer, Mountain States Mortgage.**

Managed branch mortgage office and trained real estate personnel on mortgage guidelines
Prospected for potential home buyers for the purpose of mortgage business.
Counseled clients in various loan programs to fit client needs.
Provided credit report counseling to improve credit scores for mortgage qualification.

Apr 2003-May 05 Position: **Fire Support Coordination Manager, I Corps Artillery Utah Army National Guard**

Supervised Fire Support cell for I Corps Artillery and joint military operations.
Developed and implemented operation procedures fire support personnel and computer systems.
Managed schools, training and budgets for multi million dollar accounts.
Taught information technology courses for Military regional training academy located in Utah.
Planned, coordinated and executed large scale training events.

Apr 2002-Apr 03 Position: **Senior Operations Manager, Army (Operation Noble Eagle)**

Mobilized weapons Operations security manager for Western United States Home Land Defense mission.
Managed task force operations center for national security mission for nations chemical weapons
Supervised based security for multiple sites within the western United States.
Accounted for operation, training and educational budgets for multi million dollar accounts.
Designed communication and reporting procedures for efficient task force operations.
Organized and helped implement mobilization plan for over 1200 soldiers.
Public and media relations

Jun 1996-Apr 02 Position: **Fire Support IT Manager/Project Manager, Utah National Guard**

Managed IT department specializing in broad spectrum radio communications.
Senior instructor for LAN/WAN hardware, software and communications procedures.
Implemented training program which increased personnel readiness to over 98% .
Installed, upgraded and maintained computer network equipment and software.
Planned and executed large scale training projects for over 530 personnel.
Designed training plans, budgets and resource plans for special projects.

Mar 1987-Jun 96 Position: **Training/Human Resource Manager, Utah Army National Guard**

Managed a successful human resource department for over 130 personnel.

Automated the pay, insurance, and schools enrollment programs to increase productivity.

Improved employee retention by fostering employee team building program.

Served as recruitment and retention manager for unit and its personnel.

Education:

2003 Masters, Computer Information Systems, University of Phoenix

1997 Bachelors of Arts, Psychology, Columbia College

1989 Associate of Science, Human Services, Utah Valley State College

Specialized Training:

2006 Licensed Computer Systems Teacher (K-A), Nevada (Exp 2010)

2005 Licensed Real Estate Agent, Nevada

2009 Sergeant Majors Leadership Training Academy, Ft Bliss, Tx

2000 Army Instructor Training Program, Camp Williams, UT

1996 Senior Leadership ANCOC/ Advanced Network Systems course, Ft. Sill Training Academy

1993 Basic Leadership BNCOC/ Intermediate Network Systems course, Ft. Sill Training Academy

1990 Primary Leadership Development Course, Camp Ball Training Academy, LA

Technical Skills: Vast experience in computer technologies and skilled in the following Microsoft products: MS Access, MS Word, Visio, MS PowerPoint, MS Excel, MS FrontPage, MS Project, TCP/IP

Awards: Utah State Trainer of the Year (Utah National Guard)

Volunteer Service: Public Affairs Officer for Employer Support Guard and Reserve (ESGR)

Troops to Teachers Mentor

4. Dr. Porter Troutman, Ed.D. Northern Arizona University

VITA'

PERSONAL DATA

Porter Lee Troutman, Jr., Professor Emeritus

College of Education, Department of Teaching and Learning

University of Nevada Las Vegas

Box 453005

4505 Maryland Parkway

Las Vegas, Nevada 89154-3005

OFFICE (702) 895-4407, FAX (702) 895-4898, CELL (702-521-1458)

MILITARY EXPERIENCE

R.O.T.C. - Southern University 1961-63

EDUCATION

Ed.D. (1977)	Northern Arizona University, Flagstaff, AZ
Ed.S. (1973)	University of Nevada, Las Vegas, Las Vegas, NV
M.A. (1970)	Northern Arizona University, Flagstaff, AZ
B.S. (1965)	Southern University, Baton Rouge, LA

CREDENTIALS

Professional Elementary Teaching Endorsement (Clark County)

Administrative Endorsement (Clark County)

University of Nevada, Las Vegas Instructor Credential

University of Nevada, Las Vegas Supervisor Credential

AREAS OF PROFESSIONAL SPECIALTY

Multicultural Education/Administration

ATOD Prevention Youth Programs

Urban Education and Outreach

Integrative/Culturally Relevant Curriculum

Competency Based Teacher Education Program

Community/ School /University Teacher Education Collaboration

Community Development/Parent Education

PROFESSIONAL EXPERIENCES

2011 – Present Professor Emeritus

2012 – Present	CAPT Associate and Managing Editor of the Substance Abuse Prevention Skills Training Curriculum
1998 – Present	Professor
1978- Present	Director, UNLV/NYSP Academic/Sports Program
1985 - 1998	Associate Professor
1982 - 1985	Associate Professor
1974 - 1982	Associate Professor; Director Teacher Corps, University of Nevada, Las Vegas.
1971 - 1974	Lecturer; Assistant Director, Teacher Corps, University of Nevada, Las Vegas.
1973 - 1975	One of twelve Teacher Corps Associates selected nationally by American Association of Colleges for Teacher Education and National Teacher Corps, Washington, D.C. to be trained in Multicultural Education
1970 - 1971 Association	State Representative (part-time), Clark County Classroom Teachers
1966 - 1971	Teacher, Clark County School District

GRANTS - COMPETITIVE

Preservice / In-service Education, Diversity, Urban Student Populations

State Department of Education – 2003-2013 - \$1,000,000

U S Department of Education – Over \$5 million

PROFESSIONAL ACTIVITIES

2012	Co-Chair, Nevada STEM Coalition Diversity Roundtable (STEM Principles)
2012	Board Member, Village Foundation
2012	Member, PACT Coalition
2012	Board Member, First Med
2012	COE Center for Multicultural Education Director
2012	CCSD Equity Diversity Education Board Advisor
2013	UNLV-NYSP Academic and Sports Program Director
2010	Co-Chair, Annual NCEBC National Conference, April 28. LV, NV
2010	Local Chair 20 th Annual International NAME Conference, Nov. 3, LV, NV.

- 1990-2015 Founder, Board Member and Treasurer for NAME
- 2008-2011 UNLV VP Commission on Diversity and Inclusion
- 2008-2011 Equity Compliance and Education Council
- 2008-2015 Editor-Journal of Praxis for Multicultural Education
- 2008-2015 Chair ATE Diversity Committee
- 2008-2011 Co-Chair, Chancellor's Diversity Roundtable
- 1999-2011 UNLV Inter-Collegiate Athletic Committees
- 2007-2010 Hillary Clinton's Leadership Team /Ambassador
- 2007 Member, Associate Vice President of Diversity Search Committee
- 2007 Member, CCSD Superintendent Diversity Committee
- 2007-2011 Member, CCSD Equity and Diversity Education Committee
- 2006 Chair, National Rural Education Association MCE Commission
- 2006 Member, ATE/NCSS Social Justice Commission

EXPERIENCES IN THE FOLLOWING AREAS

Teaching Undergraduate and Graduate Courses in Multicultural Education

Curriculum Development in Multicultural Education and Alcohol Tobacco Other Drugs (ATOD) Prevention

Human Resources, Teacher Supervisor, Management, Leadership, Organizational Skills, Community Leadership Positions, Executive Experience

5. Ryan Krametbauer.. Attorney at Law

Ryan David Krametbauer, Esq.

5597 Alden Bend Drive, Las Vegas, NV 89135

Phone: 702.496.1615

rkrametbauer@me.com

EDUCATION

Willamette University College of Law, Salem, Oregon
Juris Doctorate
Graduation Date: May 2012

The University of Nevada, Las Vegas, Honors College
B.A. Liberal Arts, Political Science
Graduation Date: May 2009; *Summa Cum Laude*, University & Departmental Honors Scholar

Bonanza High School, Las Vegas, Nevada
High Honors & Leadership Honors Award
Graduation Date: June 2005

BAR ADMISSIONS

Nevada (2012); License No. 12800

ACADEMIC HONORS

Graduate Honors

Honors Notation: Legal Research & Writing, Professor Mazur-Hart, Section 1 (spring 2010)
Moot Court Board (spring 2010)
Source & Cite Editor, *Willamette Journal of International Law & Dispute Resolution* (spring 2010)
The Order of Barristers (spring 2012)

Undergraduate Honors

UNLV Honors College Thesis Presentation and Defense, "Making it to the Big Leagues: The Political and Economic Viability of a Professional Sports Team in the Las Vegas Valley"
Phi Kappa Phi
Pi Sigma Alpha, *Theta Phi Chapter*, Political Science Honor Society
National Society of Collegiate Scholars Honor Society
Dean's Honor List: fall 2005, spring 2006, fall 2006, spring 2007, fall 2007, spring 2008, fall 2008
Millennium Scholarship of Nevada (\$10,000)

EXTRACURRICULAR ACTIVITIES & OFFICES

Graduate Activities & Offices

President/Chair, Moot Court Board, Willamette University College of Law (spring 2011 – spring 2012)
Vice President, Willamette University Student Bar Association (spring 2011 – spring 2012)
Associate Editor-in-Chief, *Willamette Sports Law Journal* (spring 2010 – spring 2012)
Ombudsman, Willamette University Student Bar Association (spring 2010-11)

Undergraduate Activities & Offices

President/Captain/Player, UNLV Ice Hockey Club
Hockey Representative, UNLV Club Sports Council
President, Pi Sigma Alpha, *Theta Phi Chapter*, Political Science Honor Society

WORK EXPERIENCE & INTERNSHIPS

08/12 – Present	Law Office of William R. Brenske	Associate Attorney (> 40 hrs. per week)
05/11 – 08/11	Judge James Bixler, Clark County Dist. Court	Summer Clerkship (24-40 hrs. per week) Draft judicial orders, legal memos, prepare civil and criminal motion calendars, brief Judge Bixler on upcoming legal issues before the court, and conference with Judge Bixler on pending complex legal issues
01/11 – Present	Willamette University, Professor Standen	Research Assistant (10 hrs. per week) Research for sports law treatise re: signing bonuses, collective bargaining agreements, and source & cite revisions
08/10 – 03/11	Willamette University, Professor Mazur-Hart	Student Assistant (10 hrs. per week) Assisting first year law students in their studies of the ALWD citation format, editing legal memoranda composition & format, and appellate brief drafting
06/10 – 08/10	Law Office of William R. Brenske	Externship & Law Clerk (30 hrs. per week) Drafting legal memoranda, pleadings/motions, client letters, confidential settlement briefs, demand letters, letters to opposing counsel, assisting legal staff in preparation for trial, and client deposition preparation
06/05 – 08/09	VTN Nevada Consulting	Print Room Manager (15 hrs. per week) Managing the daily operations of the print room, printing blueprints, converting blueprints onto compact disks, and clerical activities
05/07 – 08/07	State of Nevada Office, Washington, D.C.	Administrative Internship (> 40 hrs. per week) Attending and briefing U.S. House of Representatives/Senate hearings, composing constituent letters, assisting the Director and Policy Advisor in daily activities, attending hearings with the National Governors Association/Western Governors Association Washington Representatives and drafting funding requests
02/05 – 06/05	City of Las Vegas, Office of the Mayor	Administrative Internship (12 hrs. per week) Composing constituent letters, answering to the needs and concerns of citizens corresponding with City Hall, and filing records of constituent letters

7. Mr. Nicholas Oyola, Supervision (Governance)

Nicholas Oyola

300 Pinehaven Street #103
Las Vegas, NV 89144
Phone (702) 856-6611
E-mail: Nickoyola@msn.com

Profile:

Proven leader and with excellent communications and analytical abilities. Accomplished gaming operations manager and trainer with over 25 years experience and a verifiable track record for delivering excellent customer service. Team player who truly enjoys working with others and guest. Goal minded with great organizational skills.

Capabilities:

- Training and Curriculum design
- Public Speaking and Community Relations
- Recruitment and Sponsorship Development
- Project Management and Budgeting
- Leadership and Team Building

Experience:

May 1999-Present

Position: **Table Games Supervisor at Venetian Resort, Las Vegas**

Overseeing gaming tables and handling customers request and needs. Serving on Community outreach committee since 1999. I have been a team leader on multiple Community projects dealing with organizations like Opportunity Village, Shade Tree Women Shelter, US Vets Veterans Shelter among others.

Education:

1986- Oakcrest High School- Mays Landing, NJ

Awards: 2 Bravo Awards at the Venetian (The equivalent of Team Member of the quarter)

Volunteer Service: 14 years of serving on the Sands Foundation Community Outreach Committee. Project leader with the recruitment of large number of Team Members to execute work in the community.

8. Lt. Col. Charles Edwards, USAF Ret. (Management & Human Resources)

10492 Cerotto Lane
Las Vegas, NV 89135
(h) 702 255 1085
chuckedwards@cox.net

Charles R. Edwards, Colonel (Ret.)

Experience:

1991 - 2007 Commercial Airline Pilot, McCarran International Airport

Flew Boeing 737 out of McCarran International airport until retirement in 2007. During this time logged over ten thousand hours. As captain of the airplane he oversaw the training of co-pilots.

1964 - 1991 Fighter pilot in the United States Air Force

1964 - Received his commission and entered Pilot Training at Moody AFB, Georgia.

1965 - 1967 Stationed in Bentwaters, England. Continued pilot training and upgrading of responsibilities.

1967 - 1968 Stationed in Wheelus AFB, Libya, North Africa. Upgrading of pilot skills.

1968 -1970 Stationed in Cam Ranh Bay, Vietnam. Flew 169 combat missions (100 over North Vietnam) accumulating more that 250 hours of combat in the F-4.

1970 -1973 Assigned to Laughlin AFB, Texas where he flew T-37 and T-38 (training planes) as a pilot instructor and flight examiner. Completed Squadron Officer School

1973 - 1976 Air Operations Officer, operational plans Headquarters Air Training Command at Randolph AFB, Texas. Completed Air Command and Staff School.

1976-1979 Wing Executive Officer at the Tactical Air Warfare Center, Eglin AFB, Florida. In that capacity flew F-4 fighter again.

1979 - 1981 Reese AFB, Texas, T-38 Operations Officer

1981 - 1984 Commanded the 85th Flying Training Squadron, Laughlin AFB, Texas

1984 - 1985 Attended War College, Maxwell AFB, Alabama

1985 1986 Assigned Reese AFB as Deputy Commander for operations, 64th Flying Training Wing

1986 - 1987 Commander of the 64th Air Base Group

1987 1989 Commander of the 14th Flying Training Wing, Columbus AFB, Mississippi.

1989 - 1990 Center Commander, Goodfellow AFB, San Angelo, Texas

Professional Achievements:

Command pilot with over 4500 military flying hours

Legion of Merit with two oak leaf clusters

Distinguished Flying Cross

Meritorious Service Medal with four oak leaf clusters

Air Medal with 13 oak leaf clusters

Air Force Commendation Medal

Air Force Outstanding Unit Award with two oak leaf clusters

Vietnam Service Medal

Republic of Vietnam Gallantry Cross with device

Republic of Vietnam Campaign Medal

Command winner of the Lance B. Sijan Award for Leadership

Retired from the United States Air Force as a Colonel

Attachment B.2.2, Committee members' response to questionnaire

1. Dr. David Meckley, Ph.D. Temple University

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter School requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purposes in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

My resume is enclosed.

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Through conversations with friends still working in education.

3. Explain why you would like to serve on the board.

My educational background spans both basic education and university levels. I have been a teacher, building administrator, and district superintendent at the basic level. I have been coordinator of field experiences for UNLV that involved collaboration with Clark County Schools. I have taught both undergraduate and graduate level courses at universities. I am retired, however, my mind and my interest in education are not retired.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I represented Pennsylvania principals on the Pennsylvania Interscholastic Athletic Association (PIAA) Board of Control for three years.

5. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member should consist of the following:

- *to understand and support the unique mission and values of charter schools*
- *to understand the expected objectives and outcomes*
- *to understand the evaluation process relative to the objectives and outcomes*
- *to understand the strategies for governance and management*
- *to foster trust and respect through strong leadership*
- *to understand that assessment is needed to keep the school on course*
- *to support the philosophy and direction of the charter school*

6. What relevant knowledge and experience will you bring to the board?

Proven effective educational leadership skills and proven teacher skills in high and low income areas. Effective experience in special education and with federal programs as assistant superintendent. Planning skills as Chairman of the Secondary Principals state convention. Proven excellent teacher who got positive results from students.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Toward the end of the first year I would assume that the school would be a vibrant learning environment. Special emphasis should have been noted in the following:

- *program evaluation and assessment*
- *management policies and implementation*
- *plans for financial stability*
- *evaluation of needed external services*
- *requests for admittance increased as success of students is noted*
- *student interest in learning proven by assessment*

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The school's mission is to have students achieve academic success and to prepare students to be able to pursue their chosen profession in a successful manner. The school should have taught a love for life time learning that will allow them to contribute in a meaningful way to society. The arching theme should be "Learning Requires Participation" by both the students and teachers.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Learning requires Participation! The Legacy Hybrid Model provides the best opportunity for participating while learning. The online and face-to-face education provides that students be responsible for their learning. This factor, along with the contact with school personnel permits students to be unrestrained in their desire to

complete tasks, not bound by time-lines. This model allows for different learning rates for different students without attaching a stigma to "slower" learners.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year of two to ensure that this school is successful?

Research clearly indicates that successful schools start with effective leadership followed by a clear vision of what is to be accomplished and motivation to accomplish the mission. All members of the school society must be on board and all members must be willing to work together to accomplish the mission. Strategic planning, three to five years, must be developed in order to ensure a smooth movement toward the mission goal.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

I was in the same department at UNLV as Dr. Levitt and Dr. Grubaugh. I play golf with Col. Charles Edwards, USAF retired.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Most likely. As a search for outstanding teachers occurs, I am sure that I will try to interest former students of the UNLV program to investigate our school. It is a plus for us that I served as the coordinator of field experiences at UNLV because it afforded me the opportunity to observe the "best" teachers who graduated during my tenure.

13. Do you or your spouse know anyone that plans to do business with the school? if so, please indicate and describe the relationship and the nature of the potential business.

None

14. If the school proposes to partner with an educational service provider/Educational Management Organization(a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

I play golf with Dr. Levitt; I know Dr. Grubaugh from having been in the same department at UNLV prior to my retirement.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school/s board? If so, explain.

N/A

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

Would follow guidelines relative to this kind of activity. On no account would I be silent to the situation! We are serving to improve the education of students, not improve our situation.

2. Ms. Mia Banks, Vice-President for Gaming, Venetian and Palazzo Hotels

Mia Banks

Request for Information from Prospective Charter School Board Members and CFS Members

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If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume

I have 2 years of college and currently I am the VP of Gaming Operations for Las Vegas Sands Corporation based in Las Vegas for The Venetian | The Palazzo.

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I became aware of the proposed charter school through the Darling Tennis Center.

3. Explain why you would like to serve on the board.

I am very interested in how a charter school will work for all of junior athletes across Nevada.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

No, I am not currently or have in the past.

5. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member should consist of the following:

- *Understanding and believing in the mission and core values.*
- *Clear on the outcomes and objectives and how they are evaluated.*
- *Implementing and planning strategies for governance and management.*
- *Creating strong leadership for trust and respect.*
- *On going assessment of where the school is and where it should be.*
- *How it will integrate will all different types of junior athletes around the area.*

6. What relevant knowledge and experience will you bring to the board?

Effective leadership skills, competency in organizational skills and execute the task at hand. How the community will work together with educational and the corporate world.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

At the end of the first year of planning; the following components should be completed:

_ Student and program assessments

_ Governance policies

_ Financial plan

_ Obtaining adequate facilities

_ Obtain other sponsors

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The school's mission is to maximize academic achievement and prepare students to enroll in any college of their choice and develop life-long learners who are prepared to

contribute purposefully to society and mostly importantly to evaluate themselves to show compassion and generosity to others.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Excellent! The Legacy Hybrid Model provides the best of online, hands-on approach and face-to-face education. We will employ highly qualified teachers with specialized training in teaching in a hybrid classroom, utilize the Legacy Learning Management System, and incorporate the Legacy Enhanced Curriculum. The school's standard and enhanced curriculum prepares students with problem solving, decision-making and strong leadership skills. Extensive use of cutting edge technologies will allow authentic learning opportunities for students and allow parents to interact with school personnel and be an integral part of the school experience.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

The characteristics of a successful school consist of a shared vision, passion and motivation. —All members of the founding group should share the same educational vision and provide ongoing evaluation of the mission and changing duties. Also, a variety of people with entrepreneur skills, planning skills, management skills are necessary to ensure the success of the school. A three-to-four-year strategic plan and a comprehensive outline of how the educational vision can be attained through the implementation and development of the charter

school should be developed. The strategic plan should include the business plan for the charter school as well as the processes to be used by the members of the core

founding group to build the organizational structure and culture necessary

for a successful charter school. Should include some kind of charity or public service education as well. Giving and listening skills are crucial for character building as young adults.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Dr. Levitt and Dr. Grubaugh both from the Darling Tennis Center.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

None.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

None.

14. If the school proposes to partner with an educational service provider/Educational Management Organization (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

I am an acquaintance of Greg Levitt and Steve Grubaugh of Legacy Innovations International.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

N/A

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

As a Key Employee License holder for the state of Nevada, I would make sure that policy and procedures will be in place to replace the board member and any association with the charter and all other future charters.

3. Mr. Myles Judd, Director, STARBASE Nellis, DOD STEM Program

Information from Prospective Charter School Board Members and CFS Members

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If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

See Resume

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

47 years old at this time.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Asked by Dr Greg Levitt.

3. Explain why you would like to serve on the board.

I would like to serve on this board as I truly want to help the growing initiative for Charter schools. Anything I can do to help our children is worth my time and effort.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I currently serve as the director of STABASE Nellis. My reasoning for wanting to serve on this board is to make a difference in the education of our children. It is important that we all come together as a community to try new concepts to make our Education System better.

5. What is your understanding of the appropriate role of a public charter school board member?

I think my role as a board member is one of champion, defender and liaison for new and creative ideas as it comes to the education of our children. There is no set model for everyone and leaning forward to create options for the children just makes sense. I am here to serve the children of our future.

6. What relevant knowledge and experience will you bring to the board?

As the Director of STARBASE Nellis, I have had the fulfilling experience of creating a first class program with Clark County School District from the ground up in STEM education. Our kids deserve the best and I will always work hard to provide this.

I was also the Director for Troops to Teachers for Nevada and Utah where I help create a bilateral program between state and schools districts such as CCSD and our Military to recruit highly qualified teachers for our children. Our Education begins with the foundations of our staff... recruit the best and train them well and you will always have quality results.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

My image for this school is one of distinction and prestige. I truly believe with hard work and dedication the first year and the following years will bring a steady flow of interested students and parents who know what quality looks like.

I set a high standard for this school and it is my belief that we can be the premium education center for others to follow. This is not going to be easy and corners cannot be cut. Excellence is earned! What I am seeing for this school...is something for others to follow.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The basic premise of this school is to bring excellence in new and updated delivery style which our students can relate to so they can thrive and flourish. Our education system needs to adapt quickly to the changing needs of our society as well as our students to stay relevant.

9. Are you familiar with the school's proposed educational program? How would you describe it?

The basic premise is one of change and adaptation to the growing needs of our society and our students. Today's students need options and relevance into the jobs of the future. They need to be ready for college and what it will entail. They also need practical experience that they can easily relate to the jobs of their future.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A successful school meets the needs of its students, parents and the benefactors of an educated work force. A successful school will meet the growing needs of the work force while creating positive hands on minds on programs our children will love to be inspired.

Steps the board can take are to ensure we are always striving to create truly cutting edge program that our students can grow and truly become leaders in their perspective fields of study. We must take full advantage of current and emerging technologies for our delivery methods to ensure a maximum competitive edge for our students in this ever changing world.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

NA

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship. *NA*

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business. *NA*

14. If the school proposes to partner with an educational service provider/Educational Management Organization (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. *NA*

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A"). *NA*

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship. *NA*

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain. *NA*

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

I would bring it to the board's attention immediately.

4. Dr. Porter Troutman, Ed.D. Northern Arizona University

Dr. Porter Troutman

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

My resume is enclosed.

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I became aware of the proposed charter school through a friend.

3. Explain why you would like to serve on the board.

I have an education background and have worked in elementary, preservice and in-service programs for over forty years. I have served as administrator of a competency based teacher education program working in collaboration with the school district, university and community.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I am currently serving on three Boards and was the administrator of an Urban Teacher Education Program (Teacher Corps)

5. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member should consist of the following:

- *Understanding and believing in the mission and core values.*
- *Clear on the outcomes and objectives and how they are evaluated.*
- *Implementing and planning strategies for governance and management.*
- *Creating strong leadership for trust and respect.*

- *On going assessment of where the school is and where it should be.*
6. What relevant knowledge and experience will you bring to the board?

Effective school leadership skills, competency based education, & diversity.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

At the end of the first year of planning; the following components should be completed:

- _Student and program assessments*
- _ Governance policies*
- _ Financial plan*
- _ Obtaining adequate facilities*
- _ Accessing ancillary and external services*

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The school's mission is to maximize academic achievement and prepare students to enroll in any college of their choice and develop life-long learners who are prepared to contribute purposefully to society.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Excellent! The Legacy Hybrid Model provides the best of online and face-to-face education. We will employ highly qualified teachers with specialized training in teaching in a hybrid classroom, utilize the Legacy Learning Management System, and incorporate the Legacy Enhanced Curriculum. The school's standard and enhanced curriculum prepares students with problem solving, decision-making and strong leadership skills. Extensive use of cutting edge technologies will allow authentic learning opportunities for students and allow parents to interact with school personnel and be an integral part of the school experience.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

The characteristics of a successful school consist of a shared vision, passion and motivation. —All members of the founding group should share the same educational vision and provide ongoing evaluation of the mission and changing duties. Also, a variety of people with entrepreneur skills, planning skills, management skills are necessary to ensure the success of the school. A three-to-four-year strategic plan and a comprehensive outline of how the educational vision can be attained through the implementation and development of the charter school should be developed. The strategic plan should include the business plan for th2 charter school as well as the processes to be used by the members of the core founding group to build the organizational structure and culture necessary for a successful charter school.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Dr. Levitt and Dr. Grubaugh as I previously worked at UNLV. Professional Colleagues.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

None!

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

None!

14. If the school proposes to partner with an educational service provider/Educational Management Organization (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

I had a professional relationship as a former colleague at UNLV with Greg Levitt and Steve Grubaugh of Legacy Innovations International.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

N/A

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

I would have guidelines in place to prevent this kind of activity.

5. Ryan Krametbauer.. Attorney at Law

Ryan Krametbauer

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

My resume is enclosed.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

My girlfriend, an elementary teacher, put me in-touch with Dr. Steven Grubaugh.

4. Explain why you would like to serve on the board.

As a former student athlete, I believe my experience in balancing academics and sport in both high school and college will provide valuable insight to the board.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I served as President on the board of a not-for-profit ice hockey club at the University of Nevada, Las Vegas. As President, I was tasked with scheduling games, budgeting the season, and organizing travel.

6. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member should:

- *Always do what is in the best interest of the students*
- *Manage expectations, and*
- *Maintain accountability for outcomes and results*

7. What relevant knowledge and experience will you bring to the board?

As a former student athlete in both high school and college, I understand the difficulties in maintaining academic performance while managing a demanding sport schedule.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

At the end of a successful first year, the following should be evaluated:

- *Student performance*
- *Program assessment*
- *Facility adequacy, and*
- *Financial responsibility*

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

The school's mission is to maximize academic achievement and prepare student athletes for the competitive application process of college/university.

10. Are you familiar with the school's proposed educational program? How would you describe it?

The school's proposed program uses a hybrid approach of face-to-face and online education. Additionally, the school will employ qualified teachers.

11. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A successful school must maintain accountability of its teachers/educators. It must budget responsibly, always keeping the best interests of the students at heart. During the first year, in order to ensure success, the board must implement a comprehensive strategic plan aimed at maximizing results for student athletes. Such a plan must be conducive to change and alteration if needed.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Dr. Steven Grubaugh was an University instructor for my girlfriend.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

No.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

No.

15. If the school proposes to partner with an educational service provider/Educational Management Organization (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

N/A

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends).

Report it to the appropriate authorities and/or board members in an effort to maintain the integrity of the school.

6. Mr. Nicholas Oyola, Supervision

Nicholas Oyola

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume

Please see Attached Resume

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I became aware of the proposed charter school through my Vice President of Gaming at the Venetian Resort

3. Explain why you would like to serve on the board.

I have always been involved in the community and I am very interested in how a charter school will work for all the academics of junior athletes across Nevada.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

No, I am not currently or have in the past.

5. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member should consist of the following:

- *Carrying out the mission, vision, purposes and goals of the charter school.*
- *Taking a leadership role to help the school achieve its goals.*
- *Being conscientious to attend board meetings and ensure that the school is doing its best to promote athletic achievement as well as academic achievement.*

6. What relevant knowledge and experience will you bring to the board?

Effective leadership skills, competency in organizational skills and the ability to execute the task at hand. I can facilitate the leaders in the community to work together with educational leaders to provide an outstanding educational experience kids in Nevada.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

At the end of the first year of planning; the following components should be completed:

- _Assessment of management and finances and academics*
- _ Governance policies*
- _ Securing facilities for the school*
- _ Fundraising*

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The school's mission is to create a school model based on research and data whose graduates are ranked in the top 10% in academics and performances nationwide and excel in college and careers.

The LICPA educational philosophy is rooted in the idea that each child is a unique individual and requires a student centered secure and stimulating atmosphere to grow and mature emotionally, intellectually, physically and socially. When teachers serve as guides, students learn to think for themselves, construct knowledge, solve problems and make better decisions in authentic situations. When students have ownership in the curriculum, they become motivated to work hard and master the skills necessary to reach their goals. Helping students to develop a deep love and respect for themselves, others, and their environment occurs through an open sharing of ideas. Programs that base decisions on current research and data and provide teachers and administrators with professional development support to data driven instruction based on effective practices are the most successful schools. .

9. Are you familiar with the school's proposed educational program? How would you describe it?

Excellent! The Legacy Hybrid Model provides the best of online, hands-on approach and face-to-face education to achieve academic excellence. We will hire and train blended schoolteachers and work with an outstanding online program and help the kids learn 21st-century skills, character, and individualize instruction. Our goal is to achieve the school where our students rank among the top 10% of schools nationwide.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

The characteristics of a successful school include having a strong mission statement and goals to achieve excellent academic performance among students, having a very strong governance structure and management team who will handle the organization and hiring the very best administrators and teachers an staff to carry out commission of the school.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

Mia Banks is my Vice-President Gaming at the Venetian Resort

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

None.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

None.

14. If the school proposes to partner with an educational service provider/Educational Management Organization (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

None

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

N/A

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

As a Gaming License holder for the state of Nevada, I would make sure that if I become aware of any policy that been violated, I will inform the rest of the board members immediately in.

7. Lt. Col. Charles Edwards, USAF Ret.

Request for Information from Prospective Charter School Board Members and CFS Members

Governing a public charter School requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purposes in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

My resume is enclosed.

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Throughout my military career I have been a leader in training pilots. My granddaughter is finishing her Doctorate in Education and I have always thought that I would like to be a math teacher. When Dr. Meckley told me about the charter school I was very interested in the concept and thought that I would like to be a part of its development.

3. Explain why you would like to serve on the board.

My military experience has always been in leadership positions. I am trained, by the military, in leadership and of the effects a leader has on the troops. I believe that I bring skills and experiences that will broaden the experiences of the board members and thus effect the progress of the school. Our future rests in our youth; we must instill a sense of pride and accomplishment in our students.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

My relevant experiences are military based, i.e., as a Squadron Commander, Base Commander, Wing Commander, Center Commander and Command Pilot. Out of the military, I served as president of a home owners association for five years.

5. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member should consist of the following:

- *to understand and support the unique mission and values of charter schools*
- *to understand the expected objectives and outcomes*
- *to understand the evaluation process relative to the objectives and outcomes*
- *to understand the strategies for governance and management*
- *to foster trust and respect through strong leadership*
- *to understand that assessment is needed to keep the school on course*
- *to support the philosophy and direction of the charter school*

6. What relevant knowledge and experience will you bring to the board?

My proven military experience as an officer in responsible positions. My experiences in training pilots how to handle life and death situations and in my ability to motivate others to complete the mission. Attention to details is a must in a command position.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

Toward the end of the first year I would assume that the school would be a vibrant learning environment. Special emphasis should have been noted in the following:

- *program evaluation and assessment*
- *management policies and implementation*
- *plans for financial stability*
- *evaluation of needed external services*
- *requests for admittance increased as success of students is noted*
- *student interest in learning proven by assessment*

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The school's mission is to have students achieve academic success and to prepare students to be able to pursue their chosen profession in a successful manner. The school should have taught a love for life time learning that will allow them to contribute in a meaningful way to society. The arching theme, as expressed by Dr. Meckley, should be "Learning Requires Participation" by both the students and teachers.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Learning requires Participation! Wow, that is certainly correct in the military. The Legacy Hybrid Model provides the best opportunity for participating while learning. The online and face-to-face education provides that students be responsible for their learning. This factor, along with the contact with school personnel permits students to be unrestrained in their desire to complete tasks, not bound by time-lines. This model allows for different learning rates for different students without attaching a stigma to "slower" learners. In the military it is not enough to tell someone how to do something, the proof of learning comes when someone does it! The same is true of our proposed charter school.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year of two to ensure that this school is successful?

Research clearly indicates that successful schools start with effective leadership followed by a clear vision of what is to be accomplished and motivation to accomplish the mission. All members of the school society must be on board and all members must be willing to work together to accomplish the mission. Strategic planning, three to five years, must be developed in order to ensure a smooth movement toward the mission goal.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

I have know Dr. Meckley for the past four years. I met him at our golf club and have played regularly with him at our course. I met Dr. Levitt, through Dr. Meckley, on the golf course.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

See the response to number 11.

13. Do you or your spouse know anyone that plans to do business with the school? if so, please indicate and describe the relationship and the nature of the potential business.

None

14. If the school proposes to partner with an educational service provider/Educational Management Organization(a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

I play golf with Dr. Levitt; I know Dr. Grubaugh from having been in our board meetings.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school/s board? If so, explain.

N/A

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

That situation would not knowingly happen while I am a member of the board. If it happened without my knowledge and I found out about it, I would immediately and with force report the infraction to the correct authority. My sole concern is the education of our students.

Charles R. Edwards, Colonel (Ret.)

Attachment B.2.4, Assurances

1. Dr. David Meckley, Ph.D. Temple University

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss. 188-32-3033
County of Clark)

COMES NOW David A. Meckley, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 4946 MOMENTI ST. LAS VEGAS, NV 89135
2. I intend to serve on the governing body of Legacy To Servatrum College Prep. Academy a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 31 day of July

Signature: David A. Meckley

SUBSCRIBED and sworn to before me by: David A. Meckley

this 31 day of July, 2013

Veronica Martinez, Notary Public



**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
County of Clark) ss.

COMES NOW Porter Troutman, Jr. being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 6333 Stonegate Way
Las Vegas, NV, 89146
2. I intend to serve on the governing body of Legacy Prep, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 27 day of July, 2013.
Signature: [Handwritten Signature]

SUBSCRIBED and sworn to before me by: Porter Troutman

this 27 day of July, 2013.
[Handwritten Signature], Notary Public



5. Ryan Krametbauer.. Attorney at Law

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of CLARK)

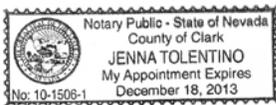
COMES NOW Ryan Krametbauer, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 5597 Alden Bend Drive,
Las Vegas, NV 89135
2. I intend to serve on the governing body of Legacy International College Prep Academy, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 16th day of August, 2013.
Signature: [Signature]

SUBSCRIBED and sworn to before me by: Ryan Krametbauer

this 16th day of August, 2013.
[Signature], Notary Public



6. Mr. Nicholas Oyola, Entrepreneur

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of CLARK)

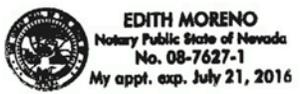
COMES NOW NICHOLAS OYOLA, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 300 PINEHAVEN ST #103
LAS VEGAS, NV 89144
LEGACY INTERNATIONAL COLLEGE PREP ACADEMY
2. I intend to serve on the governing body of COLLEGE PREP ACADEMY, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 23RD day of AUGUST, 2003.
STATE OF NEVADA
COUNTY OF CLAR Signature: Ni Olu

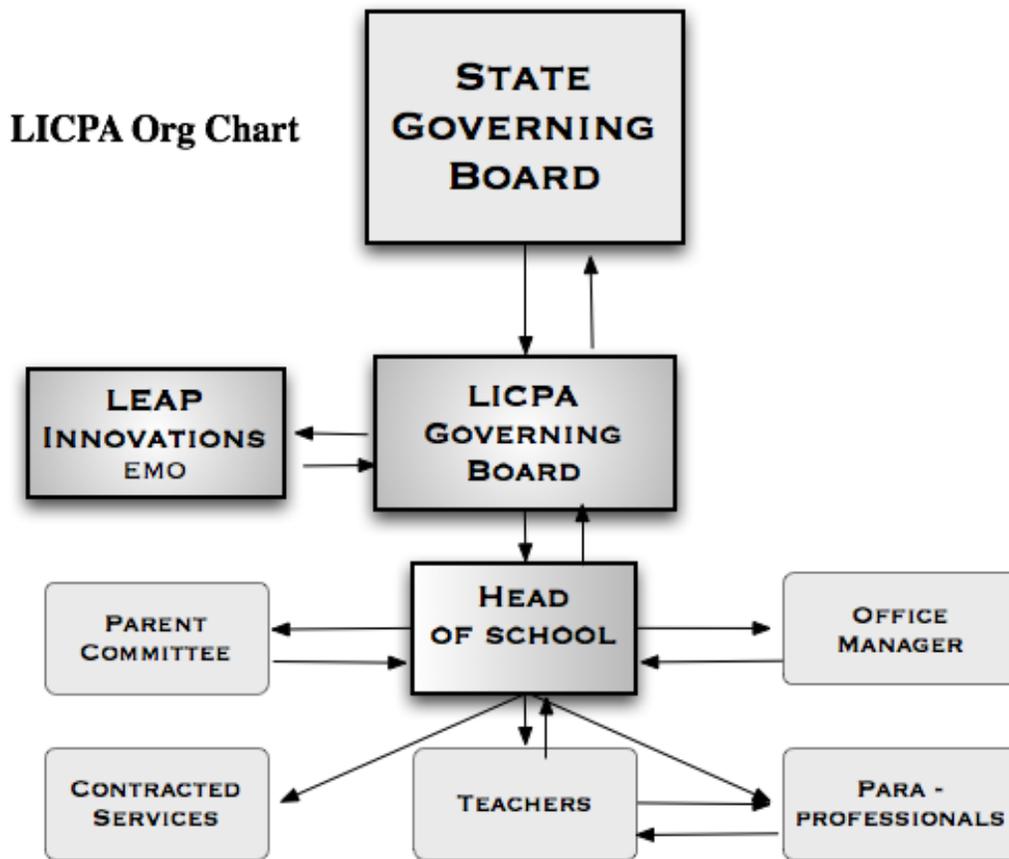
SUBSCRIBED and sworn to before me by: Edith Moreno
this 24th day of August, 2013.

[Signature], Notary Public



B.3: Management and Operation

Attachment B.3.3, Organizational chart



Attachment B.3.7, Lottery description

LICPA will follow the suggested Lottery Method as follows:

As long as our 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.

As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353. As stated in the Cover Sheet for our charter school application and elaborated upon in B.3 (Required Element 9) of the application, we will not limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

For the situations identified below, only, our school will establish and advertise an enrollment window from May 1 to May 15 during which it will accept applications: Approaching our first year of operation; When adding a new grade; and for annual enrollment in our school's lowest grade.

We will announce and advertise these opening and closing dates of the window to the community in which we plan to operate. The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, **all** enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.
3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list **in the order determined by the lottery.**
4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when

all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school.

5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
7. As space becomes available, pupils from the waiting list will be enrolled in the school.
8. The waiting list enrollment order will be determined by lottery.
9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.
10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
11. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.
12. The Committee to Form our Charter School includes a person who intends to enroll their child in the school, knowing that the luck of the lottery may preclude the child's enrollment; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined. If the lottery determines

that the person's child can't get into the school, the board will add the parent of a child who did make it into the school. The first "parent" need not necessarily leave the board, all other requirements and restrictions considered, but our board will include the parent of an enrolled child once the board knows who is enrolled in the school.

If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

The school enrolls pupils in the order in which pupils' applications are received, up to the point at which the school reaches its maximum capacity per grade as determined by Section 2 of R071- 10. The names of pupils who submit enrollment applications that are received after the grade's capacity has been reached are put on a waiting list. As spaces become available in a particular grade due to pupils leaving the school, pupils on the waiting list for enrollment in that grade are chosen by lottery. If there is a waiting list, the school is expected to fill vacancies as they are created. A lottery is not conducted until the school has reached capacity per grade (per Section 2 of R017-10), and then the only pupils who are subject to the lottery are the ones on the waiting list.

Example: A charter school that, per Section 2 of R071-10, will accommodate 30 pupils in the fifth grade: The first 30 fifth grade students who submit an enrollment application are admitted. If 10 more fifth grade pupils submit enrollment applications, the names of those 10 pupils are placed on a waiting list. When a vacancy is created in the fifth grade because a pupil leaves the school, a lottery is conducted to choose who from the 10 pupils on the waiting list will be admitted to the school.

B.3.1: Educational Management Organization (EMO), CMO, ESP (if applicable)

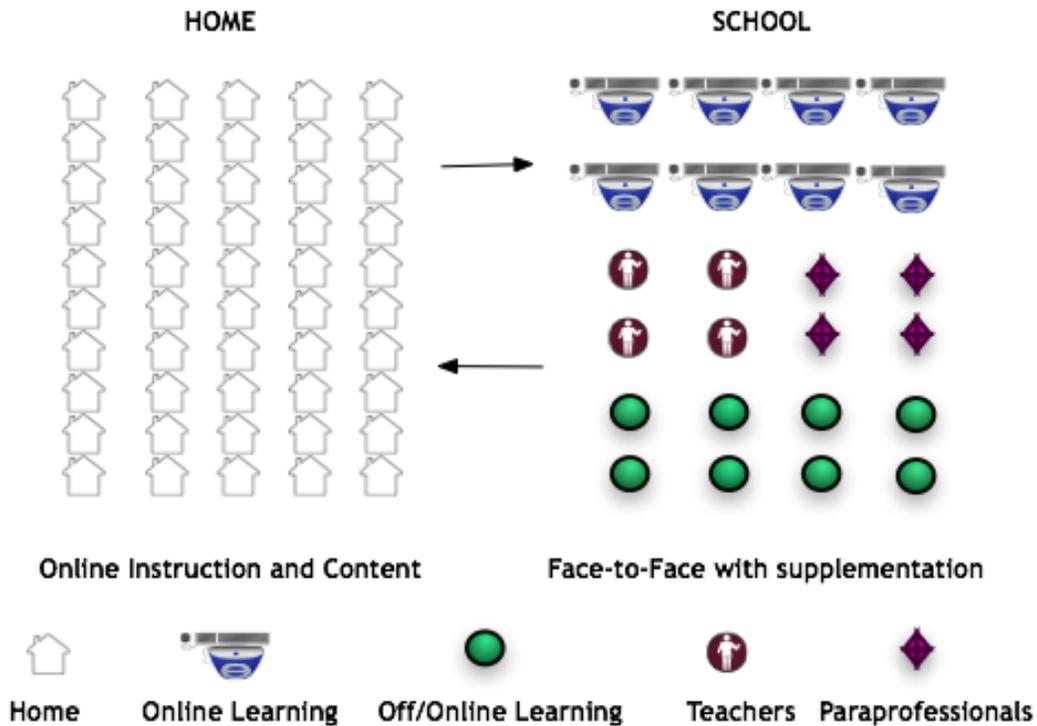
Attachment B.3.1.1, Existing Schools Information Template

There are no current schools using the LICPA Flex/Enriched Virtual model. Therefore we did not include the Spreadsheet depicting the data related to “our model.” However, at the end of this page is a sampling of schools we researched to help us build our LICPA model.

The LICPA model chosen was developed over three years of a pilot study at the Darling Tennis Center and based on the research and models from Innosight (now called the Clayton Christensen Institute), INACOL and NACOL.

LICPA Academy Flex/Enriched Virtual Model

The LICPA Blended School Model combines Innosight’s two models of Flex and Enriched-Virtual Models. The LICPA model includes an online platform and online teachers that deliver most of the curriculum, with the addition of daily full-time highly qualified teachers and paraprofessionals on site every day to provide on-site support through in-person individualized, small group, and large group instructional and support tutoring sessions and large and small group sessions. Students divide their time between attending a brick-and-mortar school and learning remotely using online delivery of content and instruction. (Innosight, Classifying K-12 Blended Learning, May 2012). Below is a diagram of the LICPA Model Blended School.



Attachment B.3.1.2, Selection of EMO/model

Required Information about the EMO includes:

LEAP Innovations International

School Model: LICPA Model Blended School

1350 E. Flamingo

Las Vegas, Nevada 89119.

1 (702) 682-6011

glevitt@mac.com

1. Justification for the decision to contract with an EMO.

The Board decided to contract with an EMO to provide online teachers and an online curriculum in a blended school program. In addition, due to the numerous choices available in online curricular programs the Board agreed it would be beneficial to contract with an EMO with experience and expertise in selecting and using online curriculum. The Board will require the

EMO to provide choices to the board for final approval of the curriculum. The Board decided LEAP Innovations International was the best EMO to help us achieve our mission and goals for the Charter School.

2. Explain how and why the EMO/school/school model was selected:

The LEAP Innovations EMO was selected after a careful review of existing EMO organizations. To choose an EMO, the Board set three priorities: 1) An EMO with extensive experience in education. LLII has operated a high-performing blended school that serves a demographically diverse group of students so by replicating their best practices and procedures using state approved distance education providers with face-to-face teachers, the school expects to attain similar educational results. 2) An EMO that is based in Nevada to allow direct communication, quick response to any problems, and onsite evaluations of the program with the EMO. 3) An EMO committed to a flexible program to meet the individual needs of the school population and one that will adapt the program as a result of any problems with student performance based on parental, student, educator input and data. Since LICPA is designed to meet the educational needs of high performance athletes and performing artists, the Board prefers an EMO with experience with this particular demographic.

The Board reviewed the following information on EMO organizations for information and ratings::

1. The Nevada Report Card to compare and evaluate Nevada Charter Schools and look at the EMOs <http://www.nevadareportcard.com>
2. NEPC's Profiles of For-Profit Education Management Organizations

The Board reviewed the following EMOs:

1. K12, Inc.
2. Connections Academy Blended School Program
3. Edison Learning
4. Imagine Schools, Inc.
5. LEAP Innovations International, Inc.
6. Kipp Academies

The Board did not find additional medium or small EMOs that were currently operating in the State of Nevada. The Board quickly eliminated Edison Learning, Imagine Schools and Kipp Academies as not meeting the basic needs of our student population.

1. Edison Learning: Mixed reviews, mostly an elementary only program, bad reviews from CCSD.
2. The Imagine Schools model did not seem like a fit for our school vision.
3. Kipp Academies model did not seem like a fit for our school vision or our student population.

K12, Inc. and Connections Academy have interesting Blended Programs, however based on the per pupil allocations, these programs were eliminated due to their costs. The K12, Inc. and Connections Academy costs exceeded the allocated per pupil budget of the State of Nevada, For instance, K12, Inc. Blended School Model is priced at \$5,500 per student for curriculum and teachers and the Connections Academy Blended School Model is priced at \$4,000 per student for curriculum and teachers. However, the Connections Academy curriculum received excellent to good reviews and the majority of schools using their curriculum made AYP. Therefore, the Board continues to evaluate the Connections Academy Curriculum for use as an online curriculum for our Charter School. In fact, the EMO is negotiating with Connections to lower the price for the online curriculum w/teachers for the 2014-2015 school year. If the Connections Program could fit the State Budget we would decide to stay with LEAP Innovations International or switch to Connections Blended Program for our EMO.

The Board decided in 2012 to go with LEAP Innovations International for three reasons: 1) The Company is located in Nevada and the State Money will stay in Nevada. 2) LEAP Innovations International, Inc. owners are lifetime educators with a wealth of experience in education, teaching in k-12 settings, running large organizations with large budgets, providing leadership on developing a Department of Defense online high school for over 100,000 students, Chairing the largest University Department in Nevada for eight years with over 60 full time faculty and over 200 part time instructors, initiating numerous educational outreach programs with the CCSD

including bringing the Troops to Teachers Program, Teach for America, Center for Teaching Excellence, and RPDP programs to UNLV. 3) Dr. Meckley led discussions with LEAP Innovations International to ascertain if they could provide an innovative curriculum with online teachers to meet the needs of LICPA students and was convinced they could do the job. Despite, this being their first Charter School management opportunity, the Board is confident in their abilities based on their previous experience and commitment to successful and outstanding Charter School for high performance Athletes and Performing Artists.

3. Evidence of the EMO's success in serving populations similar to the population that the applicant intends to serve, including of non-academic school functions.

LICPA model is unique model that goes beyond current models to address the specific needs of our target population. The EMO worked with the target population in an innovative pilot project for three years to develop and fully implement The LICPA model. The LICPA model combines the Flex and Enriched Virtual Models to allow students to have an online curriculum with online teachers and up to four hours per day in a brick and mortar classroom. The online curriculum allows flexibility to meet our student needs and the face-to-face teachers add the key ingredient for student success. One of the Board members has had a child in the pilot program for three years and has documented the success of the program for the target audience. The Board also reviewed the performance data from the pilot project and agreed the excellent performance reports justified hiring this EMO.

4. Evidence the applicant conducted reference checks on the EMO.

The Board President, Dr. David Meckley investigated the background of both Dr. Levitt and Dr. Grubaugh.

5. Evidence of the financial health of the EMO as demonstrated through an independent financial audit report and its most recent annual report

As new entity, Legacy Innovations does not have an economic or financial history.

6. Evidence of no management contract terminations or charter revocations, non-renewals, withdrawals, or failures to open.

None

7. Evidence that the board is independent from the EMO and self-governing, including separate legal representation of each and arms-length negotiating.

The Board and the EMO have retained separate legal counsel and the Board holds meetings separate than the EMO.

8. No existing or potential conflicts of interest between the school's governing board and proposed EMO or any affiliated business entities.

There are no conflicts of interest between the LICPA Board and the EMO.

9. No unexplained or inappropriate relationships between the school and any subsidiary or related entities of the EMO.

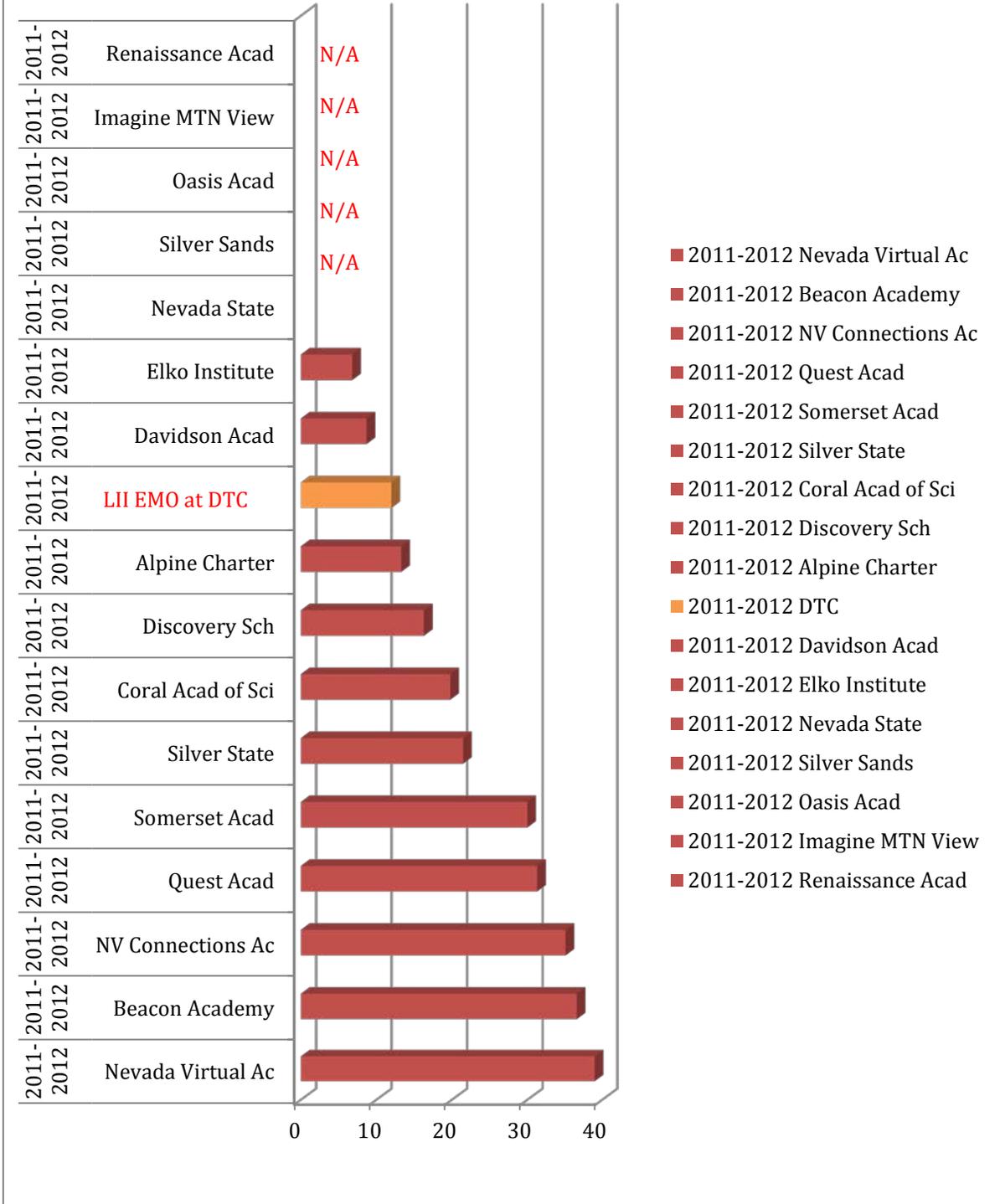
None

Attachment B.3.1.3, Academic performance of EMO/model

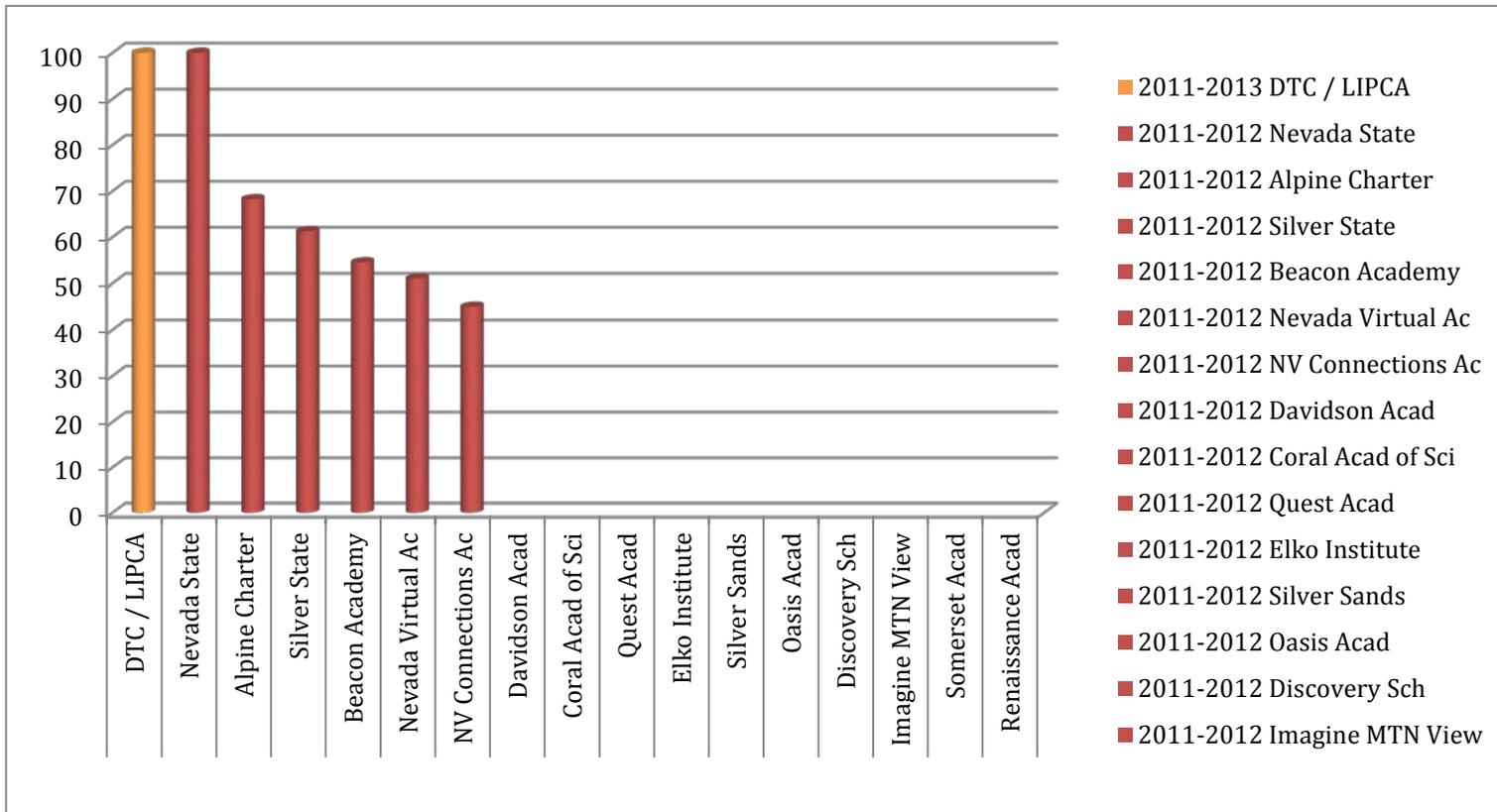
The high academic performance of LEAP Innovations International EMO is demonstrated in the graphs and annotations, which follow.

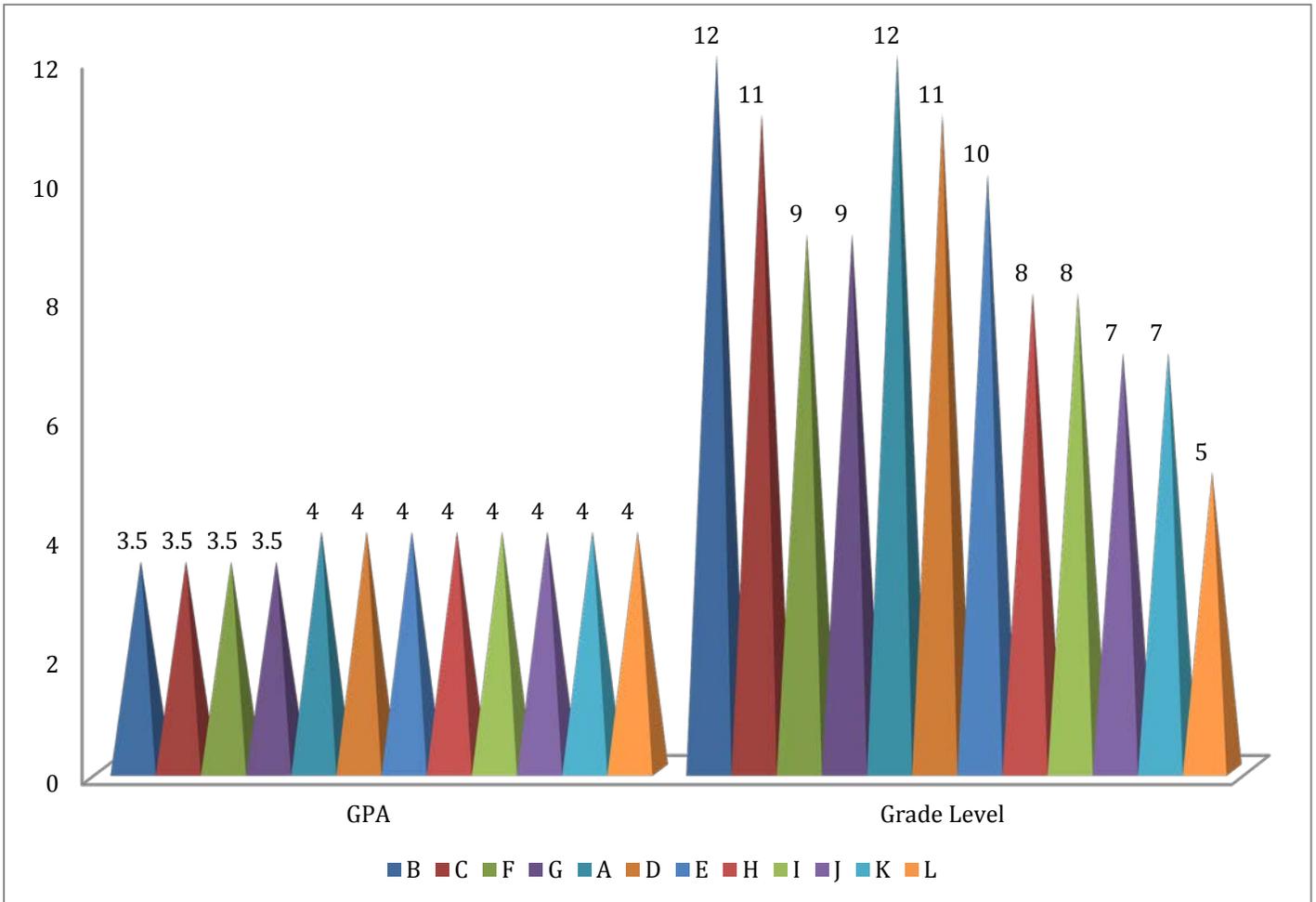
The graph below demonstrates the average class size at the Darling Tennis Center which is slightly less than half the size of the largest school (Nevada Virtual Academy), but nearly double that of the smallest (Elko Institute) with available data. This information speaks to the success of the LEAP Innovations International blended school model as it corresponds to Public Nevada Charter schools with comparable class sizes, but significantly lower student achievement levels.

Average Class Size



The LEAP operated Darling Tennis Center graduating class size represented here is likely in the lower percentile range by comparison; however the graduation rate is among the highest. The sustainability of such exemplary success with a larger student sample size is supported in the data shown in the LII EMO performance at the Darling Tennis Center Student GPA graph below.





Summarizing, the average class size of LII’s school was larger than 4 or 5 schools but our students performed better academically and had a very high graduation rate than other schools of similar size. The projections are that the LII EMO will be able to sustain a high graduation rate based on the grades of students’ who remain under the management of the EMO’s program and have not yet graduated.

Attachment B.3.1.4, Financial performance of EMO/model

Regarding the **financial performance** of the EMO or school to be replicated, as an attachment include the most recent independent financial audit report of the EMO or the school to be replicated and its most recent annual report, if applicable.

If this Application is successful, this will be the first school utilizing LEAP Innovations International as an EMO. Therefore, there are no financial performance records for this EMO. In addition, the School Model is a unique blended model and there are no other similar models in existence.

LEAP Innovations International, a startup Nevada company, is a relatively new entity and has operated the Darling Tennis Center Legacy International College Prep Academy for three years as a pilot proof of concept study on effective trends in teaching and learning in a blended model as well as effective management of the school. Therefore, we have no financial performance data on the company. However, the principles of the company, Dr. Levitt and Dr. Grubaugh, have extensive successful experience in operating and managing millions of dollars worth of services in higher education in their jobs of professors of education at UNLV.

Dr. Levitt served as Department Chair at UNLV in the College of Education for eight years where he was responsible for an annual budget of over \$3 million dollars. Dr. Levitt was also in charge of building a curriculum for online courses for U.S. Department of Defense Education Activity Project where he worked with a \$3,256,000 budget. In addition, as Assistant Dean for two years, Dr. Levitt devised College budgets based on 10%, 20% and 30%, 40% and 50% State budget cuts. One of the budgets was accepted for the College to institute State Budget Cuts. Dr. Levitt has received over \$10 million in federal grants that he has administered.

The Board takes the financial responsibilities seriously and recognizes that financial issues are the primary cause of private and Charter school closures. Dr. Meckley has extensive financial management experience and has selected additional Board members (with Board input) with extensive financial management experience to insure proper financial performance by the EMO and the school.

Dr. Meckley is a former District Superintendent with an annual Budget of over \$25 million. Ms. Mia Banks is Vice President of Gaming with the Venetian and Palazzo Hotels where she manages a budget of nearly \$1 Billion dollars and manages over 5,000 employees. Colonel Chuck Edwards was an Air Force Base Commander with a budget of over \$100 million dollars and the US Government entrusted him flying aircraft worth over \$15 million each. Dr. Porter Troutman has administered numerous Federal Grants including an annual Summer Program for disadvantaged youth at UNLV for the past 15 years for a total budget of over \$2,200,000. In addition, the Board will hire an accounting and auditing firm to supervise assist with monitoring expenditures. The Board will also select a Head of School who will report to the Board and be responsible for all expenditures.

The Board will monitor and review all expenditures on a monthly basis to ensure proper financial performance.

Attachment B.3.1.5, Legal relationship with EMO/model :

The By Laws including stipulations is the Board's guiding document, and along with the proposed contract between the Board and the EMO, and independent representation by our independent Board attorney all serve as evidence that the Committee to Form is independent from the EMO/school/school model and self-governing, and will insure arm's-length negotiating.

The Board will approve all hiring. The EMO may recommend personnel to be hired, but all school personnel will be hired by the Board along with the Head of School. The EMO will not employ any personnel in the school. As described in the By Laws, the role of LEAP Innovations International is to serve at the will and guidance of the board. We expect LII to carry out the defined responsibilities under the direction of the board in a manner that is consistent and assists the board meet its vision. Additionally, the Board's contract with the EMO states, "**WHEREAS**, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum," and

also, “**WHEREAS**, it is Service Provider’s duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of LICPA, and the Board of Director’s duty to make all decisions and direct Service Provider to act accordingly on the Board’s behalf.”

Therefore, there is no existing or potential conflict of interest between the committee to form/governing body and the proposed EMO or any affiliated business entity. There are no Key Personnel working for the school employed by the EMO. No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors or principals and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

The board does not intend to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement or any other facility or financing relationship with the EMO.

Attachment B.3.1.6, Organizational structure

Description of the roles and responsibilities of the EMO:

The EMO is responsible for best practices and procedures in academic, financial and management performance, the identification, design and procurement of curriculum and facilities, contracting for goods and services, staffing recommendations, human resource coordination, contracts, soliciting and managing external funding, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records, bookkeeping, budgeting and financial forecasting, and assuring record keeping, and accountability systems are compliant with Nevada *requirements*.

The EMO’s scope of services include the following services required to support the School:

Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. Service Provider's services *shall* include, but not be limited to overseeing: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the Schools as well as bookkeeping, budgeting and financial forecasting. *The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements.* The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

Service Provider will plan, prepare and achieve the educational goals of the school for implementation of its core educational program including curriculum, instructional program, and pupil performance standards including English language learners and education of students with disabilities. Service Provider will also provide professional development for teachers, staff members and technology training,

Service Provider will plan, prepare and achieve the management and operation of the school including contracting for goods and services; preparation of budgets; selection, supervision, evaluation, and determination of compensation for personnel; promotion and termination of personnel; leasing facilities for the school; contracts with the local school district; accepting and expending gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and this Contract; and adoption of policies and bylaws consistent with the terms of this contract.

Service Provider will plan, prepare and achieve the financial matters of the school including

revenues, disbursement of per-pupil revenue, budget, enrollment projections, contracting, annual audit and balance, non-comingling, quarterly reporting, encumbrances and borrowing, and loans. The EMO will charge a fee of \$300 per student the first (excluding costs for insurance) and \$350 per student the second year (excluding the costs of insurance). The contract with the EMO will provide for adjustments in the fee charged if revenues should drop. The EMO agrees to reduce the fee to zero if needed to maintain financial viability.

Oversight and evaluation methods of the EMO:

The School Board will provide oversight of the EMO in the following ways:

- a. **Academics:** The School Board will conduct quarterly reviews to ascertain and analyze student performance data, parent satisfactions surveys, teacher interviews and monitor the monthly assessment reports. The Board will contact and discuss with the EMO any issues with student performance, parental satisfaction, or teacher concerns. The EMO will be held accountable for students meeting all academic goals. If the school fails to meet AYP, the EMO will have one year to correct the results or be held in breach of contract.
- b. **School Operations:** The Board will discuss the School Operation and any issues or needs each month of the Head of School and the Office Manager. The Board will be represented at all Parent meetings. The Board will send representatives to visit the school and observe operations and talk with parents, students, teachers, the Head of School, and other employees.
- c. **Financial Matters:** The Board will review all expenditures and approve in advance all major expenditures over \$5,000. The Board will carefully review the annual independent audit. The Office Manager will send a monthly financial update to the Board for review.

The Board will hire an external review team to evaluate the EMO performance. The Board will review the monthly, semester and yearly school performance data prepared and submitted by the UNLV Center for Assessment. If the School Performance, student performance or parent satisfaction survey data indicate concern for the school meeting its Academic, Operational or Financial objectives, the Board will intervene by meeting with the EMO and discussing possible improvements, corrections, policy changes or any actions that would improve the performance area of the concern. If the external review of the EMO Performance is negative, the Board will discuss the report in an open meeting and discuss possible Breach of Contract

sanctions or other remedies to correct the situation.

In addition, the School Board will provide the following evaluations of the EMO: The Board will meet and evaluate the EMO using the “LEAP” Performance Evaluation Form. The Form will be divided into Academic, School Operation, Personnel, and Financial Matters. The EMO will be evaluated in each Semester and any areas of deficiencies will be required to be addressed. The School Board will require the following school wide and student achievement results that the EMO will be responsible for achieving:

School Wide and Student Achievement Results:

1. Meeting and maintaining AYP each year
2. Continual gains on performance standards for all subgroups
3. Compliance with all State rules and regulations for Charter Schools

Failure to achieve these standards will be grounds for replacing the EMO.

EMO Performance Evaluation Form (original available upon request).

LEAP Blended Learning Charter School EMO Evaluation

Description	Management Agreement	Charter Renewal	Exceeds Expectations	Satisfactory	Needs Improvement	Unsatisfactory
DESCRIPTION	EMO Evaluation					
The Service Provider exceeds the expectations of the school organization by providing an excellent level of service, e.g., producing reports ahead of schedule; anticipating problems and responding immediately to urgent requests; working extraordinarily flexible hours to meet the school organization's needs, or providing supplementary detail or support "beyond the call of duty". The Service Provider consistently advances the						
The Service Provider consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare event of failing to meet expectations, the Service Provider acknowledges the deficiency and takes clear and decisive action to address it.						
The Service Provider has occasionally failed to meet the school organization's expectations, or has made a material error but otherwise has performed satisfactorily. In response to such failure, the Service Provider is slow to respond or challenges the facts rather than focusing on solving the problem proactively.						
The Service Provider consistently fails to meet the school organization's expectations, is inflexible when urgent or ad hoc requests are made, does not respond quickly to calls or emails, subverts the school organization's mission by its actions and behaviors, and does not embody the values of the school organization.						
Management Agreement Compliance (Section I)						
Regularly reports to Board of Trustees						
Timely Reports to State Oversight Authority						
Recognizes and defers to the Oversight Authority of the Board of Trustees						
Maximizes Federal, State, and Local Funding						
Budget Development and Monitoring						
Maintenance of Financial and business records						
Financial Transparency						
Compliance with Federal, State, and Local laws, regulations, and guidelines						
Personnel Policies including non-discrimination and background checks						
Non-solicitation of Employees						
General						
Reports to Board (Annually/Quarterly/Monthly Ad hoc)						
Reports to State						
Maximize funding (Obtain state & local funding (Obtain and comply with categorical funding)						
Graduation Ceremony						
Curriculum						
Alignment to NV Standards and Common Core Standards						
Curriculum Development and Improvement						
Curriculum Evaluation						
Fully Integrate and Purchase Technology with School's Curriculum						
Live Interactive Learning Program						
Regular and Continuous Curriculum, Program and Technology Training of Staff						
School Facility						
Location of School Offices						
Lease of School Offices						
Physical Layout						
Maintenance of School Facility						
Capital Improvement						
Disaster Management Plan						

Equipment						
Office Furniture						
Staff Computers						
Staff Software						
Other equipment needed to operate school						
Management and Management Consulting						
Day-to-day Operations						
Oversight of Program Contractor						
Educational Model						
Educational Model Evaluation						
Annual Budget						
Consulting and liaison services with Nevada DE/Charter School Authority and other government agencies						
Maintain Fiscal Solvency						
Reports and Information Requested by School Board						
Meet with School Board upon Board Request						
Provide School Board and their Representatives access to all facilities, records and staff related to the Program Contractor's performance						
Proposal of Rules, Regulations and Procedures Required by the School						
Technology and Operational Support Services						
Data Information Management Services						
Student Demographic and Academic Information (LMS)						
Staff Information (Human Resource)						
Network File Managements (Servers)						
Research, investigate and negotiate terms of technological needs of school						

payment structure will be quarterly payments.

Financial responsibilities of the school governing board: The Financial Responsibilities of the governing Board are as follows:

1. The Board is responsible for reviewing and approving all financial matters related to the school.

Financial responsibilities of the EMO: The Financial Responsibilities of the EMO are as follows:

1. The EMO is responsible for reviewing and approving all financial matters related to the school.

Duration of EMO Contract:

- a. The Term of the Management agreement is three years with an annual option to renew.
- b. In the event of a default or breach by either Party, the Conditions and procedures for renewal are termination are as follows:

Plan for the operation of the school in the event of termination of the management agreement.

Identify the school’s financial and other responsibilities in case the school terminates the EMO contract in mid-term, and at the end of a term.

If a termination of the EMO contract at mid-year at anytime becomes necessary, the Board will appoint a person to serve as the Temporary replacement until a new EMO can be contracted. The Board will require all school expenditures to be approved by the Board and all contracts for services to be reviewed for possible cancelation. The Board will assume responsibility for all financial matters.

Attachment B.3.1.7, Contract/management agreement Required

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT BETWEEN THE BOARD FOR LICPA AND LEAP INNOVATIONS.

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a Charter School by and between the Legacy International College Prep Academy (LICPA) Board (“Board”) and LEAP Innovations (“Service Provider”)

WHEREAS, the LICPA Board may have a contract (“the Charter”) with the Nevada State Public Charter School Authority (the “State”) to operate a charter school, known as the Legacy International College Prep Academy (LICPA) (the “School”);

WHEREAS, the School is governed by the Board of Directors of LICPA (the “Board”);

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, the LICPA Board *shall* ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider has been established to provide professional services and support to public charter schools;

WHEREAS, it is Service Provider’s mission to ensure that the vision of the School’s Board of Directors is faithfully and effectively implemented;

WHEREAS, Service Provider’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider’s officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

WHEREAS, Service Provider’s officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider intends to provide services and support a network of charter schools and believes that there are benefits to having a wide variety of employment opportunities and options available to the employees of public charter schools serviced by Service Provider;

WHEREAS, it is Service Provider’s duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of LICPA, and the Board of Director’s duty to make all decisions and direct Service Provider to act accordingly on the Board’s behalf.

WHEREAS, the LICPA Board and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction of the Board of Directors;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER:

1. Recitals

The forgoing recitals are true, correct and incorporated herein.

2. Engagement

LICPA Board engages Service Provider to **provide academic, administrative and financial services and support to the School as more fully set forth herein**. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. Duties

Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. Service Provider's services *shall* include, but not be limited to overseeing: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the Schools as well as bookkeeping, budgeting and financial forecasting. *The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements.* The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

Service Provider will plan, prepare and achieve the educational goals of the school for implementation of its core educational program including curriculum, instructional program, and pupil performance standards including English language learners and education of students with disabilities. LEAP INNOVATIONS INTERNATIONAL will also provide professional development for teachers, staff members and technology training,

Service Provider will plan, prepare and achieve the management and operation of the school including contracting for goods and services; preparation of budgets; selection, supervision, evaluation, and determination of compensation for personnel; promotion and termination of personnel; leasing facilities for the school; contracts with the local school district; accepting and expending gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and this Contract; and adoption of policies and bylaws consistent with the terms of this contract.

Service Provider will plan, prepare and achieve the financial matters of the school including revenues, disbursement of per-pupil revenue, budget, enrollment projections, contracting, annual audit and balance, non-comingling, quarterly reporting, encumbrances and borrowing, and loans.

4. Board of Directors Meetings

Service Provider will attend the meetings of the Board and the staff of the School. Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of *NRS. 386.550* regarding such meetings and record keeping.

5. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with *NAC 392.36 and NAC 386.360* the requirements for record keeping. In addition, Service Provider will ensure that designated on site staff receives proper training by the **State's** appropriate departments for student school record keeping through its designated programs.

6. Bookkeeping

Service Provider will serve as liaison with the State to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter and State law.

7. Staff Administration

Service Provider *shall* identify and propose for employment by or on behalf of the LICPA Board qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by **NRS 386**. The LICPA Board may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in **Nevada Education Code sections and 391**. Service Provider *shall* coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. **All teachers selected by the Board shall be LICPA Board employees or employees leased** to the LICPA Board. The administration and staff employees shall **be employees of Service Provider**. At the Board's direction, Service Provider *shall* prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. **Service Provider shall propose a professional employee management company to the Board which can perform the human resource services for the School**. Once the Board approves a human resource provider, Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the Nevada School Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State.

The LICPA Board will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 15th of each year.

9. Designated Contact Person

The designated contact person of Service Provider shall be the *CEO* of LEAP Innovations International - Greg Levitt.

10. Grant Solicitation

Service Provider *will* solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

Service Provider *will* coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

At the request of the Board, Service Provider *will* coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report for the School. The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for the Annual Report.

14. School Board Representation

The Board President will serve as primary liaison with the *State Public Charter School Authority* and its officials on behalf of the School. Service Provider *will* also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

15. Governmental Compliance

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider *will* also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

16. Charter Renewal Coordination

Service Provider *will* assist the Board with renewal of the School's Charter on a timely basis. *Service Provider will* negotiate the terms of the renewal Charter with the State on behalf of the Board and provide the Board with notice and seek Board approval of any renewal provisions, which modify or alter the terms of the original Charter between the School and the State.

17. Educational Delivery

Under the directions of the Board, Service Provider shall implement curriculum, purchase, development and mapping, resource selection, lesson and learning plan implementation, classroom management tools and techniques, proactive monitoring of performance benchmarks, peer-reviewed, and customized improvement plans in congruence with the mission and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.

18. Facilities Identification Expansion, Design and Development

Service Provider *shall* with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and

assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider *will* identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

19. Systems Development

Service Provider *will* identify and develop a Nevada based and state compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

20. Human Resource Management

Under the directions of the Board, Service Provider shall implement employee recruiting and hiring, performance-based compensation, performance evaluation systems, professional development, employee payroll and benefits, personnel policies and procedures, ongoing staffing assistance, and government compliance and reporting.

21. Technology

Under the directions of the Board, Service Provider shall implement email hosting, purchasing of technology, design and development of technology and student stations, remote access and software integration, and helpdesk support and technical assistance.

22. Communications, Marketing and Enrollment

Under the directions of the Board, Service Provider shall implement marketing plans and implementation, student application and registration management, lottery management, enrollment tracking and reporting, branding guidelines, and stakeholder communications.

23. Strategic Improvement

Under the directions of the Board, Service Provider shall implement strategic plans, collaborative development of academic goals, performance monitoring, and focus group interviews with staff and parent surveys.

24. Business and Contracts Management

Under the directions of the Board, Service Provider shall negotiate and manage contracted transportation services, food service, and security as required.

25. Financial Management

Under the directions of the Board, Service Provider shall establish accounting systems, manage budget development and oversight, manage operating and capital budgets, and manage monthly quarterly and annual financial and government reporting and analysis

TERM OF AGREEMENT

26. Initial Term

The term of the Agreement shall commence on August 1, 2014 and shall end July 31, 2016, unless terminated earlier, as provided herein, or modified by written agreement of the parties.

27. Renewal

At the conclusion of the term of this Agreement the parties may mutually agree, but shall have no obligation, to renew the terms of this Agreement.

28. Termination

In the initial years of this Agreement beginning August 1, 2014 through July 31, 2016, this Agreement may be terminated either without cause or with cause as more fully described below. After the initial one-year term, future Agreements may be terminated for cause only as described in paragraph (b) below.

(a) Termination without cause. Either party hereunder shall be entitled to terminate this Agreement voluntarily and without cause for any reason whatsoever, or for no reason, by providing the other party with sixty (60) days advance written notice (the "Notice Period") of such party's intent to terminate this Agreement. In the event either party gives notice of termination without cause pursuant to the Section, the LICPA Board shall have the sole option to have Service Provider either continue or discontinue performing duties under this Agreement during the Notice Period. If the LICPA Board elects to have Service Provider discontinue services before the end of the Notice Period, the LICPA Board shall pay to Service Provider the equivalent of sixty (60) days of the services and support fee described in this Agreement. If Service Provider gives notice of termination and Service Provider provides services for a period less than the Notice Period, the LICPA Board shall only be required to pay Service Provider the services and support fee described in this Agreement prorated to the date such duties are discontinued.

(b) Termination with cause. Either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, the LICPA Board may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, LICPA Board shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause. (c) Duties upon termination. In the event this Agreement is terminated with or without cause, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to the LICPA Board any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

COMPENSATION

29. Base Compensation

LICPA Board shall pay Service Provider a maximum services and support fee of \$300 per student for the first year (not including the cost of insurance) and \$350 per student the subsequent years - Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that the LICPA Board receives such funds. The fee shall be payable in two installments, provided that the LICPA Board shall have no obligation to pay such fee before receiving its FTE

funding from the State of Nevada, *such funding does* not include funds for special services or federal dollars, in which event the installments shall accrue until funding is received. The fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in future years to an amount less than the 2013- 2014 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider will lower the fee should the school experience severe financial distress. *Fees charged by LEAP Innovations will not subsidize or otherwise benefit schools and programs not located in Nevada.* The Service Provider has agreed to a year one reduced fee of \$0 if the school experiences severe financial difficulty. The Service Provider agreed to reduce this amount if the school experiences financial difficulties

30. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of the LICPA Board, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

31. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

32. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

33. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors or principals and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

34. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect the LICPA Board the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees)

(hereinafter collectively referred to as “claims”) which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

35. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all if this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party’s control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of *Nevada* and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Clark County, Nevada.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

ADDRESS CHANGES

If to Service Provider:

LEAP Innovations International

1350 E. Flamingo #3318

Las Vegas, NV 89119

Attention: Greg Levitt

If to Board:

Legacy International College Prep Academy (LICPA)

4946 Momenti Street

Las Vegas, NV 89135

Attention: Dr. David Meckley

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

1. Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs. THIS AGREEMENT was approved at a meeting of the Board of Directors of the LICPA **Board** held on the _____ day of _____ 2012. At that meeting, the undersigned Director of the LICPA Board was authorized by the Board to execute a copy of this Agreement.

o

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

Legacy International College Prep Academy (LICPA) **Board**
(**For** Legacy International College Prep Academy (LICPA) **Board**)

By: _____ Date: _____
David Meckley, President

LEAP Innovations International

By: _____ Date: _____
Greg Levitt, CEO

A Draft Affiliation Agreement With LEAP Innovations International

TRADEMARK LICENSE AND AFFILIATION AGREEMENT

LEGACY INTERNATIONAL COLLEGE PREP ACADEMY, INC.

THIS TRADEMARK LICENSE AND AFFILIATION AGREEMENT ("Agreement") is made and entered into effective as of _____ (the "Effective Date") by and between LEAP Innovations International (LII) ("Licensor"), and the School, Legacy International College Prep Academy (LICPA) ("Licensee").

WHEREAS, Licensor has adopted, and will be using the trademark, Legacy International College Prep Academy (LICPA) ("Trademark") throughout the United States in connection with educational excellence, Southern Association of Colleges and Schools (SACS) accreditation, pedagogical successful methods, and related educational activities; and

WHEREAS, Licensee desires to use the Trademark, in connection with the development of the School, including but not limited to, the start-up phase of the School. Licensee desires to promote the fact that the School will affiliate with Legacy International College Prep Academy name and model and replicate its successful educational best practices and methods to ensure the School's academic and operational success.

WHEREAS, LEAP Innovations International personnel will provide on-site services to the school, and will also conduct ongoing teacher training sessions in Math, Language Arts and other subject areas, and blended education, provide 'best practices' instructional materials; and host retreats for Boards of Directors and School Leaders.

WHEREAS, Licensor, subject to the terms and conditions set forth in this Agreement, is willing to permit Licensee to use the Trademark in connection with the educational practices, including but not limited to the development and establishment of the school of LICPA, for the mutual benefit of Licensor and Licensee.

NOW, THEREFORE, in consideration of the above premises, the mutual covenants set forth below, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

Section 1 LICENSE

1.1 Scope of License. Subject to the terms and conditions set forth in this Agreement, Licensor grants to Licensee a non-exclusive, non-transferable, royalty-free license to use the Trademark in connection with the development and establishment of the school of the Legacy International College Prep Academy in the State of Nevada, United States. Licensee shall make no other use of the Trademark.

1.2 Non-Assignment. Licensee acknowledges and agrees that the rights granted to Licensee by and obtained by Licensee as a result of or in connection with this Agreement are license rights only, and nothing contained in this Agreement constitutes or shall be construed to be an assignment of any or all of Licensor's rights in the Trademark.

Section 2 LICENSOR'S CONTROL

In order to protect and preserve Licensor's rights in the Trademark, Licensee understands, acknowledges, and agrees that (i) prior to the first date of Licensee's use of the Trademark in connection with the Legacy International College Prep Academy, Licensee shall obtain Licensor's approval of all aspects of such use; and (ii) once Licensee's use of the Trademark in connection with the Legacy International College Prep Academy is initially approved by Licensor, any subsequent alteration, modification, or change in such use must be reviewed and approved by Licensor prior to implementation of such alteration, modification, or change.

Section 3 USE OF THE TRADEMARK

3.1 Trademark Format. Licensor retains the right to specify, from time to time, the format in which Licensee shall use and display the Trademark, and Licensee shall only use or display the Trademark in a format approved by Licensor.

3.2 Proper Notice and Acknowledgment. Every use of the Trademark by Licensee shall incorporate in an appropriate manner the correct and proper spelling of the name and any and all information connected therewith the name and Trademark.

3.3 Annual Fee. Licensee, LICPA, herein enters into a trademark license agreement with LEAP Innovations International. to use, reproduce and display the trademarks of Legacy International College Prep Academy in connection with its educational activities. The annual fee associated with this License is not to exceed 1% of the guaranteed basic support payment per pupil funding

that the School receives. There will be no other additional fees or costs associated with this Agreement.

3.4 Impairment of Licensor's Rights. Licensee shall not at any, time, whether during or after the term of this Agreement, do or cause, to be done any act or thing challenging, contesting, impairing, invalidating, or tending to impair or invalidate any of Licensor's, rights in the Trademark or any registrations, accreditations or recognitions of the like, derived from such rights. The Southern Association of Colleges and Schools (SACS) accreditation specifically shall not be affected in any way due to the misuse or violation of requirements and guidelines set forth by the Southern Association of Colleges and Schools (SACS), Legacy International College Prep Academy or this Agreement.

3.5 Licensor's Rights and Remedies. Licensee acknowledges and agrees that Licensor has, shall retain, and may exercise, both during the term of this Agreement and thereafter, all rights and remedies available to Licensor, whether derived from this Agreement, from statute, or otherwise, as a result of or in connection with Licensee's breach of this Agreement, misuse of the Trademark, or any other use of the Trademark by Licensee which is not expressly permitted by this Agreement.

Section 4 AFFILIATION SERVICES

To ensure the School's academic and operational success, Licensor, LEAP Innovations International, shall monitor the conduct and performance of the School and provide the School with assistance in the following areas:

- (a) staff selection and training; *on site Head of School hiring and training;*
- (b) curriculum and program development; *on site teacher training;*
- (c) Board governance training; *classroom management critique and assessment;*
- (d) public information and affairs; and *technology training;*
- (e) other areas identified by the Licensor *including to help attain accreditation;*
- (f) *other areas identified by the Licensor.*

Licensor will make available to the School certain model books, curriculum modules, or other documents or compilations of data that are identified with Legacy International College Prep Academy. Licensor authorizes the School to use such materials and best practices, subject to the terms and limitations of this Agreement, for activities that further the goals of the School.

Section 5 TERM AND TERMINATION

5.1 Term. The term of this Agreement shall be for two years___ from the Effective Date; provided, however, that either party may terminate this Agreement, with or without cause, by delivering written notice of termination to the other party, and, unless a later date is specified in such notice, termination shall be effective sixty (60) days after the date such notice is given.

5.2 Termination for Cause. Notwithstanding the provisions of Section 4.1 of this Agreement, this Agreement and all rights granted hereby, including but not limited to Licensee's right to use the Trademark, shall automatically terminate without notice from Licensor if (i) Licensee attempts to assign, sub-license, transfer or otherwise convey, without first obtaining Licensor's written consent, any of the rights granted to Licensee by or in connection with this Agreement;

(ii) Licensee fails to obtain Licensor's approval of Licensee's use of the Trademark in accordance with Section 2 of this Agreement; (iii) Licensee uses the Trademark in a manner in violation of, or otherwise inconsistent with, the restrictions imposed by or in connection with Section 3 of this Agreement; or (iv) Licensee uses the Trademark in a manner not expressly permitted by this Agreement.

5.3 Effect of Termination. All rights granted by this Agreement, including, without limitation, Licensee's right to use the Trademark, shall expire upon termination of this Agreement, and upon termination Licensee shall immediately cease and desist from all further use of the Trademark.

Section 6 MISCELLANEOUS

6.1 Assignment. Licensee shall not assign, sublicense, transfer, or otherwise convey Licensee's rights or obligations under this Agreement without Licensor's prior written consent. Licensee shall indemnify and hold harmless Licensor against all liability, costs, and expenses, including but not limited to a reasonable attorneys' fee, arising out of or in connection with claims relating to an attempted assignment, sublicense, transfer, or other conveyance of Licensee's rights and obligations.

6.2 Applicable Law. This Agreement shall be interpreted, construed, and enforced pursuant to, and in accordance with, the laws of the State of Nevada, entire Agreement. This Agreement supersedes all previous agreements, understandings, and arrangements between the parties, whether oral or written, and constitutes the entire agreement between the parties.

6.4 Amendments. This Agreement may not be modified, amended, altered, or supplemented except by an agreement in writing executed by the parties hereto.

6.5 Waivers. The waiver by either party of a breach or other violation of any provision of this Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the same or other provision of this Agreement.

6.6 Notice. Unless otherwise provided herein, any notice, demand, or communication required, permitted, or desired to be given hereunder shall be in writing and shall be delivered by hand, or by registered or prepaid certified mail through the United States postal service, return receipt requested, addressed as follows:

If to Licensor: Legacy International College Prep Academy (LICPA)
1350 E. Flamingo #3318
Las Vegas, NV 89119
Attention: Greg Levitt

If to Licensee:
Legacy International College Prep Academy (LICPA)
4946 Momenti Street
Las Vegas, NV 89135
Attention: Dr. David Meckley

or to such other address, and to the attention of such other persons or officers as either party may designate by written notice. Any notice so addressed and mailed shall be deemed duly given three (3) days after deposit in the United States mail, and if delivered by hand, shall be deemed given

when delivered, and if sent by facsimile, shall be deemed given on the first business day immediately following transmittal.

This Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement.

The articles and other headings contained in this Agreement are for reference purposes only, and shall not affect in any way the meaning or interpretation of the terms of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the date first set forth above.

LICENSOR:
LEAP INNOVATIONS INTERNATIONAL

By: Greg Levitt Date
LEAP Innovations International, President

LICENSEE:
LEGACY INTERNATIONAL COLLEGE PREP ACADEMY

By: David Meckley Date
President

C Budget

SEE Budget Folder on Thumb Drive

C.2: Financial Management

C.3: Facilities

N/A No Building or Location Selected

Attachment C.3.2 Estimated cost of insurance

C.4: Transportation, Health Services and Emergency Services

N/A

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ LICPA _____

PROGRAM OR FUNCTION: _____ YEAR: ___2014-15_____

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	PERSONNEL				
	Head of School	1	1	\$60,000.00	\$60,000.00
	Teacher	1	4	\$35,000.00	\$140,000.00
	Paraprofessional	0.5	4	\$9,900.00	\$39,600.00
	Substitute Teachers		40	\$100.00	\$4,000.00
	Office Manager	1	1	\$30,000.00	\$30,000.00
	Bonus Pay for Teachers,		6	\$2,000.00	\$12,000.00
	NARRATIVE				
	The school of 120 students will require (1) Head of School, (4) Teachers, (4) Paraprofessionals, and (1) Office Manager. In addition, when we purchase the online curriculum, we will also purchase the services of online teachers as a part of the cost of the curriculum. Every course will have a certified online teacher. Teacher and Administrator salaries are based on school schedule and comparable wages in other schools as students are only in classes four hours per day. The Paraprofessionals will be paid at a rate of \$15 per hour for no more than 19 hours per week. We estimate each paraprofessional will work approximately 660 hours per year. Substitute Teachers are figured at equivalent of 10 teacher days at \$100 per day. The Office Manager will assist the Head of School and perform other duties as specified by the Board and the Head of School. Bonus Pay will be awarded based on individuals meeting or exceeding academic benchmarks for school and				
				TOTAL	\$285,600.00
200	BENEFITS				
	PERS, Medicare 14.6% Head of School		1	\$8,760.00	\$8,760.00
	PERS, Medicare 14.6% Teachers		4	\$5,111.00	\$20,444.00
	PERS, Medicare 14.6% Manager		1	\$4,380.00	\$4,380.00
	Workers Comp per quote	\$200 month	6	\$1,200.00	\$7,200.00
	Health Insurance quote PPO	\$270 month	6	\$1,620.00	\$9,720.00
	Paraprofessional (part time)	0.5	4	\$0.00	\$0.00
	NARRATIVE				
	The benefits cover full time employees. The amount includes costs for PERS, Medicare, Workers Comp and Medical, etc. See Quotes for Medical and Workers Comp. PERS and Medicare was quoted by Brian Flanner as %14.6.				
				TOTAL	\$50,504.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				
	Professional Development				\$4,000.00
	Payroll Services				\$2,060.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ LICPA _____

PROGRAM OR FUNCTION: _____ YEAR: ___2014-15_____

	Nurse Services				\$4,000.00
	Audit Services				\$6,000.00
	SPED Services				\$4,000.00
	Tech set up and service contract				\$10,000.00
	Assessment School Effectiveness		1	\$6,000.00	\$6,000.00
					\$0.00
	NARRATIVE				
	<p>The school will set aside \$4000 for staff development provided by experts to focus on innovative and effective teaching in a Blended Classroom, Instructional leadership, other topics related to our educational goals and Board Training and Orientation. There will be additional staff development training such as State and National Conferences. These training sessions will be in addition to those provided by LICPA. All teachers and the Head of School will join INACOL to participate in monthly webinars and access to their Research database. The payroll services were figured per the quote. . Health Services were based on quote. Audit Services are based on Quote. SPED services are an estimate based on experiences of other Charter Schools and cover cost of contracted services for Speech Therapy, OT, PT, Special Education paraprofessional, Orientations and Mobility Specialist, AT Specialists, etc. as needed to meet student needs. If the cost exceeds the amount allocated, funds from the Foundation Contingency Funds (\$150,000) will be used to cover these costs. Tech set-up and service based on Quote. Assessment of School Effectiveness. Board will contract with the UNLV Center for Assessment to measure school performance based on performance objectives for school, teachers, students and Board. Report will document LICPA performance and compare to national, state, and local public, charter and private schools. Baseline data taken first month of the year, prelim reports each month and final yearly report by June 15th each year. Performance reports will reviewed by the Board, the EMO, the Head of School,, Teachers, Paraprofessionals, parents and the</p>				
				TOTAL	\$36,060.00
400	PURCHASED PROPERTY SERVICES				
	Classroom/Building Maintenance	10 months	\$1,000 m	\$0.00	\$10,000.00
	Lease including Utilites	August - June			\$21,000.00
	NARRATIVE				
	Lease is based on Quote fomr Chirst the King Facility (see quote). Building Maintenance/Cleaning cost based on Quote).				
				TOTAL	\$31,000.00
500	OTHER PURCHASED SERVICES				
	SAIN Services		120	\$8.00	\$960.00
	School Insurance				\$21,000.00
	State Fee		0.015	\$774,480.00	\$11,617.20

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ LICPA _____

PROGRAM OR FUNCTION: _____ YEAR: _____ 2014-15 _____

	EMO Fee		120	\$300.00	\$36,000.00
	Travel				\$4,000.00
	Advertising				\$4,000.00
	Wireless internet cable TV service	100 per month			\$1,000.00
	School phone service		6		\$2,000.00
	NARRATIVE				
	The SAIN fee assumes 120 students at \$8.00 dollars a student. This school insurance covers all types coverage required under Nevada state law (See attached quote). State fee is based upon 1.5% of state revenues of \$774,480. The contract with the EMO will provide for adjustments in the fee charged if revenues should drop. The EMO agreed to a zero fee if needed to maintain financial feasibility for the school Misc. Travel is included for teachers/Board members to attend conferences for professional development. Phones and commincations required for parent conferences, email, and emergency communications 6 Phones for Teachers Head of School and Office Manager (Office				
				TOTAL	\$80,577.20
600	SUPPLIES				
	Online Curriculum with Teachers		120	\$1,000.00	\$120,000.00
	Edmentum Test Packets Site License	site license	1	\$3,000.00	\$3,000.00
	EpOptions Courses/with teachers		20	\$275.00	\$5,500.00
	iPads		129	\$499.00	\$64,371.00
	MacBook Pro Laptops		2	\$3,179.00	\$6,358.00
	iMac		1	\$2,529.00	\$2,529.00
	Displays		10	\$949.00	\$9,490.00
	KeyBoard		129	\$69.00	\$8,901.00
	Printer HP officejet Pro 8600 Prem.		5	\$269.00	\$1,345.00
	Classroom TV		1	\$1,699.00	\$1,699.00
	Camera		1	\$3,499.00	\$3,499.00
	Lens		1	\$2,499.00	\$2,499.00
	Promethean ActiveBoard 387 Pro		1	\$3,999.00	\$3,999.00
	Projector		2	\$941.00	\$1,882.00
	Bluetooth Digital Classroom Speakers		1	\$599.95	\$501.00
	6TBThunderbolt Dual-Drive Storage		3	\$600.00	\$1,800.00
	AirPort Time Capsule		3	\$379.00	\$1,137.00
	Battery Backup		1	\$149.99	\$150.00
	Surge Protectors		10	\$29.99	\$300.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ LICPA _____

PROGRAM OR FUNCTION: _____ YEAR: 2014-15

Apple TV		2	\$99.00	\$198.00
iPad Apps	estimate			\$2,000.00
iWork for iCloud		134	\$39.00	\$5,226.00
Printer Ink, Paper supplies	\$300 per month			\$3,000.00
Apple Care for iMac		1	\$119.00	\$119.00
Apple Care for Server		1	\$199.00	\$199.00
Apple Care for MacPro		3	\$199.00	\$398.00
AppleCare for iPads		129	\$99.00	\$12,771.00
Apple Care for MacBook		2	\$239.00	\$478.00
Fireproof File Cabinet		1	\$1,100.00	\$1,100.00
Custodial Supplies	\$50 per month			\$500.00
Six School Telephones				\$1,200.00
Fireproof Secure Storage Cabinet			\$745.62	\$746.00
Cell phones		6	\$100.00	\$600.00
Security cables for Computers				\$400.00
Misc Supplies				\$49.80

NARRATIVE

All items are based on actual quotes (attached). LICPA will purchase an online Curriculum which includes certified online teachers in all courses and textbooks as needed (see Quote). The quote for the online Curriculum W/teachers is from Forest Trail Academy which is in the process of submitting their curriculum for Nevada approval. Edmentum™ Test Packs with Prescriptions provide an evaluation of your students' progress and prescribe rigorous curriculum to fill learning gaps and personalize instruction for individual students or an entire class. EdOptions courses will be available for students needing specialized courses not offered in the regular curriculum. The choice of technology is based on best practices research, Dr. Levitt's experience as Tech Coordinator for UNVV College of Education for 8 years and Dr. Meckley, Dr. Grubaugh, Mr. Judd, and Dr. Troutman's working with numerous school district schools and in consultation school tech support personnel and Tech experts. iPads will be used as the main interface for students and the online curriculum. The iPad costs are per Educational Quote (See Apple Quote). iPads purchased for students, Head of School, Teachers, Paraprofessionals. MacBook Pro Laptops - for use by Head of School and Teachers for developing curricular additions and administering the online curriculum. iMac - Office Manager computer. Displays for laptops, server, and video edition machines. KeyBoards for iPads and video editing machines and Laptops. Printer HP officejet Pro 8600 Prem. for classrooms and main office. Camera for photography, Lens for camera. Classroom TV for course work, presentation, viewing videos, etc. Promethean ActiveBoard 387 Pro Projector, Projector high ambient light for classroom and parent presentations. Bluetooth Digital Classroom Speakers for teacher use in classroom instruction. 6TBThunderbolt Dual-Drive Storage for system backup, website backup, and student work backup. AirPort Time Capsules for wireless internet service and backup. Battery Backup for server to maintain continuous service. Surge Protectors to protect equipment, Apple TVs for broadcasting iPad and Laptop content to projector or TV. iPad Apps for educational software. iWork for iCloud for word-processing, spreadsheets for students, instructors, Head of School and Office manager (iPads, iMac, MacPro). Printer Ink for use in printers, Paper supplies for classroom and office use. Apple Care for iMac, MacPros, iPads and MacBooks. Fireproof File Cabinet for student and school records. Custodial Supplies for daily cleaning. School Telephones for Head of School, Office manager and teachers. 1Fireproof Secure Storage Cabinet for classroom materials. Security cables for Computers to prevent theft. Misc Supplies as needed. The educational Apps are an estimate based on previous teacher use. Most Apps will be free of charge but some will cost a small amount. Cell phones for Head. Manager and Teachers.

TOTAL	\$267,944.80
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BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ LICPA _____

PROGRAM OR FUNCTION: _____ YEAR: ___ 2014-15 _____

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
	INACOL Membership			5	\$60.00
					\$300.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
Yearly dues for The Head of School, teachers, paraprofessionals to join INACOL Membership. The membership includes monthly professional development webinars, newsletters and access to their rich database of research articles and information on Blended and online education.					
				TOTAL	\$300.00
Subtotal Objects 100-600 & 800					\$751,986.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
	MacPro Video/programming Stations			2	\$6,649.00
	Mac Pro Server			1	\$6,637.00
	Desk			6	\$299.00
	Chairs			9	\$85.00
					\$13,298.00
				\$6,637.00	
				\$1,794.00	
				\$765.00	
NARRATIVE					
MacPro video /programming stations will be placed classroom and be used for elective courses in video editing, photogrpamy and computer programming. The Server will be used to serve the school website, student websites and access areas. The prices are based on Quote (see Apple Quote). Desks for Head of School, Office Manager and teachers. Chairs for Head of School, Office Manager,					
				TOTAL	\$22,494.00
GRAND TOTAL					#####

Posted 8/26/2009

Attachment C.1.5 Pre-opening budget

2014-2015 Pre-Opening Budget (for July and August)

REVENUE	<p>\$150,000. See letters from the Querrey Foundation, the Hennessy Foundation and Horizon Helicopter - Attached Below</p> <p>Possible additional \$50,000 - Request submitted to the Sands Corporation</p>
2013 July Expenditures	<p>No Expenditures Expected. Pre-Opening Marketing and advertising costs will be absorbed by the EMO. If expenditures are needed, the \$150,000 contingency fund will be available.</p>
2013 August Expenditures	<p>August Expenditures will be covered in regular school funding budget.</p>
Total Expenditures:	<p>Zero</p>
Remaining Revenue	<p>\$150,000</p>

Letter 1. Querrey Foundation: \$50,000



QUERREY FAMILY FOUNDATION

Board of Directors

Sam Querrey - Mike Querrey - Fred Darling - Phillip Aurbach - Kevin (KC) Knudson - Keith McLaughlin

August 13, 2013

Dr. Greg Levitt,

The Querrey Foundation is excited to work with the Legacy International College Prep Academy. We fully support the establishment of a Charter School that would provide an excellent educational opportunity for students at the Darling Tennis Center Tennis High Performance Academy.

We have a \$50,000.00 contingency fund available to the Charter School if necessary at the Bank of Nevada to ensure financial solvency.

The Foundation is dedicated to helping Nevada's youth reach their full potential as healthy and well adjusted individuals by providing them with educational, athletic, life skills, leadership development, and scholarship opportunities.

On behalf of the Foundation, its board, and those we serve, thank you for partnering with us to provide a quality education and positive environment for Las Vegas youth. We look forward to future partnerships with you and the community.

The Querrey Family Foundation's Tax ID Number is 46-1998889. Please feel free to contact me directly at 702-802-9719 if you have any questions. Thank you!

Sincerely,

Mike Querrey
President
Querrey Family Foundation

Querrey Family Foundation
7901 W. Washington Ave. Las Vegas, NV 89128 (702) 229-2100

Letter 2. The Marty Hennessy Jr. Foundation: \$50,000

Marty Hennessy Jr. Foundation
PO Box 60117
Las Vegas, NV 89160

August 23, 2013

Dear Dr. Levitt,

The Marty Hennessy Jr. Tennis Foundation is proud to support and work with the Legacy International College Prep Academy (LICPA). We strongly support the establishment of a Charter School in the Las Vegas area to provide all levels of income students an excellent high quality educational experience. We are particularly supportive of a school tailored to the needs of the tennis youth that our Foundation supports on a regular basis.

We have \$50,000 in our Foundation Account for use by the Legacy Academy if we determine it becomes necessary to keep the Charter financially viable. The funds are deposited in our account at Mountain America Credit Union and could be made available immediately if the board felt it was needed.

The Foundation is dedicated to Inspiring Children through mentoring, tennis and education and your school would be a massive help in our efforts to help elite athletes to also get an elite education.

The Marty Hennessy Jr. Tennis Foundation, its Board and those we serve are pleased to partner with the Legacy Academy to continue our mission by helping to provide an excellent educational program designed to get high performance athletes and performers prepared for entrance into college and careers. We are very pleased the program includes leadership and community service activities for the students that parallels our own commitment to these programs.

Should you have any questions, you can reach the Foundation at (702) 767-7531.

Sincerely

Trent Alenik
Manager

Letter 3. Horizon Helicopter: \$50,000

HORIZON HELICOPTERS, INC.

P.O. BOX 262013

HOUSTON, TEXAS 77207

Dr. David David Meckley
Founding School Board President
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas NV 89135
(h) 702-228-1374

I am pleased to be able to support the proposed Legacy International College Prep Academy to open in the fall of the year 2014.

I have in my account a sum of \$50,000 that Legacy will have access to beginning July 15, 2014 for start up and contingency funding. This will provide funds for any cash flow shortages which the board may experience from start up costs until the time the state payments to the school are received by the school in the Fall of 2014. I understand any portion of this money which is used will be a loan and that I will be paid back any money that is used from this funding by December 1, 2014.

Thank you,

Mark Lancaster



CHARTER SCHOOL NAME: _____ LICPA _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____

A Object Code	B Title of Position or Description of Item	C FTE	D Quantity	E Unit Amount / Calculations
100	PERSONNEL			
	Head of School	1	1	\$62,000.00
	Teacher	1	8	\$37,000.00
	Paraprofessional	0.5	8	\$13,200.00
	Substitute Teachers		80	\$100.00
	Office Manager	1	1	\$32,000.00
	Bonus pay for Teachers/Head/Manager		10	\$5,000.00
NARRATIVE The school of 240 students will require (1) Head of School, (8) Teachers, (8) Paraprofessional Office Manager. In addition, when we purchase the online curriculum, we will also purchase online teachers as a part of the cost of the curriculum. Every course will have a certified teacher. Students are in the brick and mortar classroom no more than four hours per day. Teacher Administrator salaries are based on school schedule. The Paraprofessionals will be paid per hour for no more than 19 hours per week. We estimate each paraprofessional will work 660 hours per year. Substitute Teachers are figured at equivalent of 10 teacher days a year. Office Manager will assist the Head of School. Bonus will be a maximum of \$5,000 if it exceeds the goals and benchmarks for position.				TOTAL
200	BENEFITS			
	PERS, Medicare 14.6% Head of School		1	\$9,052.00
	PERS, Medicare 14.6% Teachers		8	\$5,402.00
	PERS, Medicare 14.6% Manager		1	\$4,672.00
	Workers Comp per quote	\$200 per month	10	\$1,200.00
	Health Insurance quote PPO	\$270 per month	10	\$1,620.00
	Paraprofessional (part time)	0.5	8	\$0.00
NARRATIVE The benefits cover full time employees. The amount includes costs for PERS, Medicare and Medical, etc. See Quotes for Medical and Workers Comp. PERS and Medicare are figured as % 14.6.				TOTAL
300	PURCHASED PROFESSIONAL			

AND TECHNICAL SERVICES			
Professional Development			
Payroll Services			
Nurse Services			
Audit Services			
SPED Services			
Tech set up and service contract			
Assessment of School Effectiveness			\$10,000.00
Grant Writer Services		1	\$6,000.00

NARRATIVE

The school will set aside \$20,000 for staff development provided by experts to focus on effective teaching in a Blended Classroom, Instructional leadership, other topics related to goals and Board Training and Orientation. There will be additional staff development at State and National Conferences. These training sessions will be in addition to those provided for all teachers and the Head of School will join INACOL to participate in monthly webinars and their Research database. The payroll services were figured per the quote. Health Services are based on Quotes. Assessment of School Effectiveness. Board will contract with the Center for Assessment to measure school performance based on performance objectives for teachers, students and Board. Report will document LICPA performance and compare to local public, charter and private schools. Baseline data taken first month of the year each month and final yearly report by June 15th each year. Performance reports will be presented to the Board, the EMO, the Head of School, Teachers, Paraprofessionals, parents and the Community. Reports will be used to assist the Head of School and the instructors to utilize data driven instruction.

			TOTAL
400	PURCHASED PROPERTY SERVICES		
	Classroom/Building Maintenance Lease including Utilities	10	\$2,000.00

NARRATIVE

Lease is based on Quote from Christ the King Facility (see quote). Building Maintenance based on Quote).

			TOTAL
500	OTHER PURCHASED SERVICES		
	SAIN Services	240	\$8.00
	State Fee	0.015	\$1,548,960.00

School Insurance		
EMO Fee	240	\$350.00
Travel		
Advertising		
Cable TV internet service	12	\$100.00
School phone service	12	\$100.00
Assessment School Effectiveness	1	\$10,000.00

NARRATIVE

The SAIN fee assumes 240 students at \$8.00 dollars a student. This school insurance coverage required under Nevada state law (See attached quote). State fee is based upon revenues of \$1,548,960 The contract with the EMO will provide for adjustments in the revenues should drop. The EMO agreed to a zero fee if need to maintain financial feasibility. Misc. Travel is included for teachers/Board Members to attend conferences for development. Phones and communications required for parent conferences, email, and communications. 4 iPhones for Teachers, Head of School, and Office Manager (Office Assessment School Effectiveness - UNLV Center for Assessment, to measure school performance objectives for school, teachers, students. Report will document LICPA and compare to national, state, and local public, charter and private schools.

			TOTAL
600	SUPPLIES		
	Online Curriculum with Teachers	240	\$1,300.00
	Edmentum Test Packets Site License		
	Study Island grades 4-8	1	\$2,441.00
	Edmentum Sec. Academic Lib	1	\$7,500.00
	Edmentum 4-8 Library	1	\$5,000.00
	iPads	128	\$499.00
	MacBook Pro Laptops	4	\$3,179.00
	Displays	7	\$949.00
	KeyBoard	132	\$69.00
	Printer HP officejet Pro 8600	4	\$269.00
	Camera	1	\$3,499.00
	Classroom TV	3	\$1,699.00
	Lens	1	\$2,499.00
	Promethean ActiveBoard 387 Pro	3	\$3,999.00
	Projector high ambient light	3	\$1,899.00
	Bluetooth Digital Classroom Speakers	4	\$600.00
	6TBThunderbolt Dual-Drive Storage	4	\$600.00

AirPort Time Capsule		3	\$379.00
Surge Protectors		4	\$30.00
Apple TV		4	\$99.00
iPad Apps	estimate		
iWork for iCloud		124	\$39.00
Printer Ink, Paper supplies	\$600 per month		
AppleCare for iPads		128	\$99.00
Apple Care for MacBook		4	\$239.00
Apple Care for MacPro		4	\$199.00
Custodial Supplies	\$100 per mont	11	\$100.00
School Telephones		4 \$	200.00
Fireproof Secure Storage Cabinet		2	\$746.00
Cell Phones		4	\$100.00
Security cables for Computers			
Misc			

NARRATIVE

All items are based on actual quotes (attached). LICPA will purchase an online Curriculum whi
 online teachers in all courses and textbooks as needed (see Quote). The quote for the online Cu
 from Forest Trail Academy which is in the process of submitting their curriculum for Nevada a
 Test Packs with Prescriptions provide an evaluation of your students' progress and prescribe rig
 learning gaps and personalize instruction for individual students or an entire class. EdOptions c
 for students needing specialized courses not offered in the regular curriculum. The choice of tec
 best practices research, Dr. Levitt's experience as Tech Coordinator for UNVV College of Edu
 Dr. Meckley, Dr. Grubaugh, Mr. Judd, and Dr. Troutman's working with numerous school distr
 consultation school tech support personnel and Tech experts. iPads will be used as the main in
 the online curriculum. The iPad costs are per Educational Quote (See Apple Quote). iPads pur
 Head of School, Teachers, Paraprofessionals. MacBook Pro Laptops - for use by Head of Schc
 developing curricular add-ons and administering the online curriculum. iMac - Office Manager
 for laptops, server, and video edition machines. KeyBoards for iPads and video editing machin
 HP officejet Pro 8600 Prem. for classrooms and main office. Camera for photography, Lens fo
 TV for course work, presentation, viewing videos, etc. Promethean ActiveBoard 387 Pro Projec
 ambient light for classroom and parent presentations. Bluetooth Digital Classroom Speakers fo
 classroom instruction. 6TBThunderbolt Dual-Drive Storage for system backup, website back
 backup. AirPort Time Capsules for wireless internet service and backup. Battery Backup for
 continuous service. Surge Protectors to protect equipment, Apple TVs for broadcasting iPad an
 projector or TV. iPad Apps for educational software. iWork for iCloud for word-processing,
 students, instructors, Head of School and Office manager (iPads, iMac, MacPro). Printer Ink fc
 supplies for classroom and office use. Apple Care for iMac, MacPros, iPads and MacBooks.
 for student and school records. Custodial Supplies for daily cleaning. School Telephones for
 manager and teachers. 1Fireproof Secure Storage Cabinet for classroom materials. Security c
 prevent theft. Misc Supplies as needed. The educational Apps are an estimate based on previc
 Apps will be free of charge but some will cost a small amount. Cell phones for Head, Manager

				TOTAL
800	DEBT SERVICE AND MISCELLANEOUS INACOL Membership		9	\$60.00
	NARRATIVE Yearly dues for The Head of School, teachers, paraprofessionals to join INACOL Membership. The membership includes monthly professional development webinars, newsletters and access to their rich database of research articles and information on Blended and online education.			
				TOTAL
Subtotal Objects 100-600 & 800				

Approved Indirect Cost Rate:		0.00%	X Subtotal
700	EQUIPMENT		
	MacPro Video/programming Stations	4	\$6,649.00
	Student Tables	240	\$190.00
	Student Chairs	240	\$75.00
	Teacher Chairs	8	\$85.00
	Teacher Desks	4	\$299.00
	Paraprofessional Chairs	4	\$75.00
	Furniture Delivery (in quote)		
<p>NARRATIVE MacPro video /programming stations will be placed classroom and be used for elective courses in video editing, photogrpany and computer programming. The prices are based on Quote (see Apple Quote). Desks for teachers. Tables for students, Chairs for students, teachers, and paraprofessionals. There are insufficient furniture for 240 students. These newly designed iPad Tables will be utilized by all students along with the self-hanging chairs to save space in the room and increase student comfort and productivity. The Tables include a locking iPad case built into the table.</p>			
			TOTAL
			GRAND TOTAL

Posted 8/26/2009

Amount from State \$1,548,960

2015-16

F

Total Amount
\$62,000.00
\$296,000.00
\$105,600.00
\$8,000.00
\$32,000.00
\$50,000.00
professionals, and (1) purchase the services ied online teacher. her and aid at a rate of \$20 work approximately it \$100 per day. The each if the postion
\$553,600.00
\$9,052.00
\$43,216.00
\$4,672.00
\$12,000.00
\$16,200.00
\$0.00
re, Workers Comp was quoted by Brian
\$85,140.00

\$20,000.00
\$2,060.00
\$5,000.00
\$15,000.00
\$12,000.00
\$15,000.00
\$10,000.00
\$6,000.00
\$0.00

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nars and access to
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\$69,060.00
\$20,000.00
\$40,000.00

nance/Cleaning cost

\$60,000.00
\$0.00
\$1,920.00
\$23,234.40

\$21,000.00
\$84,000.00
\$20,000.00
\$10,000.00
\$1,200.00
\$1,200.00
\$10,000.00

covers all types
on 1.5% of state
ie fee charged if
sability for the
r professional
emergencey
:e Phone).
performance based on
performance and

\$172,554.40

\$312,000.00

\$3,000.00

\$2,441.00

\$16,500.00

\$7,500.00

\$5,000.00

\$63,872.00

\$12,716.00

\$6,643.00

\$9,108.00

\$1,076.00

\$3,499.00

\$5,097.00

\$2,499.00

\$11,997.00

\$5,697.00

\$2,400.00

\$2,400.00

\$1,137.00

\$120.00

\$120.00

\$6,000.00

\$4,836.00

\$6,000.00

\$12,672.00

\$956.00

\$796.00

\$1,100.00

\$800.00

\$1,492.00

\$400.00

\$600.00

\$3,420.00

ch includes certified
 irriculum W/teachers is
 pproval. EdmentumTM
 gorous curriculum to fill
 ourses will be available
 hnology is based on
 cation for 8 years and
 ict schools and in
 terface for students and
 chased for students,
 ol and Teachers for
 computer. Displays
 nes and Laptops. Printer
 r camera. Classroom
 ctor, Projector high
 r teacher use in
 up, and student work
 server to maintain
 d Laptop content to
 spreadsheets for
 or use in printers, Paper
 Fireproof File Cabinet
 Head of School, Office
 ables for Computers to
 ous teacher use. Most
 r and Teachers

	\$513,894.00
	\$0.00
	\$0.00
	\$540.00
	\$0.00
	\$0.00
	\$0.00
	\$540.00
	\$741,203.45

Attachment C.1.5 Pre-opening budget

2015-2016 Pre-Opening Budget (for July and August)

Based on 240 students, 8 teachers and 8 paraprofessionals.

REVENUE

\$150,000. See letters from the Querry Foundation, the Hennessy Foundation and the Horizon Helicopter - Attached Below.

Possible additional \$50,000 - Request submitted to the Sands Corporation

2013 July Expenditures

No Expenditures Expected. Pre-Opening Marketing and advertising costs will be absorbed by the EMO. If expenditures are needed, the \$150,000 contingency fund will be available.

2013 August Expenditures

August Expenditures will be covered in regular school funding budget.

Total Expenditures:

Zero

Remaining Revenue

\$150,000

Letter 1. The Querrey Family Foundation: \$50,000



QUERREY FAMILY FOUNDATION

Board of Directors

Sam Querrey - Mike Querrey - Fred Darling - Phillip Aurbach - Kevin (KC) Knudson - Keith McLaughlin

August 13, 2013

Dr. Greg Levitt,

The Querrey Foundation is excited to work with the Legacy International College Prep Academy. We fully support the establishment of a Charter School that would provide an excellent educational opportunity for students at the Darling Tennis Center Tennis High Performance Academy.

We have a \$50,000.00 contingency fund available to the Charter School if necessary at the Bank of Nevada to ensure financial solvency.

The Foundation is dedicated to helping Nevada's youth reach their full potential as healthy and well adjusted individuals by providing them with educational, athletic, life skills, leadership development, and scholarship opportunities.

On behalf of the Foundation, its board, and those we serve, thank you for partnering with us to provide a quality education and positive environment for Las Vegas youth. We look forward to future partnerships with you and the community.

The Querrey Family Foundation's Tax ID Number is 46-1998889. Please feel free to contact me directly at 702-802-9719 if you have any questions. Thank you!

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Querrey", written over a horizontal line that extends to the right.

Mike Querrey
President

Querrey Family Foundation

Querrey Family Foundation
7901 W. Washington Ave. Las Vegas, NV 89128 (702) 229-2100

Letter 2. The Hennessy Foundation: \$50,000

Marty Hennessy Jr. Foundation
PO Box 60117
Las Vegas, NV 89160

August 23, 2013

Dear Dr. Levitt,

The Marty Hennessy Jr. Tennis Foundation is proud to support and work with the Legacy International College Prep Academy (LICPA). We strongly support the establishment of a Charter School in the Las Vegas area to provide all levels of income students an excellent high quality educational experience. We are particularly supportive of a school tailored to the needs of the tennis youth that our Foundation supports on a regular basis.

We have \$50,000 in our Foundation Account for use by the Legacy Academy if we determine it becomes necessary to keep the Charter financially viable. The funds are deposited in our account at Mountain America Credit Union and could be made available immediately if the board felt it was needed.

The Foundation is dedicated to Inspiring Children through mentoring, tennis and education and your school would be a massive help in our efforts to help elite athletes to also get an elite education.

The Marty Hennessy Jr. Tennis Foundation, its Board and those we serve are pleased to partner with the Legacy Academy to continue our mission by helping to provide an excellent educational program designed to get high performance athletes and performers prepared for entrance into college and careers. We are very pleased the program includes leadership and community service activities for the students that parallels our own commitment to these programs.

Should you have any questions, you can reach the Foundation at (702) 767-7531.

Sincerely

Trent Alenik
Manager

Letter 3. OnDeck Baseball Academy: \$50,000

HORIZON HELICOPTERS, INC.

P.O. BOX 262013

HOUSTON, TEXAS 77207

Dr. David David Meckley
Founding School Board President
Legacy International College Prep Academy
4946 Momenti Street
Las Vegas NV 89135
(h) 702-228-1374

I am pleased to be able to support the proposed Legacy International College Prep Academy to open in the fall of the year 2014.

I have in my account a sum of \$50,000 that Legacy will have access to beginning July 15, 2014 for start up and contingency funding. This will provide funds for any cash flow shortages which the board may experience from start up costs until the time the state payments to the school are received by the school in the Fall of 2014. I understand any portion of this money which is used will be a loan and that I will be paid back any money that is used from this funding by December 1, 2014.

Thank you,

Mark Lancaster



CHARTER SCHOOL BUDGET INSTRUCTIONS

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are then **SUBMITTED** by the Charter School Governing Body to NDE, Program Analyst - Fiscal Analysis Division - Legislative Counsel Bureau and the Charter School sponsor.

The preferred method of submitting the Tentative and Final budgets to the NDE, is electronically.

The signed cover page (Form 1) for the final budget, can be scanned and sent electronically, faxed, or mailed.

FORM 1 COVER PAGE

- 1 Enter the name of the charter school in "Charter School - fill in the name of your school".
- 2 Enter the number of governmental fund types. You will most likely have one (General Fund) or two (also Special Education).
- 3 Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 10.
- 4 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 10.
- 5 Fill in the certification information on the lower left side of the page, prior to submitting the tentative budget.
- 6 Fill in the "Scheduled Public Hearing:" information at the bottom of the page for the tentative budget.
- 7 Fill in the certification information on the lower portion of the page, including the board members, prior to submitting the final budget. The certification needs to be signed by the charter school principal or administrator and all members of the governing board.
- 8 Fill in the actual public hearing information under "Scheduled Public Hearing:" prior to submitting the final budget.

FORM 2 ENROLLMENT-DSA

- 1 Enter data in the yellow cells only.
- 2 Enter the enrollments for both "Actual Year Ending 06/30/XX" (columns D/F & H/J) for categories #1-5, 7-8.
- 3 Enter the enrollments for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
- 4 Enter the Hold Harmless amount in #10. You will be eligible to receive the Hold Harmless enrollments:
 - a. IF: enrollment decreases less than 5%, use highest enrollment of current or prior year.
 - b. IF: enrollment decreases more than 5%, use highest enrollment of current or either of the two prior consecutive years.
 - c. IF: the Charter School is multidistrict, Hold Harmless is based on the TOTAL Statewide enrollment.
 - d. New Charter Schools are not eligible for Hold Harmless.
- 5 Enter the WEIGHTED student enrollments based on School District of residence in #11. If the pupils only reside in one School District, enter the total number of students (WEIGHTED) next to that district. If they reside in more than one district, allocate the enrollment to the correct school districts. The rate for basic support will automatically calculate for you.
- 6 Enter an estimated "Outside Revenue" amount in #12. The prior year amounts are listed at the far right under #11 as a reference point for you.
- 7 #13 will calculate based on the numbers you have provided for #1-12.
- 8 Enter the estimated number of Special Education units. One or two Charter Schools will be awarded one unit, but you are not likely to receive any of these units. Check your awards from the prior year. The Units are legislatively determined to provide supplemental funding for special education staff.

FORM 3 REVENUES

- 1 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 6 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 7 Check that the "TOTAL ALL RESOURCES" amounts are correct.

FORM 4 EXPENDITURES

- 1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited information.
- 2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.
- 3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 7-10, from your audited information. Do not forget to include sponsorship fees.
- 6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 7-10, from your current year estimates. Do not forget to include sponsorship fees.
- 7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 7-10, based on anticipated expenditures for the school year to begin July 1 for the tentative budget. Do not forget to include sponsorship fees.
- 8 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 7-10, based on the approved and adopted budget for the school year to begin July 1 for the final budget. Do not forget to include sponsorship fees.
- 9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 10.
- 10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 10. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.
- 11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. We expect all charter schools to be fiscally responsible. A positive ending balance is required unless prior arrangements have been made, and approved by, the Deputy Superintendent of Administrative and Fiscal Services (NDE) and your sponsor.

FORM 5 EXPENDITURE SUMMARY

- 1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

FORM 6 PROPRIETARY OR ENTERPRISE

- 1 Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.
- 2 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 3 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 4 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 5 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.

- 6 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 7 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 8 Check that the "TOTAL ALL RESOURCES" amounts are correct.
- 9 Fill in the expenditure amounts, per function, in column (1) from your audited information.
- 10 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
- 11 Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 12 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 13 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

FORM 7 INDEBTEDNESS

- 1 Form 7 is only filled out if you currently have or anticipate loans.
- 2 Enter the fund which includes the indebtedness in column (1).
- 3 List each loan in column (1) under the appropriate fund.
- 4 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
- 5 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
- 6 Enter the original amount of the loan (issue) in column (4).
- 7 Enter date of issue in column (5).
- 8 Enter date of final payment in column (6).
- 9 Enter the interest rate of the loan in column (7).
- 10 Enter the outstanding balance at the beginning of the current year in column (8).
- 11 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
- 12 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
- 13 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

FORM 8 - TUITION AND TRANSPORTATION

- 1 FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.
- 2 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue. Enter the amount into the correct row, under column (1).
- 3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
- 4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
- 5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
- 6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
- 7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
- 8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
- 9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.
- 10 Totals will calculate.

FORM 9 FUND TRANSFERS

- 1 FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.
- 2 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
- 3 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
- 4 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
- 5 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
- 6 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.

- 7 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
- 8 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
- 9 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
- 10 The totals will calculate and should balance.

FORM 10 LOBBY EXPENSE

- 1 Form 10 is only filled out if you anticipate lobby expenses.
- 2 Item #1, enter the lobbying activity.
- 3 Item #2, enter the source of the funding.
- 4 Item #3, enter the anticipated costs for transportation.
- 5 Item #4, enter the anticipated costs for lodging and meals.
- 6 Item #5, enter the anticipated costs for salaries and wages.
- 7 Item #6, enter the anticipated costs for compensation to lobbyists.
- 8 Item #7, enter the anticipated costs for entertainment.
- 9 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
- 10 The total anticipated expenditures will calculate.
- 11 Enter the Entity involved in the lobbying effort.

Form 11 CASH FLOW

- 1 Enter basic revenue sources in the left column under "REVENUES, Type:".
- 2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
- 3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget". The variance will calculate.
- 4 Enter the basic operating (object) categories in the left column
- 5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
- 6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget". The variance will calculate.
- 7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance (F/B)". The remaining balances will calculate as additional data is entered.

ocial Education).

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	<u>WEIGHTED ACTUAL YEAR ENDING 06/30/12</u>		<u>WEIGHTED ACTUAL YEAR ENDING 06/30/14</u>		<u>WEIGHTED ESTIMATED YEAR ENDING 06/30/15</u>
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0		x .6 = 0.0		x .6 = 0.0
2. Kindergarten	x .6 = 0.0		x .6 = 0.0		x .6 = 0.0
3. Elementary					60
4. Secondary					60
5. Ungraded					
6. Subtotal			0.0		120.0
7. Students transported into Nevada from out-of-state					
8. Students transported to another state					
9. Total WEIGHTED enrollment	0.0		0.0		120.0
10. Hold Harmless					

11. Basic support per pupil amount, Year Ending 06/30/15		<u>5,457</u>		
Fill in information for each district:	2014-2015	WEIGHTED 2014-2015		Use rates below:
	<u>Rate revised 5/24/2013</u>	<u>Enrollment</u>	<u>Subtotal</u>	Reference amounts for #12 Estimate: "Outside Revenue"
Carson City	\$ 6,537	0.0	\$ 0	\$ 1,086
Churchill	\$ 6,538	0.0	\$ 0	\$ 1,069
Clark	\$ 5,457	120.0	\$ 654,840	\$ 997
Douglas	\$ 5,885	0.0	\$ 0	\$ 2,386
Elko	\$ 6,610	0.0	\$ 0	\$ 1,113
Esmeralda	\$ 15,916	0.0	\$ 0	\$ 8,308
Eureka	\$ 11	0.0	\$ 0	\$ 43,870
Humboldt	\$ 5,242	0.0	\$ 0	\$ 2,047
Lander	\$ 1,051	0.0	\$ 0	\$ 9,884
Lincoln	\$ 10,368	0.0	\$ 0	\$ 1,295
Lyon	\$ 7,082	0.0	\$ 0	\$ 922
Mineral	\$ 9,534	0.0	\$ 0	\$ 1,683
Nye	\$ 7,038	0.0	\$ 0	\$ 1,368
Pershing	\$ 8,675	0.0	\$ 0	\$ 2,272
Storey	\$ 8,345	0.0	\$ 0	\$ 6,494
Washoe	\$ 5,504	0.0	\$ 0	\$ 1,138
White Pine	\$ 7,288	0.0	\$ 0	\$ 1,902
Multidistrict		120.0	\$ 654,840	<u>5,457</u>
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			<u>\$997</u>	
13. Total basic support for enrollee including outside revenue			<u>\$ 774,480.00</u>	Total Weighted-#9 <u>\$ 774,480.00</u>
14. Estimated number of special education program units		-	(Should be 0 or 1 maximum - see prior year allotment)	Hold Harmless-#10 \$ -
	X	<u>39,768</u>	amount per unit	<u>\$0</u>
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			<u>\$ 774,480.00</u>	Total Weighted <u>\$ 774,480.00</u>
				Hold Harmless \$ -

Fiscal Year 2014-2015 Charter School Legacy International College Prep Academy (LICPA)

Form 3	(1)	(2)	(3)	(4)	(4)
Legacy International College Prep Academy (LICP) REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources			100,000		
TOTAL LOCAL SOURCES	0	0	100,000	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)			774,480		
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	774,480	0	0

REVENUE	(1)	(2)	(3)	(4)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3)	(4)	(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	874,480	0	0

Legacy International College Prep Academy (LICP Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries		285,600			
200 Benefits		50,504			
300/400/500 Purchased Services		147,637			
600 Supplies		267,945			
700 Property		22,494			
800 Other		300			
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	774,480	0	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

Legacy International College Prep Academy (L PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	0	0	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries			0		
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other In	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	(4) FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2600 SUBTOTAL	0	0	0	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	0	0	0	0	0
5000 Debt Service					
000 EXPENDITURES	0	0	0	0	0
TOTAL ALL EXPENDITURES	0	774,480	0	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX XXXXXXXXXXXXXX XXXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	774,480	0	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	23,234	0	0	0
	Calculated Total Ending Fund Balance:	0	(774,480)	874,480	0	0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/11/2013

TENTATIVE BUDGET 2014-2015				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS TENTATIVE	0	0	0	0
FINAL BUDGET 2014-2015				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

FINAL BUDGET - Estimated	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

PROPRIETARY OR ENTERPRISE FUND

Legacy International College Prep Academy (LICPA)

Fund: REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/12	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		
			TENTATIVE APPROVED		FINAL APPROVED
1000 LOCAL SOURCES					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
TOTAL LOCAL SOURCES	0	0	0		0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3200 State Govt Restricted Funding					
TOTAL STATE SOURCES	0	0	0		0
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
TOTAL FEDERAL SOURCES	0	0	0		0
5000 OTHER FINANCING SOURCES					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
TOTAL OTHER SOURCES	0	0	0		0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0		0
TOTAL ALL RESOURCES	0	0	0		0

Form 6 Proprietary/Enterprise	(1)	(2)	(3)		(4)
		ESTIMATED	BUDGET YEAR ENDING 06/30/10		
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/08	CURRENT YEAR ENDING 06/30/09	TENTATIVE APPROVED		FINAL APPROVED
EXPENSES					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0		0
2000 Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL SUPPORT EXPENSES:	0	0	0		0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0		0
4000 Facilities Acquisition & Construction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0		0
5000 Debt Service					
6000 Miscellaneous					
SUBTOTAL OTHER SERVICES	0	0	0		0
TOTAL EXPENSES	0	0	0		0
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0		0
TOTAL APPLICATIONS	0	0	0		0

Legacy International College Prep Academy (LICPA)

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

- 1 - General Obligation Bonds
- 2 - G. O. Revenue Supported Bonds
- 3 - G. O. Special Assessment Bonds
- 4 - Revenue Bonds
- 5 - Medium-Term Financing
- 6 - Medium-Term Financing - Lease Purchase
- 7 - Capital Leases
- 8 - Special Assessment Bonds
- 9 - Mortgages
- 10 - Other (Specify Type)
- 11 - Proposed (Specify Type)

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2013	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/15		(11) (9) + (10) 6/30/2015 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Form 7 INDEBTEDNESS

3/11/2013

Legacy International College Prep Academy (LICPA)

REPORT FOR ALL FUNDS		2014-2015		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		Revenue Codes		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
REVENUES			1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD	
Nevada Individuals	1310/1410						
Nevada School Districts	1321/1421						
Out-of-state Individuals	1310/1410						
Out-of-State School Districts	1331/1431						
			\$0	\$0	\$0	\$0	

EXPENDITURES		Object Codes	TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
			561	511	562	512
100 - Regular Programs						
200 - Special Programs						
300 - Vocational Programs						
400 - Other PK-12 Programs						
500 - Nonpublic Programs						
600 - Adult Programs						
TOTALS			\$0	\$0	\$0	\$0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2014-2015

Legacy International College Prep Academy (LICPA)

FUND TRANSFERS 2014-2015 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

Legacy International College Prep Academy (LICPA)

CASH FLOW STATEMENT

2014-2015

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct		\$ 193,620.00			\$ 193,620.00			\$ 193,620.00			\$ 193,620.00		\$ 774,480.00		\$ 774,480.00
Donations	\$ 150,000.00												\$ 150,000.00		\$ 150,000.00
Federal Grant A															
Total Revenues	\$ 150,000.00	\$ 193,620.00	\$ -	\$ -	\$ 193,620.00	\$ -	\$ -	\$ 193,620.00	\$ -	\$ -	\$ 193,620.00	\$ -	\$ 924,480.00	\$ -	\$ 924,480.00
Total Revenues Y-T-D	\$ 150,000.00	\$ 343,620.00	\$ 343,620.00	\$ 343,620.00	\$ 537,240.00	\$ 537,240.00	\$ 537,240.00	\$ 730,860.00	\$ 730,860.00	\$ 730,860.00	\$ 924,480.00	\$ 924,480.00			
EXPENDITURES															
Salaries & Benefits															
Salaries		\$ 25,964.00	\$ 25,964.00	\$ 25,964.00	\$ 25,964.00	\$ 25,964.00	\$ 25,964.00	\$ 25,964.00	\$ 25,964.00	\$ 25,964.00	\$ 25,964.00	\$ 25,960.00	\$ 285,600.00		\$ (285,600.00)
Benefits		\$ 4,591.00	\$ 4,591.00	\$ 4,591.00	\$ 4,591.00	\$ 4,591.00	\$ 4,591.00	\$ 4,591.00	\$ 4,591.00	\$ 4,591.00	\$ 4,591.00	\$ 4,594.00	\$ 50,504.00		\$ (50,504.00)
Total Salaries & Ben	\$ -	\$ 30,555.00	\$ 30,555.00	\$ 30,555.00	\$ 30,555.00	\$ 30,555.00	\$ 30,555.00	\$ 30,555.00	\$ 30,555.00	\$ 30,555.00	\$ 30,555.00	\$ 30,554.00	\$ 336,104.00	\$ -	\$ (336,104.00)
Operating															
Supplies													\$ -		\$ -
Distance Education		\$ 32,125.00						\$ 32,125.00				\$ 64,250.00	\$ 128,500.00		\$ (128,500.00)
Other supplies		\$ 17,861.00			\$ 49,861.00			\$ 32,861.00				\$ 38,862.00	\$ 139,445.00		\$ (139,445.00)
Contracts													\$ -		\$ -
Sain Services		\$ 960.00											\$ 960.00		\$ (960.00)
State Fee		\$1,056.00	\$ 1,056.00	\$ 1,056.00	\$ 1,056.00	\$ 1,056.00	\$ 1,056.00	\$ 1,056.00	\$ 1,056.00	\$ 1,056.00	\$ 1,056.00	\$ 1,057.00	\$ 11,617.00		\$ (11,617.00)
EMO Fee		\$ 3,273.00	\$ 3,273.00	\$ 3,273.00	\$ 3,273.00	\$ 3,273.00	\$ 3,273.00	\$ 3,273.00	\$ 3,273.00	\$ 3,273.00	\$ 3,273.00	\$ 3,270.00	\$ 36,000.00		\$ (36,000.00)
Lease inc. Utilities		\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,910.00	\$ 21,000.00		\$ (21,000.00)
School Insurance		\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,910.00	\$ 21,000.00		\$ (21,000.00)
Other Contracts		\$ 5,187.00	\$ 5,187.00	\$ 5,187.00	\$ 5,187.00	\$ 5,187.00	\$ 5,187.00	\$ 5,187.00	\$ 5,187.00	\$ 5,187.00	\$ 5,187.00	\$ 5,190.00	\$ 57,060.00		\$ (57,060.00)
													\$ -		\$ -
													\$ -		\$ -
Equipment													\$ -		\$ -
Furniture		\$1,280.00				\$ 1,279.00							\$ 2,559.00		\$ (2,559.00)
Computers		\$ 1,812.00	\$ 1,812.00	\$ 1,812.00	\$ 1,812.00	\$ 1,812.00	\$ 1,812.00	\$ 1,812.00	\$ 1,812.00	\$ 1,812.00	\$ 1,812.00	\$ 1,815.00	\$ 19,935.00		\$ (19,935.00)
Misc		\$ 300.00											\$ 300.00		\$ (300.00)
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
Total Expenses	\$ -	\$ 98,227.00	\$ 45,701.00	\$ 45,701.00	\$ 95,562.00	\$ 46,980.00	\$ 45,701.00	\$ 110,687.00	\$ 45,701.00	\$ 45,701.00	\$ 45,701.00	W \$ 148,818.00	\$ 774,480.00	\$ -	\$ (774,480.00)
Total Expenses Y-T-D	\$ -	\$ 98,227.00	\$ 143,928.00	\$ 189,629.00	\$ 285,191.00	\$ 332,171.00	\$ 377,872.00	\$ 488,559.00	\$ 534,260.00	\$ 579,961.00	\$ 625,662.00	\$ 774,480.00	\$ 774,480.00	\$ -	\$ 150,000.00
Percent of Budget	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 150,000.00	\$ 95,393.00	\$ (45,701.00)	\$ (45,701.00)	\$ 98,058.00	\$ (46,980.00)	\$ (45,701.00)	\$ 82,933.00	\$ (45,701.00)	\$ (45,701.00)	\$ 147,919.00	\$ (148,818.00)	\$ 150,000.00	\$ -	\$ 150,000.00
Begin Cash Balance(F/B)	\$ -	\$ 150,000.00	\$ 245,393.00	\$ 199,692.00	\$ 153,991.00	\$ 252,049.00	\$ 205,069.00	\$ 159,368.00	\$ 242,301.00	\$ 196,600.00	\$ 150,899.00	\$ 298,818.00			\$ -
End Cash Balance (F/B)	\$ 150,000.00	\$ 245,393.00	\$ 199,692.00	\$ 153,991.00	\$ 252,049.00	\$ 205,069.00	\$ 159,368.00	\$ 242,301.00	\$ 196,600.00	\$ 150,899.00	\$ 298,818.00	\$ 150,000.00	\$ 150,000.00	\$ -	\$ 150,000.00

CHARTER SCHOOL BUDGET INSTRUCTIONS

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are then **SUBMITTED** by the Charter School Governing Body to NDE, Program Analyst - Fiscal Analysis Division - Legislative Counsel Bureau and the Charter School sponsor.

The preferred method of submitting the Tentative and Final budgets to the NDE, is electronically.

The signed cover page (Form 1) for the final budget, can be scanned and sent electronically, faxed, or mailed.

FORM 1 COVER PAGE

- 1 Enter the name of the charter school in "Charter School - fill in the name of your school".
- 2 Enter the number of governmental fund types. You will most likely have one (General Fund) or two (also Special Fund).
- 3 Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 10.
- 4 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 10.
- 5 Fill in the certification information on the lower left side of the page, prior to submitting the tentative budget.
- 6 Fill in the "Scheduled Public Hearing:" information at the bottom of the page for the tentative budget.
- 7 Fill in the certification information on the lower portion of the page, including the board members, prior to submitting the final budget. The certification needs to be signed by the charter school principal or administrator and all members of the governing board.
- 8 Fill in the actual public hearing information under "Scheduled Public Hearing:" prior to submitting the final budget.

FORM 2 ENROLLMENT-DSA

- 1 Enter data in the yellow cells only.
- 2 Enter the enrollments for both "Actual Year Ending 06/30/XX" (columns D/F & H/J) for categories #1-5, 7-8.
- 3 Enter the enrollments for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
- 4 Enter the Hold Harmless amount in #10. You will be eligible to receive the Hold Harmless enrollments:
 - a. IF: enrollment decreases less than 5%, use highest enrollment of current or prior year.
 - b. IF: enrollment decreases more than 5%, use highest enrollment of current or either of the two prior consecutive years.
 - c. IF: the Charter School is multidistrict, Hold Harmless is based on the TOTAL Statewide enrollment.
 - d. New Charter Schools are not eligible for Hold Harmless.
- 5 Enter the WEIGHTED student enrollments based on School District of residence in #11. If the pupils only reside in one School District, enter the total number of students (WEIGHTED) next to that district. If they reside in more than one district, allocate the enrollment to the correct school districts. The rate for basic support will automatically calculate for you.
- 6 Enter an estimated "Outside Revenue" amount in #12. The prior year amounts are listed at the far right under #11 as a reference point for you.
- 7 #13 will calculate based on the numbers you have provided for #1-12.
- 8 Enter the estimated number of Special Education units. One or two Charter Schools will be awarded one unit, but you are not likely to receive any of these units. Check your awards from the prior year. The Units are legislatively determined to provide supplemental funding for special education staff.

FORM 3 REVENUES

- 1 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 6 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 7 Check that the "TOTAL ALL RESOURCES" amounts are correct.

FORM 4 EXPENDITURES

- 1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited information.
- 2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.
- 3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 7-10, from your audited information. Do not forget to include sponsorship fees.
- 6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 7-10, from your current year estimates. Do not forget to include sponsorship fees.
- 7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 7-10, based on anticipated expenditures for the school year to begin July 1 for the tentative budget. Do not forget to include sponsorship fees.
- 8 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 7-10, based on the approved and adopted budget for the school year to begin July 1 for the final budget. Do not forget to include sponsorship fees.
- 9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 10.
- 10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 10. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.
- 11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. We expect all charter schools to be fiscally responsible. A positive ending balance is required unless prior arrangements have been made, and approved by, the Deputy Superintendent of Administrative and Fiscal Services (NDE) and your sponsor.

FORM 5 EXPENDITURE SUMMARY

- 1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

FORM 6 PROPRIETARY OR ENTERPRISE

- 1 Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.
- 2 Fill in the amounts of revenue per revenue code in column (1) from your audited information.
- 3 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 4 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 5 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.

- 6 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 7 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance. Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 8 Check that the "TOTAL ALL RESOURCES" amounts are correct.
- 9 Fill in the expenditure amounts, per function, in column (1) from your audited information.
- 10 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
- 11 Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 12 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 13 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

FORM 7 INDEBTEDNESS

- 1 Form 7 is only filled out if you currently have or anticipate loans.
- 2 Enter the fund which includes the indebtedness in column (1).
- 3 List each loan in column (1) under the appropriate fund.
- 4 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
- 5 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
- 6 Enter the original amount of the loan (issue) in column (4).
- 7 Enter date of issue in column (5).
- 8 Enter date of final payment in column (6).
- 9 Enter the interest rate of the loan in column (7).
- 10 Enter the outstanding balance at the beginning of the current year in column (8).
- 11 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
- 12 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
- 13 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

FORM 8 - TUITION AND TRANSPORTATION

- 1 FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.
- 2 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue. Enter the amount into the correct row, under column (1).
- 3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
- 4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
- 5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
- 6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
- 7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
- 8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
- 9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.
- 10 Totals will calculate.

FORM 9 FUND TRANSFERS

- 1 FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.
- 2 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
- 3 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
- 4 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
- 5 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
- 6 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.

- 7 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
- 8 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
- 9 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
- 10 The totals will calculate and should balance.

FORM 10 LOBBY EXPENSE

- 1 Form 10 is only filled out if you anticipate lobby expenses.
- 2 Item #1, enter the lobbying activity.
- 3 Item #2, enter the source of the funding.
- 4 Item #3, enter the anticipated costs for transportation.
- 5 Item #4, enter the anticipated costs for lodging and meals.
- 6 Item #5, enter the anticipated costs for salaries and wages.
- 7 Item #6, enter the anticipated costs for compensation to lobbyists.
- 8 Item #7, enter the anticipated costs for entertainment.
- 9 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
- 10 The total anticipated expenditures will calculate.
- 11 Enter the Entity involved in the lobbying effort.

Form 11 CASH FLOW

- 1 Enter basic revenue sources in the left column under "REVENUES, Type:".
- 2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
- 3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget".
The variance will calculate.
- 4 Enter the basic operating (object) categories in the left column
- 5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
- 6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget".
The variance will calculate.
- 7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance (F/B)". The remaining balances will calculate as additional data is entered.

ocial Education).

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	<u>WEIGHTED ACTUAL YEAR ENDING 06/30/14</u>		<u>WEIGHTED ACTUAL YEAR 2014-2015</u>		<u>WEIGHTED ESTIMATED YEAR ENDING 06/30/16</u>
1. Pre-kindergarten (NRS 388.490)	x .6 = 0.0		x .6 = 0.0		x .6 = 0.0
2. Kindergarten	x .6 = 0.0		x .6 = 0.0		x .6 = 0.0
3. Elementary			60		120
4. Secondary			60		120
5. Ungraded					
6. Subtotal	0.0		120.0		240.0
7. Students transported into Nevada from out-of-state					
8. Students transported to another state					
9. Total WEIGHTED enrollment	0.0		120.0		240.0
10. Hold Harmless					

11. Basic support per pupil amount, Year Ending 06/30/16		<u>5,457</u>			
Fill in information for each district:	2015-2016	WEIGHTED 2015-2016 Enrollment	Subtotal	Use rates below:	Reference amounts for #12 Estimate: "Outside Revenue"
<u>School District</u>	<u>Rate revised 5/24/2013</u>				
Carson City	\$ 6,537	0.0	\$ 0		\$ 1,086
Churchill	\$ 6,538	0.0	\$ 0		\$ 1,069
Clark	\$ 5,457	120.0	\$ 654,840		\$ 997
Douglas	\$ 5,885	0.0	\$ 0		\$ 2,386
Elko	\$ 6,610	0.0	\$ 0		\$ 1,113
Esmeralda	\$ 15,916	0.0	\$ 0		\$ 8,308
Eureka	\$ 11	0.0	\$ 0		\$ 43,870
Humboldt	\$ 5,242	0.0	\$ 0		\$ 2,047
Lander	\$ 1,051	0.0	\$ 0		\$ 9,884
Lincoln	\$ 10,368	0.0	\$ 0		\$ 1,295
Lyon	\$ 7,082	0.0	\$ 0		\$ 922
Mineral	\$ 9,534	0.0	\$ 0		\$ 1,683
Nye	\$ 7,038	0.0	\$ 0		\$ 1,368
Pershing	\$ 8,675	0.0	\$ 0		\$ 2,272
Storey	\$ 8,345	0.0	\$ 0		\$ 6,494
Washoe	\$ 5,504	0.0	\$ 0		\$ 1,138
White Pine	\$ 7,288	0.0	\$ 0		\$ 1,902
Multidistrict		120.0	\$ 654,840	<u>5,457</u>	
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			<u>\$997</u>		
13. Total basic support for enrollee including outside revenue				Total Weighted-#9 <u>\$ 1,548,960.00</u>	Hold Harmless-#10 <u>\$ -</u>
14. Estimated number of special education program units		-	(Should be 0 or 1 maximum - see prior year allotment)		
	X	<u>39,768</u>	amount per unit	<u>\$0</u>	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)				Total Weighted <u>\$ 1,548,960.00</u>	Hold Harmless <u>\$ -</u>

Fiscal 2015-2016 Charter School Legacy International College Prep Academy (LICPA)

Form 3	(1)	(2)	(3)	(4)	(4)
Legacy International College Prep Academy (LICP) REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/16 AMENDED FINAL APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources			150,000		
TOTAL LOCAL SOURCES	0	0	150,000	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)					
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	0	0	0

REVENUE	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	150,000	0	0

Legacy International College Prep Academy (LICP Form 4 PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/14	(2) ESTIMATED CURRENT YEAR ENDING 06/30/16	(3) BUDGET YEAR ENDING TENTATIVE APPROVED	(4) BUDGET YEAR ENDING FINAL APPROVED	(5) 06/30/16 AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			\$553,600.00		
200 Benefits			\$85,140.00		
300/400/500 Purchased Services			\$302,214.00		
600 Supplies			\$513,294.00		
700 Property			\$94,172.00		
800 Other			\$ 540.00		
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	1,548,960	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

Legacy International College Prep Academy (L PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	0	0	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other In	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/16		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/16		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/16	TENTATIVE APPROVED	(4) FINAL APPROVED	06/30/16 AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2600 SUBTOTAL	0	0	0	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0	0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3100 TOTAL FOOD SERVICES	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR ENDING 06/30/16		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR ENDING 06/30/16		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION AND	0	0	0	0	0
5000 Debt Service					
000 EXPENDITURES	0	0	0	0	0
TOTAL ALL EXPENDITURES	0	0	1,548,960	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX XXXXXXXXXXXXXX XXXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	0	1,548,960	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	0	46,469	0	0
	Calculated Total Ending Fund Balance:	0	0	(1,398,960)	0	0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 4 Expenditures

3/11/2013

TENTATIVE BUDGET 2015-2016				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	553,600	85,140	910,220	1,548,960
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	553,600	85,140	910,220	1,548,960
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS TENTATIVE	553,600	85,140	910,220	1,548,960
FINAL BUDGET 2015-2016				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

FINAL BUDGET - Estimated	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 5 Exp Summary

Page 2 of 2

3/11/2013

PROPRIETARY OR ENTERPRISE FUND

Legacy International College Prep Academy (LICPA)

Fund: REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/16	BUDGET YEAR ENDING 06/30/16		
			TENTATIVE APPROVED		FINAL APPROVED
1000 LOCAL SOURCES					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
TOTAL LOCAL SOURCES	0	0	0		0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3200 State Govt Restricted Funding					
TOTAL STATE SOURCES	0	0	0		0
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass- thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
TOTAL FEDERAL SOURCES	0	0	0		0
5000 OTHER FINANCING SOURCES					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
TOTAL OTHER SOURCES	0	0	0		0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0		0
TOTAL ALL RESOURCES	0	0	0		0

Form 6 Proprietary/Enterprise	(1)	(2)	(3) (4)	
		ESTIMATED	BUDGET YEAR ENDING 06/30/10	
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/08	CURRENT YEAR ENDING 06/30/09	TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

Legacy International College Prep Academy (LICPA)

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

- 1 - General Obligation Bonds
- 2 - G. O. Revenue Supported Bonds
- 3 - G. O. Special Assessment Bonds
- 4 - Revenue Bonds
- 5 - Medium-Term Financing
- 6 - Medium-Term Financing - Lease Purchase
- 7 - Capital Leases
- 8 - Special Assessment Bonds
- 9 - Mortgages
- 10 - Other (Specify Type)
- 11 - Proposed (Specify Type)

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2013	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/16		(11) (9) + (10) 6/30/2016 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Form 7 INDEBTEDNESS

3/11/2013

Legacy International College Prep Academy (LICPA)

REPORT FOR ALL FUNDS		2015-2016		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION		
REVENUES	Revenue Codes	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD		
Nevada Individuals	1310/1410						
Nevada School Districts	1321/1421						
Out-of-state Individuals	1310/1410						
Out-of-State School Districts	1331/1431						
		\$0	\$0	\$0	\$0		

EXPENDITURES		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
		Object Codes	561	511	562
100 - Regular Programs					
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
TOTALS		\$0	\$0	\$0	\$0

Legacy International College Prep Academy (LICPA)

Budget Fiscal Year 2015-2016

Legacy International College Prep Academy (LICPA)

FUND TRANSFERS 2015-2016 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

Legacy International College Prep Academy (LICPA)

CASH FLOW STATEMENT

2015-2016

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
REVENUES															
Type:															
Distributive School Acct		\$ 387,240.00			\$ 387,240.00			\$ 387,240.00			\$ 387,240.00		\$ 1,548,960.00		\$ 1,548,960.00
Donations	\$ 150,000.00												\$ 150,000.00		\$ 150,000.00
Federal Grant A													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
Total Revenues	\$ 150,000.00	\$ 387,240.00	\$ -	\$ -	\$ 387,240.00	\$ -	\$ -	\$ 387,240.00	\$ -	\$ -	\$ 387,240.00	\$ -	\$ 1,698,960.00	\$ -	\$ 1,698,960.00
Total Revenues Y-T-D	\$ 150,000.00	\$ 537,240.00	\$ 537,240.00	\$ 537,240.00	\$ 924,480.00	\$ 924,480.00	\$ 924,480.00	\$ 1,311,720.00	\$ 1,311,720.00	\$ 1,311,720.00	\$ 1,698,960.00	\$ 1,698,960.00			
EXPENDITURES															
Salaries & Benefits															
Salaries		\$ 50,327.00	\$ 50,327.00	\$ 50,327.00	\$ 50,327.00	\$ 50,327.00	\$ 50,327.00	\$ 50,327.00	\$ 50,327.00	\$ 50,327.00	\$ 50,327.00	\$ 50,330.00	\$ 553,600.00		\$ (553,600.00)
Benefits		\$ 7,740.00	\$ 7,740.00	\$ 7,740.00	\$ 7,740.00	\$ 7,740.00	\$ 7,740.00	\$ 7,740.00	\$ 7,740.00	\$ 7,740.00	\$ 7,740.00	\$ 7,740.00	\$ 85,140.00		\$ (85,140.00)
Total Salaries & Ben	\$ -	\$ 58,067.00	\$ 58,067.00	\$ 58,067.00	\$ 58,067.00	\$ 58,067.00	\$ 58,067.00	\$ 58,067.00	\$ 58,067.00	\$ 58,067.00	\$ 58,067.00	\$ 58,070.00	\$ 638,740.00	\$ -	\$ (638,740.00)
Operating															
Supplies															
Distance Ed Curric.		\$ 57,740.00			\$ 57,740.00			\$ 57,740.00		\$ 52,740.00	\$ 62,740.00	\$ 57,741.00	\$ 346,441.00		\$ (346,441.00)
Other Supplies		\$ 27,808.00			\$ 27,808.00			\$ 27,808.00		\$ 27,808.00	\$ 27,808.00	\$ 27,813.00	\$ 166,853.00		\$ (166,853.00)
Contracts															
Sain Services		\$ 175.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 170.00	\$ 1,920.00		\$ (1,920.00)
State Fee		\$ 2,112.00	\$ 2,112.00	\$ 2,112.00	\$ 2,112.00	\$ 2,112.00	\$ 2,112.00	\$ 2,112.00	\$ 2,112.00	\$ 2,112.00	\$ 2,112.00	\$ 2,114.00	\$ 23,234.00		\$ (23,234.00)
EMO Fee		\$ 14,000.00			\$ 14,000.00			\$ 14,000.00		\$ 14,000.00	\$ 14,000.00	\$ 14,000.00	\$ 84,000.00		\$ (84,000.00)
Lease Inc. Utilities		\$ 3,636.00	\$ 3,636.00	\$ 3,636.00	\$ 3,636.00	\$ 3,636.00	\$ 3,636.00	\$ 3,636.00	\$ 3,636.00	\$ 3,636.00	\$ 3,640.00	\$ 3,640.00	\$ 40,000.00		\$ (40,000.00)
School Insurance		\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,909.00	\$ 1,910.00	\$ 1,910.00	\$ 21,000.00		\$ (21,000.00)
Other Contracts		\$ 12,006.00	\$ 12,006.00	\$ 12,006.00	\$ 12,006.00	\$ 12,006.00	\$ 12,006.00	\$ 12,006.00	\$ 12,006.00	\$ 12,006.00	\$ 12,006.00	\$ 12,000.00	\$ 132,060.00		\$ (132,060.00)
Equipment															
Furniture		\$ 11,263.00			\$ 11,263.00	\$ 11,263.00		\$ 11,263.00		\$ 11,263.00	\$ 11,263.00	\$ 11,261.00	\$ 67,576.00		\$ (67,576.00)
Computers		\$ 2,418.00	\$ 2,418.00	\$ 2,418.00	\$ 2,418.00	\$ 2,418.00	\$ 2,418.00	\$ 2,418.00	\$ 2,418.00	\$ 2,418.00	\$ 2,416.00	\$ 2,416.00	\$ 26,596.00		\$ (26,596.00)
Misc		\$ 540.00											\$ 540.00		\$ (540.00)
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
													\$ -		\$ -
Total Expenses	\$ -	\$ 191,674.00	\$ 80,323.00	\$ 80,323.00	\$ 191,134.00	\$ 91,586.00	\$ 80,323.00	\$ 191,134.00	\$ 80,323.00	\$ 174,871.00	\$ 196,134.00	\$ 191,135.00	\$ 1,548,960.00	\$ -	\$ (1,548,960.00)
Total Expenses Y-T-D	\$ -	\$ 191,674.00	\$ 271,997.00	\$ 352,320.00	\$ 543,454.00	\$ 635,040.00	\$ 715,363.00	\$ 906,497.00	\$ 986,820.00	\$ 1,161,691.00	\$ 1,357,825.00	\$ 1,548,960.00	\$ 1,548,960.00	\$ -	\$ 150,000.00
Percent of Budget	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 150,000.00	\$ 195,566.00	\$ (80,323.00)	\$ (80,323.00)	\$ 196,106.00	\$ (91,586.00)	\$ (80,323.00)	\$ 196,106.00	\$ (80,323.00)	\$ (174,871.00)	\$ 191,106.00	\$ (191,135.00)	\$ 150,000.00	\$ -	\$ 150,000.00
Begin Cash Balance(F/B)	\$ -	\$ 150,000.00	\$ 345,566.00	\$ 265,243.00	\$ 184,920.00	\$ 381,026.00	\$ 289,440.00	\$ 209,117.00	\$ 405,223.00	\$ 324,900.00	\$ 150,029.00	\$ 341,135.00			\$ -
End Cash Balance (F/B)	\$ 150,000.00	\$ 345,566.00	\$ 265,243.00	\$ 184,920.00	\$ 381,026.00	\$ 289,440.00	\$ 209,117.00	\$ 405,223.00	\$ 324,900.00	\$ 150,029.00	\$ 341,135.00	\$ 150,000.00	\$ 150,000.00	\$ -	\$ 150,000.00

C.1: BUDGET

Attachment C.1.1, Budget: - 2014-15 and 2015-16

Attachment C.1.2, Budget narrative: - NDE Forms 2014-15 and 2015-16

Attachment C.1.3, Cash flow statement: - 2014-15 and 2015-16

Narrative C.1.4, Chart of Accounts assurance:

LICPA assures the school will use the Nevada Chart of Accounts for all accounting. The LICPA Board will appoint a member to train the Head of School to use the Nevada Chart of Accounts and the LICPA Board will assure the Nevada Chart of Accounts is used in all accounting procedures. http://www.doe.nv.gov/NDE_Offices/Support/NDE_Chart_of_Accounts/

Attachment C.1.5, Pre-opening budget:

Narrative C.1.6, Contingency plan for financial challenges: The fiscal year is from July 1 to June 30. All money received by the School will be deposited in a Nevada financial institution Bank of America. The absolute minimum number of students the school needs to operate is 30. LICPA will also apply for a Federal Charter School Grant and if funded, LICPA will utilize those funds as well. Should there be cash flow challenges, LICPA will utilize the \$150,000 in Foundation funds from The Querrey Foundations (\$50,000) the Hennessy Foundation (\$50,000) and the Horizon Helicopter Inc. Foundation (\$50,000) to meet these challenges (See Foundation verification letters in Pre-Opening Budget). For example, the Foundation Funds will be used as needed for Pre-opening costs. After the State funds are available, the amount of the money used from the Foundation will be put back into that contingency account to be used later if needed to maintain financial viability. If needed for financial challenges, the EMO will reduce their fee to zero if needed to keep the school operating. The EMO fees in year one are a maximum of \$300 per student in year one and \$350 per student in year two. The EMO charge increased in year two because the school could financially sustain the \$350 fee with increased enrollments. The EMO agrees to reduce the fees to zero if needed to ensure the financial viability of LICPA. By reducing most costs to reflect a true enrollment number, the school would be able to maintain a

small surplus at the end of the year.

C.2: FINANCIAL MANAGEMENT

Narrative C.2.1, Financial responsibility: LICPA will have our legal counsel review all policies in the “Suggested Model Financial Policies for Nevada Charter Schools” provided by the Nevada Department of Education. The legal counsel will review the policies of any new editions or additions to the document. It is understood the intent of the document is for guidance only and our legal counsel will review and approve all financial policies prior to requesting Governing Board approval. Once approval is received, these policies will be instituted and training and guidance will be provided to all personnel involved in financial management of LICPA. Any contracted companies involved in any aspect of financial management will be provided a copy of the approved policies as needed and approved by the Governing Board.

Narrative C.2.2, Closing procedures: In the case school closure is required, the following procedures will be followed:

- 1.** The LICPA Governing Board, not less than 30 days before the closure of the school will submit written notice of closure to the Nevada Department of Education, the State Charter School Authority and the employees of the school. The notice will include the reason(s) for the closure, date of said closure, and date of the meeting of the Governing Board on which the determination was made to close the school. It will include the name of the LICPA administrator along with contact information.
- 2.** Not less than 30 days before the closure of LICPA, the LICPA Governing Board will instruct the registrar or secretary of the school to complete the following:
 - a.** Contact by regular mail the parent or legal guardian of each pupil enrolled in LICPA. The notice to parents will include information on how the pupil may transfer to another public school and the manner in which records of that pupil will be transferred;
 - b.** Contact the board of trustees of each school district in which a LICPA pupil resides. This correspondence will include written notice of the closure of LICPA and notification that the

school district may receive pupils for enrollment upon the closure.

c. The LICPA registrar will ensure that all information required by NRS 386.650 for inclusion in the SAIN data system of Nevada is current to the date of the closure.

3. Not less than 30 days before the closure of LICPA, the Governing Board will submit to the sponsor of the school the following:

a. All records of indebtedness of LICPA if any, and any property of the School that is encumbered;

b. Return any remaining restricted assets to their source, such as grant money and money contained in restricted categorical funds;

c. Create a current and projected payroll and payroll benefits commitment, listing each employee, each employment position and the amount of money required to satisfy existing contracts;

d. Report of the income tax documentation for the employees of LICPA;

e. Ensure that outstanding obligations of LICPA are settled after closure of the school, including without limitation, unemployment compensation, employee benefits, and resolution of the lease agreement for the charter school, if applicable, and final balances for utilities and other costs.

4. Not later than six (6) months after closure of LICPA, the Governing Board will provide an independent audit, including, without limitation, the net assets and net liabilities of the school; and the annual report of budget required by NRS 386.600.

5. The LICPA Governing Board shall ensure that all money received by the charter school from the State of Nevada that is unencumbered is returned to the Nevada Department of Education (NDE) and placed in an escrow account for the purpose of satisfying any outstanding obligations of LICPA. One year after the establishment of the escrow account, the NDE will transfer the balance remaining in that account to the State Distributive School Account created pursuant to NRS 387.030.

6. The Charter School Authority shall conduct a physical inspection upon closure of LICPA to confirm that all equipment, supplies, and textbooks identified in the inventory of the school

maintained pursuant to NAC 386.342 are on the premises of the school. A current copy of the written inventory is to be provided to the sponsor of LICPA. The inventory will identify the source of money used to purchase each item, the name of the entity that donated the item and/or the owner of the item, as applicable.

7. Upon closure of LICPA, the Governing Board will ensure that if LICPA used money received from the sponsor of the charter school, the State of Nevada, or the federal government to purchase equipment or supplies, the equipment and supplies will remain on the premises of the school, unless LICPA is directed otherwise by the sponsor of the charter school, the State or the federal government, as applicable. The charter school sponsor, the State, or the federal government will be the only entities to remove equipment and or supplies from the Charter School.

8. If a licensed teacher who is a member of the LICPA Governing Board fails to comply with the aforementioned policy, the Charter School Authority or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

3. Narrative C.2.3, Audit firm: LICPA will contract with the C.P.A. Firm of Houldsworth, Russo & Company, 8675 S. Eastern Ave., LV, NV 89123 <http://www.trusthrc.com>

Narrative C.2.4, Nevada bank: LICPA will use Bank of America for school use:
Bank of America, University Branch 4795 S Maryland Pky, Las Vegas, NV 89119

Narrative C.2.5, Fees, Charges: LICPA does not anticipate imposing any fees, charges, or deposits except for an optional summer school program. The Summer School Program will be optional and fees will cover the expenses (Teachers, administrators, online curriculum, etc.). There will be no priority treatment in the regular school year program for pupils participating in the summer school program. In order to maintain fidelity of the financial accounting, the financial accounting for the summer school program will be separate from the regular school year budget

due to fees charged for summer school and no fees charged during the regular school year.

Narrative C.2.6, Person to draw orders for payment of school's money: The Head of School (a person has not been hired at this time) will be primarily responsible for the day-to-day management of school finances. For example, the Head of School will purchase supplies, complete paperwork for employees on a monthly or weekly basis and purchase equipment for the school. The Head of School will provide oversight and signature authority for the all expenditures. The Governing Board will review and approve all financial structures, procedures, policies, and activities on a quarterly basis.

Narrative C.2.7, Minimum number of enrolled pupils required: The minimum number of enrolled pupils necessary for financial viability of the school is 30 students. We expect a larger enrollment of a minimum of 120 students that could be as high as 200, but LICPA can remain financially viable with a minimum of 30 students.

C.3: FACILITIES

Narrative C.3.1, Facilities and equipment Information: LICPA is primarily a Distance Education Charter School with a face-to-face component. However we will utilize brick and mortar classrooms on a daily basis.

(a) The LICPA Board has not obtained a suitable facility, personnel, or equipment at the time of application because we do not have a budget to sign a lease, hire personnel, or purchase equipment at this time. We have explored the potential for using facilities at several locations and have conducted pre-interviews with a potential Head of School and prospective teachers. The LICPA Board is currently exploring location options that include classroom space at:

- 1) **Christ the King Church Activities Center** (a separate school facility is located on the premises) located at 4925 S. Torrey Pines Dr., Las Vegas, NV 89118
- 2) **Darling Tennis Center** at 7901 West Washington Avenue, Las Vegas, NV 89128 and
- 3) **On Deck Baseball Academy** at 4145 N. Rancho Drive, Suite 110, Las Vegas, Nevada 89130.

The LICPA Board is also exploring additional classroom space. In all cases we are negotiating for a free rental agreement. All locations currently have suitable furniture for the Charter School. The Pilot Project has utilized the Darling Tennis Center facility and furniture at no cost for the entirety of the Pilot Project. Any new federal Charter School Program (CSP) Non-SEA grant application, we have a tentative budget for additional equipment (e.g., computers, furniture and equipment) to enhance to educational program.

(b) The LICPA Board members are currently searching for additional suitable locations and equipment, as well as looking for additional pre-opening funds to complete this process.

(1) The Board will select a facility that currently exists and does not need remodeling. The three structures currently under review would not need any remodeling or furniture and therefore no budget items are included for these expenses. However, the budget does have unspent funding should there arise a need for some remodeling.

(2) The LICPA Board will designate a suitable facility by the end of January 2014. The lease will be signed to be effective starting August 1, 2014. Personnel will be hired and equipment purchased by August 15, 2014.

(c) LICPA will open the same date as all Clark County School District schools. Many families of students may have siblings in CCSD schools and many parents requested we follow the CCSD school schedule. School will begin on August 25, 2014.

(d) The Head of School will be in place August 1, 2014. Christ the King, The Darling Tennis Center and the On Deck Baseball Academy will provide suitable furniture if the Charter School is approved and these locations are utilized. However, some furniture will be purchased and is included in the budget.

(1) Office furniture and equipment; Depending on the building selected, the LICPA Board may only need to purchase a small amount of office furniture. Christ the King, the Darling Tennis Center and the On Deck Baseball Academy will provide at no cost suitable furniture if the Charter School is approved. The year two budget includes costs for student desks and chairs.

(2) Computer equipment: The Head of School will purchase a server to run the administrative software and iPads for students, teachers and administrators (See Budget). Wi-Fi will be available in all facilities. If Wi-Fi is not available, the LICPA Board will purchase a router for the service as needed. Electrical backup and server backups will be purchased as needed through iCloud (See Budget items).

(3) Musical instruments; No purchase of musical instruments are planned at this time.

(4) Equipment to be used in a machinery shop; None planned for at this time.

(5) Supplies and other items necessary for the use of equipment described in this paragraph; No additional supplies will be needed for the above items

(e) A written estimate of the cost of obtaining insurance is provided, however, we are negotiating with potential locations that currently have and may pay for appropriate insurance coverage.

(f) Not available at the time of application.

Attachment C.3.2 Estimate of the cost of insurance

Attachment C.3.3 Inspection documents Not Applicable

Attachment C.3.4 OSHA document Not Applicable

C.4: Transportation, Health Services and Emergency Services

Narrative C.4.1, Transportation: LICPA will not provide transportation to or from school.

LICPA personnel will work with parents and guardians to ensure all students have appropriate transportation to and from school. All applicable State laws will be adhered to regarding the transportation of students.

Narrative C.4.2 Providing Health Services: LICPA will enter into a contract with a registered nurse to provide services required for the health care of its pupils including the delivery of hearing, vision, and scoliosis screenings. We have budgeted for a Nurse should a nurse be needed (See Budget). The same contract will cover all health assessments for students who are evaluated for Special Education Services. The same person will be responsible for health education of students, staff, and parents.

Narrative C.4, Maintenance of records related to the immunization of pupils: The Head of School will be responsible for reviewing, verifying, and maintaining immunization records. He/she will also be responsible for contacting the parents/guardians of students who are not in compliance with state regulations regarding immunizations and for informing school administrators of pupils who are not in compliance with state law. LICPA will hire a licensed health official to assure compliance with immunizations and all health related requirements. The Head of School will schedule parent conferences with students who are still not in compliance with state immunization laws after the first month of school. A student will be excluded from school until he/she has the proper immunizations, if the student has not provided the school with proof of immunization by the end of October. Immunization records will be kept in a locked, fireproof cabinet in the school office along with the other student records in compliance with NRS 392.435. The records will be kept for five years after a student leaves the school. The Head of School will participate in the DHHS immunization survey. Additional maintenance of student records is addressed in section A.9.

Attachment C.4.4 Drills for Fire and Other Emergencies

Attachment C.4.5 the school's Emergency Management Plan.

Attachment C.4.6 N/A

Attachment C.4.7 N/A