

SPCSA CHARTER PROPOSAL COVER SHEET

Identify the **primary point of contact** for your team. Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your team receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: _____ Dominic DiFelice _____

Mailing address:

Street/PO Box: _____ 925 S. Niagara Street, Suite 140 _____

City: _____ Denver _____ **State:** _____ Colorado _____ **Zip:** _____ 80224 _____

Phone Number: *day* _____ 303.894.3161 _____ *evening* _____ 303.917.0859 _____

Fax number: _____ 303-832-5050 _____ **Email:** _____ ddfelice@newamericaschool.org _____

Name of team or entity applying: _____ The New America School Network _____

- Track A
- Track B
- Track C
- Track D

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 mission of The New America School-Las Vegas (NAS-Las Vegas) is to empower new immigrants, English Language Learners and academically underserved students with the educational tools and support they need to maximize their potential, succeed, and live the American dream.

The school will serve students from grades 9-12.

NAS-Las Vegas will embrace student diversity; develop the skills students need to make responsible choices; teach the 21st century skills students need to succeed academically, personally, and professionally; empower students with the knowledge and confidence necessary to transfer academic knowledge to the real world; and provide English language competency to assure student success.

Names, roles, and current employment of all persons on applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Dominic DiFelice	Network Superintendent	Consultant
Craig Cook	Network Chief of Business Operations	Consultant
David Rein	Development of Director	None

Does this applicant team, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2015-16 or 2016-17 school years? Yes No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
New America School-Las Vegas	2018	9-12	9-12

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	40	50	60	75	85	100
10	40	55	65	80	95	105
11	50	60	70	80	90	110
12	55	60	80	90	105	110
Total	185	225	275	325	375	425

2. Executive Summary

Provide a brief overview of your proposed school, including:

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

The purpose of establishing the New America School-Las Vegas (NAS-Las Vegas; NAS-LV) is to provide excellent learning opportunities that improve academic achievement for new immigrants, English Language Learners (ELL) and academically underserved students in an environment sensitive to their needs. In short, NAS-Las Vegas will exist to close the achievement gap which currently exists among Las Vegas area high school students.

NAS will bring to Las Vegas those research-based best practices that have closed the achievement gap in its Colorado and New Mexico schools for immigrants, English Language Learners, and academically underserved students.

Mission. The mission of The New America School-Las Vegas is to empower new immigrants, English Language Learners and academically underserved students with the educational tools and support they need to maximize their potential, succeed, and live the American dream.

Vision. NAS-Las Vegas will embrace student diversity; develop the skills students need to make responsible choices; teach the 21st century skills students need to succeed academically, personally, and professionally; empower students with the knowledge and confidence necessary to transfer academic knowledge to the real world; and provide English language competency to assure student success.

Model. We believe all students are responsible for the choices they make, and we will help our students develop skills to make responsible choices:

- We believe in students' individuality and celebrate the diversity they bring to our school
- We believe all students can learn to respect one another and themselves and transfer this respect to their personal and professional lives
- We believe that students should understand the practical purposes of what they are learning, and understand how to apply their knowledge and skills throughout their lives

Guided by these beliefs, NAS-Las Vegas will create an accessible program that allows non-traditional students the opportunity to grow academically in a challenging and supportive environment. Using best practices, we will empower students to acquire the language skills, knowledge and confidence necessary to be productive members of their community. NAS-Las Vegas shares best-practices in secondary school reforms, with a common focus on: key, research-based goals and an academic mission; small personalized learning environments; respect and

responsibility among students, among faculty, and between students, and faculty; time for staff collaboration and for including the wider community in the education partnership; technology as a tool for designing and delivering engaging, imaginative curricula; and, rigorous academic standards.

Envisioned as an innovative new option for underserved, low-income, and ELL students, NAS-Las Vegas will provide opportunities for urban youth to explore and pursue civic, community, cultural, and career aspirations and to prepare themselves for success after high school in a supportive and academically challenging environment. Our student-centered philosophy reflects the school's unwavering commitment to high expectations for everyone in our learning community, standards of academic excellence, and to supporting students to be 'future-ready' in an increasingly global, competitive, and diverse world.

Target Community. The student population attracted by the school's mission will be new immigrants to the country, settled refugees, students who may have been in the country for a number of years but have not as yet gained proficiency in the English language. The school will also attract students that have dropped out of school and are overaged and have few credits but now wish to return to high school and obtain their diploma.

Outcomes. NAS-Las Vegas instructional methodologies are designed to foster English language acquisition and college and career readiness in an increasingly global, competitive, and diverse society. Given our student population, pathways to success can take many routes. For some obtaining a high school diploma and then pursuing post-secondary studies at a community college or university will indicate success. Some may wish to take an apprenticeship program and still others may wish to enter the world of work after graduation. Success cannot be judged solely by students attending college or university.

Based on the NWEA MAP outcomes of NAS students in Colorado and New Mexico, students who attend NAS-Las Vegas will manifest academic growth that surpasses those of their peers enrolled at other schools:

- NAS-Las Vegas students will average greater growth than similar students at other schools: the NAS student population advance more grade levels fall to spring than demographically similar students who start the year at the same academic level.
- A greater percentage of NAS-Las Vegas students will achieve growth than similar students. To clarify, if 10 NAS-Las Vegas students and 10 similar random students are tested, a greater number of the ten NAS students will grow academically than the 10 similar students.
- NAS-Las Vegas students will achieve greater growth than similar students regardless of the students' skill levels upon entering NAS: Both the students entering NAS with the lowest skill levels and the students at higher skill levels will exhibit greater growth than similar students.

In addition to the academic skills the school will cultivate, to foster student success we will also help students gain the crucial life skills necessary to flourish in the broader society. These skills include how to be effective in groups, how to manage anger, how to problem-solve and how to communicate effectively.

Finally, NAS-Las Vegas also understands that students who are new to this country often suffer culture shock and experience difficulty adjusting to living in the United States. As such, NAS-Las Vegas will do more than just teach the core competencies required for high school success; we will support and instruct students who want to learn about American life and culture.

Educational Model. NAS-Las Vegas will adopt a common core curriculum aligned with Nevada Academic Content Standards. Fidelity to the standards will be a top priority of the principal who during walkthroughs and formal evaluations determine if teachers are teaching the intended curriculum.

This curriculum will be delivered in a sheltered environment, sensitive to the academic needs of English Language Learners. NAS-Las Vegas teachers will implement instructional strategies that include full language immersion, project-based learning, active learning and scaffolding, all within a sheltered language environment.

The school will employ—and teachers will be continuously trained in—instructional techniques best suited to promote academic achievement among this population: the school will ensure that each classroom teacher is well versed in Sheltered Instruction Observation Protocol (SIOP) best practices; teachers will employ Model Performance Indicators (MPIs) that on a daily basis outline for students their content objective, their language objective and the necessary supports to achieve these two main objectives; every class will begin with 10 minutes of Sustained Silent Reading (SSR); formative assessment will occur throughout each class period to ensure students understand the material presented; there will be an emphasis on group work; students will be given ample opportunities to demonstrate an understanding of the concepts taught; the classroom walls will be replete with appropriate visuals and student work; and student exemplars will be posted to highlight expectations for all students in the class.

NAS-Las Vegas will offer students a flexible, morning to evening, 9-12 charter high school within a culturally relevant and supportive environment. NAS-Las Vegas will offer a full high school program, with classes offered from 8:00 am-10:00 pm Monday – Thursday, four days a week for 150 days of instructional time. The four-day week is beneficial for students who may work or who have children. It will allow students to have a full day of work on Friday and eliminates the need for childcare one day a week. It also allows students who wish to attend Friday school an opportunity to receive remediation and extra support in their course work.

NAS-Las Vegas will deliver English as a second language courses that prepare students to learn the Nevada common core standards based curriculum.

- ESL 1 – a four-hour English block per day. The beginner English speakers will be placed in this class possibly for an entire year, and begin to transition into other sheltered content and/or elective classes during their second semester, or at the start of the next school year.
- ESL 2 – a two-hour English block per day. Students will receive two hours of intensive English instruction and also take three or four sheltered content and elective courses. Many of the ESL 2 students will take an additional English elective class to strengthen their English skills.
- ESL 3 – a one-hour English class. This class will serve as a preparation and transition for students as they move into language arts classes. The majority of students in ESL 3 will take an additional English elective class to strengthen their English skills.

Newcomer Center: NAS-Las Vegas will establish a self-contained center especially geared toward incoming monolingual speaking students. The center will provide intensive language and cultural support to these students, who will then be mainstreamed once a baseline is established.

Sheltered Content Classes: All classes at NAS-Las Vegas will be sheltered instruction classes. From mathematics to elective courses, NAS teachers will use Sheltered Instruction Observation Protocol (SIOP) strategies and techniques in the classroom.

NAS-Las Vegas teachers will be fully committed to the NAS mission. They will be aware of the unique needs of the student population and welcome the challenge of helping students overcome the obstacles they face. To continually improve their instructional capabilities, all teachers will participate in Professional Learning Communities and monthly professional development training. NAS-Las Vegas will only hire Nevada certified (preferred) or Highly Qualified teachers who also hold an ESL endorsement.

In developing the NAS model for instruction, considerable work was done in examining best practices for our target population. Some research-based best practices can be gleaned from the work of Carolyn Derby who identifies similar effective instructional practices for teaching English Language Learners. Also the work of August and Hakuta (1977) reviewed many studies of effective schooling for ELL. Many of these concepts have been implemented in the practices described above.

School Leadership. The selection of the NAS-Las Vegas school leader will be determined once the charter application is approved. It has been the practice of the NAS Network to conduct an extensive search and a challenging selection process to determine the best fit for NAS schools. Once selected, the principal would be hired in the planning year to begin the school start-up.

In addition to the principal, the NAS Network leadership team provides a cadre of highly skilled individuals to assist the principal and school to fulfil its mission and provide the necessary oversight to ensure fidelity to the model.

This includes the Network Superintendent, who has 42 years' experience in education and has been a teacher, vice principal, principal and Superintendent; a Chief of Business Operations with experiences as Finance Chief in two large school districts; a Senior Research Analyst with a national reputation for data analysis and accountability frameworks; a Development Director with extensive experience in marketing, recruitment and grant acquisitions; and a professional development trainer whose expertise includes SIOP training, MAP data analysis, and whole child development.

The Network team has been highly successful in establishing three schools in Denver, Colorado, and two schools in New Mexico: one in Albuquerque and one in Las Cruces. It also received a provisional charter in Nevada a few years back but lack of start-up funds prevented the school from opening and consequently the organization had to forfeit the charter.

And finally, the school has the good fortune to have a superb Committee to Form (Governing Council) whose members include a former Superintendent of Clark County, a former Deputy Superintendent of Clark County, a former chair of the Clark County Board of Education, two teachers, a former chair of the Latin Chamber of Commerce and an education lobbyist.

Key Supporters. A major supporter of the school is the original founder, Jared Polis, a four term Congressman from Boulder Colorado. He continues to support the NAS network annually with a \$50,000 contribution to replicate NAS schools in the SW states.

Given the demographics of the school we have received and will continue to receive strong support from the Latino community in the Las Vegas area. In particular, the Latin Chamber of Commerce has been extremely supportive of our mission and the students we serve.

3. Meeting the Need

TARGETED PLAN

(1) Identify the community you wish to serve and describe your interest in serving this specific community.

With a proposed opening date of August 2018, the New America School-Las Vegas will be a grade 9-12 high school offering courses of study aligned with Nevada’s Common Core Standards. While NAS-Las Vegas will welcome students from all over the Las Vegas-Metropolitan area, the school will target specifically those under-served students within the Clark County School District (CCSD) attendance boundaries who need support in acquiring English language proficiency to complete credits toward earning a high school diploma. The population to be served includes:

- Young people, ages 14 and over, not currently utilizing the public school system and its resources through a day or night program
- Newly-arrived immigrants including refugees lacking basic English proficiency and who may never have attended formal school
- Students with limited English proficiency who may also lack basic literacy and numeracy skills
- Students with some English proficiency, but because of interrupted education or personal circumstances have dropped out of the traditional school system.

NAS-Las Vegas will have an enrollment cap of 425 students, which it anticipates reaching in its sixth year of operation. NAS-Las Vegas has a projected year one enrollment of 185 FTE, with growth expected each year until the cap number is reached.¹

Although NAS-Las Vegas cannot predict the demographic breakdown of its student population, if the school were to follow the same enrollment patterns as the existing Colorado and New Mexico New America Schools we can expect that the student body will be comprised primarily of Hispanic, high-risk, English Language Learners and free and reduced lunch eligible students. (see table #1).

Table #1: NAS Network Schools’ Enrollment Patterns	Colorado			New Mexico	
	Thornton	Lake-wood	Lowry	Albu-querque	Las Cruces
Free & Reduced	81%	87%	64%	99%	94%
English Language Learners (ELL)	57%	76%	80%	83%	66%
Hispanic	93%	90%	74%	93%	99%
Interrupted Education	54%	67%	75%	38%	87%
High-Risk	97.3	99.7	95.2	N/A	N/A

Data from the 2014-15 school year illustrates for the great need in Nevada and the Clark County School District in particular for a school that serves this community. Almost 46% of Clark County’s 319,712 students are Hispanic. These students graduated at a rate far below their peers: While 70.77% of the state’s students graduated on time, and 72.07% of Clark County’s students did so, only 62.32% of Clark County’s Hispanic students graduated on time.

¹ This expectation is supported by the growth trends of the other NAS network schools—each of which had the same initial enrollment projections as NAS-Las Vegas and targeted a demographically similar population.

Moreover in 2014-2015, 3.6% of Clark County’s Hispanic high-school students dropped out of school. While these figures compare well to the dropout rates for non-Hispanic students in both the state and Clark County, the figures still translate to thousands of Hispanic high school students dropping out each year. It is quite possible that language barriers could be a big factor in contributing to this high number of dropouts from this specific ethnic group. We believe this staggering number of students could be better served in our charter school.

In addition, while NAS-Las Vegas has not established a facility yet, our preliminary search has indicated that several neighborhoods (identified by zip code) would be home to a large population of students that could benefit from our schools. These neighborhoods in general have a large number of: Hispanic residents; foreign born residents; residents who speak a language other than English at home, individuals with lower incomes than most residents of the state; and people with lower levels of educational attainment.

ZIP CODE	89128	89104	89101	89110	89142	89156
Total Population	38,561	38,711	44,213	71,150	31,185	27,288
Hispanic Population	7,356 (19.1%)	21,344 (55.1%)	27,622 (22.4%)	41,830 (58.8%)	16,003 (51.3%)	12,129 (44.4%)
Percent of residents that speak English at home	72.40%	44.80%	43.90%	40.70%	47.20%	58.40%
Percent of residents that speak Spanish at home	17.50%	46.80%	51.60%	53.80%	40.80%	38.10%
Percent of residents that speak other language at home	10.10%	8.50%	4.50%	5.60%	12.00%	3.50%
Foreign born population	6,739 (17.5%)	13,175 (34.0%)	15,426 (34.9%)	23,825 (33.5%)	10,232 (32.8%)	5,808 (21.3%)
Residents with income below the poverty level in 2013	13.90%	15.80%	37.50%	23.40%	13.70%	24.30%
Residents with income below 50% of the poverty level in 2013	8.60%	14.30%	20.1%%	13%	6.40%	11.80%
Median House Value or Household Income below State Average	U/K	Y	Y	Y	Y	Y
Hispanic race population percentage above state average.	U/K	Y	Y	Y	Y	Y
Foreign-born population percentage above state average.	U/K	Y	Y	Y	Y	Y
Percentage of population with a bachelor's degree or higher significantly below state average.	U/K	Y	Y	Y	Y	Y

The explicit purpose of establishing the New America School-Las Vegas, as well as the existing five schools in the NAS Network, is to serve this specific community: The purpose of establishing the NAS-Las Vegas is to improve the learning opportunities *for new immigrants and English Language Learners (ELL)* in an environment sensitive to their needs. The formal mission of NAS-LV is to serve this specific community: The mission of The New America School-Las Vegas (NAS-LV) is to empower *new immigrants, English Language Learners and academically underserved students* with the educational tools and support they need to maximize their potential, succeed, and live the American dream.

The school will occupy a unique niche in urban Las Vegas both in terms of its curricular focus and the school's instructional schedule. NAS-Las Vegas will be the only public high school in the Las Vegas area by mission explicitly dedicated to serving immigrants, English Language Learners and academically underserved students.

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

The original founder of New America School, Jared Polis, now a four-term congressman from Boulder Colorado, opened the first NAS school in Denver Colorado in 2004. He saw a need for a charter school that would serve primarily new immigrants and English Language Learners (ELLs) that were underserved or unserved by traditional schools. The mission now includes academically underserved students. The original vision of Congressman Polis was to replicate the NAS model throughout the Southwest states. This vision has been realized with three schools in Colorado and two schools in New Mexico.

The model that NAS uses has a number of unique features that serve well the target population:

- Quarterly enrollment, despite the fact that the school is not funded for students that enroll after the state's count date
- Granting quarterly credits thus allowing students who for personal circumstances need to temporarily drop out (for example-pregnant moms) an opportunity to re-enroll and through credit recovery programs continue their studies in the same academic year without loss of earned credits
- A flexible schedule, 8:00 am to 10:00 pm which allows students who need to work an opportunity to attend school while working and gives students who have fallen behind in their credit accrual the opportunity to take more than 6 credits per year
- Monday to Thursday classes with Friday school available for students who require remediation or additional supports
- A four hour per day Newcomer ESL program for new immigrants, thus allowing intensive English support to gain proficiency in English before entering language intense subject areas
- Instructional methodologies that incorporate Sheltered Instruction Observation Protocol (SIOP) in all classes, especially core subjects
- Hiring practices that demand a strong fit of teachers to mission. Teachers must also work towards ESL certification irrespective of subject taught
- A full day professional development and training once per month on Fridays

The details of instructional methodologies, such as Shelter Instruction Observation Protocol (SIOP), Differentiated and Sheltered Instruction, Active Learning and Formative Assessment, will be discussed in greater detail later in the application in Section 4: Academic Plan under Curriculum and Instructional Design ([on page 1-18](#)).

The model outlined above has worked very effectively for our target community in other cities. As a testament to its success, in 2016 NAS schools graduated nearly 320 students in its five campuses in Colorado and New Mexico. It is abundantly clear given the backgrounds of the graduates that very few would have received their diplomas in a traditional school setting. Nearly 67% of the students in NAS were previous dropouts and, as research has shown, every dropout costs the taxpayers of this country nearly \$300,000 each. That's a saving of nearly \$96M over the lifetime of these students.

Further, the model that NAS uses closely aligns with the SPCSA mission and values:

The mission of the SPCSA is to improve and influence public education in Nevada by sponsoring public charter schools that prepare all students for college and career success and by modelling best practices in charter school sponsorship.

Further, the SPCSA's mission is to provide English Learners equitable access to curricular and extracurricular programs through language acquisition support services which will promote progress towards mastery of standards and college and career readiness (emphasis added).

Given the school's mission and track record, the community demographics, and the SPCSA mission, there is a tremendous fit and need to establish a NAS-Las Vegas to provide a final opportunity for the great number of underserved or unserved students in the area.

PARENT AND COMMUNITY INVOLVEMENT

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

Four years ago, New America School was granted a provisional charter by the Nevada Charter Authority; however, lack of start-up funds forced the school to forfeit its charter. As a prelude to receiving the charter, the organization spent nearly two years working with the Committee to Form (which became the Governing Council) and attending key community stakeholder meetings, for example the Latin Chamber of Commerce, to inform the community about the school, its mission and target population. We met with the superintendent of CCDS at the time, Dwight Jones, to describe our school and he was very supportive of our previous work in other states and confirmed we would be meeting the need of a disenfranchised group of learners who were not being served by his district.

The original Committee to Form (CTF) is still intact and they have a strong desire to open the school and serve the needs of the thousands of students who are currently not enrolled in school or who have recently dropped out, and the high influx of refugees and new immigrants.

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

Once our application is approved and the location of the school is finalized, the CTF and the NAS staff will begin an aggressive marketing campaign in the school community to raise awareness of the school and who it will serve. Since the location will be strategically determined based on the target population we wish to serve, door to door contact, flyers, radio ads and other media advertisement will create a buzz in the community and arouse parent and student interest in the school model and its successes. An open house and community BBQ have always generated interest and is an excellent opportunity to engage and solicit parent volunteers for the school advisory committee, PTA, and school accountability committee.

During community events sponsored at the school the CTF and NAS staff will be in attendance to listen informally to parent concerns or issues and to empower parents to join school committees where their issues or concerns can be properly listened to and acted upon.

During the planning year the CTF will transition into the Governing Council and will hold regular monthly meetings. Parents and students will be invited to attend these meetings and see the progress towards school opening and make suggestions for a successful school start.

Word of mouth is the number one recruitment tool and once parents see the school model, its successes at other campuses, and how the school has changed the lives of students very similar to their own, they will be our strongest ambassadors in the community. It is important to realize that general invitations and opportunities for school involvement make students and parent feel the school wants them to be involved.

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

Parent engagement especially in high ethnic communities has always been a challenge. Often we attribute this lack of engagement to time constraints and the inability for parents to get involved in school life. And in some part this may be true. However, research has shown (especially in Latino communities) more often that parents believe schools don't listen or care to listen to their needs as parents. Parents want the school administration and teachers to speak to them about their children's grades, to find translators to help them understand what teachers are saying during parent-teacher nights, and to let the home know when their child is absent or in need of assistance. Conducting surveys of parents in their own language, is an excellent strategy in keeping the lines of communication open between the school and parents and obtaining valuable feedback on what is working and what is not working at the school. The more involved the school is with parents the more involved parents will be with the school.

As far as volunteer activities parents may wish to participate in, key committees such as the PTA, school advisory/accountability committees, field trips and after school programs are all areas that the school will strongly encourage parents to get involved with.

(4) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the EMO identified in the application or dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

There are a vast array of services available to high school age students in the greater Las Vegas area. Parks and Recreation programs, Child Nutrition and School Health are just some of the community resources that will be available to our students. NAS-Las Vegas plans to seek out the most appropriate services that will allow our students the ability to participate in safe, instructive before and after school programs. Since we will be located within the CCSD area we will liaise with district officials to piggy back on the many services that they afford their students.

Once the charter application is approved the principal and members of the GC will be charged to begin to seek out and forge partnerships with key community groups that will support the learning of our students. At this time no partnerships have been initiated. And as such, no letters of support are available at this time (See Attachment 1: Letters of Community Support-Partnership).

(5) Describe the group's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city?

The GC has members who have had extensive experience with community groups throughout the greater Las Vegas area. The GC consists of the former superintendent and deputy superintendent of CCSD and their work throughout their years with the district established many initiatives and strategies with neighborhood organizations. We will use their expertise and experiences to assist the school to develop similar successful programming for our students.

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

The New America School Network has assigned Dominic DiFelice (Network Superintendent), Craig Cook (Chief of Business Operations) and David Rein (Development Director) to complete the charter application as well as apply for the CSP grant. They will be assisted by the Committee to Form (CTF), a highly respected group of educators and business leaders to provide input and feedback throughout the application process, planning year and going forward.

Dominic DiFelice will be the chief writer of the application, Craig Cook will deal with all aspects of budget and facility acquisition, and David Rein will focus on writing the CSP grant. This was the same group of individuals that were successful in obtaining a provisional charter from the state four years ago. During the last application cycle, staff spent considerable time to understand the Las Vegas community, the population we would serve and met with community leaders and organizations to better inform them of our model and who we wished to serve. These key community leaders and organizations included:

- The Latin Chamber of Commerce
- The Mexican Consulate general
- Hispanic political roundtable
- The Agassi Foundation
- CCSD staff including the Superintendent Dwight Jones
- Steve Canavero Executive Director of SPCSA and his staff
- Dave Cook, VP State Board of Education
- Dale Erquiaga, Senior Advisor to Governor Sandoval
- Assemblywoman Debbie Smith

The organization spent nearly \$60,000 and countless hours in securing a provisional charter in 2012 and it intends to spend at least \$50,000 with this application and hundreds of hours in the writing of the applications, visiting the city to determine the best school location, meeting with the CTF and other community stakeholders.

Once the school is in operation, NAS Network staff will contract with the Governing Council (GC) to provide academic and financial oversight to ensure fidelity with the model. The planned role of Network staff including their scope of work and contract details will be explained in a later part of the application (see Attachment 23: EMO Services Contract).

4. Academic Plan

MISSION & VISION

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

(1) Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.

The mission of The New America School-Las Vegas (NAS-Las Vegas; NAS-LV) is to empower immigrants, English Language Learners and academically underserved students with the educational tools and support they need to maximize their potential, succeed, and live the American dream.

The student population attracted by the school's mission will be new immigrants to the country, settled refugees, and students who may have been in the country for a number of years but have not as yet gained proficiency in the English language. The school will also attract students that have dropped out of school, are overaged and have few credits but now wish to return to high school and obtain their diploma.

The school will employ—and teachers will be continuously trained in—instructional techniques best suited to promote academic achievement among this population: the school will ensure that each classroom teacher is well versed in Sheltered Instruction Observation Protocol (SIOP) best practices; teachers will employ Model Performance Indicators (MPIs) that on a daily basis outline for students their content objective, their language objective and the necessary supports to achieve these two main objectives; every class will begin with 10 minutes of Sustained Silent Reading (SSR); formative assessment will occur throughout each class period to ensure students understand the material presented; there will be an emphasis on group work; students will be given ample opportunities to demonstrate an understanding of the concepts taught; the classroom walls will be replete with appropriate visuals and student work; and student exemplars will be posted to highlight expectations for all students in the class.

(2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.

NAS-Las Vegas will embrace student diversity; develop the skills students need to make responsible choices; teach the 21st century skills students need to succeed academically, personally, and professionally; empower students with the knowledge and confidence necessary to transfer academic knowledge to the real world; and provide English language competency to assure student success.

What will success look like?

Given our student population, pathways to success can take many routes. For some obtaining a high school diploma and then pursuing post-secondary studies at a community college or university will

indicate success. Some may wish to take an apprenticeship program and still others may wish to enter the world of work after graduation. Success cannot be judged solely by students attending college or university.

- (a) Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.

As students progress towards graduation, the school will monitor a number of indicators for each student that will guide staff on strategic interventions to support and remediate students at risk, thus contributing to their long-term success. Some of these indicators include:

- **Measures of Academic Progress (MAP)**, administered in the fall, winter, and spring, will measure baseline achievement and track individual student growth. Average RIT growth will be calculated by grade level and subject area and compared to a national percentile ranking of average RIT growth for similar students. A percentile ranking of the 60th percentile or higher will indicate that the school is making successful academic gains with their student population, as compared to a national sample of alternative students.
- **ACCESS** is a measure of English language acquisition used to test an ELL population's growth from one year to the next. The school's target is to have 70% of their ELL population gain at least one year's growth on measures of English language acquisition.
- **Behavior Rate.** Many students will be attending the school with a prior history of suspension and expulsion. The school will utilize Restorative Practices to reduce reliance on out of school suspension or expulsion. The goal will be to reduce the suspension and expulsion rate to no more than 5-7% of the student population.
- **Credit accrual** will be tracked to ensure students are obtaining the necessary and adequate credits for graduation. Credit recovery programs, Friday school, RtI strategies, and summer school will be provided and encouraged to ensure students obtain at least 5-6 credits per year.
- **Community Service.** To foster a sense of social responsibility, in addition to the graduation requirements set by the state, students will be required to complete 24 hours of community service to obtain their diploma. Counselors will track progress towards this requirement on an annual basis.
- **Attendance** is critical to the acquisition of knowledge, as you can't learn if you don't attend. Monitoring student's attendance will be a school priority and a clear attendance policy will be communicated to parents and students to obviate issues that may impact credit accrual. Our goal is to attain 80% Average Daily Attendance (ADA).
- **WorkKeys.** ACT WorkKeys assessments measure essential workplace skills including applied mathematics, locating information and reading for information. The school will calculate the number of students who earn a bronze certificate or higher, with a target of 50% of eligible students achieving that level of success.

(3) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

- (a) **Improving the academic achievement of pupils;** the alternative nature of the school will target academically underserved or unserved students. Many of these students will be 18 years of age and older, working several grades below level, under credit towards their graduation requirements, and have a history of poor attendance and achievement. NAS-Las Vegas will determine the baseline achievement levels of students entering the school and adopt appropriate teaching strategies (described below in (f) [on page 1-14](#) and in greater detail in *Instructional Strategies: [on page 1-18](#)*) to promote student academic achievement. Student growth will be continuously tracked through both formative assessment and tools such as MAP testing to adjust instruction accordingly. In addition, the school is structured to promote improved achievement; for example, the school's bell schedule from 8:00 am to 10:00 pm will help students who have fallen behind to take extra credits to get them back on track for on-time graduation, as will credit recovery programs, Friday school and summer school.
- (b) **Encouraging the use of effective and innovative methods of teaching;** NAS-Las Vegas will employ instructional practices that have been highly successful in our other NAS schools in Colorado and New Mexico: SIOP best practices, a Newcomer program (4 hours/day of intensive English acquisition for new immigrants), a seamless transition into ESL classes (ESL2 and ESL3) that combine language acquisition and content, scaffolded instruction, formative assessment practices, student groupings informed by MAP testing results, and Sustained Silent Reading for 10 minutes at the beginning of every class— all of which contribute to highly effective teaching and learning.
- (c) **Providing an accurate measurement of the educational achievement of pupils;** NAS schools in New Mexico and, especially Colorado, (as can be confirmed by the Northwest Evaluation Association: NWEA) have had a long history of being on the cutting edge of accurately measuring the educational achievement of students who start school at several grades below level. Per our work at other NAS schools, each year NAS-Las Vegas will request from NWEA a virtual comparison group (VCG) analysis of our students. In this study, each NAS-Las Vegas student will be compared with nearly 50 other yet similar students from across the country with respect to demographics and baseline MAP scores. So in a school of 200, the 200 students will be compared with nearly 10,000 similar students. Results will indicate how the school as a whole compares to other schools across the country. This has provided excellent and accurate assessment of student growth. NAS has also consigned a well renowned national researcher, Judy Ernst, to calculate average grade RIT growth for students in similar schools like NAS-Las Vegas. We have that data and will be able to compare our average RIT growth by grade to other schools across the country.
- (d) **Establishing accountability and transparency of public schools;** the NAS-Las Vegas Governing Council (GC) will hold monthly meeting that will adhere to the Open Meetings Act. A public input session will allow feedback from parents, students or the community on matters concerning the school. The NAS-Las Vegas website will post school policies and procedures, notices of GC meetings with all supporting documents, minutes and agenda 72 hours prior to the GC meeting. The school will also be accountable to the GC in matters of student achievement. Each month the principal will present a dashboard with pertinent student or school data such as attendance rates, behavior rates, credit accrual, course passing rates, MAP results, standardized state assessments, etc. In addition, the NAS Network consultants working with the principal and the GC will provide oversight over all academic, financial and operational matters.

- (e) Providing a method for public schools to measure achievement based upon the performance of the schools; and
- (f) **Creating new professional opportunities for teachers.** The school plans to have an alternative calendar for students: Classes will be scheduled four day week (Monday to Thursday) and classes held from 8:00 am to 10:00 pm. This schedule will allow the principal to plan, coordinate and deliver relevant and meaningful professional development and training for a full day on (at least) one Friday per month for the school's staff. Relevant topics will include:
 - **Model Performance Indicators (MPI):** A learning objective for each class that includes the topic, the language domain (reading, writing, speaking, listening), and the scaffolded support.
 - **Accommodations:** Altering the learning environment, curriculum, or equipment so students with disabilities can gain access to a regular course of study. Common written accommodations are found in either Individualized Education Plans (IEPs) or 504s.
 - **Sustained Silent Reading:** A structured, silent, sustained, individualized reading time at the beginning of class that lasts for 10 minutes.
 - **Guided Instruction and Practice:** The learning transfers from teacher to students as students practice recently introduced skills. Guided instruction is where scaffolding and formative assessment support each student's level of learning via reminders, questions, cues, prompts, explanation, and modeling.
 - **Interactive Learning:** A hands-on, real-world approach to student-centered learning. Students participate in the learning process through collaboration, technology, role playing, and movement.
 - **Formative Assessment:** A feedback system of procedures and check-ins so teachers can monitor student learning while it is happening in order to improve their teaching so students can improve their learning.
 - **SIOP (Sheltered Instruction Observation Protocol):** Often referred to as Sheltered Instruction, SIOP techniques (including visuals, graphic organizers, slow speech, and repeated exposures) in the classroom support English Language Development (ELD)

TRANSFORMATIONAL CHANGE

The SPCSA is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:

- *Puts forth a model that will result in double-digit academic gains, and*
- *Has a solid plan to move schools toward the top 25% in Nevada. School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*

(1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

According to the 2012 Forman Report,² for the millions of Hispanics in the U.S. education system, there are a number of disturbing trends. This has serious implications for Las Vegas, given its Hispanic population:

- Hispanic students disproportionately attend lower-quality schools with large populations which consist of large groups of minorities
- Hispanic students have some of the highest dropout rates
- Hispanic education achievement levels are some of the lowest of all minorities
- Hispanic children have low enrollment numbers in kindergarten and early education programs
- Hispanic teachers are underrepresented in the school system
- Hispanics have several major barriers when it comes to college education: a lack of qualification for four-year programs; an increased likelihood to attend community colleges or less prestigious undergraduate programs; and a high college dropout rate

The report attributes the achievement gap not only to those factors outside school, including low birth weight, lead poisoning, hunger, parent availability, reading to young children, television watching, student mobility, and parent participation, but—and this is of particular relevance to NAS—factors at school that play a significant role:

- Rigor of curriculum
- Teacher experience and attendance
- Class size
- Technology assisted instruction
- School safety
- The home as an educational resource³

In addition, refugees from war-affected regions and schooling environments that were often disrupted have specific needs and barriers that they must overcome in regards to education. Many refugees have had limited secondary education in refugee camps, which makes staying in school increasingly difficult. Also impacting their ability to succeed academically, refugee students may not have support at home. They may be separated from their families, afraid of those in authority, and placed in inappropriate grade levels.

The vision of NAS-Las Vegas is to assist students to achieve their American dream. NAS-Las Vegas fosters a productive and meaningful partnership among students, teachers, and the school community that supports academic progress, English language development and high school completion. NAS-Las Vegas creates an accessible program that allows non-traditional students the opportunity to learn in an academically-challenging and supportive environment. We empower students to obtain the language skills, knowledge and confidence necessary to be productive members of their community. We combine the best practices of the charter school movement with a state-of-the-art, content-based ESL curriculum. We offer academic coursework that combines a complete and tested content-based ESL curriculum with a schedule that allows students to attend school day or night.

(2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:

² Source: Forman Foundation, “Not Only a Matter of Education,” September 2011

³Barton, P (2004) *Why Does the Gap Persist?* In *Closing Achievement Gaps* Pages 8-13 November 2004, 62: 3

- Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)
- Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
- Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

NAS-Las Vegas will adopt a common core curriculum aligned with Nevada Academic Content Standards. Fidelity to the standards will be a top priority of the principal who during walkthroughs and formal evaluations will determine if teachers are teaching the intended curriculum. This curriculum will be delivered in a sheltered environment, sensitive to the academic needs of English Language Learners. NAS-Las Vegas teachers will implement instructional strategies that include full language immersion, project-based learning, active learning and scaffolding, all within a sheltered language environment.

Teaching methods must remain flexible to best address the needs of a unique student population. NAS-Las Vegas will offer students a flexible, morning to evening, 9-12 charter high school within a culturally relevant and supportive environment. Flexible research-based methods will include the following:

- Flexible Class Scheduling: NAS-Las Vegas offers a full high school program, with classes offered from 8:00 am-10:00 pm Monday – Thursday, four days a week for 150 days of instructional time. The four-day week is beneficial for students who may work or who have children. It allows students to have a full day of work on Friday and eliminates the need for childcare one day a week. It also allows students who wish to attend Friday school an opportunity to receive remediation and extra support in their course work.
- English as a second language courses that prepare students to learn the Nevada common core standards based curriculum.
 - ESL 1 – a four-hour English block per day. The beginner English speakers are placed in this class possibly for an entire year, and begin to transition into other sheltered content and/or elective classes during their second semester, or at the start of the next school year.
 - ESL 2 – a two-hour English block per day. Students receive two hours of intensive English instruction and also take three or four sheltered content and elective courses. Many of the ESL 2 students take an additional English elective class to strengthen their English skills.
 - ESL 3 – a one-hour English class. This class serves as a preparation and transition for students as they move into language arts classes. The majority of students in ESL 3 take an additional English elective class to strengthen their English skills.
- Committed Staff: NAS teachers are fully committed to the mission of New America School. They are aware of the unique needs of the student population and welcome the challenge of helping students overcome the obstacles they face. To continually improve their instructional capabilities, all teachers participate in Professional Learning Communities and monthly professional development training. The school will only hire Nevada certified (preferred) or Highly Qualified teachers who also hold an ESL endorsement.
- Newcomer Center: The self-contained center is especially geared toward incoming monolingual speaking students. The center provides intensive language and cultural support to these students, who are then mainstreamed once a baseline is established.
- Sheltered Content Classes: All classes at New America School are sheltered instruction classes. From mathematics to elective courses, NAS teachers use Sheltered Instruction Observation Protocol (SIOP) strategies and techniques in the classroom. The staff participates in course

work and job-embedded professional development that trains and strengthens sheltered classroom techniques.

Per above, the school will adopt the research-based Sheltered Instruction Observation Protocol (SIOP) to guide teachers' planning and language instruction for ELL. Sheltered Instruction will inform *all* NAS-Las Vegas classroom practices. The SIOP promotes reflective teaching for English language learners at all levels, informing the development of language and content objectives, groupings of students, strategies for vocabulary and comprehension instruction, and instructional pacing. For teachers of fluent English speakers (FEP), the SIOP supports reflection, self-evaluation, and refinement of instructional practices. For ELL teachers, SIOP fosters peer analysis, collaboration, and support. For ELL reading teachers and specialists who work on language and English language development, the SIOP is an effective tool for lesson planning, self-evaluation and peer coaching. Finally, the SIOP provides a common language for the development and delivery of curriculum across all content areas.

As needed, the school will consult with a SIOP trainer to instruct all teachers in this methodology. The trainer will help teachers embed SIOP strategies and lesson planning to transcend language barriers.

NAS-Las Vegas is well suited to work with students of limited English proficiency because its teaching methods do not rely solely on verbal cues. Teachers provide visuals and demonstrations and use total body response to help communicate content and develop language skills. A student does not need to speak English to understand non-verbal cues, pictures, maps, models, charts and graphs.

In addition, to assist students to grasp abstract concepts, construct complex arguments, and work with subject-specific vocabulary, the school will adopt instructional strategies such as modeling, language and using small and large group instruction and discussion groups, independent practice and application, graphic organizers, analogies, using manipulatives, cloze activities, word walls, Cornell note-taking, and use of cognates. Reading and writing strategies include reciprocal teaching, pre-reading, adaptation, accessing prior knowledge, jigsaw activities, character maps, open mind/brainstorming, story maps, dialogue journals, writer's workshop, and inquiry. Finally, teachers make content more comprehensible for ELL by providing supplementary books and materials in the student's home language.

(3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

The features outlined in the above narrative have been highly successful in our other five campuses in Colorado and New Mexico. Student growth in MAP testing using Virtual Comparison Groups (VCG) or national percentile ranking is well above average. For 2015-2016, NWEA results show:

- NAS students' average greater growth than similar students at other schools: the NAS student population advance more grade levels fall to spring than demographically similar students who start the year at the same academic level.
- A greater percentage of students achieve growth at NAS than similar students. To clarify, if 10 NAS students and 10 similar random students were tested, a greater number of the ten NAS students would grow academically than the 10 similar students.
- NAS students achieve greater growth than similar students regardless of the students' skill levels upon entering NAS: Both the students entering NAS with the lowest skill levels and the students at higher skill levels are exhibiting greater growth than similar students.

In 2016, the NAS schools graduated nearly 320, students the majority of whom would never have graduated in a more traditional high school setting. For the intended target population the NAS model does work effectively.

(4) How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

To monitor and drive student growth, NAS- Las Vegas will use a variety of methods including weekly meetings of staff within PLCs, short cycle assessments such as MAP testing, and the Student Assistance Team as part of the RtI model.

MAP testing will be the primary instrument to identify student growth in key subject areas such as math, science and language arts. Baseline testing on MAP tests in the fall will help determine annual growth targets for the spring. Each student will have an annual growth target that can be monitored in the winter cycle and ultimately on the spring test. Between testing cycles, teachers can pull reports from MAP testing software to identify achievement levels of all students, identify which students are on target to be successful on state testing, identify which standards each student is struggling with and which standards the students are excelling in. Having identified achievement levels for each student, teachers can use peer groupings to help students who have fallen behind and provide them an opportunity for additional assistance within their peer groupings. Further, the school will have an RtI model that will help identify and provide targeted intervention strategies for students who have fallen behind their target goals.

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) Describe the proposed academic program and how it complies with the requirements of NRS 386.550 and NRS 389.018.

NAS-Las Vegas will provide a comprehensive high school curriculum, completely aligned with the Nevada Academic State Content Standards in all subject areas offered by the school. The curriculum plan will include sequencing of courses, assessment practices, common assessments where applicable, and unit plans that will include detailed lesson plans, resources, timelines, and essential skills and knowledge. NAS-Las Vegas plans to adopt and adapt already established curriculum currently being used by the Clark County District Schools at the high school level.

To ensure that students achieve state standards and expectations for English Language Acquisition, the school curriculum will provide comprehensive English instruction throughout all classes. Students will improve their English skills through academic work as well as through informal conversations with teachers and peers. Assessment in both language acquisition and subject content is important.

Within this framework, NAS-Las Vegas will offer the Nevada high school common core curriculum aligned with the Nevada Academic State Content Standards.

- English. The NAS English/Language Arts curriculum ensures students develop as readers, writers, and effective communicators within an increasingly complex and global society.

Literature based and aligned with the Social Studies curriculum, English instructors will select texts that are relevant, rigorous, and culturally responsive.

- **Social Studies.** Social studies courses are designed to promote student understanding of historical, geographical, civic, and economic issues that have and will continue to shape the world around them. Social Studies will afford students increased opportunities to improve literacy.
- **Science.** NAS-Las Vegas believes that a rigorous and relevant science curriculum will help prepare students for post-secondary success whether at college or in the world of work. Critical thinking, problem solving, and communication skills will be explicitly taught to help students master the science curriculum.
- **Mathematics.** NAS-Las Vegas math curriculum highlights the interconnectedness between number sense, algebra, geometry, probability and statistics, and trigonometry. In addition to the core math curriculum, NAS will offer an introductory Principles of Mathematics elective to prepare students for Algebra I. In order to satisfy state graduation requirements, students may also complete a Business in Mathematics course.
- **Foreign Language.** NAS-Las Vegas believes it will be advantageous for urban Las Vegas students to become proficient in Spanish. As such, the school will offer both introductory and continuing Spanish.
- **Electives.** Reflecting the NAS mission to empower students to achieve the American Dream, electives will be courses such as Introduction to Technology, Personal Finance, and Public Speaking. Noting the importance of the arts in preparing well-rounded students, elective coursework will also include rigorous, relevant curriculum in the arts.

Curricula will be driven by the Nevada College and Career Ready Standards. To ensure viable pathways to academic success, the Core Standards will be broken down into scaffolded and interdisciplinary units, reinforcing skills necessary for career and post-secondary success. Backwards Design principles will support the alignment between NAS-Las Vegas's curriculum and the standards. NAS-Las Vegas will endeavor, where possible, to adopt the curriculum that has been developed by Clark County School District (CCSD).

Compliance with NRS386.550. As a public charter school, NAS-Las Vegas will comply with all state laws and regulations including:

- Discrimination and civil rights
- Remain nonsectarian
- Not charge tuition fees
- Offer the hours and days of instruction
- Administer all state required assessments
- Offer an academic program that will allow students to meet state graduation requirements

Compliance with NRS 389.018. NAS-Las Vegas will follow the graduation requirements as set forth by the CCSD. Namely students must complete their required course work and take tests required by the state. Students must earn 22 ½ credits in the following subjects:

- English – 4 credits
- Math – 3 credits
- Science – 2 credits
- U.S. History – 1 credit
- Physical Education – 2 credits
- World History or Geography – 1 credit
- Health Education – ½ credit

- Computers – ½ credit
- Electives – 7 ½ credits

Starting with the class of 2018 students will also take End of Course Exams.

(2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

Research Support for use of Instructional Strategies with Anticipated Student Population.

According to *Double the Work* by Short & Fitzsimmons, ELL students are required not only to learn content, but a second language simultaneously—or twice the work required of native speakers. “Adolescent ELLs are a diverse group of students whose needs overall have not been well served by the country’s educational system. Most adolescent ELLs are moving towards the path of academic literacy, some move more slowly than others, because of certain factors such as, their native language literacy skills and educational backgrounds.” NAS-Las Vegas acknowledges the challenges facing ELL students to learn the English language and master content at the same time.

NAS-Las Vegas has adopted five keys for success, loosely based on the work of the Center for Research on Education, Diversity and Excellence (CREDE).⁴ These five standards for Effective Teaching and Learning express the principles of effective teaching/learning for all students. For the fluent English speaker, the standards describe the ideal; for ELL students the standards are vital.⁵

1. Teachers and students producing together (joint productive activity, modeling language)
2. Developing language across the curriculum (English and academic language development)
3. Making meaning: connecting schools to students’ lives (contextualization)
4. Teaching complex thinking (cognitive challenge)
5. Teaching through interactive discussions (instructional conversation, project based learning)

NAS-Las Vegas instructional methodologies are designed to foster English language acquisition, college and career readiness in an increasingly global, competitive, and diverse society: As such, teachers will use the following approaches to teach Nevada’s State Standards:

- Guarded and key vocabulary for establishing the foundation of the lesson as well as developing the big ideas of the curricular content
- Visuals, graphic organizers, and gestures to represent concepts and guarded vocabulary

The following methodologies will be used by NAS-Las Vegas teachers:

⁴ For additional research supporting the NAS educational philosophy and approach see for example, **The Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students**, <http://www.ed.gov/offices/OERI/index.html>); **Scaffolding and Differentiating Instruction in Mixed Ability ESL Classes Using a Round Robin Activity**, The Internet TESL Journal, Vol. XII, No. 3, March 2006, <http://iteslj.org/>; or **Immersion Education for the Millennium: What We Have Learned From 30 Years of Research on Second Language Immersion**. Cummins, J. (2000). Available online: <http://www.iteachilearn.com/cummins/immersion2000.html>.

⁵ www.crede.berkeley.edu

1. English Language Acquisition. To graduate with a high school diploma and become successful in American society, immigrants need excellent English skills. Our ELA teachers focus on reaching students through a variety of techniques and approaches. Teaching is not an isolated activity, but instead focuses on helping students complete their school tasks. This helps in two areas where English learners need practice: academic English and conversational English. Academic English is critical for success in school while conversational English is the language of daily life.
2. Scaffolding.⁶ NAS teachers will use scaffolding - a variety of instructional techniques to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Scaffolding bridges learning gaps as teachers provide successive levels of temporary support to help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. The supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student. Given the unique needs of the target population, scaffolding is an essential element of effective teaching, and all NAS-Las Vegas teachers will scaffold their instruction. By providing this support, scaffolding eliminates the negative emotions students experience when they are frustrated or intimidated by a learning task without the support they need to complete it. Examples of scaffolding include:
 - The teacher provides a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time. To achieve the goals of a particular lesson, a lesson may be broken into a series of mini-lessons that progressively move students toward stronger understanding. Between each mini-lesson, the teacher uses formative assessment strategies to check for understanding, gives time for practice, and shows how the acquired skills will help them tackle more challenging problems.
 - The teacher describes or illustrates a concept, problem, or process in multiple ways to ensure understanding. A teacher will use strategies to address the multiple ways students learn by using graphic organizers, multi-media presentations, oral descriptions of concepts, and cooperative groups.
 - Exemplars or models of assignments are shared with students. Teachers share examples of excellent work and explicitly teach students how the work meets assessment criteria in a rubric. Examples of excellent work allow students to understand the learning goal and how to achieve it. Teachers may model a process – for example a step by step demonstration of a lab in science. This helps students see how the process is completed before they practice it themselves. Students may also model processes for their peers.
 - Pre-teach vocabulary. The teacher reviews vocabulary prior to reading of a difficult text. To help students understand the meanings of new words, teachers will use metaphors, analogies, and graphics to help students “own” the new words they will encounter in the text. They must have multiple exposures to the new vocabulary in order to make meaning out of the text.
 - The teacher states the learning goal, success criteria, and assessment rubric. When students know why they are being asked to complete an assignment, and how their learning will be assessed, they are more likely to understand its importance and be motivated to achieve the learning.
 - The teacher explicitly describes how the new lesson builds on the knowledge and skills students were taught in a previous lesson. By connecting a new lesson to prior knowledge,

⁶ <http://edglossary.org/scaffolding/>

the teacher shows students how the concepts and skills they already learned will help them with the new assignment. To ensure relevance to the lives of their students, teachers will make explicit connections between the lesson and personal interests and experiences of their students.

3. Active Learning Techniques. NAS-Las Vegas's instruction emphasizes active, not passive learning. Continual student-teacher interaction promotes the diagnosis of learning gaps which are bridged using scaffolding as well as the following active learning techniques:
 - Previewing and building on prior knowledge
 - Interactive work, not lengthy lecturing
 - Demonstrations
 - Graphic organizers and other visually-oriented aids that provide a non-linguistic structure for understanding key information
 - Various methods are used to deliver information. For example, a teacher may verbally explain an idea and then use Total Body Response (TBR) to convey the same information
 - Continual modeling by teachers of what kind of work is expected and how to create it
 - An emphasis on relating students' culture to content, which engages students, maintains their interest and keeps students' heritage part of their lives
 - Extensive group work that offers the opportunity to engage students in talking, interacting, problem solving and improving social skills
4. Sheltered Instruction. Sheltered English instruction is an approach that engages English Language Learners (ELL) above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In Sheltered classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELL the content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.
5. Project-Based Learning. Project-Based Learning (PBL) provides opportunities for interdisciplinary learning. Students apply and integrate the content of different subject areas instead of learning each subject in isolation. One immediate benefit of PBL is the unique way that it motivates and engages students. PBL provides opportunities for students to pursue their interests and make decisions about how they will find answers and solve problems. PBL also provides opportunities for teachers to build relationships with each other and with the larger community. Student work, which includes documentation of the learning process as well as the student's final projects, can be shared with teachers, parents, mentors and the business community, all of whom have a stake in the student's education. Other features of PBL include:
 - Activities that include the entire group and give students experience in negotiating with a team (a situation students are likely to face in work)
 - Work with smaller groups consisting of students of varying first languages, which requires intense use of spoken English, since students must speak English to accomplish their work
 - Groups that consist of speakers of the same language, which reinforce students' literacy in their first language, as well as allowing students a way to express sophisticated concepts they want to discuss but cannot with their limited English proficiency

(3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. What student academic support resources should your school expect from the EMO or CMO (if applicable)? How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the

need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

In-class evaluation for remediation and intervention will occur regularly during the semester, and formally at the ninth week of the semester to determine the best placement for the student for the next session. All student achievement data will be analyzed in a timely fashion and presented to teachers in a concise manner through charts, graphs and other dashboards in order that adjustments to instruction and intervention strategies can be made. Throughout each quarter, students not succeeding in any subject area, including Math and Reading, are identified and intervention strategies are used to support them to achieve success. Student interventions can include the following:

1. Class pullouts to provide individualized remediation.
2. Computer lab assistance using E2020, OdysseyWare, Achieve 3000, etc. to provide additional and self-paced remediation for students that have gaps in learning.
3. Mentorships to offer support from peers who are more proficient in a given subject area.

In addition, in weekly team meetings, teachers will evaluate lessons and the progress of students. The school will use the RtI model (this will be described more fully below) to make adjustments to a student's instructional plan. As soon as student failing signs appear, our teaching community will address the situation proactively. Parents will be notified of the need for remediation and parent-teacher interviews will be scheduled.

Through our staff development, we prepare our educational teams to develop mutually agreed upon student plans with a family member if applicable, to determine the source of the difficulty. Based on the results, students will be provided with the following examples of interventions:

- Small group and individual tutoring
- Peer mentorships to offer support from peers who are more proficient in a given subject area to provide remedial support
- Additional English Language Acquisition support
- Retention at current level or required course for an additional semester
- Counseling that determines if a different program is more appropriate for the individual student's needs

(4) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

NAS-Las Vegas will utilize the three-tier **Response to Intervention Model** to address any example of student lack of success (academic, behavioral, social). RtI will guide us in remediating students, making the appropriate referrals, and developing instructional plans. The school's Student Assistance Team (SAT) will monitor student progress and will make adjustments following RTI.

- Tier-One – appropriate instruction – provides appropriate classroom instruction and school-wide practices that support all students. On a weekly basis, NAS-Las Vegas teachers will meet to evaluate lessons and student progress. Any lack of student progress will be brought before the team of teachers, who will develop a plan of action to address student needs. The teacher tries typical classroom or grade-level based interventions to remediate learning or behavior. If the student demonstrates little or no positive response to the teacher's informal interventions, the student is referred to Tier-Two.

- Tier-Two – The Student Study process by the Student Assistance Team (SAT) – These interventions are provided in addition to Tier-One instruction and are designed to prevent, alleviate or accommodate challenges a student may be facing. Interventions may be short-term or may continue for an entire school year. If a student does not demonstrate a significant and positive response to intervention, the student may be referred to Tier-Three.
- Tier-Three – Multidisciplinary Evaluation – provides for multidisciplinary evaluation to determine the need for services at this level. Tier-Three students demonstrate a need for an individualized program to accommodate and/or modify their learning or behavioral needs. An Individualized Education Program (IEP) is developed to address these needs. Special Education teachers, related service providers and regular education teachers provide Tier-Three interventions. Interventions consist of specially-designed instruction and supplementary aids and services.

The school will have a continuum of services for IEP students from integration to self-contained classes.

The overarching school approach to Special Education students on an IEP will be integration into the regular classroom setting. This approach may be accompanied by a resource teacher who would support the student and the regular classroom teacher in specific core subjects. However, where integration isn't working, the school will be able to provide a resource room that the student can attend for 1-2 periods per day to obtain targeted support. The other end of the spectrum of services is the student attending a self-contained class for half a day and the other half in a regular classroom setting with a resource teacher as support.

(5) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

GT students refer to students under the age of 18 years who demonstrate such outstanding academic skills or aptitudes that they cannot progress effectively in a regular school program and therefore need special instruction or special services. The school's special education teacher(s) will have responsibility in concert with the regular classroom teachers to modify the student's program and delivery model.

(6) Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

Given the target population the school will serve, the school is not likely to attract GT students. However, the school will enroll GT students and will provide the necessary differentiated programs and instruction that will meet their needs. The parent(s) must agree to these service delivery options or they may choose to decline or appeal them.

Some differentiation strategies that may be utilized for both Gifted and Talented Students and for **students performing at or above grade level** may include:

- Adjusted Questioning Techniques and Higher-Order Questions
- Flexible grouping
- Graphic Organizers

- Independent study
- Study centers
- Tiered assignments

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

This topic, specifically promotion policies, will be more fully discussed under “High School Graduation Requirements” [on page 1-26](#) below.

Each student will receive from each teacher a course syllabus at the beginning of each quarter. The syllabus will contain:

- A description of the course
- The course objectives
- Course topics
- Grading plan
- Expectations with respect to missed days, homework and classroom behavior

The syllabus will be discussed fully by the teacher with the class to ensure complete understanding and students will be asked to bring a copy to their parents.

Opportunities for remediation and extra assistance will be outlined for students. If a student fails a course in a quarter, credit recovery software will be available to allow the student to demonstrate missed knowledge/skills. Credit recovery will be available throughout the year so that a student will have an opportunity to make up for missed credits.

School data teams consisting of grade level teachers will meet to discuss student progress and initiate intervention strategies where appropriate.

Plan for Sharing Student Performance Information with Students and Parents. NAS-Las Vegas reports academic success on a quarterly basis to parents and students. Teacher-parent nights are held twice yearly to give students and parents the opportunity to discuss student achievements.

PROGRAMS OF DISTANCE EDUCATION (*Distance Education Applicants Only*)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.

(5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

The school will not be providing a program of distance education; hence questions in this section are not applicable.

PRE-KINDERGARTEN PROGRAMS

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

(1) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.

(2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

(3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.

(4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

The school will not be offering pre-kindergarten; hence questions in this section are not applicable.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (*High School Applicants Only*)

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

(1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

NAS-Las Vegas will operate on a quarterly schedule. Since NAS-Las Vegas will enroll students four times per year, credits will be awarded at the end of each quarter and will have a value of 0.25. All students will take a minimum of 6 credits throughout the school year.

Formative assessment will occur on a daily basis and will include classroom participation, homework assigned, quizzes, board work, small and large group observations, unit tests, and a daily exit ticket (a short problem to ensure understanding of learned content objectives). These assessment instruments will comprise 80% of the quarter’s final grade. The final end of quarter exam will have a weighted value of 20%. These two component grades will determine a final end of quarter grade. Although the school will only use a numerical grade, the equivalent letter grade will be: A=90-100%, B=80-89%, C=70-79%, D=60-69%.

The minimum grade to award a credit will be a “C”. If a “C” is not achieved, students are afforded the opportunity to participate in a credit recovery program that enables them to demonstrate proficiency in standards in the quarter.

Each quarter’s grade will be independent of other quarters. This ensures that if a student leaves school earned quarter credits will not be lost.

NAS-Las Vegas believes that grades should be:

- *Accurate* – The same piece of student work receives the same grade regardless of who the teacher is.
- *Fair* – Differences in grades should reflect variations in the quality of work, not differences in gender, ethnicity, or social class.
- *Timely* – Students and parents should be told about grades early enough to correct problems.
- *Specific* – Students should get detailed information about how to improve, not just a summative grade or comment.

To ensure community consistency in grade reporting, school transcripts and nomenclature for courses, NAS-Las Vegas will employ the same Student Information System as CCSD.

Menu of Course Offerings including Electives

Grades	9	10	11	12
	Algebra I	Algebra II	Geometry	Pre-Calculus
	English 9	English 10	English 11	English 12
	Earth Science	Biology	Chemistry	Physics
	Government	US / Nevada History	Public Speaking (Elective)	World History/Geography
	Economics	Health	Spanish 2 (Elective)	Creative Writing (Elective)
	Principles of Mathematics	Spanish 1	Business Law (Elective)	Fine Arts (Elective)
	Physical Education	Business Mathematics	Business Math (Elective)	Computer Applications (Elective)
	Art (Elective)	Physical Education	Journalism (Elective)	
		Introduction to Technology (Elective)	Personal Finance (Elective)	

The one additional requirement for graduation over and above those stated above will be that all students must perform 24 hours of community service to obtain their graduation diploma.

(2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

NAS-Las Vegas will develop and deliver high-quality college- and career-ready curricula with strong academic and social supports. The above curriculum will emphasize deep learning over test preparation, focusing on a solid understanding of key concepts within the core disciplines as well as in technical fields within high-demand career sectors. Moreover,

- The curriculum is aligned, sequenced and/or contextualized toward increasingly challenging State Standards, building skills needed for entry into credit-bearing college coursework and/or career pathway programs of study.
- Reading and writing is embedded across the curriculum, every day, and is scaffolded through collaborative group work, literacy circles, digital literacy activities, and other strategies that enable learners with diverse skill levels to support and challenge their peers.
- All students will develop thinking, listening, speaking, and inquiry skills through purposeful questioning, opportunities to talk about their learning, and project-based and work-based learning opportunities.
- Staff will embed in the curriculum ongoing opportunities to practice college-ready and professional skills and behaviors such as public speaking, time management, financial literacy, working in teams, using technology, and problem solving.

In addition, guided by the work of *Jobs for the Future*⁷, all staff will create a college-going and career-ready culture:

- From enrollment through graduation, all staff will deliver the message that NAS students are “college material” and that post-secondary credentials and career success are within their reach.
- Through strategic use of assessment data, teachers will monitor academic progress and respond with targeted, intensive interventions when necessary.
- NAS staff will create a learning climate focused on acculturation to academic and professional norms, mindsets, and practices and personal responsibility for one’s own learning, career, and life goals.
- The curricula will reflect the school’s commitment to ensuring equity, access, and an excellent educational opportunity.
- Through exposure to a comprehensive high school curriculum aligned to Nevada’s Academic Content State Standards, students will be exposed to a range of career options and understand their connections to post-secondary education. The curriculum plan will include vertical alignment of courses, assessment practices, and common assessments where applicable, and curriculum units will include detailed, scaffolded lesson plans, resources, timelines, and the skills and knowledge that are integral to success for students in our target population.

All course offerings will be aligned with Nevada Academic Content Standards and will be monitored for fidelity by the principal. All final exams will be vetted by the principal and the Network staff to ensure rigor and content alignment. Classroom assessment instruments will be aligned to Bloom’s taxonomy to ensure higher order thinking skills are being assessed. This scrutiny will also support postsecondary readiness after graduation.

Each student starting in grade 9 will be required to begin working on Individual Career and Academic Plan (ICAP). ICAP is a multi-year process that intentionally guides students and families

⁷ JFF in Brief: www.jff.org

in the exploration of career, academic and postsecondary opportunities. With the support of adults, students develop the awareness, knowledge, attitudes, and skills to create their own meaningful and powerful pathways to be career and college ready. Students will be assisted by teachers and counselors to complete the ICAP throughout their high school years. Realistic expectations will be discussed especially with over age and under credit students who may age out before obtaining the necessary credits for graduation.

(3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

NAS-Las Vegas monitors academic progress very closely. Students at risk of failing to master standards will be provided ample opportunities for re-teaching and intervention to ensure learning. Further, a counselor will meet with each student at least once per quarter. This gives the counselor an opportunity to intervene with the student and parents to ensure proper supports are in place to maximize student success.

Having school counselors interview every student at *least once per quarter* is a critical component of the NAS model to ensure students at risk of dropping out or who are having difficulties in their academic work can be counseled and directed to prevent them from leaving school. These counseling sessions with students will also be career oriented. Appropriate postsecondary pathways will be discussed including community college, university, apprenticeship programs, the military or the world of work. It will be an expectation of all students to participate in a variety of assessments to judge postsecondary readiness such as: ACT, SAT, Compass, TABE, and WorkKeys.

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants are expected to propose additional mission-specific goals to complement or supplement, but not replace, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

(1) Describe the mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

Mission Specific Goals

We anticipate the demographic profile of NAS-Las Vegas will be similar to the other 5 campuses in Colorado and New Mexico.

- 65-70% will have had an interruption in their education and will have dropped out for one or more years
- 65% will be over the age of 18 and the majority will be under credit for graduation
- 20-25% will be young parents who are supporting young children or are pregnant
- 80-95% will be FRL—a proxy for poverty
- 70-80% will be Hispanic
- 50-70% will arrive several levels below grade

In addition to the Nevada Performance Academic Accountability Framework that all schools must adhere to, NAS-Las Vegas will set alternative accountability measures to align with its target population. The following are measures/metrics/targets that the school will set and that the Governing Council may adjust when in session.

Performance Indicator	Measure	Metric	Recommended Cut Scores
ACADEMIC ACHIEVEMENT	<u>NWEA MAP GRADE LEVEL CHANGE.</u> The NWEA MAP assessment will be utilized to determine the percentage of students achieving at least 1.0 grade level growth (when looking at students with both fall and spring scores), 0.6 grade level growth (when looking at students with only fall and winter scores), or 0.4 grade level growth (when looking at students with only winter and spring scores).	Performance on this measure will be calculated based on the average grade level equivalence for the school, by grade level. Grade level equivalence will be drawn from norms provided in the Colorado Department of Education released document, <i>Use of NWEA for AEC Accountability Measures</i> by Dr. Jody Ernst, July 2012.	<p>Fall to Spring Scores: Less than .5 GLE: Does Not Meet Expectations Between .51 and .99 GLE: Approaching Expectations Between 1 and 1.5 GLE: Meets Expectations Higher than 1.5 GLE: Exceeds Expectations</p> <p>Fall to Winter Scores: Less than .3 GLE: Does Not Meet Expectations Between .31 and .59 GLE: Approaching Expectations Between .6 and .9 GLE: Meets Expectations Higher than .9 GLE: Exceeds Expectations⁸</p> <p>Winter to Spring Scores: Less than .2 GLE: Does Not Meet Expectations Between .21 and .39 GLE: Approaching Expectations Between .4 and .6 GLE: Meets Expectations Higher than .6 GLE: Exceeds Expectations</p>

⁸ The school proposes to also include students that achieved one grade level growth from fall to winter, but failed to duplicate that growth on the spring assessment for these analyses, as these students showed evidence of adequate growth during the 2015-16 school year.

ACADEMIC GROWTH	<u>NWEA MAP GROWTH.</u> The NWEA MAP assessment will be utilized to investigate the percentage of students meeting growth targets from fall to spring, fall to winter, and winter to spring.	Performance on this measure will be calculated by looking at the average RIT growth for the school, by grade level. Fall to spring, fall to winter, and winter to spring calculations should be considered separately. Percentile ranking for average growth will be drawn from recent research by Dr. Jody Ernst, July 2016.	Fall to Spring, Fall to Winter⁹, and Winter to Spring: Less than the 40th percentile: Does Not Meet Expectations Between 40th and 59th percentiles: Approaching Expectations Between 60th and 90th percentiles: Meets Expectations Higher than 90th percentile: Exceeds Expectations
	<u>ACCESS GROWTH FOR ELLs.</u> The English Language ACCESS test will be used to determine language proficiency growth over a one year period.	Performance on this measure will be calculated by comparing year over year scores of students. A 0.5 growth overall will demonstrate achieving the target.	Less than the 40%: Does Not Meet Expectations Between 40-50%: Approaching Expectations Between 50-80%: Meets Expectations Higher than 80%: Exceeds Expectations
STUDENT ENGAGEMENT	<u>CREDIT ATTAINMENT.</u> The percentage of non-traditional enrollees (students who enroll during quarters 2, 3, or 4) who complete the school year and earn credit (1 or more).	Calculation of this measure will assess the number of non-traditional enrollees (students who enroll during quarters 2, 3, or 4) who earn credit divided by the number of non-traditional enrollees (students who enroll during quarters 2, 3, or 4) enrolled during the school year at NAS-LV.	Less than the 30%: Does Not Meet Expectations Between 40-49%: Approaching Expectations Between 50-65%: Meets Expectations Higher 65%: Exceeds Expectations
	<u>REDUCED RECID-IVISM RATE.</u> This measure will contribute to the Student Engagement indicator. Inclusion of this measure will allow the school to provide evidence of student engagement through decreased behavior incidents for students with a history of suspension and expulsion.	Calculation of this measure will assess the number of students with a history of suspension or expulsion prior to enrolling at NAS-LV with at least one behavior incident during the school year–In School Suspension (ISS), Out-of-School Suspension (OSS), and/or expulsion – divided by the total number of students with a history of suspension or expulsion, enrolled at the school during the school year.	Greater than 15 %: Does Not Meet Expectations Between 11-15%: Approaching Expectations Between 6-10%: Meets Expectations Lower than 5%: Exceeds Expectations
	<u>ATTENDANCE RATE.</u> The percentage of students who attend school on a daily basis.	Calculation of this measure will include looking at the number of students who attend on a given day divided	Less than the 60%: Does Not Meet Expectations Between 60-70%: Approaching Expectations

⁹ The school also proposes to include students that met fall to winter growth targets, but failed to duplicate that growth on the spring assessment in the numerator for these analyses, as these students showed evidence of adequate growth during the school year.

		by the total student population.	Between 70-85%: Meets Expectations Higher 85%: Exceeds Expectations
POSTSEC- ONDARY AND WORK- FORCE READINESS	<u>COHORT GRADUATION RATE.</u> The percentage of students re-engaged at NAS-LV within 5 credits of graduation at the beginning of the school year, who graduate, complete, or earn a GED.	Calculation of this measure will include looking at the number of students enrolled at NAS-LV within 5 credits of graduation at the beginning of the school year, who graduate, complete, or earn a GED divided by the number of students enrolled at NAS-LV within 5 credits of graduation at the beginning of the school year.	Less than the 40%: Does Not Meet Expectations Between 40-59%: Approaching Expectations Between 60-79%: Meets Expectations Higher 80%: Exceeds Expectations
	<u>RECOVERED DROPOUT GRADUATION RATE.</u> The percentage of students who have previously dropped out of school, have re-engaged at NAS-LV and graduate.	Calculation of this measure will include looking at the number of students enrolled at NAS-LV who have previously dropped out of school, are excluded from the cohort graduation rate, are within 5 credits of graduation at the beginning of the school year, who graduate, complete, or earn a GED divided by the number of students enrolled at NAS-LV who are previous dropouts and are within 5 credits of graduation at the beginning of the school year.	Less than the 40%: Does Not Meet Expectations Between 40-59%: Approaching Expectations Between 60-79%: Meets Expectations Higher 80%: Exceeds Expectations
	<u>WORKKEYS CERTIFICATE ATTAINMENT.</u> The percentage of students earning a bronze certificate or higher on the WorkKeys assessment.	Calculation of this measure will include looking at the number of students earning a bronze certificate or higher on the Work Keys assessment divided by the number of students that qualified to take the WorkKeys assessment.	Less than the 40%: Does Not Meet Expectations Between 40-59%: Approaching Expectations Between 60-69%: Meets Expectations Higher 70%: Exceeds Expectations
	<u>CREDIT ACCRUAL.</u> The percentage of students earning 4 or more credits in an academic year.	Calculation of this measure will include looking at the number of students earning 4 or more credits divided by the total number of students enrolled in 6 or more credits.	Less than the 30%: Does Not Meet Expectations Between 30-50%: Approaching Expectations Between 50-69%: Meets Expectations Higher 70%: Exceeds Expectations
	<u>CORE COURSES PASSING RATE.</u> Class averages for mathematics, science, language arts and social studies.	Calculation of this measure will include looking at the percentage of students passing the core subjects with a grade of at least 70%.	Less than the 55%: Does Not Meet Expectations Between 55-65%: Approaching Expectations Between 65-89%: Meets Expectations

			Higher 90%: Exceeds Expectations
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In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

(a) Describe your presumed baseline and explain how it was set.

Predicting baseline data for a target population that NAS-Las Vegas will serve is challenging. Baseline data for Nevada’s End of Course Examinations (EOCs) has yet to be released and there is little publically available achievement data for CCSD’s alternative education schools; however, the NAS-Las Vegas team has determined baselines based on review of the previous (2014-15) HSPE reading and math proficiency results for FRL and ELL populations within schools in CCSD.

	2014-15 HSPE Results for CCSD	
	ELL population	FRL Population
Math	29.4	68.3
Reading	23.5	74.8
Science	26.6	70.4
Writing	23.6	73.9

Additional analysis of the performance of the five charter high schools and the alternative education schools within CCSD should be conducted after the release of the 2015-16 NSPF and/or the release of the Alternative School Rating Framework (ASRF). Data from district and charter high schools serving predominantly Hispanic and economically disadvantaged populations in Las Vegas reflect an urgent need to improve literacy among under-served and under-represented students that represent the target population. The context for the baseline predictions were determined by analyzing reading data from five existing New America Schools in other states that use similar standardized testing and serve a similar population. NAS-Las Vegas’s baseline predictions are consistent with student achievement data from charter high schools within the CCSD boundaries serving predominantly Hispanic and economically disadvantaged populations.

(b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

Growth

End of Course exams will be administered in the following subjects:

- Math I Emphasis on Algebra I
- Math II Emphasis on Geometry
- Integrated Mathematics 1
- Integrated Mathematics 2
- English language arts I with a focus on reading comprehension
- English language arts II with a focus on writing
- Science with a focus on Life Science for Graduation Cohort 2020 and beyond
- ELA Combined (reading and writing) for Graduation Cohort 2020 and beyond

It is our understanding that during this time of transition from the HSPE to EOCs, “the classes of 2017 and 2018 will need to take the EOCs and no passing scores are required. The Class of 2019 will be the first class of students required to receive a passing score on the EOCs to graduate. The class of 2020 and beyond will be required to pass the ELA combined End of Course and Science End of Course assessments in addition to the two math assessments.”

Results will be tracked for individual students, as well as specific cohorts of students, and sub-groups. The school will investigate the progress of these groups and individual students using the results from EOCs on an annual basis to ensure adequate growth is being achieved. In addition, common and interim assessment data, collected and analyzed numerous times throughout the school year, will be triangulated with EOC results to ensure consistency in findings and provide the opportunity to observe any additional trends.

Goal	Evaluation Tool and Frequency	Baseline	2018-19	2019-20	2020-21
Meet SPCSA expectations for proficiency in math on EOCs	EOCs – once a year at the completion of Math I and II	In 2014-15, 29.4% of ELL students and 68.3% of FRL students in CCSD scored proficient on the HSPE in Math	40% of students will reach proficiency in math, as measured by math EOCs	50% of students will reach proficiency in math, as measured by math EOCs	60% of students will reach proficiency in math, as measured by math EOCs
Meet SPCSA expectations for proficiency in ELA on EOCs	EOCs – once a year at the completion of ELA I and II	In 2014-15, 23.5% of ELL students and 74.8% of FRL students in CCSD scored proficient on the HSPE in Reading	40% of students will reach proficiency in ELA, as measured by math EOCs	50% of students will reach proficiency in ELA, as measured by math EOCs	60% of students will reach proficiency in ELA, as measured by math EOCs
Meet SPCSA expectations for proficiency in Science on EOCs	EOC – once a year at the completion of Science requirement	In 2014-15, 26.6% of ELL students and 70.4% of FRL students in CCSD scored proficient on the HSPE in Science	40% of students will reach proficiency in science, as measured by math EOCs	50% of students will reach proficiency in science, as measured by math EOCs	60% of students will reach proficiency in science, as measured by math EOCs
Meet SPCSA expectations for meeting the observed AGP as measured by WIDA ACCESS	WIDA ACCESS – once a year for all students identified as ELL		50% of ELL students will achieve at least one years growth, as measured by WIDA ACCESS	55% of ELL students will achieve at least one years growth, as measured by WIDA ACCESS	60% of ELL students will achieve at least one years growth, as measured by WIDA ACCESS

(2) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

The primary interim academic assessment utilized to assess student learning needs and ensure progress toward SPCSA and state proficiency targets is the NWEA MAP assessment. NAS-Las Vegas will administer the NWEA MAP reading, mathematics, language usage, and science assessment to their students in the fall, winter, and spring of each academic year. Results from this assessment will be used to determine student course placement, growth, and achievement level. Administrators and teachers will have access to student level data to better inform school and classroom level programmatic and instructional needs.

- (a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

In addition to having access to NWEA MAP results for their students, teachers will be guided in the development and utilization of formative classroom assessments to better assess progress in smaller increments of time. NAS-Las Vegas will have a school and teacher level data teams structure that will encourage the development of common formative assessments across teams and the consequential discussions among teachers regarding necessary adjustments to instructional strategies based on their findings.

- (b) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.

The validity and reliability of the NWEA MAP assessment has been established, but this excerpt from their website helps to detail the steps involved to ensure its presence.

NWEA is...guided by the Standards for Educational and Psychological Testing that were developed jointly by the American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME).

To ensure test reliability, validity, and fairness across all populations tested, the NWEA Research team regularly conducts a variety of studies and analyses such as: pool depth analysis, test validation, comparability studies, and Differential Item Functioning (DIF) analysis.

NWEA has aligned each subject area assessment with individual state standards. Teachers will be able to pull down reports that indicate, based on their NWEA MAP performance, whether students will be successful taking their state assessment.

- (c) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

At the classroom level, teachers will be aware whether students will be performing to classroom expectations through the utilization of daily formative assessments. If students are falling behind, a number of corrective actions will be implemented, such as:

- Before or after school remedial program
- Friday classes
- RtI

- Peer tutoring

If the school has not met expectations based on state performance frameworks or other state level data, the school would implement some or all of the following strategies:

- Reassess curriculum alignment with state standards
- Ensure standards are being taught with fidelity
- Refine classroom assessment practices to better align formative and summative assessment instruments with state level assessments
- Utilize short cycle assessments, such as NWEA MAP, to identify student populations that are falling short of meeting state standards and provide corrective actions (such as those identified above)

School administration and classroom teachers will take a lead role in developing action plans to improve student achievement at the classroom and school level.

- (d) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?

Training on best practices for integrating data into day-to-day decision making in the classroom will be provided for teachers through school level professional development days (occurring once a month) and through specific trainings provided by NWEA. School administrators will participate in trainings with NAS-network and NWEA staff to become well versed in understanding school and student level results to better aid teachers in using the information for guiding instruction and the administration in utilizing the data to guide necessary programmatic and pedagogical change.

- (e) Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
At least 50% of students will earn 5+ credits annually	Credit attainment	At least 50% of students will earn 1.25+ credits in Q1	At least 50% of students will earn 1.25+ credits in Q2	At least 50% of students will earn 1.25+ credits in Q3	At least 50% of students will earn 1.25+ credits in Q4
At least 60% of students are meeting alternative NWEA MAP growth targets in reading or passing final course assessments in language arts	NWEA MAP Reading Assessment Reading final course assessment	At least 60% of students are passing final course assessments in reading	At least 60% of students are passing final course assessments in reading	At least 60% of students with both fall and winter NWEA MAP scores are meeting fall to winter alternative growth targets on the NWEA MAP Reading assessment	At least 60% of students with both fall and spring NWEA MAP scores are meeting fall to spring alternative growth targets on the NWEA MAP Reading assessment
At least 60% of students are meeting	NWEA MAP Mathematics Assessment	At least 60% of students are passing final	At least 60% of students are passing final	At least 60% of students with both fall and	At least 60% of students with both fall and

alternative NWEA MAP growth targets or passing final course assessments in mathematics	Mathematics final course assessment	course assessments in mathematics	course assessments in mathematics	winter NWEA MAP scores are meeting fall to winter alternative growth targets on the NWEA MAP Mathematics assessment	spring NWEA MAP scores are meeting fall to spring alternative growth targets on the NWEA MAP Mathematics assessment
At least 60% of students are meeting alternative NWEA MAP growth targets in language usage	NWEA MAP Language Usage Assessment			At least 60% of students with both fall and winter NWEA MAP scores are meeting fall to winter alternative growth targets on the NWEA MAP Language Usage assessment	At least 60% of students with both fall and spring NWEA MAP scores are meeting fall to spring alternative growth targets on the NWEA MAP Language Usage assessment
At least 60% of students are meeting alternative NWEA MAP growth targets or passing final course assessments in science	NWEA MAP Science Assessment Science final course assessment	At least 60% of students are passing final course assessments in science	At least 60% of students are passing final course assessments in science	At least 60% of students with both fall and winter NWEA MAP scores are meeting fall to winter alternative growth targets on the NWEA MAP Science assessment	At least 60% of students with both fall and spring NWEA MAP scores are meeting fall to spring alternative growth targets on the NWEA MAP Science assessment

(3) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

All interim assessment data will be collected on the NWEA MAP website, downloaded for the purposes of analysis, and then stored on a secure server.

(4) Describe the process for collecting and reporting data across the network of EMO schools in Nevada and in other jurisdictions.

This does not apply to this application, as NAS-Las Vegas is currently the only NAS school in Nevada.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

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

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

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

At-Risk Students

(1) How do you define “at-risk” students? What are the methods for identifying at-risk students through academic and behavioral processes?

We define a student as at- risk if they meet any of the following criteria:

- Is a parent or pregnant woman under the age of 20 years
- Has dropped out of school or has not been continuously enrolled and regularly attending school for at least one semester prior to enrolling in his or her current school
- Is overage and under-credited
- Has had a history of suspension or expulsion
- Has had a history with trouble with the law
- Has had a history of drug or alcohol abuse
- Has a documented history of personal gang involvement or has an immediate family member with a documented history of street gang involvement
- Has a parent or guardian in prison or on parole
- Has had a history of child abuse or neglect
- Has a documented history of domestic violence in the immediate family
- Has a documented history of a serious psychiatric or behavioral disorder, including but not limited to an eating disorder, suicidal behaviors, or deliberate, self-inflicted injury
- Is a migrant child
- Is a homeless child

During a student’s registration, counselors will in a sensitive manner ask questions that will confirm one or more of the above at-risk criteria. Often students will not self-disclose and over time when staff get to know the student better some of these characteristics will become apparent.

(2) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

RtI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. The main components of an effective RtI model will include screening, progress monitoring, multi-tier prevention system, and data-based decision making.

NAS-Las Vegas will follow the Three-Tier Response to Intervention (RtI) to guide us in remediating students, making the appropriate referrals, and developing instructional plans. The components of the three-tier approach include:

- **Tier One.** Appropriate instruction – provides appropriate classroom instruction and school-wide practices that support all students. On a weekly basis, NAS teachers will meet to evaluate lessons and student progress. Any lack of student progress will be discussed during bi-weekly ‘student talk’ meetings, where further interventions will be discussed and developed to address student needs. Teachers will continue classroom based interventions to remediate learning or behavior. If the student demonstrates little or no positive response to the teacher’s informal interventions, the student is referred to Tier Two. We anticipate 50% of the students to be in Tier One.
- **Tier Two.** These interventions are provided in addition to Tier One instruction and are designed to prevent, alleviate, or accommodate challenges a student may be facing. Interventions may be short-term or may continue for an entire school year. Interventions include Student Success Agreements (SSA); schedule modifications; and meetings with family members, counselors, behavior interventionists, and administration. If a student does not demonstrate a significant and positive response to intervention, the student may be referred to Tier Three. We anticipate approximately 35% of the students to be in Tier Two.
- **Tier Three.** Further evaluation of a student’s academic, behavioral, and social progress is used to determine the need for additional services at this level. Improvement on SSA and class improvement is reviewed by administration and our Student Study Team (SST) for further student interventions, including family meetings, to discuss a student’s success. If the student progresses through Tier Three in regards to academic performance, then our SST will further assess his/her potential need for an IEP. We anticipate 15% of the students to be in Tier Three.

The school’s SST monitors student progress through the tiered interventions and makes adjustments accordingly. If a student progresses through the Three-Tier system, they may be demonstrating a need for an Individualized Education Plan (IEP) to accommodate and/or modify their learning or behavioral needs. At this level, the SST will evaluate the student for eligibility for special education services, and if eligibility is determined, an IEP is developed. Further, if the school’s SST determines a student is in need of services under Section 504, an Accommodation Plan will be developed. A differentiated program offering will also be developed for any student deemed to be gifted or talented by the school’s SST.

(3) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

NAS-Las Vegas will create a learning environment where respect for self and others is paramount. The school will have a well-articulated code of conduct that will be displayed in all classrooms. This code of conduct will be communicated to parents and students on a regular basis. Schools policies will be consistently applied by all teachers to ensure that students do not face inconsistencies in that what is allowed in one classroom and not allowed in another (example, use of cell phones).

However, just as the RtI model will be used for academic support, so too will a strategy be in place to deal with behavioral concerns.

The overarching principle or strategy will be Restorative Practices (RP). The essence of restorative practices is that students are happier, more productive and more likely to make positive changes in their behavior when those in positions of authority do things **with** them, rather than **to** them or **for** them.

At NAS-Las Vegas, rather than the traditional punitive disciplinary systems and procedures, the use of restorative practices will establish more effective long term lasting changes in relationships and enhance a school culture of care. Below are some components of Restorative Practices utilized by our Colorado NAS schools; NAS-Las Vegas will use these same practices.

Restorative Language and Behaviors	Do	Say
Relationship	<ul style="list-style-type: none"> Focus on other person's strength Avoid judging or blaming 	<ul style="list-style-type: none"> I value you because..... You are really great at.... I want to make this right because I really care about you.
Respect	<ul style="list-style-type: none"> Show that you are listening: face the person, eye contact, nodding, etc. Validate other's experience Use "I" statements Tell hard truths in kind ways 	<ul style="list-style-type: none"> I didn't catch that, could you explain it again? When you -----, I felt ----- So, what I'm hearing you say is ----- I can totally understand how when I did -- ----, you felt------. I would probably feel the same way if someone did that to me.
Responsibility	<ul style="list-style-type: none"> Take responsibility for any harm you have caused. Admit wrongdoing, even if it was not meant to hurt someone. Explain why you did what you did when you hurt the other. Search for understanding why someone did something harmful. Explore who else may have been impacted by this situation. 	<ul style="list-style-type: none"> Help me understand what you were trying to accomplish when you did this. What part of this situation can you take responsibility for? I didn't mean to hurt you , and I see how when I-----,it hurt your feelings. When I -----, I wasn't thinking about how it would affect you. I was thinking--- If this impacted you this way, maybe it also affected-----, and -----.
Repair	<ul style="list-style-type: none"> Take responsibility for any harm caused Be open to creative solutions Contribute to ideas for repair 	<ul style="list-style-type: none"> I understand that my behavior hurt you. I wonder if I did-----, it would help you feel better. What can I do to make this right for you? That's a great idea, but it doesn't feel relevant to this situation. What if I did----- --instead? I know you're good at -----, maybe you could do that a part of your repair.
Reintegration	<ul style="list-style-type: none"> Put hurt aside. Welcome back person who harmed. Have courage to return to community/relationship that was harmed. Show what was learned from 	<ul style="list-style-type: none"> I value you as part of this community/relationship. You are one of us and you belong. This experience taught me that----- I'm here and I'm ready to be part of this community again.

	the process.	
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This will be the school’s approach to dealing with behavioral issues. If using the methodology described above has failed on several occasions or if the student is unwilling to meet and resolve the situation in the manner described, the school may take more traditional action for misbehavior. The most common form of consequences would range from meeting with parent/guardian if student is under 18 years of age to in school suspension and as a last resort to out of school suspension. It may also be necessary to refer the student to the Special Education teacher to establish an IEP and deal with the student’s behavior in a more formalized approach.

The Restorative Practice methodology and classroom management techniques will form the basis of ongoing professional training when staff meets.

Office referrals and bi-weekly meetings with teachers will track early warning signs for student misbehavior and will also monitor frequency and escalating intervention strategies.

Special Education

(1) Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

Mr. DiFelice, the Network Superintendent is a member of the CMO that is writing the application and which will contract with the GC to provide oversight to the principal in all academic matters. His 42 years in education has covered the full spectrum. Classroom teacher, vice principal, principal, and nearly 20 years as superintendent. He was superintendent in a 23,000 school district with responsibility over the entire Special Education department. As executive superintendent in The Toronto District School Board a 280,000 school district in Canada, he had oversight over 12 families of schools superintendents and nearly 300 schools. He dealt with students, parents and teachers regarding Special Education services for all exceptionalities from slow learners to low incidence exceptionalities such as Down syndrome, deaf and blind children. The programs for which he was responsible ensured that the highest level of outcomes would be achieved by students receiving special education services irrespective of exceptionality.

- (2) Identification: How will the school identify students in need of additional supports or services?
 - (a) *(Elementary Schools Only)* How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services? Not applicable
 - (b) *(Middle and High Schools)* How will the school identify and serve students who require special education services and develop transition plans?

NAS-Las Vegas will have a support staff team (including the Special Education teacher) who will provide additional interventions for all students. Students are identified for interventions based on teacher and support staff assessment of students’ needs through a tiered system.

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

If a parent has a concern, NAS will initiate the Special Education evaluation process, which starts with an RtI team meeting with the parents to identify the academic concerns that parents may have. If a teacher identifies a concern within a student's academic progress and/or processing, the RtI team will convene and go through the intervention process to determine whether an evaluation is needed. Once a student is identified, the special education teacher will become the student's advocate. This teacher will provide support, ensure the appropriate services are delivered within the classroom, and develop an Individualized Education Plan (IEP) and transition plan.

NAS-Las Vegas will have a support staff team (including the Special Education teacher) who will provide many interventions without a special education referral. NAS teachers will consistently use special education and English language learner best practices in all classrooms in order to address learning difficulties and fill in educational gaps. If a student has been identified as having a disability while attending a school other than NAS, the NAS RtI team will review the student's past educational experience, grades, and their current progress and grades while at NAS to determine if the identification was correct, and if not, the most appropriate program for the student to transition to. Further consultation would be done with the family, student, and RtI team as necessary to ensure a correct academic fit.

- (3) Continuum of Services: How will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

During weekly support staff meetings, the team goes through a Student Monitoring Document filled out weekly by teachers who rate a student's academic progress, behavior, and socio-emotional concerns from 1-5. These numbers then determine where on the ladder of intervention a student might be. Interventions are dependent upon which rung a student is at. There is an academic ladder, a behavior ladder, and a socio-emotional ladder. Identified Special Education students are prioritized to ensure their intellectual, socio-emotional, and behavioral needs are being supported through interventions. Students' IEPs ensure all needs are being met through specific behavior plans, academic interventions, and socio-emotional needs strategies. Additional support through speech and language therapists, psychologists, and social workers are provided based on individual needs. If students have additional needs that need to be met, NAS would work with outside consultants to ensure the school provides the appropriate resources and meets the needs of each student.

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

Collaboration occurs during weekly Kid Talk meetings between teachers and support staff who discuss specific concerns, what's working, and what's not with input from special education trained personnel. Weekly support staff meetings, monthly PLC meetings, and bi-weekly data team meetings address specific areas where individuals and groups of students struggle. Staff brainstorm together and identify what strategies are working best to meet specific students' academic needs.

(5) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities?
Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.

During the interview process for most NAS staff (teachers, administration, support staff), candidates are vetted to ensure they can handle the wide range of abilities, learning difficulties, and educational gaps our students possess. All Special Education teachers hired by NAS-Las Vegas will have met the Highly Qualified requirement and hold a Special Education endorsement. As a part of the interview process, they will be required to teach a lesson to our students to gauge instructional pedagogy as well as their interactions/ability to build positive relationships with our students.

(6) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?

NAS requires system-wide Professional Development once a month where PLCs and instructional coaching are the norm. The school has weekly meetings which address student areas of concern, with specially trained staff teaching the general education teachers.

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

The school will have a Restorative Practice approach to discipline in order to keep students in the building while working on developing life skills, decision making skills, and de-escalation techniques. We will follow the behavior plans that accompany a student's IEP, and for more serious behavior issues, manifestation determinations are a required part of the behavior remediation process. NAS complies with FERPA regulations that protect the rights of all students.

(8) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

The special education teacher tracks the progress and success of students on her/his caseload with the help of the Student Monitoring Document. Administration meets with special education staff quarterly to review students' progress, and an administrator is present at all required IEP meetings with students and parents. Ongoing monitoring and evaluating of student progress and success happens weekly in support team meetings. Our Special Education Program Plan is evaluated every year to ensure compliance. RtI interventions are tracked similarly to the way interventions are documented in the Student Monitoring Document. Student IEPs are evaluated yearly, prior to their renewal.

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

We ensure parents are present at all student meetings and encourage them to participate in parent and family events held at NAS. Parents are informed about upcoming parent meetings and conferences to make sure they are involved in their child's education, and are aware of their child's academic progress.

(10) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.* NAS-Las Vegas is not providing Distance Education. Item is Not Applicable.

English Language Learners

- (1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?

As part of the student registration process, students and/or families who are new to NAS complete a Home Language Survey. When a student/family indicates that a language other than English is spoken at home, the student is referred to a test administrator for W-APT testing. The student's test result is then forwarded to the counseling staff. A counselor meets with the student and reviews the student's transcript. The student is then placed in the appropriate ELD or sheltered ELA class. Due to the nature of our student enrollment, (over-age under credit, English language learner) it is rare for a new student entering NAS to have never received ELD instruction. Should this happen, the process would be the same. The student's language teacher would be asked to monitor and reassess the student to determine the accuracy of the placement. The teacher is authorized to determine whether to retain the student or move the student to the appropriate language level.

- (2) Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?

Students' W-APT scores are documented in our student information system for all teachers and staff to access. ELD teachers review students W-APT scores during the first quarter of each school year, as a part of their data team work. The office staff sends a notification letter to parents and guardians for all students whose test scores have resulted in their placement in an ELD class. The letter provides parents with a description of the ELD class in which their child has been placed. Parents are given the opportunity to opt out of ELD services for their child by providing a written notification to the school. The letter will contain contact information for community navigators who represent the four languages spoken by most students in our school. These navigators are available to explain or translate school communications.

- (3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.

NAS administrators strive to hire experienced teachers who have a background working with English language learners. All new NAS teachers are required to take three classes toward an added endorsement in Culturally and Linguistically Diverse Education (CLDE) within three years of hire at NAS. All of our ELD teachers are endorsed in CLDE, and offer some site based training for our content teachers and support staff. The W-APT test is administered by licensed ELD teachers. Our ELD teachers and administrators are responsible for the ongoing monitoring and designation of our ELL students.

- (4) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?

Our ELD program offers the intensive English Language Acquisition instruction and support that our students need. All content and elective courses provide scaffolded instruction and teachers

utilize the SIOP model, which supports our students further developing their English language skills while learning content. Our teachers adapt three content based language models in our ELD classes: theme based, adjunct, and sheltered, which provide a variety of opportunities for students to integrate their language acquisition alongside their content and skill development. Teachers also include task based instruction, which focuses on students' development of communicative English tasks. Further, our teachers shelter their instruction, to engage our English Language Learners (ELL) and further develop their grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level. Visuals, graphic organizers, and gestures to represent concepts and key vocabulary are frequently used throughout our sheltered classrooms. Through sheltered instruction and active learning, all students are able to access instructional material and engage in their learning.

(5) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?

The procedures for re-assessment of ELL students occurs each year using the assessment ACCESS and NWEA MAP to determine all students' English language proficiency. Re-assessing all NEP and LEP students annually occurs until the student has the ACCESS score that demonstrate English language proficiency or the body of evidence collected over time to demonstrate proficiency. Reclassifying students occurs bi-annually. Students at NAS begin and end matriculation on a quarterly basis and NWEA MAP tests occur three times per year. Through a review of ACCESS, NWEA MAP and the body of evidence for each student, ELD needs are reviewed and re-classification occurs. The same process also occurs each year for each student's designation. NAS uses the ACCESS test results for a student to move from Non-English Proficient (NEP) to Limited-English Proficient (LEP). When students move from LEP to Fluent-English Proficient (FEP), and M1 to M2, we follow our re-designation process, which includes a body of evidence.

(6) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?

NAS –Las Vegas will have a school accountability committee (SAC) which will include parents in which ELL program decisions are reviewed. NAS works with community navigators (4 - 5 languages) that assist with home communication, home visits, and family events at the school to ensure that all families feel welcomed in our school.

(7) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to ELLs. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.* NAS-Las Vegas is not providing Distance Education. Item is Not Applicable.

Homeless/Migrant Services

(1) Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?

The term “homeless children and youths” is defined by the McKinney-Vento Act as individuals who lack a fixed, regular and adequate nighttime residence. This includes children and youth who share the housing of other persons due to loss of housing, economic hardship or a similar reason.

The definition of “homeless children and youths” also includes high school students that are no longer living with their parents but are staying with friends or family members and have no fixed residence.

NAS-Las Vegas will ensure that during the registration process that counselors screen and identify homeless students and then ensure the rights of those students.

The Migrant Education Program is available to schools and families through Title 1, Part C. It is called Migrant Education because the families who qualify for services make moves to find certain kinds of employments. Its focus is on helping families who work in agriculture.

One common misunderstanding involving the Migrant Education Program is that it is somehow related to immigration issues. This is not the case. It is rare that students or families that qualify for the Migrant Education Program within USD 253 have immigration issues. It’s about people moving from one place to another

(2) Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?

Once counselors have identified homeless students, they will ensure that the following rights are afforded them:

- Removing all barriers to enrollment and providing immediate school access
- Providing transportation
- Waiving any student fees especially for extra-curricular activities such as clubs or sports teams
- Providing free meals
- Providing all necessary education services

NAS-Las Vegas will ensure that during the registration process that counselors screen and identify migrant students and then ensure the rights of those students. Once students are screened and identified as migrant, they are entitled to a number of services including:

- Enrollment assistance
- Tutoring and homework support
- Free meals
- Home visits
- Providing parents and students resources available within the community that may be helpful and helping them connect with these agencies

(3) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant services. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.* NAS-Las Vegas is not providing Distance Education. Item is Not Applicable.

SCHOOL STRUCTURE: CULTURE

(1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The New America School-Las Vegas will seek to create a school culture where students feel they belong, are respected and are surrounded by adults who will act as more than simply instructors but will be sensitive, caring and empathic to their personal needs and circumstances. Our goal to develop social, civic, and leadership skills in all students and to foster an appropriate educational environment in which all members of our community are treated with respect. In order to achieve this vision, it is essential we provide a safe learning environment in which students can grow and develop. Our school must be free of abuse, discrimination, bullying, harassment and violence of any kind.

This vision will drive the culture and ethos of individual classrooms and the (high) expectations for staff and students and a safe and caring learning environment. It will unify staff, students and parents around a common mission. NAS-Las Vegas will hire quality staff that believe in this mission and have a strong desire to work with our target population. Our small school size will contribute to promoting this positive school climate.

We want to create a school environment that demands and supports quality work and mutual respect so that irrespective of a student's background they will work to fit the culture of the school. Once they are part of the school the school's ethic becomes their norm.

(2) During the incubation year, how will you incorporate parent and community input into the plan for developing a positive school culture?

During the planning year and in the first year of operation this moral sense of respect for others, high expectations and belief in the mission will be the focus of school assemblies, classroom discussions, parent teacher conferencing, communication home to parents and monthly professional development sessions.

(3) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

It will be critical on the first day of school that the principal clearly articulate this vision of school culture. This message needs to be reinforced at staff meetings, parent meetings and communication to staff and parents on an ongoing basis. It is not enough to speak to it in isolation but it must permeate all aspects of school life and must be ongoing. This ongoing messaging will inform newcomers to the school who will register at different times during the school year.

(4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

Throughout the year, we will also recognize positive student behavior through quarterly award nights, weekly attendance recognition, and positive phone calls home. The school will maintain a Wall of Stars recognizing good behavior, community involvement, improvement, and academics. The school will also incentivize good behavior and attendance by linking eligibility for participation in athletics and school outings to behavior and attendance.

(5) Describe how the school plans to align staff and students around high expectations for student behavior.

Given our target population, it is easy to establish a culture of low expectations for our students—either based on a false assumption that current skill levels equate to capacities or upon the phenomenon known as “povrecito” culture (protecting our ‘poor little ones’/our students, by not being too demanding). It will be imperative for the principal to disabuse staff of these faulty notions. A climate of high expectations needs to be established by the principal early in the school year with the staff and frequently reinforced.

(6) Please describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school’s success in creating a positive culture.

An important aspect of school culture is accountability. It’s easy to articulate a vision of positive school culture but how do you measure success? The school will utilize number of tools to assess school climate: for example, staff/student/parent surveys, focus groups, interviews, observation, and town hall meetings.

In utilizing these assessment instruments it is important to ask the right questions that will address the key components of a positive school culture. As was mentioned, school safety, teaching and learning, respect for self and others and relationship-building will be key focus areas of our information gathering methodologies.

(7) Describe the school’s approach to help support all students’ social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

As a school serving primarily high-risk, low-income students of color, NAS-Las Vegas will do more than simply teach core competencies required for high school success; we will support and instruct students in the behavioral and social skills necessary for school, and life, success. One period during each school day—Advisory—will be dedicated to teaching students the basic academic, behavioral and social skills necessary for school, and life, success. In this period, a variety of research-based, best practices educational programming, such as: Seeking Safety, LifeSkills, Why Try, or Street Smart—will be delivered to students, These programs are premised on the belief that students must develop positive, whole-child, affective traits to successfully navigate the challenges they face.

Moreover, we will strive to build a sense of community among our students, and of community responsibility—a goal driven in many ways by our anticipated student population: a large percentage of our students will be immigrants wishing to learn American norms and values along with subject area content. A primary means of accomplishing this goal will be to include a community service stipulation in our graduation requirements.

And, since a skill set necessary for students to function successfully in society is the ability to make connections between actions and decisions, and their consequences, Restorative Practices techniques will be the main methodology with dealing with students who behave at variance with the intended school climate vision. An escalating sequence of steps for more intense intervention

has been outlined in the At-Risk Students and Special Populations section on page 1-39 regarding addressing student behavioral concerns.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1) Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

The school will develop a Code of Conduct that will outline the qualities we expect for all students. These will include proper manners, responsibility for ones actions, respect for self and others and integrity in doing the right thing.

The Code will clearly outline what unacceptable behaviors are such as:

- Bullying, cyber-bullying, harassment and intimidation
- Substance abuse or possession
- Cheating/plagiarism
- Assault, fighting, swearing, possession of firearms

It is our hope that the positive school culture created and the Restorative Practices in place will minimize the use of more severe consequences for misbehavior. (We will also recognize positive student behavior through the means mentioned under School Culture (4) on page 1-47 above.) Nonetheless, there will be a clearly defined grid that will contain offenses and consequences. The chart will identify for each offense what the range of consequences might be from:

- Parent notification
- Counselor/student conference
- Administration/student conference
- In-school detention or suspension
- Required parent conference
- Out of school suspension
- Involvement with law enforcement
- Expulsion
- Other- e.g. Substance abuse program, restitution, loss of privileges

The principal can at all times use discretion in assessing the range of consequences, however, there will be certain offenses that will mandate informing the law and requiring out of school suspension or expulsion. For example: arson, assault and or battery on a school employee, use/possession/distribution of drugs or alcohol, immoral conduct, and weapons will all be subject to expulsion.

The school will also provide in accordance with NRS 392.461, the Nevada Code of Honor and the Educational Involvement Accord to each student and parent at the beginning of each school year or upon enrollment.

(2) Describe the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.

For all out of school suspensions the school shall provide written notice to the parent or guardian that contains: description of the act, the duration of the suspension, that further suspensions may result in expulsion and require the parent to accompany the student upon reentry to the school

after the suspension is served. At the reentry conference the principal may require a plan of behavior be developed.

For expelled students, the school will within three days of the expulsion, conduct an initial hearing with the student and the student's parents/guardians to discuss the investigation of the incident, the violation of school's Code of Conduct and a discussion of the student's prior discipline history.

The initial hearing panel will consist of:

- A school administrator from a local district, in our case CCSD
- A teacher and
- A school support staff

At the initial hearing the following will take place:

- The parent/guardians and student will present information to the panel
- The principal will present evidence on behalf of the school
- The initial hearing panel will consider the evidence presented and will make a determination if the offense warrants a mandatory recommendation for expulsion. If so, the parents will be informed of the due process procedures available. The parents/guardians must decide whether to contest or not contest the expulsion and sign a statement to that effect.

If the parents/guardians wish to appeal the determination of the initial hearing panel, they may follow a defined appeal process. The appeal process will include:

- A formal expulsion hearing will be conducted by three members of the Governing Council (GC)
- The parent/guardians and student will present information to the GC
- The principal will present evidence on behalf of the school to the GC
- The GC members will consider the evidence presented and will make a determination
- The parents/guardians and student will be informed of the determination within two days of the hearing
- The GC's decision is final

(3) Who will be responsible for implementing the school's discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

During the first two years of operation the size of the school's student population will not likely warrant the inclusion of an Assistant Principal. Typically, the disciplinary issues of the school will fall on the AP. Without an AP the responsibility for all disciplinary matters will fall on the Principal. In conjunction with the school secretary all disciplinary referrals and actions will be recorded, tracked and monitored by the front office. This information will be filed with the counselor and placed in the student's cum file. All behavior actions will also be recorded in the school's SIS system for tracking purposes for the state and SPCSA. The disciplinary data will also inform the efficacy of the school culture mission and vision.

(4) How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations?

In addition to helping assess the school's culture in respect to school safety, the disciplinary data will also be used by the school's data team to monitor whether any subgroups are being

disproportionally affected by the Code of Conduct. It is important for the school to be sensitive to and respond appropriately with subgroups within the student body.

(5) Describe the core principles of the school's proposed parent grievance policy.

NAS-Las Vegas is committed to providing an effective means for parents/guardians to voice their concerns and complaints on school related matters. Best practice in this area would indicate that once the complaint is received that it be addressed at the closest level to which the complaint originated. If the concern is not addressed at this level then it escalates to the school principal and if unsatisfied at the administration level then a final complaint can be lodged with the GC.

A parent/guardian/student that has a grievance must provide the following information in writing to the principal:

- The name of the school employee;
- The issue;
- The school policy or law that the parent/guardian/student believes has been misapplied, misinterpreted or violated; and
- The specific resolution desired.

Once the principal receives the written complaint, the principal will then schedule a meeting with the concerned parties, conduct any investigation of the facts if necessary and then render a decision in writing to the grievance within five days of the meeting. If the parent/guardian/student is not satisfied with the result the complaint can be forwarded to the GC for final action.

(6) Discuss any required dress code or uniform policy.

NAS-Las Vegas will not have a uniform policy but will require students to dress appropriately, abiding to generally accepted community standards.

The New America School embraces a comprehensive character education program that emphasizes the importance of respect and responsibility. The school embodies these ideals by placing a significant responsibility on students and parents to take seriously the importance of dressing appropriately and tastefully for school. Parents are expected to take a role in insuring that their son/daughter is dressed in a manner that is supportive of the school's policies and philosophies.

Students are expected to dress in good taste at all times. Clothing should be comfortable, yet appropriate for an educational setting. While adolescents enjoy experimenting with recent trends and fashions, many such trends are inappropriate and distracting in an educational environment.

Clothing or other symbols that are profane, racist, gang-related, sexist, or discriminatory are not permitted. This includes the following:

- The display of numbers on clothing and accessories
- Bandanas and any other accessories determined to be gang-related
- Graffiti, and or other symbols, clothing articles, emblems, badges etc., which reflect gang affiliation or represent advocacy of alcohol, tobacco, drug use, disruptive behavior, violence, religious intimidation, racism, sexism, homophobia, and/or other activity including, but not limited to swastikas and confederate flags

- Body alterations which reflect gang activity, advocate alcohol, tobacco, and drug use, violence, disruptive behavior, criminal activity, and discrimination based on religion, gender, sexual orientation, race, and culture
- Hazardous apparel or jewelry or other items such as spiked belts, spiked wrist bands, spiked rings, spiked coats, chains, laser pen-lights or and other items which are likely to injure the wearer or someone else.

Additionally, extremes in dress are also not acceptable. This includes clothing that is sexually suggestive, see-through clothing, shorts or skirts shorter than fingertip length, clothing that exposes the midriff or excessive cleavage, exposed underwear, and any clothing that puts one's personal safety at risk. As a show of common courtesy, hats and other head coverings, and sunglasses are not considered appropriate in the buildings, and therefore are not permitted.

Students who are dressed inappropriately may be asked to make alterations, or may be sent home. The administration reserves the right to make final judgment concerning the appropriateness of clothing.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(7) Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

The school will use an alternative calendar, consisting of 150 instructional days; four days a week from Monday to Thursday, from 7:30 AM to 10:00 PM (see bell schedule below). This will offer students an opportunity for 1,650 hours of instructional time, far in excess of the minimum requirement. Also, the flexible schedule affords young parents the opportunity to avoid childcare expenses for 20% of the week. Furthermore, the many students who come to us with an interruption in their education are provided an opportunity to take six or more courses to catch up and graduate in a timely manner. Our older population may attend school at the end of their work day and obtain the high school diploma that they may not otherwise have attained in a more traditional daytime setting. The Monday-Thursday core instruction schedule offers time for the school to provide supplemental remediation on Fridays.

It is expected that all students will take a *minimum* of six courses per quarter per year, or a total of 900 instructional hours for the year.

The proposed 2018-2019 school calendar is outlined below. The calendar indicates start and end dates for each quarter, all mandated professional development days and parent-teacher conference days.

NAS-Las Vegas 2018-19 School Calendar

August 2018							September 2018							October 2018						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4						1		1	2	3	4	5	6	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													
November 2018							December 2018							January 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3						1			1	2	3	4	5	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	31		
							30	31												
February 2019							March 2019							April 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2						1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28			24	25	26	27	28	29	30	28	29	30				
							31													
May 2019							June 2019							July 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													

Federal/State Holidays 2018/19 (indicated in Red)	Jan 1, 2019 - New Year's Day
Sep 3, 2018 - Labor Day	Jan 21, 2019 - Martin Luther King Day
Oct 26, 2018 - Nevada Day	Feb 18, 2019 - Presidents' Day
Nov 11, 2018 - Veterans Day	May 27, 2019 - Memorial Day
Nov 12, 2018 - Veterans Day (obs.)	Start and End Dates Per Quarter
Nov 22, 2018 - Thanksgiving Day	Professional Development Days
Dec 25, 2018 - Christmas Day	Parent-Teacher Conference Days

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

Given that students within the NAS-Las Vegas target population will most likely bring to school significant personal challenges, the school offers a flexible schedule that includes additional instructional time. Many students need to work, and the school anticipates that approximately 25% will be either young parents or pregnant moms. Offering students a flexible schedule allows them to build education and work into their lives. As such, NAS-Las Vegas will apply for a waiver to the traditional school year calendar.

New America School - Las Vegas Bell Schedule 2018-2019	
7:30 - 8:15	Period 0 – Credit Recovery (unscheduled)
8:20 - 9:20	Period 1
9:23 - 10:23	Period 2
10:26 - 11:26	Period 3
11:30 - 12:05	Lunch
12:10 - 1:10	Period 4
1:13 - 2:13	Period 5
2:16 - 3:16	Period 6
3:20 - 4:20	Professional Learning Communities (PLC)/ Common Planning Time
4:24 - 5:24	Period 7
5:27 - 6:27	Period 8
6:30 - 7:30	Period 9
7:35 - 7:55	Dinner
7:57 - 8:57	Period 10
9:00 - 10:00	Period 11

Grades	9	10	11	12
	Algebra I	Algebra II	Geometry	Pre-Calculus
	English 9	English 10	English 11	English 12
	Earth Science	Biology	Chemistry	Physics
	Government	US / Nevada History	Public Speaking (Elective)	World History/Geography
	Economics	Health	Spanish 2 (Elective)	Creative Writing (Elective)
	Principles of Mathematics	Spanish 1	Business Law (Elective)	Fine Arts (Elective)
	Physical Education	Business Mathematics	Business Math (Elective)	Computer Applications (Elective)
	Art (Elective)	Physical Education	Journalism (Elective)	
		Introduction to Technology (Elective)	Personal Finance (Elective)	

During each course offering, a student will receive 60 minutes of instruction. For the core subjects of Mathematics, Science, English and Social Studies students will have 240 minutes of instruction per day.

The following chart indicates instructional days by month and teacher duty days (instructional+ PD+ Parent conference days).

MONTH	STUDENT INSTRUCTIONAL DAYS	TEACHER SERVICE DAYS
August	12	17
September	15	16
October	18	20
November	12	13
December	12	13
January	15	16
February	15	17
March	16	17
April	14	15
May	17	18
June	4	4
TOTAL	150	166
Quarter 1	38	
Quarter 2	39	
Quarter 3	38	
Quarter 4	35	

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

Given our target population, regular attendance will be an area of focus on which the school will spend a great deal of time and resources. Typically, our target population will have a record of sporadic attendance at their previous schools (10-40%) and the goal will be for our students to average 80% daily attendance. Although this is not the more traditional 90% goal, it is a realistic and in fact attainable target.

The NAS-Las Vegas attendance policy will have a series of intervention steps ranging from a teacher-student conference to an individual performance plan (IPP) with the student and parent.

Attendance monitoring and follow-up will be the responsibility of all adults in the building. Attendance will be recorded period by period, entered into the Student Information System and at the end of each day the attendance secretary will provide each staff a student absentee report. Each teacher will have the primary responsibility to contact the home or student (if over 18) when an absence occurs. After three absences the responsibility will be shared by the teacher and a mentor (an adult in the building with a caseload of students to monitor and support). Once absences reach eight, an IPP will be developed by the principal, with the student and parent/guardian. The IPP may include: attending before and after school, Friday school, parent accompanies student to school, etc. Once a student is absent 10 or more days, the student may be deemed truant if of compulsory school age and if 18 or older may be requested to leave the school.

The school will develop incentive programs to promote and enforce good attendance. These incentive plans will be developed with input from parents, students, and teachers.

A DAY IN THE LIFE & SCENARIOS

(1) Describe a typical school day from the perspective of a student in each grade span (elementary, middle, and high school) that will be served in your first year of operation.

We anticipate in our first year of operation that we will serve students in classes for grades 9-12. Let's follow Juan who is a 10th grader. Juan will have an opportunity in period 0 from 7:30 – 8:15 am to attend a credit recovery lab under the supervision of a teacher in any core subject that the student has fallen behind in and will use this time to fill gaps in missed knowledge and skills. Typically Juan will take six classes per day. Juan will attend the four core classes in math, science, social studies and language arts and two additional elective credits. Let's follow Juan into Algebra II. There will be a teacher at the door to welcome Juan and his classmates. Juan will know that the first 10 minutes of the period are devoted to Sustained Silent Reading. Since Juan is reading at the grade 8 level, he will select the book he has been reading that is lexile appropriate for him. After the 10 minute period, the books will be returned to the shelves and the lesson will begin. The classroom is rich with visuals including math formulas, exemplars of student work, posters depicting careers that are closed to you if you don't have math, famous math persons (when possible, representing the different cultures from which NAS students come) and their contributions and a word wall. The word wall contains the mathematical words that will be used during the lesson. This is important since the majority of students in Juan's class are English Language Learners (ELLs). Prominently displayed on the white board is the Model Performance Indicator (MPI) for the day. This will indicate what content and language objective they will learn today and what support (graphic organizer, groupings) the teacher will use to assist students in learning the objectives. As a lesson begins the teacher will post a short warm-up question that will transition Juan to the new objective for the day. The teacher will collect the responses, which will give the teacher a good sense of where students stand. The teacher today is speaking about collecting *like* and *unlike terms* in *polynomial* expressions. The teacher will discuss *literal* and *numerical coefficients*. All the italicized words will be on the word wall and the first time the teacher uses one of these words it will be pulled from the word wall and shown to Juan and others. After modeling solutions to several illustrative examples, the teacher will call Juan to the white board where his will be given a problem to do in front of the class. Juan will explain his work and students will be asked to ask Juan questions as he proceeds to solve the problem.

After a number of students have gone to the white board, the teacher will arrange students in groups of 4-5 and assign a group problem. The teacher will go from group to group to check on understanding. Juan who is having difficulties in math will be working cooperatively in his group and asking others for assistance prior to the teacher's arrival. Once the teacher finishes circulating among the various groups, the teacher will gather the class together for another problem that the teacher will lead but receive support from various students. Each student will have two cards. One says "thinking" one says "ready". Juan is asked a question but puts up the "thinking" card. This alerts the teacher that Juan is not ready to respond to the question. Juan will have another opportunity before the class is finished. In selecting students the teacher has a bag of popsicles sticks with each student's name on one stick. Selecting from the bag ensures that students are called randomly. As a final check for understanding, nearing the end of the period, the teacher assigns one question to the entire class. Students are given 5 minutes to complete the answer and will give this to the teacher as their exit ticket. This is another opportunity for the teacher to check for learning.

Because of our target population, all classes that Juan will attend today are sheltered with a great deal of scaffolding. This is essential since the majority of our population will be ELLs. Juan will have a designed 35 minute lunch period. Since Juan has FRL he will be provided with free lunch. During

the early morning classes, staff will circulate classroom to classroom to see if students would like some breakfast food: milk, cereal, fruit, and snack bar.

Juan has an opportunity to attend a variety of after school programs. He has chosen soccer. He practices three days a week. On the fourth day Juan will attend a remedial math class offered after school.

(2) Describe a typical day for a teacher in a grade that will be served in your first year of operation.

Let's follow Mr. Ramirez the math teacher who teaches Algebra II. Mr. Ramirez's duty day is 8.33 hours per day. He will arrive at 8:00 am and may stay till well past 4:30 pm. He teaches six classes and this year has three preps. He will have a 35 minute lunch and the balance of the day may be preparation time, meeting with colleagues in PLCs or assisting students with remediation.

For each class, Mr. Ramirez will prepare a lesson plan that follows the NAS model. It will have an MPI, a warm-up question, several illustrative examples for him to model, interactive learning activities, and several formative assessments to check for learning. He will grade all student work handed to him and use this as a basis to continue the following day. Mr. Ramirez has several grading components that he tracks for each student in each class. These include participation, homework completion, warm-up questions, exit tickets and any other formative assessment used during the class. He is expected to have a minimum of two entries into the Student Information System every week for every student.

Mr. Ramirez has data for each student based on their MAP baseline test scores and has generated a report that indicates where each student stands in RIT range that indicates grade level equivalence, knowledge and skills that the student knows and doesn't know. It will also indicate what knowledge and skills will bring the student into the next higher RIT band. He will use this data to better inform student groupings and necessary re-teaching of certain concepts.

On this particular day there is a data team meeting scheduled. Mr. Ramirez will discuss with his colleagues the progress of certain students who are struggling in his class and ascertain if this is also happening in other classes. He will also discuss with his math colleagues why so many students didn't seem to understand the lesson on exponents the other day. They will share their best practices. During the day several students have approached him for extra help. He gladly provides the support and applauds them for seeking assistance. He knows only too well that falling behind in mathematics can be devastating for future success. Mr. Ramirez also follows some very simple, but effective, procedures that he learned during Professional Development regarding building a positive school climate. For example, he stands at his door prior to each class and greets students by name.

Tonight he will go home and spend several hours grading papers and preparing lesson plans for the next day.

(3) A new student, Ruby, has enrolled at your school and during the registration process her mom informed the office manager that she has Down's syndrome. This student is eligible to attend the school. Based on the IEP information that her mom brought in, the student is included in the general education program for 60% of her day. How will you plan to ensure your school is prepared to meet the needs of students like Ruby and/or what adjustments will be made (e.g., in scheduling, staffing, etc.) to account for students with unanticipated needs?

As a publicly funded institution, NAS-Las Vegas will not discriminate against students who have a low incidence special education exceptionality. The school will integrate Ruby as indicated in her IEP for 60% of her day and provide self-contained resource assistance for the balance of the day. It will be important for the school to presume competency and have high expectations when educating students with Down syndrome. Research has shown that effective academic intervention blended with inclusive education are important in order for the student to attain their educational goals, be gainfully employed and be fully contributing citizens in the community.

Teachers will receive in-service training on effective instructional methodologies that work well with students with Down syndrome.

The school will also need to speak with the student's parents/guardians to identify previous health conditions and ongoing medications, as these can affect the ability to listen and follow directions. The school should also ask parents to alert the school if the child is having sleeping issues as this can detract the child from learning.

Some tips for teaching include:

- Be enthusiastic and encouraging
- Be guided by the student's individual ability and needs and not the label Down syndrome
- Seat the student away from the window to avoid possible distractions
- Small group instruction may be more effective than whole class
- Model the task and allow the student many opportunities to perform it
- Scaffold the task into many smaller parts
- Set time aside for review and practice
- Allow adequate time for the student to respond to questions
- Down syndrome students get very tired near the end of the day and this may cause processing challenges
- Provide constant positive reinforcement
- Present only a few stimuli or objects at one time
- Be flexible

(4) A new student, Alejandra, has enrolled at your school. After reviewing the enrollment packet and speaking to your registrar you learn this student is an ELL student and her mother has brought a friend to serve as an interpreter. Some of the records you received from the parent indicate the child has a 4 in listening, a 4 in speaking, a 2 in Writing and a 1 in Reading. How will you plan to ensure your school is prepared to meet the needs of ELL students like Alexandra and/or what adjustments will be made to the daily schedule to account for unanticipated needs? How will you communicate and work with parents like Alexandra's?

Based on the student's placement scores/records, we would place this student in the appropriate ELD level class and closely monitor her progress, particularly in the areas of reading and writing. This student would benefit from additional literacy instruction that could come through individual teacher intervention, and/or a literacy lab class. Our teachers are trained to work with students that have varying skill levels in the areas of listening, speaking, reading, and writing and provide differentiated learning activities for each of the modalities. Based on teacher feedback, this student may be referred to the RtI team for further progress monitoring and assessment. We will communicate with the family through a bilingual staff member or interpreter regarding Alejandra's progress and whether the student will be referred for further assessment.

(5) You have been operating a school for the past three years and have just received your school-level state test data for the most recent year (see table below).

(a) Your annual accountability targets for each subject require that you grow the whole-school Percent Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD), both over time and as compared to the non-SWD population, in the table below.

To better understand the trends in the provided data table the following summary table was created.

		Mathematics		Reading/Language Arts	
		Below Basic/ Basic	Proficient/ Advanced	Below Basic/ Basic	Proficient/ Advanced
All	2012		18.3%		20.6%
	2013		32.8%		12.1%
	2014		31.0%		12.4%
SWD	2012	74.0%	26.0%	65.3%	34.7%
	2013	100.0%	0.0%	100.0%	0.0%
	2014	85.8%	14.2%	92.9%	7.1%
non-SWD	2012	83.3%	16.7%	82.4%	17.6%
	2013	60.4%	39.6%	85.5%	14.5%
	2014	66.6%	33.4%	86.9%	13.1%

Academic performance for the SWD population has shown significant increases in the percent of students at or below basic and decreases in the percent of students scoring proficient or advanced. The most dramatic dip in performance was seen in 2013 with slight improvement in the performance exhibited by the SWD population in 2014. The SWD population consistently underperforms the non-SWD population, reaching an almost 40% gap in 2013 in the percent of students proficient or advanced in mathematics, however, this gap saw a 50% reduction in mathematics and reading/language arts (6% gap) in 2014.

What are your initial thoughts about this data?

In addition to the findings identified above, there is concern that the school is not meeting its annual accountability targets, as increases in the percent of students has been inconsistent, as there have only been three instances of a 10% increase from one year to the next (2013: 32.8% of all students were proficient/advanced, an increase from 18.3% the year prior; 39.6% of non-SWD students were proficient/advanced, an increase from 16.7% the year prior; 2014: 14.2% of SWD students were proficient, an increase from 0% proficient/advanced the year prior). The percent of all students scoring proficient or advanced saw significant increases in mathematics from 2012 to 2013, but this trajectory stabilized in 2014, decreasing slightly. Additionally, the percent of students scoring proficient or advanced in reading/language arts dropped by just over 8% from 2012 to 2014. Of greater concern, is the finding that when looking at all students, less than one-third are proficient or advanced in mathematics and reading/language usage.

What are your next steps?

The next step is to incorporate the information gleaned from these trends into conversations around programmatic and pedagogical improvements. Investigations need to take place into best practices used to identify SWD populations and the specific instructional strategies most effective at bringing these students to proficiency. This will be followed by the development of an action plan to implement the identified programmatic and instructional changes, including specific steps for benchmarking and progress monitoring.

Who needs to be part of the team to address this?

These findings need to be utilized in conversations with the teaching staff, the RtI team, and the school level data team. The school level data team should consist of the school's administrator(s), at least two lead teachers, and utilize expertise from EMO consulting staff.

What further information do you need and how will you obtain it?

Keep in mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.

Further information regarding individual student growth in mathematics and reading/language arts, and the sub-contents within, will assist in ensuring that individual student needs are being met, specific to their disability. This will aid in grouping these students for the necessary interventions and targeting instruction for their needs.

Data for All Tested Grades			Math				RLA			
Yr	Subgroup	valid tests	pct_below_bsc	pct_bsc	pct_prof	pct_adv	pct_below_bsc	pct_bsc	pct_prof	pct_adv
2012	All Students	131	30.6	51.1	14.5	3.8	29.8	49.6	16.8	3.8
	Students with Disabilities	23	26.2	47.8	13	13	34.9	30.4	13	21.7
	Non-Students with Disabilities	108	31.4	51.9	14.8	1.9	28.7	53.7	17.6	0

2013	All Students	116	26.7	40.5	25	7.8	46.5	41.4	11.2	0.9
	Students with Disabilities	20	50	50	0	0	75	25	0	0
	Non-Students with Disabilities	96	21.9	38.5	30.2	9.4	40.7	44.8	13.5	1
2014	All Students	113	30.1	38.9	24.8	6.2	44.2	43.4	12.4	0
	Students with Disabilities	14	57.2	28.6	7.1	7.1	57.2	35.7	7.1	0
	Non-Students with Disabilities	99	26.2	40.4	27.3	6.1	42.5	44.4	13.1	0

5. Operations Plan

BOARD GOVERNANCE

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

NAS-Las Vegas subscribes to the top ten characteristics of highly effective charter school governing boards as recommended by The High Bar:¹⁰

- Passionate, unwavering belief in the charter organization's mission and core values
- Clarity of collective vision – where the organization is and where it wants to be in the future
- A firm understanding of the charter promises and a clear, consistent way to measure them
- Clarity of roles and responsibilities
 - Role of the full board
 - Role of individual board members
 - Roles of committees
 - Role of the CEO
- Demonstration of a clear understanding of the difference between governance and management
- Focused on results
- The right structure
 - Board size
 - Composition
 - Committee structure
 - Officers
- Board meetings – focused on strategic questions and issues not just reporting
- A superintendent who assists in the creation of effective governance
- A strong partnership among the Governing Council, the principal, and the superintendent that is built on mutual trust and respect

Guided by these understandings, NAS-Las Vegas will be governed and managed per (2) below.

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

The Governing Council (GC) of NAS-Las Vegas will govern the affairs of the school using a traditional model of governance. Approved bylaws will describe the powers and authority of the GC and otherwise describe how the GC will govern the school. Where the bylaws and the charter are silent, parliamentary procedures will apply. The GC will ensure that the academic quality and reliability of the charter school as an academic institution is maintained and will support the school leadership in the maintenance, promotion, and improvement of the academic standards set forth in the charter.

¹⁰ For more information, visit www.thehighbar.com

The primary function of the GC will be financial oversight, strategic planning and adoption of policies for the charter school. The GC will not be involved in the daily management of the school. The GC will, however, when appropriate be apprised about issues and concerns that may be affecting students, parents or staff. At monthly GC meetings the principal will present a detailed Principal Report that will outline activities in the areas of student data, community events, professional development, and accomplishments of staff and students. The by-laws also mandate the creation of a Parent Association. A standing agenda item of the monthly GC meetings will be a report out from this stakeholder group and a two-way interchange of ideas, concerns and achievements.

Also, each month every department in the school will nominate one “student of the month” recipient who will be recognized by the GC and staff during the GC meeting. Parents of award winners will be invited to attend which will allow the GC members to ask questions of students and parents on the successes of the student, why the parent chose the school and what makes the school different than their previous experiences.

The GC will meet at least once per month and will conduct its business according to Nevada’s Open Meeting Law. The powers and duties of the GC include:

- Develop educational and operational policies for NAS-Las Vegas
- Adopt rules and policies pertaining to the administration of the GC and NAS-Las Vegas
- Employ, supervise and evaluate annually the principal of NAS-Las Vegas
- Delegate administrative and supervisory functions to the principal of the charter school when appropriate
- Review, approve and monitor the implementation of the annual budget of anticipated income and expenditures, vote on Budget Adjustment Requests, and direct preparation of the annual financial audit
- Acquire, lease and dispose of property, both real and personal to the extent permissible by laws applicable to public schools
- Initiate lawsuits or take all necessary steps to protect NAS-Las Vegas interests
- Authorize the repair and maintenance of all property belonging to NAS-Las Vegas or for which NAS-Las Vegas is contractually responsible to maintain and repair
- Enter into contracts consistent with the NAS-Las Vegas approved budget for any service or activity that is required for NAS-Las Vegas to perform in order to carry out the educational program described in its charter
- Accept or reject any charitable gift, grant, devise or bequest. Each particular gift, grant, devise or bequest accepted shall be considered an asset of the NAS-Las Vegas
- Approve amendments to the charter prior to presentation to the authorizer for approval
- Amend the bylaws of the NAS-Las Vegas GC consistent with the mission NAS-Las Vegas
- Delegate to the principal the authority to implement the approved charter and the schools’ policies and procedures, facilities plans, budget and such other directives and policies adopted by the GC from time to time. To the extent reasonable, the GC shall not be involved in the day-to-day operations of the school
- Have primary responsibility for the development and review of all major policies; be a resource for problem resolution escalated to GC according to policies, procedures and appropriate protocols; and review recommendations submitted by the principal and other GC consultants and advisors
- Promote a cooperative relationship with its charter authorizer and resolve any dispute which may arise between NAS-Las Vegas and its authorizer to the mutual benefit of the operation of NAS-Las Vegas and its authorizer

- Such other powers and duties as included in the charter that are not inconsistent with federal or state laws or constitutions

(3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 7). *Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2018-19 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.*

The GC will be comprised of no less than five members. If the GC decides that it is in the best interest of the charter school to increase the number of members, it shall do so by resolution of the GC, however, in no event will the GC membership exceed nine (9) voting members. The GC will have the following officer positions: Chair, Vice-Chair, Secretary and Treasurer. In addition, the NAS-Las Vegas school principal will serve as an Ex Officio, non-voting member of the Governing Council.

The goal is for the Governing Council to eventually be comprised of at least:

- One member who is a teacher or who previously held such a license and is retired
- One member who is (or was) a school administrator
- Members who possess knowledge and expertise in one or more of the following areas: Accounting; Financial services; Law; Human Resources; Immigrant education and issues related to immigrant employment in the U.S.; or entrepreneurial and business leadership experience
- Members from the community that best represent the school demographics

In addition, the NAS-Las Vegas GC plans to establish a number of committees that report to the GC on a monthly basis. These may include, and are not limited to:

- **Finance Committee**
 - Reviews planning budgets, adjusted budgets, and facility matters
 - Prepares for the annual audits
- **Fundraising Committee**
 - Ensures 100% GC giving
 - Reports on grants received and pending grants
- **Nominating Committee**
 - Determines skillsets needed on the GC and finds appropriate community candidates that fit the mission and skill set requirements
 - Brings slate of candidates to the GC for discussion and election
 - Prepares slate of officers for the annual meeting
- **Strategic Planning Committee**
 - Works with an external consultant to develop a 3-5 year strategic plan

Each of these committees will be comprised of a minimum of two Council members and have internal officers including a chair and a secretary. As such, GC members will have the opportunity to develop and practice the leadership skills necessary to assume leadership roles within the larger organization.

(4) Provide, as Attachment 8, a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to

both service on a public charter school board and to the specific needs of this particular proposed charter school.

See Attachment 8: Board Member Information Sheets

(5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.

The GC composition for NAS-Las Vegas as indicated in Attachment 7: Start-Up Applicant Board Membership Template is complete except for a representative from the Parent Association. Once the charter is approved and the school is operational this position will be filled.

Governing Council Succession. To ensure continuity among the school leadership, Governing Council terms will be staggered so that at no time will a majority of Council members leave the Council en masse. To accommodate this system, initial Council member terms will be for either one, two or three years. The initial Council members whose terms will end after one, two or three years will be determined by consensus or lot. Thereafter Council member terms will be for three years.

A standing Nominating Committee shall solicit applications, recruit potential candidates, and screen applicants for each vacant or non-renewing Council position. This committee will be comprised of two current Council members and the NAS-Las Vegas principal and shall be appointed at the NAS-Las Vegas organizing meeting and re-constituted at the annual NAS-Las Vegas meeting each year thereafter.

Candidates for positions on the GC shall first and foremost be considered based upon commitment to the school and its mission. With this condition met, the Nominating Committee will identify individuals who possess the specific experience and expertise needed to fill the vacancy in order to maintain an effective Governing Council. Professional skills and areas of expertise relevant to the school and its mission include but are not limited to, legal, financial, real estate, education, business and workforce development. Potential members must also demonstrate collaborative and problem-solving skills and attitudes and an ability and willingness to devote substantial time and energy to serving on the GC (including chairing and regularly participating in the activities of at least one Council committee, and attending orienting and training events), and their willingness and ability to devote their time and energy to acting for the best interests of NAS-Las Vegas as a whole, rather than the interests of any particular interest group. School employees and relatives of school employees may not serve on the GC, but may serve on committees and are encouraged to attend GC meetings and advise the Council on relevant matters. As much as possible, Governing Council members shall reflect the ethnic diversity that makes up the school community.

The Nominating Committee will meet one-on-one with identified individuals and assess their leadership experience, their time constraints, their levels of commitment, their experiences, and their goals and expectations as a potential member of the NAS-Las Vegas Governing Council. During the initial meeting, a folder of information about the duties and responsibilities of membership will be presented. The Committee will then nominate those individuals to the Governing Council who seem capable and willing to take up the challenge.

At the next meeting of the GC, the Council will review the qualifications of the nominee(s) to affirm that nominee(s) meets GC policies, charter requirements, and all state and federal statutes and regulations. If the GC is satisfied that the nominee(s) meets all requirements, it will officially approve, by majority vote, the nominee(s).

Each new member is given a binder with information pertaining to the functions of the Council and documents such as the by-laws and member responsibilities. The binder also serves as a file for documentation received in meetings.

For in-term vacancies, the term length shall consist of only the unexpired portion of the term of the member being replaced.

Governing Council officers will be elected by the GC at the organizational meeting and, thereafter, at the annual meeting of the GC, the date of which will be determined by the GC. Officer terms are one year. The Nominating Committee will present a recommended slate of officers to the GC, indicating which of the positions are to be filled. This slate of recommended candidates will be publicly announced during the regularly-scheduled meeting immediately preceding the annual meeting.

Each new member of the GC will undergo orientation training within four (4) months of approval of the charter application. Such orientation may include training on the laws and regulations regarding:

- Charter Schools
- School Personnel
- Procurement
- Open Meetings
- Public School Finance
- Roles and Responsibilities of GC Members
- Principal/GC relationship

To build board member capacities' to guide organizational success, all members of the GC will participate in at least five hours of training each year. These trainings may include but not be limited to: respecting roles and responsibilities, liabilities, ethics, school finance, budget process, procurement code, the open meeting act, role and relation to the authorizer, the charter school landscape as well as strategic planning, the cost of which will be borne by the school.

The model described in detail above has been highly successful in all governing structures for other NAS schools. To help the board evaluate school success, at each monthly meeting of the GC a data dashboard will be presented that will track and monitor the various school and state metrics that have been included in this charter application. When the targets are not being met, the GC will require the principal and staff to develop strategic intervention adjustments to curriculum delivery to ensure students are on track to meet school/state targets.

Also, at each monthly meeting the business manager will present a financial dashboard that will include: account summary report on revenues, expenditures, bank account activity, outstanding purchase orders, and bank reconciliation. When necessary, budget adjustment requests will be addressed.

The GC will contract to hire as consultants the Network Superintendent and the Network CBO to provide oversight on academic and financial matters. The Network Superintendent will be directed by the GC to conduct annual evaluations of the school leader. The annual evaluation will be a detailed reporting based on personal observations, school achievement data, and feedback from staff/parents/students/GC. Based on the evaluation report a recommendation will be made to the GC to renew or not renew the principal's contract.

(6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 9.

The Governing Council will follow all state and federal laws that govern charter schools and, in particular, will abide by a Code of Ethics and a Conflict of Interest Policy that are embedded in the school's by-laws and Governing Council policies. See Attachment 9: Board Bylaws, Code of Ethics, and Conflict of Interest Policies.

(7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

In discussions with GC members over the past several years there are no apparent conflicts of interest if the application is approved. Our most recent addition to the GC is Lydia Toscano-Corbett. She is married to Stavan Corbett who is a member of the SPCSA. In conversation with her at an informal GC gathering she indicated this would not be an issue or a conflict. But for full disclosure we cite this as a perceived conflict.

(8) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

The current proposed GC has the skill sets and experience to govern effectively and efficiently during the next several years of the school's operation. As such there is no need to expand membership except for the Parent Association representative. However, given the profile of the individuals on the GC it is possible some may leave due to personal circumstances, work or scheduling. In this eventuality, there is a process in place as stated in (5) on page 1-65 above that would replace board members as required.

(9) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Charter schools have a board of directors where traditional public schools are governed by the local school district's board of directors. With this being the case, effective governance is a critical component to a high-quality charter school. It is a best practice for charter school boards to engage in professional growth opportunities and focus on continuous improvement as a board and a school.

The GC for NAS-Las Vegas will undertake a minimum of five hours per year training. This can be accomplished by a number of vehicles. GC members may attend state charter school workshops or conferences. Often given the members' busy schedules we can arrange for someone qualified and recognized by the state to deliver this training to attend a full day session with the GC. NAS has done in the past and it has proven most successful to conduct customized training. Topics or themes that can be discussed include:

Best Practices in Charter School Governance: This workshop would introduce basic roles, responsibilities and general practices essential to creating and/or operating an effective charter school Governing Council. This training could be tailored to meet the needs of our GC as the GC of a new school, individual members as they join the GC, or, as we mature, the needs of an existing GC seeking assistance with structure and operations.

Performance Management for Charter School GCs: This training would provide the foundation for understanding the GC's role in ensuring improved student performance and school success. The workshop would focus on understanding student performance data, key questions GC members should know how to answer, and how our GC can establish sound practices in providing academic performance oversight and monitoring.

Strategic Planning Facilitation: Charter school governing councils are responsible for ensuring effective organizational planning. Developing a sound strategic plan is key to supporting effective governance and leadership. Strategic plans range from specific goals such as facilities acquisition to more general purposes such as guiding the school's strategic priorities and continuous improvement.

This workshop would assist our GC with items such as strategic planning process design and facilitation, SWOT analyses, transition from founding board to policy setting GC, and identifying key performance indicators, measures, metrics and targets.

Nevada Open Meeting Law: Topics could include: When does the OML apply? Is a meeting going to occur? Has proper notice been given of the meeting? Does the agenda comply with the OML? Is agenda support material available? Was the public comment period conducted in accordance with the OML? Exemptions and exceptions from the OML; minutes and recordings under the OML; Violations of the OML; When can you go into executive session?

Since there is an expectation that all GC members obtain a minimum of five training per year, the Chair and school principal will track and monitor compliance. Customized half or full day board training is often desired by the GC and desired topics will be chosen based on GC need or feedback.

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

Relationship between the Governing Council (GC) and Staff

The GC is a governing body and it is not the intent for the GC to micro manage the school. Academic, operations and financial matters will be discussed by the principal and the GC mainly during monthly meetings.

Academics: The principal will bring data dashboards to the GC each month outlining all school and student indicators/measures/targets and results. The GC will monitor the progress of student achievement data and direct the principal to provide action steps to improve results when necessary. Members of the GC will visit the school regularly and speak to students and teachers and observe teaching and learning. Their role is not to be one of evaluator but simply to see the school in action.

Operational: The types of operational matters that the GC may need to approve or discuss at monthly meetings with the principal include: climate surveys, bell schedule, school calendar, policies and procedures, awarding diplomas, dealing with serious human resource issues such as staff complaints or staff dismissal, act as a hearing body for school appeals by staff or students, determine community use of school facilities, deal with serious vandalism to the school and school safety issues.

Financial: The GC Treasurer, the school business manager and the principal will prepare and adopt a school budget. Once approved, a financial report will be brought to the GC each month with details previously described. The financial report will be prepared by the business manager and reviewed by the principal and the board Treasurer. The Treasurer will present the report to the GC for approval. Other financial matters may include annual salary increase, performance pay, leases and land purchases and annual audits.

For all academic, operational and financial matters the principal will be the primary conduit for school staff to the GC. Individual staff that may wish to address the GC on any of these matters may do so at monthly meetings. It is not advisable that staff approach individual GC members nor for individual GC members to take unilateral action without full GC direction.

Relationship between the GC, Staff and the CMO and Other Consultants

Several key leadership functions for NAS-Las Vegas will be filled by external consultants, specifically the New America School Network (CMO), the school attorney and the school business manager. Each such contractor's performance is reviewed annually and, if its performance merits, renewed. If necessary and a new contractor is required, the Governing Council will issue an RFP and undergo an extensive search process for a suitable replacement.

Charter Management Organization (CMO): NAS-Las Vegas plans to partner with the New America School (NAS) Network, a 501(c)3 nonprofit charter management organization headquartered in Denver, Colorado, to accomplish the mission and vision as described in the application and, ultimately, an approved charter; ensure that the highest quality of teaching and learning occurs; and to make certain that all financial and business operations of the school are conducted in compliance with applicable laws and, when approved, the charter. NAS will formalize its partnership by contracting with the NAS-Las Vegas Governing Council to provide services to the school's GC, the school's principal and staff. Because the GC will at all times have the authority to terminate the contract pursuant to its terms, there will remain checks and balances between the GC and its contractor, NAS. The services provided will include assistance with oversight, experienced guidance on all matters of administration of a public school, training in areas of administration, curriculum, personnel and such other matters necessary for the principal to successfully implement the charter.

Although the Governing Council intends to contract for management services with NAS, the Governing Council will at all times have control over the governance of the school. NAS-Las Vegas's Governing Council members will not be members or employees of NAS and Governing Council members will at all times remain independent from NAS so as to avoid all instances and appearances of a conflict of interest.

NAS employs a superintendent and a chief of business operations to oversee all five of the charter schools under the NAS umbrella and the NAS-Las Vegas GC will, through the contract with NAS, have the benefit of this experienced oversight for NAS-Las Vegas.

In addition to the services described above, and more specifically, NAS will provide:

- Superintendent/designee will attend all GC meetings; deliver reports on status of contract obligations
- Train and oversee school personnel in their support of the GC functions: preparation for GC meetings, compliance with Open Meetings Law requirements, document retention, and other administrative functions as needed

- Guide and assist GC in developing long and short term strategic plans and assist GC in reviewing strategic plan goals and make recommendations accordingly
- Consult and advise on governing policies for school operations on an as needed basis
- Develop and monitor comprehensive personnel and human resource guidelines including employee handbook, payroll and salary procedures, employee benefit program descriptions and retirement planning
- Provide policies and procedures that have been highly effective with our target population via attendance/tardy and school code of behavior
- Develop and monitor risk management, workers compensation and property, casualty, liability insurance programs and plans
- The Governing Council of NAS-Las Vegas will ultimately approve and enforce all policies
- Conduct recruiting services for school principal, screen candidates and make recommendations to the GC
- Develop/revise principal evaluation model for GC review and adoption
- Superintendent will observe and evaluate principal's educational administrative competency and provide her/his evaluation to the GC
- Assist GC in completing principal's annual evaluation
- Superintendent makes recommendation to GC regarding the principal's contract before June 30 of each year
- General oversight of principal, including but not limited to addressing principal questions and concerns, principal leave requests and placing principal on administrative leave in emergent situations, if and as necessary
- Provide ongoing counsel and mentorship to the principal
- Superintendent or designee will meet as needed with the principal to discuss operational issues, student achievement, student discipline, personnel matters, to monitor school improvement targets, and to address other compliance issues. Meetings may be telephonic or in person
- Staff/Teacher Selection:
 - Superintendent/designee will assist principal in developing processes for recruiting, screening and hiring staff and licensed personnel
 - Superintendent/designee will consult with principal prior to hiring licensed personnel
- Mentor principal in ongoing operational and compliance issues including student and personnel matters
- Assist in the implementation and adoption of school procedures as needed
- Provide a highly effective teacher evaluation process. Oversee principal's annual evaluation process of school licensed instructors. Advise principal on evaluation methods, use of adopted evaluation tools and concerning professional improvement
- Make recommendations regarding annual professional development for both the principal and licensed staff
- Guide principal and teachers in curriculum development and implementation consistent with the charter's mission and vision
- Review and monitor behavioral management issues
- Provide strategies and resources to recruit and retain students
- Assist in the development of a common curriculum aligned with the state standards and benchmarks
- Provide a pyramid of support resources to identify, monitor, and provide strategic intervention to students at risk
- Provide a model of school and student performance measures/indicators/metrics/targets to measure school success

- Consult with academic staff in developing, implementing, and analyzing assessments for school performance
- Assist in establishing data gathering mechanisms to track and monitor student growth
- Assist in developing annual satisfaction surveys of students, staff and parents
- Guide principal in directing academic improvement based on assessment
- Provide teacher training in the NAS educational model
- Provide a professional development plan that aligns with best practices in the area of English Language Acquisition
- Provide a model for Professional Learning Communities

Financial Monitoring

- Advise, consult with and train GC on financial management and accounting matters and monitor Business Manager's contract performance for purposes of ensuring compliance with all applicable finance laws and regulations
- Advise GC and Business Manager on review and development of financial policies and procedures
- Advise school personnel on daily financial management of school's budget
- Develop and monitor comprehensive financial management, accounting, and budget management guidelines and procedures including general ledger accounting, accounts payable, procurement, cash management, and banking; ensuring that they meet State and Federal standards and audit requirements
- Develop and monitor a comprehensive internal control system for accounts payable and payroll that provides strict oversight for all payments to vendors and employees
- Assist GC in locating a school site
- Provide ongoing monitoring of school's facility lease and matters related to the school's facility operations
- Develop and monitor facility management and maintenance management programs/plans
- Provide a model for school improvement planning
- Ensure the completion of a certified annual audit report by selecting, by RFP, an approved auditing firm
- Monitor and manage all required reporting to NDE and SPCSA on financial, budgeting, human resources, facilities, benefits and risk management issues
- Ensure compliance with Nevada state employment laws and regulations
- Offer informal network of support amongst governing bodies of the NAS schools regarding similar and common issues

The day-to-day operations of the school are under the purview of the principal. The CMO will provide support when requested and will meet with the school principal monthly to ensure that fidelity to the NAS model is being exercised and to report back to the GC if there is cause for concern. The CMO employs a superintendent and a chief of business operations both with a multitude of expertise to ensure that the necessary oversight services are provided to the principal and the Governing Council. Although the CMO has no direct authority for the school, their feedback to the GC will be used to monitor the principal's performance and if necessary make necessary adjustments to ensure the highest student achievement. If there are disagreements between the principal and the CMO, it will be the GC who will determine the most appropriate course of action.

Business Manager: The Governing Council of NAS-Las Vegas recognizes it is ultimately responsible for the fiscal oversight and compliance of the school. The GC intends to contract with a Nevada school business manager, who will report to the principal, to complete employee payroll

services and financial reporting. The GC has identified Aerarium, LLC (DBA schoolAbility) as the firm that could potentially fill this role.

NAS will, in consultation with the NAS-Las Vegas GC and the school business manager, develop policies and procedures for a comprehensive financial management and accounting system tailored to Nevada public school finance laws.

The Governing Council will consider in a timely manner all requests for budget adjustment requests by the business manager. They will help prepare, review and approve the school's budget. The Governing Council will approve a policy stating that the principal will immediately report to the Governing Council any notices from the authorizer or the Nevada Department of Education should the school fail to follow reporting requirements or violations of any procedure or rules that may potentially affect the school's good standing.

The Governing Council will also seek out the necessary training to understand public school finances, the school budgeting process and applicable laws and rules. As part of its oversight responsibilities, the Governing Council will require the business manager or his/her designee to attend regular Governing Council meetings to report out on the status of the school's financial affairs. The business manager will be required to prepare regular monthly reports and to review those reports at the regular meetings. The treasurer of the Governing Council will chair the Governing Council's Finance Committee and be designated to meet with the business manager to prepare appropriate financial reports. The treasurer will also chair the Finance Audit Committee.

NAS will, in consultation with the NAS-Las Vegas GC and the school business manager, develop policies and procedures for a comprehensive financial management and accounting system tailored to Nevada public school finance laws.

Legal Counsel. The Governing Council will also seek support from legal counsel on a variety of school related matters and as such may request that legal counsel attend the monthly GC meetings on a regular basis. The GC has identified Africa Sanchez, Esq. as the individual that could potentially fill this role.

The Legal Counsel's duties will include:

- Preparation for, documentation of, and if necessary attendance at Governing Council meetings
- Governing Council and staff trainings
- Compliance with Nevada education law
- Compliance with SPCSA rules and regulations
- Compliance with Nevada Open Meeting Law
- Compliance with Nevada corporate law including tracking and filing annual reports
- Review and counsel regarding agreements with independent contractors, employees, vendors, consultants, service providers, licenses, lessors, lessees, financing etc.

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

The main advisory board that will be constituted will be the **School Accountability Committee (SAC)**. Membership will include:

- The principal or designee

- At least one teacher
- At least three parents or guardians of students enrolled in the school
- One member from the Parent Teacher Association
- One member from the community

Roles and duties of the SAC include:

- Making recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable
- Making recommendations to the principal concerning preparation of a school Performance or Improvement plan
- Publicizing and holding a SAC meeting to discuss strategies that may be included in the school’s priorities
- Meeting at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the school’s accreditation status
- Publicizing opportunities to serve and soliciting parents to serve on the SAC
- Assisting the principal in implementing the school’s family engagement policy
- Encourage families to become actively engaged in the education of their children, and to represent parent voices and advance their role in the educational decision making process

Reporting Structure

As the name implies the SAC is an advisory council to the principal. It will assist the principal and staff as indicated above and will report to the Governing Council on its activities, findings and recommendations. The SAC update report will be a standing item on the monthly GC agenda.

Experience has shown that forming a SAC in most charter schools will be a challenge—especially given the target population that the school will serve. Hard working parents will often have multiple jobs and will find school sponsored activities difficult to attend. However, NAS-Las Vegas from its onset, during the planning year and in its first year of operation, will make the establishment of the SAC one of its top priorities. Soliciting parent representatives during registration, teacher-parent evenings, open houses, award nights and community events will facilitate the establishment of a strong and vibrant SAC.

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

Any matter concerning a policy, procedure or practice that a student, parent or staff has an issue with is best handled by the school’s Complaint Policy. Without articulating the policy in its entirety, the main components will include:

- All complaints must be submitted in writing to the principal
- Complaints will first be dealt with by the principal and the individual filing the complaint
- If the matter cannot be resolved it will be referred to a three member panel of the GC
- If the matter still cannot be resolved it will go the full GC for discussion and final decision. The GC’s decision is final and not subject to further appeal.

(13) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. You may add rows as appropriate. What actions would trigger removal from the board and under what process?

The roles and responsibilities of GC members are clearly outlined in the GC bylaws (see Attachment 9: Board Bylaws, Code of Ethics, and Conflict of Interest Policies). The overarching goal of the GC is to ensure the school’s mission is followed with fidelity. In addition, the GC will ensure the financial

stability and health of the school, establish policies that meet the needs of students, staff, parents and community and follow all state and federal laws and regulations as prescribed.

The effectiveness of the Governing Council is a reflection of individual board members' passion for the organization's mission, as well as the hard work and commitment of board members who employ their many talents and skills to benefit the organization. Before joining the Board, prospective members will be required to agree to the following expectations.

Members of the board of directors of the NAS-Las Vegas will acknowledge and agree that they shall:

- Support the mission, values and future planning of NAS-Las Vegas
- Uphold the highest ethical, moral and legal standards for NAS-Las Vegas
- Attend board meetings. Absences do not include meetings missed for good cause where the board member calls or e-mails in advance. Pursuant to NAS-Las Vegas bylaws, missing three unexcused meetings in a year may be grounds for removal from the Board
- Attend, promote and support NAS-Las Vegas functions as appropriate for the individual member
- Provide expertise, support, and networking in at least one area of organizational need (either through committee work, projects or other activity)
- Be prepared for all Board meetings by reading materials in advance and providing individual expertise to create or direct policy development, approve budgets and direct staff to establish organizational goals and targets to further the Board's mission and vision

Any GC member in breach of attendance requirements, preparedness for the meetings, violation of conflict of interest policy, or conduct injurious to the moral tone of the school may be asked to leave the Board. Expelling a board member from the GC will require a formal discussion and majority vote by the Board at a posted GC meeting.

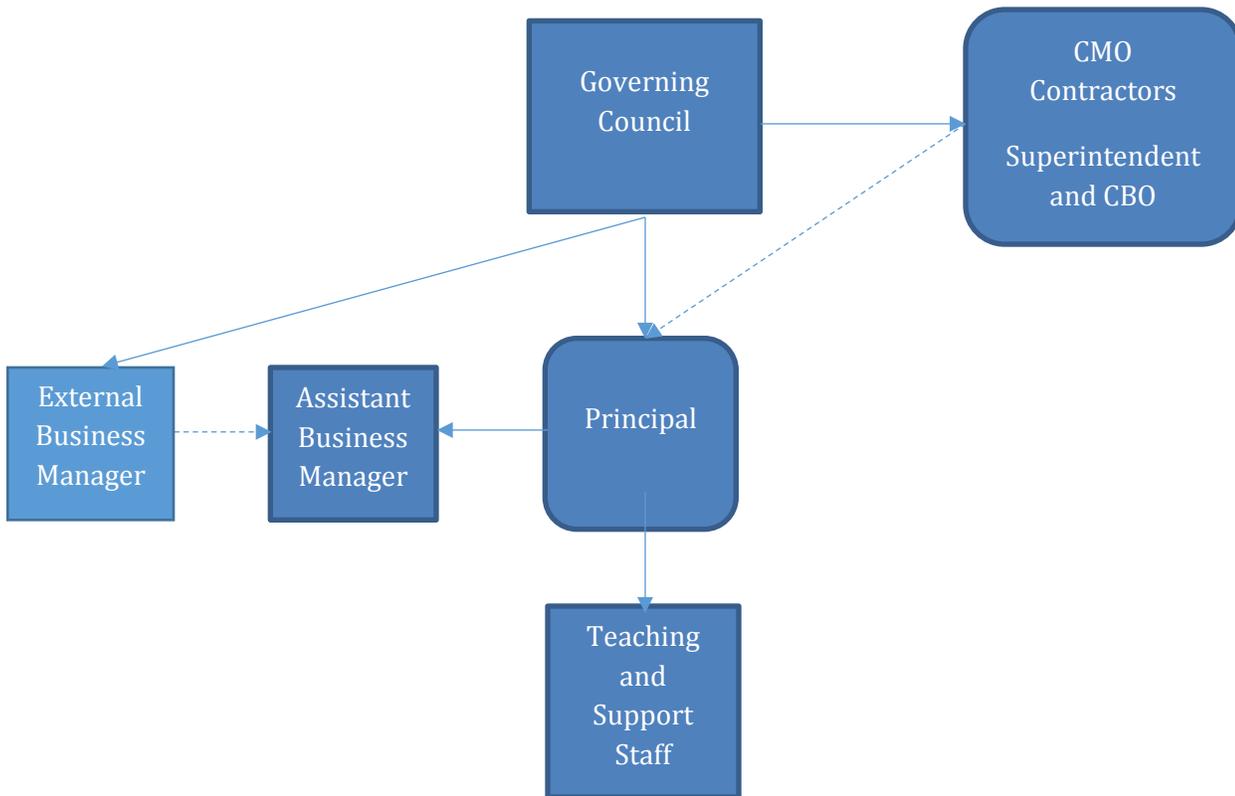
Goal	Purpose	Outcome Measure
Ensure the school's mission is followed with fidelity.	The NAS model has proven successful with five other schools that serve a similar population.	The model will help accomplish the school meeting all state standards in student achievement.
Monitor the school budget on a monthly basis and strive to have a minimum 3-5 months reserve after the third operational year.	Ensure the financial stability and health of the school.	A fund balance of approximately \$265,000 after the third operational year.
Establish policies and procedures that meet the needs of students, staff, parents and the community.	Create an effective and efficient school management and operations.	Staff, parent and student surveys attest to a well-run school.
Attend and be prepared to participate at all GC meetings.	To actively engage and contribute to actions and decisions that will govern the school operation.	Meetings are conducted in a professional manner broad input is received from all members on key actions and decisions.

Uphold the highest ethical, moral and legal standards for the school.	To comply with all state and federal laws and be exemplary role models for staff and students of the school and community.	No issues or matters that impugn individuals or the school arise.
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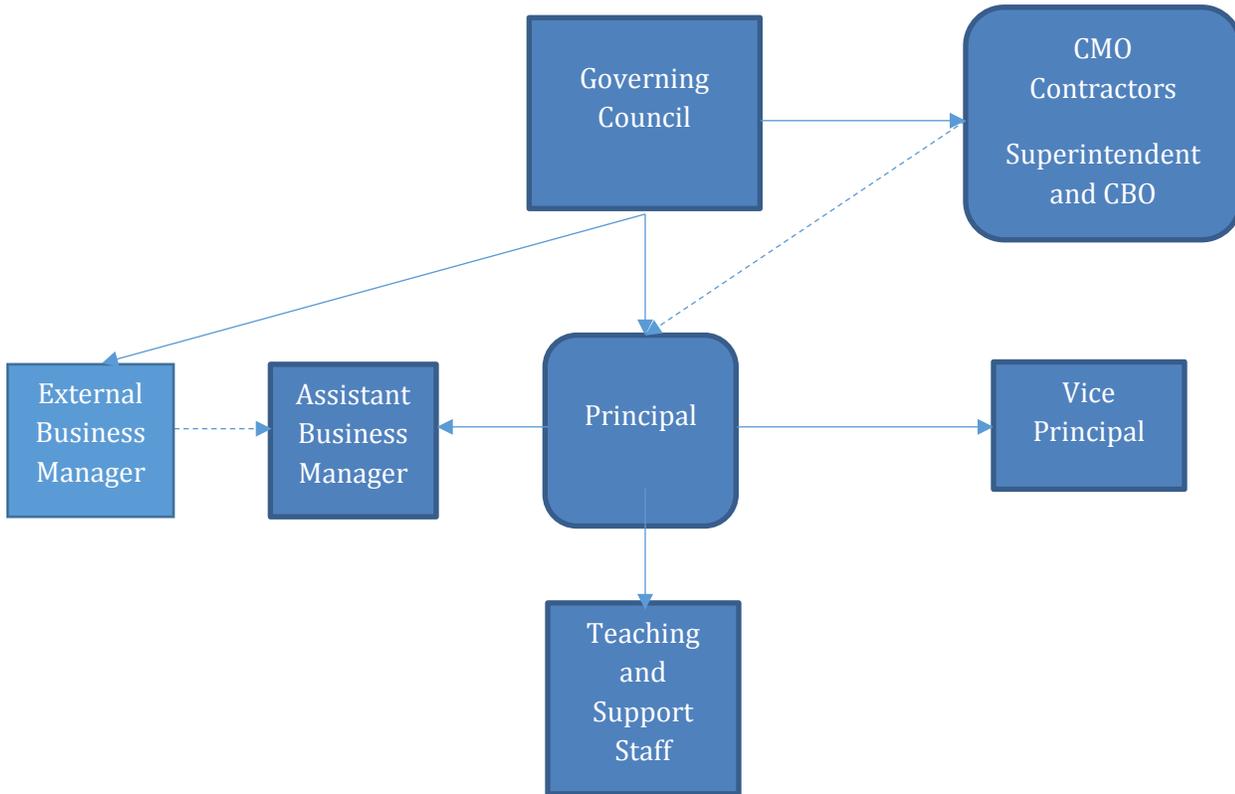
LEADERSHIP TEAM

- (1) Describe the proposed organizational model; include the following information:
 (a) Organizational charts for year one **and** one for when the school is at full capacity

NAS-Las Vegas Organization Chart-Year One



NAS-Las Vegas Organization Chart-Full Capacity



(b) Job descriptions for each leadership role (provide as Attachment 2)

Job description for the leadership team is in Attachment 2: Leadership Team Job Descriptions.

(c) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2017-18 school year.

At this stage the principal has not been hired, so Attachment 3: Resumes and Student Achievement Data for School Leader is not applicable. Once the application is approved a principal search will be conducted for the school leader. The GC will contract with the NAS superintendent to conduct the search. Some of the criteria we will be looking for in the school leader include:

- Alignment with the New America School vision and mission
- Required qualifications include a Master’s Degree, a valid Nevada administration license, an ESL endorsement and a minimum of five years teaching experience
- Demonstration as a master teacher
- Knowledge of instructional methodologies (in particular SIOP, scaffolding, and differentiated instruction)
- Cultural sensitivity and sensitivity to the needs of traditionally underserved students
- A proven leader in areas of curriculum development and implementation, instruction, and assessment practices
- Knowledgeable in English Language Acquisition methodology

- The ability to develop a school improvement plan to address improving student achievement
- Financial and operational management experience
- Excellent written and oral communication skills

(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)

The principal will be the academic leader and will be responsible with the support of the NAS Superintendent and school staff to develop and implement academic programming for students. It is the school's intent to follow the CCSD's curriculum with school customization based on the student population. Since the principal is yet to be hired no achievement data history is available at this time.

(2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- (a) School leadership, operations, and governance;
- (b) Curriculum, instruction, and assessment;
- (c) At-risk students and students with special needs;
- (d) Performance management; and
- (e) Parent and community engagement.

We are unable to provide this information for the leadership team since it has not yet been hired.

(3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 4).

The NAS superintendent will be mainly responsible to provide the mentorship, executive coaching and support to the school principal. The NAS superintendent brings 42 years of experience to this role including service as teacher, vice-principal, principal and superintendent in various districts. The largest district he was responsible for was the west district of the Toronto District School Board, in Toronto Canada that included 300 schools, and more than 450 principals and vice principals. He has also provided this coaching and support for the other five NAS schools in Colorado and New Mexico. Once the school leader is selected (see Attachment 4: Competencies Used for School Leader Selection) the superintendent will spend 3-4 days of intensive coaching to fully describe the NAS model and focus on topics that include:

- School and student performance measures/metrics/targets
- Curriculum
- Hiring quality staff
- Attendance/retention strategies
- School policies and procedures
- Credit recovery
- Data teams
- Parental involvement
- Professional development activities for staff
- Recruitment and marketing
- Teacher evaluations
- Support staff evaluations
- School website

After this preliminary intensive training, the superintendent will meet with the principal on a monthly basis to monitor and support implementation of activities. Both the principal and superintendent will also look for relevant leadership workshops and conferences that the principal can attend. The GC will contract with the superintendent to conduct an annual principal evaluation using a 360 degree methodological (see also Attachment 4: Competencies Used for School Leader Selection) that will include feedback and observation from the GC, staff, students, parents, community. Based on personal observation and feedback received, the superintendent will make a recommendation to the GC in respect to the principal's contract renewal.

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

The hiring, supporting and retention of effective teachers is one of the most important responsibilities of the school leader. Highly effective teachers are the engine for teaching and learning and are indispensable in high performing schools. However, before a school leader begins the hiring process, the principal must know what effective teaching looks like and what competencies best describe it. Research has indicated that there are critical areas to look for in an effective teacher. These include:

- Verbal ability, content knowledge, teaching experience and coursework
- The ability to connect with students in creating a trusting and respectful learning environment
- Classroom management and organization skills that maintain a safe, orderly and productive classroom environment
- The ability to prioritize and organize instruction, allocate time, and set high expectations for students
- Providing instruction that is actively engaging, using a variety of instructional methodologies, using a student's prior knowledge as a springboard to learning new concepts, and being fully involved throughout the entire period of instruction
- Monitoring student progress through a variety of formal and informal assessments and providing timely feedback to students and when appropriate adjusting instruction based on feedback

In selecting quality teachers there are two integral components to the process—the interview and the demonstration lesson. The interview is an opportunity to assess the different sources of information available to the interview team including writing samples, portfolios, experience and qualifications. By asking questions that are linked to the areas of effective teaching described above, the team can ascertain congruence with the quality indicators and responses received. The demonstration lesson is also a very powerful tool to match interview responses to a real situation. This demo consists in giving the candidate a Model Performance Indicator (content objective and support to be used) and then observe a 30-40 minute lesson in front of a class of students. If students are not available for the demo, the principal and one or more teachers can act in the students' role.

Once a teacher is hired there is a great deal of work that the school leader needs to do to support, mentor and grow the teacher. Planned monthly professional training sessions provide an excellent opportunity to reinforce instructional methodologies, formative and summative assessment tools, and specific ELL teaching strategies that work best with the school's student population. Also, the school leader needs to construct a PD budget that will allow teachers to take advantage of conferences and workshops that will further their development.

Retaining teachers is a far larger problem than recruiting new ones. One proven approach to improve teacher retention is to create a high quality mentoring environment. Some features include:

- Structured induction programs for new teachers
- Opportunities to visit exemplary classrooms in the school or beyond
- Joint planning time
- Instructional coaching support
- Instructional rounds

A quality mentoring environment along with competitive salaries and benefits will go a long way to retain highly effective teachers.

There is a perception that there is a teacher shortage in this country. That is not the case, rather there is a maldistribution of teachers across states. There are strategies for schools to use to stay ahead of the game. Some ideas include:

- Working with universities and community colleges that offer a teacher certification program and recruit from their graduate pool
- Hire early in the season
- The hiring process should be information rich
- Provide incentives such as signing bonuses
- Ensure the candidates understand the student population they will be working with
- Speak to the quality mentoring opportunities available at the school

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

For the last few years NAS has been looking at the research of John Hattie who ranked various influences related to learning and achievement according to their effect. In his study he ranked 195 influences that are related to learning outcomes from very positive effects to very negative effects. Hattie studied six areas that contribute to learning: the student, the home, the school, the curricula, the teacher, and teaching and learning approaches.

In the area of Teacher the following were most highly ranked:

- Micro-teaching
- Teacher clarity
- Teacher-student relationships
- Professional development
- Not labelling students

In the area of Teacher and Learning Approaches the following were most highly ranked:

- Providing formative evaluation
- Comprehensive interventions for IEP students
- Reciprocal teaching
- Feedback
- Spaced vs. mass practice
- Meta-cognitive strategies
- Self-verbalization/self-questioning

In the role of master teacher and school leader the principal should plan learning activities and discussions that address these areas that are research-based most effective to improve student achievement and learning. Vehicles to provide guidance in these areas include:

- Professional Learning Communities (PLCs)
- Planning time
- Site-based monthly PD sessions
- Conferences and workshops beyond the school
- Visiting exemplary classrooms in school or beyond

Providing guidance for school culture has been discussed and developed in detail under Section 4 of this application [on page 1-47](#) under School Structure: Culture.

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

Given the size of the school, the leadership team will be small in the first few years of operation. Mainly it will consist of the principal, the assistant principal and school business manager. As the school grows and staff matures, the team will be augmented with 1-2 highly effective teachers. The school leader should create a knowledge-skill set matrix with the existing team members' knowledge/skills and those knowledge/skills that are desired or missing in the leadership team. This matrix will illustrate redundancies in knowledge and skills present with the team and those still lacking and that would be beneficial for the team to have included. Once identified, individuals with these skill sets can be included. By building capacity among staff the leadership team will have a cadre of individuals to choose from to deal with school departures or team augmentation.

LEADERSHIP FOR EXPANSION

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

NAS-Las Vegas plans to partner with the NAS Network, a 501(c) 3 nonprofit education management organization headquartered in Denver, Colorado. NAS employs a superintendent and a chief of business operations to oversee all five of the charter schools under the NAS umbrella and the NAS-Las Vegas GC will, through the contract with NAS, have the benefit of this experienced oversight for NAS-Las Vegas. In addition, the NAS network also contracts with a development director, a professional development coordinator and a data analyst from the Colorado nonprofit. This team has been providing support for the other five campuses during the last several years.

At the present time there is no plan to augment this complement. However, if the NAS-Las Vegas charter is successful, there is a plan to replicate 1-2 more schools in the CCDS area and in the Reno-Sparks community. Once a state has 3 or more schools, the Network will select a Regional Superintendent to provide oversight over the NAS schools in the state. It would be an expectation that one or more of the principals in the NAS Nevada system would apply for and be selected for this position. At this stage it is much too early to speculate on this scenario that could be 4-5 years into the future.

(2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 19). Summarize the proposed leader's academic and organizational leadership record. Provide specific

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

- (a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 19) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that applicants proposing schools with the intent or potential to add multiple campuses identify the regional leader (*Regional Director, Executive Director, etc.*) in the application or by the time of the capacity interview. The SPCSA reserves the right to require such applicants to defer opening until the 2018-19- school year and to add additional criteria to the pre-opening requirements for such schools.

As was indicated in (1) above no individual is in the pipeline for this position. A job description at this very early stage is premature and may not reflect the needs or skill sets required in 4-5 years down the road. As such, Attachment 19: Regional Director Resume and/or Job Description is not applicable.

STAFFING

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school’s academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Proposed New School

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Management Organization Positions						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
Total Back-Office FTEs						
School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	0	.5	1	1	1	1
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2 [Specify]						
Add'l School Leadership Position 3 [Specify]						

Classroom Teachers (Core Subjects)	5	6	8	8	10	13
Classroom Teachers (Spec. Ed.)	1	1.5	2	2	2	2
Student Support Position [Social Worker]	1	1	1	1	1	1
Student Support Position [Counsellor]	1	1	1	1	1	1
Specialized School Staff [REGISTRAR]	1	1	1	1	1	1
Specialized School Staff [SIS ANALYST]	1	1	1	1	1	1
FRONT OFFICE STAFF [Receptionist}	1	1.5	1.5	2	2	2
Teacher Aides and Assistants						
School Operations Support Staff (Security)	1	1	1.5	1.5	2	2
Total FTEs at School	13	15.5	19	19.5	22	25

Network

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of elementary schools						
Number of middle schools						
Number of high schools						
Total schools						
Student enrollment						
Management Organization Positions						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
Total Back-Office FTEs						
Elementary School Staff						
Principals						
Assistant Principals						
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2 [Specify]						
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						

Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at Elementary Schools						
Middle School Staff						
Principals						
Assistant Principals						
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2 [Specify]						
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [e.g., Social Worker]						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at Middle Schools						
High School Staff						
Principals						
Assistant Principals						
Deans						
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2 [Specify]						
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at High Schools						
Total Network FTEs						

HUMAN RESOURCES

(1) Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.

Once our charter is approved and a CSP grant is obtained we will begin the process of hiring a principal to work on a consulting basis until the school opens in August 2018. It will be the principal's responsibility, in consultation with the network superintendent, to begin the teacher recruitment and hiring process. Recruitment and hiring will begin in March 2018 and key hires will be brought on board prior to school start on a consulting basis to ensure a smooth opening. Selection of teachers will be based on mission fit, experience working with our target population, and academic qualifications. All new hires will need to do a demonstration lesson that will be judged by the principal to determine classroom readiness, appropriateness of instructional methodologies used, and content knowledge.

(2) Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

Starting salaries will be \$40,000. A squared matrix with a 2% increment across years of experience and educational attainment will be developed. The maximum years allotted to experienced teachers will be 7 years on the salary grid irrespective of incoming years of experience. Benefits will include health, dental, vision and long term disability. Subject to GC approval the school will pay 60-80% of the total health package. In addition the school will pay into the state retirement system for all school staff. In the first few years of operation the school will not be able to pay a monetary performance bonus to staff, however, in later years of operation the GC will investigate a performance pay scheme to reward high performing teachers.

(3) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

Once the principal is hired by the GC, the principal will be charged to assume all management responsibility for the school, and its staff. All hiring and firing will be the principal's responsibility. The principal will conduct all staff evaluations and report back to the GC on potential staff HR issues. The GC will hire the network superintendent to conduct annual principal evaluation and to review staff evaluations conducted by the principal. Staffing will be assigned based on a 30:1 student-teacher ratio. There will be additional adults in the school including office staff, custodial staff, and security staff that will augment the adult to student ratio.

(4) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

A detailed description on recruitment and hiring of teachers was outlined under Leadership Team question 4 ([on page 1-78](#)). All staff will have criminal background checks as well as school volunteers. Staff dismissal will follow progressive discipline protocols.

If classroom performance is an issue the principal will meet with the teacher, outline the concern and develop with the teacher an improvement plan providing a reasonable amount of time for the teacher to demonstrate improvement. There will be periodic checks during the stated timeframe for the teacher to demonstrate growth in the identified area of weakness. If there is no improvement the principal will dismiss the teacher at an appropriate quarter break. If behavioral concerns are an issue, for example lateness to class, the principal will meet with the teacher explain the concern and issue a *warning letter* to be placed in the teacher file. The principal will try to

support the teacher in overcoming the lateness issue. If there is a reoccurrence of that identified behavior the principal will issue a *letter of concern* once again outlining the issue and identifying a consequence that might include suspension without pay for 1-2 days and further indicate any subsequent reoccurrence may result in more significant consequences including termination.

The principal during any formal dismissal process will try to find support for the teacher to avoid dismissal.

(5) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 5, as well as any supporting protocols or documentation.

Teachers will be supported through professional development and training as part of the school annual professional development plan. Teachers will meet monthly for a full day to receive training in areas of classroom management, SIOP training, NWEA MAP training, formative assessment strategies, student engagement, multicultural sensitivity training, and other areas identified by teachers as areas for growth. Embedded in each monthly PD session is a two hour Professional Learning Community gathering to discuss curriculum, assessment, monitoring student growth especially by subgroups and other areas relevant to improving student achievement. Additionally, teachers will have an opportunity to attend conferences and workshops as appropriate.

The principal's primary responsibility is to monitor teaching and learning. As such the principal will conduct daily walkthroughs of every classroom and provide short feedback to each teacher. These observations will support and add to the formal teacher evaluation process. Attachment 5: Teacher Evaluation Tool(s) includes the details of the evaluation process. In short, the principal will conduct two formal observations per year for each teacher. Each formal evaluation will begin with a pre-conference to outline date of the visit, the areas the principal will be looking at and will also ask the teacher if there are areas the teacher would like specific comments on. The preconference is followed by the formal visit. After the classroom observation (minimum one hour) the principal will complete the evaluation form make commendations and recommendations and schedule a post-conference with the teacher. At this meeting the principal will review the observations and go through in detail areas for growth. During walkthroughs the principal can gauge whether areas for improvement are being addressed. A second formal evaluation will be scheduled later and the process will be replicated as described above.

(6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 6, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

Please refer to the section on Leadership Team question #3 for principal support ([on page 1-77](#)). In brief, the principal will be afforded opportunities to attend relevant workshops and conference, visit and collaborate with the other five principals that run similar NAS schools outside the state, and visit schools in the CCSD with exemplary principals. The network superintendent will provide the majority of the coaching and training. It is an expectation that they will meet at least 1-2 times per month for full day sessions and keep in contact through teleconferencing. See Attachment 6: School Leader Evaluation Tool(s) for more details on the supporting documents and protocols.

(7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

Non-teaching staff will include office staff, custodial staff and security. All will be hired based on mission fit, expertise in field of work, criminal background check clearance and most importantly in

team relationship qualities. The principal will establish a school climate where team work is essential and expected. This means it will be an essential expectation that non-teaching staff support teachers, parents, GC, EMO staff and community as part of their job description. The evaluation rubric for non-teaching staff will include this expectation as part of their annual evaluation. For students to be successful it will require the entire school community to act as a team in getting the job done and not only be left to classroom teachers.

(8) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.

In states where NAS has multiple school sites, a succession plan is more feasible than will be in Nevada where we will be starting with only one school. Once the school grows an assistant principal will be added and at that time the AP will be groomed for possible promotion within the NAS network.

(9) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.

The principal will be hired by the GC and placed on a one year contract. Annually, the GC will ask the network superintendent to conduct a 360 degree evaluation of the principal based on observation and feedback from staff, students, parents, community, and the GC. Based on the evaluation the superintendent will make a recommendation to the GC to extend or not renew the principal's contract. Ongoing observations by the superintendent will identify areas of concern and provide a plan to the principal for improvement. These concerns will be communicated to the GC so that there are no surprises. Throughout the year the principal will receive ongoing coaching and support to obviate any performance issues.

The principal will have the responsibility to supervise and evaluate school staff and provide necessary support for growth in areas of concern. Concerns will be identified by daily classroom visits, formal observations and observing day to day work in and out of the classroom. If necessary, staff will not be renewed for performance concerns.

An 80% staff retention will be a school goal. However, retaining non-performing staff will never interfere with meeting the school retention target.

Replacing the school leader is a very expensive proposition. Estimated costs for recruiting, hiring and training a NAS principal is in the range of \$15,000-\$20,000. Teacher replacement costs are much more modest approximately \$500/ teacher.

(10) Does your EMO utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you are / will be using.

No HRIS is utilized by the EMO. However, each school may choose to use a state approved system for tracking HR information.

(11) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

Aerarium, LLC, dba schoolAbility ("schoolAbility"), will provide business office software and services.

- schoolAbility is a top-tier provider of school business office software and solutions in California, Arizona, New Mexico, Nevada, and Texas.
- schoolAbility provides a comprehensive suite of products and services to manage charter school business office operations using state-of-the-art financial management systems and complementary software.
- schoolAbility is uniquely qualified because it is the *only* organization that combines the expertise of financial management software architects and developers with top-tier business managers and the hands-on experience of using various financial management systems to deliver business office services to charter schools across the southwestern United States.
- The business office outsourcing services division of schoolAbility currently manages the day-to-day business office operations of seventeen charter schools and one school district in California, Nevada, New Mexico, and Texas, with a combined budget in excess of \$60 million.
- The fee for schoolAbility software and business office services is 4.5% of revenue per year.
- schoolAbility delivers its services at a lower cost than what it would cost the school to attain a similar level of service in-house, and without the risks associated with hiring employees that may not work out in the long run.
- schoolAbility is headquartered in Albuquerque, New Mexico, and has business office outsourcing operations in Sacramento, California; Dallas, Texas; Las Vegas, Nevada; Tucson, Arizona; and throughout New Mexico.

SCALE STRATEGY

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

It has been the overarching vision of the founder of New America School, Congressman Jared Polis, to expand in the SW states. We currently have three schools in Colorado and two schools in New Mexico. Once we have established a successful charter in the Las Vegas area, it is our intent to replicate 1-2 more schools three to four years in the future in the Clarke County area. It is also our intent to establish a charter in the Reno-Sparks area. Several years ago when we received a provisional charter from the SPCSA, there was also great interest by the Reno-Sparks community to open a school in their community.

The main action steps the Network uses to start a school are the following:

- i. Determine the need for the school based on community demographics, dropout rates from the local school district, competition etc.
- ii. Touch base with community leaders to see the willingness for the community to have a school like NAS in the community
- iii. Find key community stakeholders that believe in our mission and are a good fit for a potential GC member
- iv. Establish a Committee to Form
- v. Determine who the school will be authorized by
- vi. Determine if CSP grants are available to provide seed money for the planning year and beyond
- vii. Write a successful charter application
- viii. Write a successful CSP grant application
- ix. Once a charter is approved and CSP money is available, work to find a suitable facility or location to build the school
- x. Establish the GC
- xi. Select the school leader

- xii. Develop a detailed marketing and recruitment plan
- xiii. Establish policies and procedures
- xiv. Find lenders to fund the school build or facility renovations
- xv. Map out a timeline to have the facility completed for opening with EO approval
- xvi. During the planning year, work with the school leader to get the school operational on day one

Throughout the process the Network typically contributes \$50,000-\$60,000 for Network's staff time and travel expenses. It also contributes hundreds of hours of time for staff to perform the action steps outlined above without any charge to the school. It is pro bono work. **Under no circumstances are monies used from any other schools to support the establishment of any new school.**

(2) If your organization operates schools in other states, compare the EMO's efforts to scale operations to Nevada to past scale efforts in other states.

The methodology the Network has used to replicate schools in other states has followed a similar process as that outlined above. The one major difference in Nevada with other states is that the CSP application has preceded charter approval.

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

The fundamental features described in other sections of this application are applied irrespective of the school location. Imperative is the establishment of the NAS model that mainly consists of

- Marketing and recruiting students who are new immigrants, English language learners and academically underserved students
- A 8:00 am to 10:00 pm bell schedule
- A 4 day week school calendar
- Friday remediation classes for students not performing academically
- 4 registration periods (one per quarter) to re-engage dropouts and underserved students
- Sheltered instruction in all classes
- 4 hour intensive newcomer program for new immigrants or refugees students
- Awarding quarter credits for successful course work per quarter

These fundamental features are part of all NAS schools and replication schools must adhere to the fidelity of the model.

(4) Explain any shared or centralized support services the EMO or its affiliates will provide to schools in Nevada.

The EMO support has been described earlier in section under Charter Management Organization (CMO), [on page 1-10](#), but in short it will comprise of the Network superintendent who will provide academic and operational oversight, the Network CBO who will support the financial and facility operations, the professional development coordinator who will assist in developing an annual PD plan and when necessary conduct workshops, the data analyst who will provide guidance in data gathering and analysis, and the development director who will assist in the marketing/recruitment efforts. In addition to staffing support, the principal and the GC will be part of Network board meetings. This is a wonderful opportunity for all principals to meet together and discuss school issues and for GC members to discuss governance matters and showcase their respective schools.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how

the board will measure successful delivery of these services. The governing board must outline the services to be provided by the EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 23. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity. Beginning January 1, 2016, sponsors will also be permitted to grant charters directly to non-profit Charter Management Organizations which directly hold charters in other states or to Nevada non-profit corporations which were formed for the sole purpose of submitting an application in conjunction with such a Charter Management Organization.

Any new school must sign three distinct agreements with the NAS Network:

- An annual membership agreement for \$10,000 that pays for travel and lodging for the school's GC members and principal to attend quarterly Network Board meetings. The meetings are held at different campuses on a rotating basis.
- A one-time licensure agreement for \$50,000 that can be spread over 5 years and this covers the Intellectual Property that has been developed over the last 11 years by the Network.
- An annual \$60,000 Professional Services Agreement that covers time and expenses for Network staff to support the school. The scope of the work provided is in Attachment 23: EMO Services Contract.

Contracting with the Network as an EMO brings a successful track record to providing programs and services to an academically underserved and ELL target population. NAS used Network dollars to finance the initial costs to investigate the establishment of a school in the Las Vegas area, including travel lodging and staff time to accomplish the necessary steps for a successful start-up. Some of the services provided to date include:

- Assisting in writing the start-up grant
- Establishing sound relationships with key educational stakeholders in the area
- Writing the charter school application
- Financing the costs of the charter application review
- Securing a well-known charter school lawyer
- Securing a well-known Business Manager
- Meetings with the Committee to Form

Once the charter application is approved, the Network will continue to provide support to the GC and principal. Included will be:

- Providing templates for school policies and procedures
- Providing employee and student handbooks aligned with state laws and regulations
- Assisting in the marketing and recruitment of students
- Employing a local broker to seek out suitable properties for the school building
- Overseeing the school build or Tenant Improvements to an existing facility
- Maintaining the school website
- Assisting in the curriculum writing and alignment to state standards
- Providing a successful teacher evaluation model
- Providing a proven assessment framework for the target population

Once the school is operational the applicant will enter into a contracting agreement with the Network (see Attachment 23: EMO Services Contract), the draft service agreement, outlines the scope of work and the expectations of the provider. A termination clause is in place for the GC to sever relationships with the Network if expectations are not met. It will be the responsibility of the

GC to review on a regular basis the work done by the Network and discuss issues or concerns based on the deliverables.

The day-to-day operations of the school are under the purview of the principal. The Network will provide support when requested and will meet with the school principal monthly to ensure that fidelity to the NAS model is being exercised and to report back to the GC if there is cause for concern. The Network employs a superintendent and a chief of business operations both with a multitude of expertise to ensure that the necessary oversight services are provided to the principal and the Governing Council. Although the Network has no direct authority for the school, their feedback to the GC will be used to monitor the principal's performance and if necessary make necessary adjustments to ensure the highest student achievement. If there are disagreements between the principal and the Network, it will be the GC who will determine the most appropriate course of action.

(6) Identify any school positions which will be employed by the EMO or may be employed by the EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?

The Network will have primarily two staff that will work with the school, Dominic DiFelice, the Network superintendent, and Craig Cook, the CBO. All other contractual positions such as legal counsel or business manager will be by contract directly with the GC and will not involve the Network. The Network will find the appropriate contractors for these positions and will provide feedback to the GC based on the quality of work they do but the primary responsibility for oversight rests with the GC.

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

The primary decision maker is indicated in the chart below. The first column which indicates the decision making role of the Network is intentionally unchecked. What the Network will do is provide counselling to the GC and principal on all these functions but they are not the primary decision makers.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals		x	x
Curriculum			x
Professional Development			x
Data Management and Interim Assessments			x

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Promotion Criteria			x
Culture			x
Budgeting, Finance, and Accounting		x	x
Student Recruitment			x
School Staff Recruitment and Hiring			x
HR Services (payroll, benefits, etc.)			x
Development/ Fundraising		x	x
Community Relations		x	x
IT			x
Facilities Management		x	
Vendor Management / Procurement			x
Student Support Services			x
Other operational services, if applicable			x

(8) Provide, as Attachment 20B, the following organization charts (including both network management and schools within the network):

- (a) Year 1 network as a whole
- (b) Year 3 network as a whole
- (c) Year 6 network as a whole

The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the EMO’s role and the role of positions employed by the EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

Attachment 20B is available upon request. The “epicenter” download system does not include an “upload” option for this attachment.

STUDENT RECRUITMENT AND ENROLLMENT

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

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

A chief objective of the marketing and recruitment plan is the inclusion of goals and objectives related to enrolling immigrant, ELL, students with disabilities, and low-performing or students at risk of academic failure and creating opportunities for them to succeed. Specific efforts include:

- Creation of local and state-wide press opportunities - including Hispanic media outlets - to highlight NAS as an innovation within Nevada’s public education system
- Development of opportunities for faculty to network and engage with business partners to promote and implement the recruitment plan
- Reinforcement of outreach efforts targeting typically under-represented and under-served students, including those who will be first generation college, those who show college potential with support, those likely to face significant obstacles to success after high school; refugees and students of low socio-economic status

NAS-Las Vegas will employ comprehensive media and field campaigns to reach these potential students, their families and friends; Las Vegas educators; key local leaders; and the community at-large. Our goal is to educate the public, including students, about our mission, the students we serve, and the unique way in which we serve our target population.

The NAS-Las Vegas outreach program will have four primary components: Key leaders, mass media advertising, field outreach, and a social media campaign. The goal is to create a ‘drizzle’ of information using a myriad of methods. In this way, we reinforce our own message to create word-of-mouth and knowledge of our school.

- Key leaders will be informed of our school through one-on-one communications and direct mailings and emails, and through open houses, community meetings and presentations. Key leaders include state and local school officials, principals and counselors; local elected officials; social service agencies that serve at-risk youth; community groups such as chambers of commerce and immigrant advocacy groups.
- Mass media advertising, such as local Hispanic radio and television (targeting parents) and English Hip Hop stations (targeting students), bi-lingual newspapers (for-profit and non-profit, such as church newspapers and bulletins), will be used to introduce the school to the market in a broad, widespread level. NAS-Las Vegas will use messages similar to those used successfully in the Denver, Las Cruces and Albuquerque areas. NAS-Las Vegas will create its own commercials (radio and TV) and print advertising to resonate with un-enrolled and under-

served students. We will operate an in-house call center that screens calls, answers questions and helps place students in school.

- The field outreach campaign is a widespread effort to take our message directly to our students and their families. NAS-Las Vegas will post fliers in approved locations where our target market is likely to see them: on doors in strategic, targeted neighborhoods near the school, in places of business (restaurants, construction sites, banks, laundry facilities), in government agencies and service offices (libraries, clinics) and in churches. NAS-Las Vegas will conduct brief presentations to strategic communities such as Spanish-language masses and church services. We will attend important fairs and festivals where Spanish-speaking students and their families are likely to come in contact with our message. We will host open houses for the public, especially students and their families, and will invite them to tour our school and meet our staff. We will create newsletters in both Spanish and English that will be sent to homes and with students so that everyone in the family is able to read and understand the content, not just English-readers.
- Social Media Campaign. According to a report released by Mobile Future and the Hispanic Institute,¹¹ “Ninety percent of Hispanics, ages 18-29, have cell phones. Hispanics actually lead whites in using mobile phones to access the Internet, 40-34 percent. At 45 percent, they also lead both whites, 24 percent, and African Americans, 44 percent, in sending and receiving instant messages.” Text messaging is the preferred method of communication among all teenagers; therefore, NAS-Las Vegas will not only use existing digital media channels such as online advertising or social media, but will leverage opportunities to reach teenagers through online strategies that include Twitter, Facebook, and text-messaging.
- Blogging. NAS will leverage the success stories of students in its network of schools by hosting student guest posts. Blogging offers numerous benefits – a few blog posts per week will help increase our search engine ranking and number of visitors to the NAS-Las Vegas site. It will also increase the number of inquiries received because we will include an online contact form. Finally, blogging helps build relationships with students and families and encourages two-way communication while creating an interactive community.
- Digital School Ambassadors. NAS-Las Vegas will create a digital ambassador program featuring school staff, board members who post messages on behalf of the school via Twitter, Facebook, blogs, and the school webpage.

The New America School-Las Vegas advertising strategy, budget and timeline are based on the promotional campaigns that have been implemented in Colorado and New Mexico markets that have contributed to the schools in these states meeting their enrollment targets. These campaigns, per (a) above, rely heavily on buying radio spots and leveraging opportunities to obtain free media placements in print and on television. Field outreach is also emphasized, taking the NAS message directly to potential students and their parents for little costs other than the costs of flyers. Digital campaigns have been proven increasingly effective, and as such, the NAS Network created a series of web sites for each state and adapted our radio, television, Facebook and Google Ads strategy to drive potential enrollees to these sites. Once at the site, visitors can directly contact the registrar’s office for the school at stake. In anticipation of opening a Las Vegas school, the Network created a complete, NAS-Las Vegas web site along this model.

As NAS-Las Vegas recognizes that students who enroll in the spring and winter are likely to re-enroll the next year, we will advertise during the two week January and March enrollment periods, as well as during the beginning of the year, fall, enrollment period.

¹¹ Source: Hispanic Broadband Access: Making the most of the mobile, connected future. 2012

Item	Year	Description	Costs	Source for Costs
Web Site Development	Planning	NAS-Network has developed an extensive, interactive web site through which potential registrants can directly contact the NAS-Las Vegas registrar	\$0	NAS-Network In-Kind Donation
Web Maintenance and Hosting	Planning	NAS-Network will fund the cost of hosting (\$20/month) and maintaining (\$120/month) the NAS-Las Vegas web site as an in-kind donation	\$0	Indra's Net; Marc Jones Consulting
Materials Development	Planning	5,000 flyers @ \$1,450; 50 yard signs and stands @ \$400	\$1,850	Hampden Press
Develop Ancillary Marketing Materials	Planning	The NAS-Network provides template logos, letterhead, promotional videos, student success stories, brochures, etc. NAS-Las Vegas will modify these templates to fit local school and print 250 Brochures @ \$290; 250 glossy handouts x 2 @ \$640; 250 pocket folders @ \$610.	\$1,540	Hampden Press
Canvassers	Planning	NAS-Las Vegas will print and distribute an estimated 5,000 flyers (Spanish/English) for use in door-to-door canvassing effort during the spring, staffed by volunteers and NAS-Las Vegas staff.	\$0	Staff and Volunteer Effort
Key Leaders Outreach	Planning	NAS-Las Vegas representatives will meet with key leaders, businesses and organizations	\$0	Volunteer Effort
Media Outreach	Planning	NAS-Las Vegas representatives will meet with editorial staff of key print, radio and television outlets to discuss free placements	\$0	Volunteer Effort
Free Advertising	Planning	NAS-Las Vegas will leverage free print, radio & television opportunities (interviews, spotlight segments, event coverage)	\$0	Staff Effort
Radio Advertising	Planning	NAS-Las Vegas will run 112 paid and 112 free ¹² radio spots during January and in the spring	\$14,280	Blue Onion Media Team
Digital Advertising	Planning	NAS-Las Vegas will place targeted Facebook and Google ads during January and in the spring	\$8,400	Buyer sets weekly expenditure cap
Social Media	Planning	NAS-Las Vegas volunteers will blog, use Facebook, etc. to spread word of school	\$0	Volunteer Effort
TOTAL PLANNING				
\$26,070				

¹² NAS has been able to negotiate a 1 paid – 1 free agreement with Colorado and New Mexico TV and radio stations and anticipates doing the same in Phoenix)

Web Maintenance and Hosting	Year 1	NAS-Network will donate the cost of hosting (\$20/month) and maintaining (\$120/month) the NAS-Las Vegas web site as an in-kind donation	\$0	Indra's Net; Marc Jones Consulting
Materials Development	Year 1	10,000 flyers @ \$2,900; 500 postcards @ \$235	\$3,135	Hampden Press
Canvassers	Year 1	NAS-Las Vegas will print and distribute an estimated 10,000 flyers (Spanish/English) for use in door-to-door canvassing effort, staffed by volunteer student leadership cadre, volunteers and NAS-Las Vegas staff. Four student canvassers will be paid \$8/hr x 40 hrs/canvasser.	\$1,280	NAS-Denver pay scale for student canvassers
Free Advertising	Year 1	NAS-Las Vegas will leverage free print, radio & television opportunities (interviews, spotlight segments, event coverage)	\$0	Staff Effort
Radio Advertising	Year 1	NAS -Las Vegas will run 100 paid and 100 free radio spots during the fall, winter and spring enrollment periods	\$12,720	Blue Onion Media Team
Paid Television Advertising	Year 1	NAS-Las Vegas will run 25 paid and 25 free television spots on Spanish language TV during the fall enrollment	\$7,500	Blue Onion Media Team
Digital Advertising	Year 1	NAS-Las Vegas will place targeted Facebook and Google ads during the fall, winter and spring enrollment periods	\$8,000	Buyer sets weekly expenditure cap
Social Media	Year 1	NAS-Las Vegas volunteers will blog, use Facebook, etc. to spread word of school	\$0	NAS Network
Returning Student Mailer	Year 1	NAS-Las Vegas will mail English/Spanish postcards to parents reminding them to enroll their child for the coming year. 500 postcards @ \$0.47	\$235	USPS
TOTAL YEAR 1 \$32,870				
Web Maintenance and Hosting	Year 2-4	NAS-Network will donate the cost of hosting (\$20/month) and maintaining (\$120/month) the NAS-Las Vegas web site as an in-kind donation	\$0	Indra's Net; Marc Jones Consulting
Materials Development	Year 2-4	10,000 flyers @ \$2,900; 500 postcards @ \$235	\$3,135	Hampden Press
Canvassers	Year 2-4	NAS-Las Vegas will print and distribute an estimated 10,000 flyers (Spanish/English) for use in door-to-door canvassing effort, staffed by volunteer student leadership cadre, volunteers and NAS-Las Vegas staff. Two student canvassers will be paid \$8/hr x 40 hrs/canvasser.	\$640	NAS-Denver pay scale for student canvassers
Free Advertising	Year 2-4	NAS-Las Vegas will leverage free print, radio & television opportunities (interviews, spotlight segments, event coverage)	\$0	Staff Effort

Radio Advertising	Year 2-4	NAS -Las Vegas will run 100 paid and 100 free radio spots during the fall, winter and spring enrollment periods	\$12,720	Blue Onion Media Team
Paid Television Advertising	Year 2-4	NAS-Las Vegas will run 25 paid and 25 free television spots on Spanish language TV during the fall enrollment	\$7,500	Blue Onion Media Team
Digital Advertising	Year 2-4	NAS-Las Vegas will place targeted Facebook and Google ads during the fall, winter and spring enrollment periods	\$8,000	Buyer sets weekly expenditure cap
Social Media	Year 2-4	NAS-Las Vegas volunteers will blog, use Facebook, etc. to spread word of school	\$0	NAS Network
Returning Student Mailer	Year 2-4	NAS-Las Vegas will mail English/Spanish postcards to parents reminding them to enroll their child for the coming year. 500 postcards @ \$0.47	\$235	USPS
TOTAL YEARS 2-4 \$32,230				

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

NAS-Las Vegas will have an enrollment cap of 425 students, which it anticipates reaching in its sixth year of operation. NAS-Las Vegas has a projected year one enrollment of 185 FTE, with growth expected each year until the cap number is reached.¹³ To reach its year one enrollment projection, NAS-Las Vegas has set the below monthly enrollment targets (with the understanding that if enrollments exceed these projections, NAS-Las Vegas will continue to enroll students until the enrollment cap is reached, at which point lottery protocols will be initiated.

During the planning year, the school will begin receiving applications starting the first week of January 2018 until the end of the August 2018. The school will have three subsequent enrollment periods one week before till one week after the start of quarters 2, 3 and 4 (see school calendar [on page 1-52](#) for specific dates). This will allow students who have dropped out of other schools to re-enroll and earn credits. Since NAS-Las Vegas grants credits on a quarterly basis these re-engaged students have an opportunity to earn credits that might not have been possible in other schools.

This pattern of enrollment periods will be replicated in all subsequent years of operation. Although the school will have a clearly defined lottery process for admission given the school’s capacity to house up to 425 students the possibility of the need for such a lottery is remote.

¹³ This expectation is supported by the growth trends of the other NAS network schools—each of which had the same initial enrollment projections as NAS-Las Vegas and targeted a demographically similar population.

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

The following table indicates our projected enrollments for the first six years of operation.

2018-2019	185
2019-2020	225
2020-2021	275
2021-2022	325
2022-2023	375
2023-2024	425

The monitoring of these projected enrollments will be the responsibility of the principal and front office staff. The Network marketing/recruitment director will assist when necessary and will support in reshaping recruitment efforts when numbers are falling short of projections.

Based on our other five network schools, retention rates are in the 40-45% range given the extremely high mobility rate of our student demographics.

The school will not set minimum or maximum enrollment at each grade level. However, the total school enrollment to generate a revenue neutral budget will need to be approximately 185 students in Year 1. The pattern for our other network schools indicates our student population will span all four grade levels and numbers will vary with no predictable number. However, should our numbers exceed our planned enrollment, the school will need to apply for a charter amendment.

(c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

Enrollment of special populations is intrinsic to the NAS mission. The school will serve new immigrants, ELLs, students with disabilities, low-performing or students at risk of academic failure. The staff will be hired that fit this mission and student demographics. The principal will be charged with monitoring student registration and ensuring there is no discrimination or barriers that would chill enrollment of students in the special population categories.

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

The recruitment plan beyond the planning year has been described in detail under (1) [on page 1-92](#) above. Essentially, the same strategies and advertising dollars will be spent to attract, retain and re-engage students during the four enrollment periods. However, once the school is operational, additional marketing components will be implemented to (1) retain current students and (2) re-engage students that may have temporarily dropped out. For example, the school will start re-enrolling current students during the spring and reach out to parents of current students through mailings and home visits/canvassing during the spring and summer. The school will also advertise during the January and March enrollment periods to encourage students not currently in school to

enroll in NAS-Las Vegas. Target numbers described in the charts below will determine minimum/maximum baseline numbers for recruitment efforts in years beyond planning.

(3) Complete the following tables for the proposed school to open in 2017-18. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2017.

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)

Grade Level	Number of Students					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	40	50	60	75	85	100
10	40	55	65	80	95	105
11	50	60	70	80	90	110
12	55	60	80	90	105	110
Total	185	225	275	325	375	425

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

Grade Level	Number of Students					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	40	50	60	75	85	100
10	40	55	65	80	95	105
11	50	60	70	80	90	110
12	55	60	80	90	105	110
Total	185	225	275	325	375	425

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

Grade Level	Number of Students					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24

Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	40	50	60	75	85	100
10	40	55	65	80	95	105
11	55	65	75	85	95	115
12	60	65	85	95	110	115
Total	195	235	285	335	385	435

(4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

The determination of numbers included in the projected enrollment and minimum/maximum enrollment tables is based on 10 years of historical data from the other five NAS charter schools serving a similar population and with similar projected retention rates and grade level needs. Since the school will be attracting students who have dropped out from other schools and may not have been in school for one or more years, we find the majority of our students will come to us working several grades below level and with few earned credits. This overaged and under-credit population of learners will typically span all four grades, hence the need to plan for a full spectrum of programs from grades 9 to 12.

Using the NAS model, we have found great success in credit accrual for our target population due to strategic instructional methodologies, a quarter credit system and the recruitment efforts throughout the year to re-engage school dropouts not for funding reasons but for the purpose of additional credit attainment in order to reach graduation goals. In fact, our data from our other NAS schools indicate a 45% success rate for re-engaged students who return to us in quarters 3-4 and successfully attain credits upon return to the school.

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2018. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.

Start-up plan is in Attachment 10: Incubation Year Planning.

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0

goals. If partnering with an organization, please briefly describe the main components of the training program.

Once the principal is selected in early January 2018, the NAS network superintendent and CBO will work closely with the principal to outline the academic and financial undertakings to ensure a smooth transition when the school opens in August 2018. Some of the activities will include:

- Visiting and meeting with other NAS principals
- Visiting and meeting with key school leaders in CCSD
- Meeting with key personnel at the Charter School Association of Nevada
- Spending 2-3 days with the NAS superintendent to go over the key features of the NAS model and prepare a list of deliverables prior to school start-up
- Spending 2-3 days with the CBO to determine and purchase school furniture and equipment including determining a School Information System the school will use and prepare a preliminary school budget for year one
- Meet with the NAS PD coordinator to map out short and long term professional staff training in areas of SIOP, MAP, MPIs, formative assessment, interactive learning, and model lesson plans
- Meet with the NAS marketing and recruitment director to fine tune the plan as outlined in other sections of this application
- Meet for 1-2 days with the NAS senior data analyst and researcher to refine school and student performance measures/metrics/targets
- Determine workshops and conferences locally and beyond that would enhance leadership training
- Meet with the GC to build and foster relationships

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

The following table indicates staff hires during the incubation year.

Position	Start date	Status	Compensation
Principals (1)	January 2018	Half time for 6 months	Per diem based on starting salary
Classroom Teachers (2)	April 2018	Full time for 3 months	Per diem based on starting salary
Spec. Ed. Teacher (1)	April 2018	Full time for 3 months	Per diem based on starting salary
Counsellor (1)	April 2018	Full time for 3 months	Per diem based on starting salary
Registrar (1)	April 2018	Full time for 3 months	Per diem based on starting salary
SIS Analyst (1)	April 2018	Full time for 3 months	Per diem based on starting salary
Receptionist (1)	January 2018	Full time for 6 months	Per diem based on starting salary

SCHOOL MANAGEMENT CONTRACTS

(1) How and why was the EMO selected?

Several prominent Nevada Latino leaders, such as Javier Trujillo and Larry Mason, were appalled by the dropout rates of Hispanic students in the Clark County area. Larry Mason, being a native of Las Cruces, New Mexico, had heard about the work that the New America School (NAS) Network, a 501(c)3 nonprofit education management organization headquartered in Denver, Colorado, was doing in New Mexico and contacted the Network to see if it would be a fit for the Las Vegas area. After reviewing the NAS track record, Mason, Trujillo and others decided to pursue a relationship with the NAS Network. The factors that persuaded these educational leaders included:

NAS has oversight responsibilities for five schools in two states. All have similar demographics as the NAS-Las Vegas anticipated student population. Each school has a detailed school and student performance matrix that outlines a number of measures, indicators, metrics and targets for the students in each school. Given an extremely challenging student population the schools under NAS nonprofit oversight have demonstrated some impressive data in the areas of student growth, post-secondary readiness. Some highlights include:

- NAS students have a lower dropout rate and a higher attendance rate at NAS than at the previous schools from which the students came
- More than 25% of NAS students have had a history of repeated suspensions or expulsion but in each of the NAS schools the suspension and expulsion rate is less than 5%
- The NAS cohort graduation rate for seniors is 62%
- 65% of NAS students earn four or more credits per year
- 70% of students who have previously dropped out stay at NAS schools and earn a diploma

These leaders, working with the Network, were indeed successful in securing a provisional charter through the SPCSA, however, were unable to secure the necessary funding to open the school. Now, due to changes in the funding environment of Nevada, the local leaders have once again decided to ask NAS to pursue a charter application and CSP grant.

NAS-Las Vegas plans to partner with the New America School Network to accomplish the mission and vision as described in the strategic plan and, ultimately, an approved charter; ensure that the highest quality of teaching and learning occurs; and to make certain that all financial and business operations of the school are conducted in compliance with applicable laws and, when approved, the charter. NAS will formalize its partnership by contracting with the NAS-Las Vegas Governing Council to provide services to the school's GC, the school's principal and staff. Because the GC will at all times have the authority to terminate the contract pursuant to its terms, there will remain checks and balances between the GC and its contractor, NAS. The services provided will include assistance with oversight, experienced guidance on all matters of administration of a public school, training in areas of administration, curriculum, personnel and such other matters necessary for the principal to successfully implement the charter.

Although the Governing Council intends to contract for management services with NAS, the Governing Council will at all times have control over the governance of the school. NAS-Las Vegas's Governing Council members will not be members or employees of NAS and Governing Council members will at all times remain independent from NAS so as to avoid all instances and appearances of a conflict of interest.

(2) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

NAS will formalize its partnership by contracting with the NAS-Las Vegas Governing Council to provide services to the school's GC, the school's principal and staff. Because the GC will at all times have the authority to terminate the contract pursuant to its terms (see Attachment 23: EMO Services Contract), there will remain checks and balances between the GC and its contractor. The GC will be observing the contractors monthly at GC meetings and will receive feedback from the school leader as to whether the scope of work promised by the NAS is being delivered effectively and in a timely manner. The contract is a one year contract and at the end of the fiscal year if the GC is not satisfied with the work of the NAS it may choose not to renew the contract without any repercussions.

(3) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.

NAS-Las Vegas' Governing Council members will not be members or employees of NAS and Governing Council members will at all times remain independent from NAS so as to avoid all instances and appearances of a conflict of interest. The GC members will sign assurances at the organizational meeting of the board that there are no conflicts of interest between themselves and the NAS.

(4) Please provide the following in Attachment 23:

- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;

See Attachment 23: EMO Services Contract that outlines the Professional Service Agreement between the service provider and the GC.

- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);

See Attachment 23: EMO Services Contract

- (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.

See Attachment 23: EMO Services Contract

- (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

See Attachment 23: EMO Services Contract

(5) Provide, as Attachment 22, a copy of the education management organization's three most recent audits and other historical financial documents for the EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.

Only the last 2 years are available. See Attachment 22: EMO Audits and Historical Financial Documents (2013-2015).

- (6) Complete the Summary and Contact Information worksheet in the EMO Data Request template for each of the EMO's schools as Attachment 18.

See Attachment 18: EMO Data Request Template

(7) Complete the EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the EMO Data Request template for each of the EMO's schools as Attachment 18.

See Attachment 18: EMO Data Request Template

- (8) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year as part of Attachment 17.

See Attachment 17: Replication School Historical Financial Documents

DUAL-CREDIT PARTNERSHIPS

If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable.

NAS-Las Vegas will not be entering in dual credit partnerships. The school will need to assess the capabilities of the student population before offering such a program is viable. As such, the ensuing questions are not applicable.

(9) Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.

(10) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

(11) Discuss the scope of the services and resources that will be provided by the college or university.

(12) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.

(13) Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.

(14) Identify any employees of the college or university who will serve on the governing body of the charter school.

(15) Provide as Attachment 11, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

See Attachment 11: Attestation

SERVICES

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

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

NAS-Las Vegas will not provide transportation through its own and/or leased school busing service. NAS-Las Vegas will provide bus passes for those students attending school on a regular basis and maintaining appropriate academic standing. When choosing a location, NAS always considers access to public transportation, if possible locating the school on or near a major bus line. Also, we have found it highly effective to discuss transportation issues and response, such as carpooling and “buddy-system” options, with parents during orientation. It has been our experience with our other five schools that these measures sufficiently remove the lack of in-house provided transportation services as a barrier to enrollment or ongoing attendance.

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

NAS-Las Vegas will not provide a food service program in its initial operating year. Based on the free and reduced eligible student numbers after year 1 NAS-Las Vegas will investigate the feasibility of applying for a priority 2 school and seek a food service vendor to supply a “plated” and/or “heat and serve” lunch program for all students. In our initial operating year, the school would initiate an open campus policy during lunch period to allow students to patronize nearby providers. It has been our experience with our other five schools in their early years of operation that this option sufficiently removes the lack of in-house provided food service as a barrier to enrollment or ongoing attendance.

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

NAS-Las Vegas will contract out in its first years’ of operation the custodial support for the school facility. NAS is very familiar with contracted and in-house custodial services and places a very high priority on clean and safe school facilities for its students. Appropriate funding has been budgeted for in the initial and continuing operating year budgets.

- (d) School health and nursing services

NAS-Las Vegas has budgeted for nursing services in its initial and continuing years of operation budgets.

(e) Purchasing processes

The NAS-Las Vegas GC will adopt a defined set of financial procedures and guidelines which outline in detail the purchasing authority and procedures for the school principal and staff. NAS-Las Vegas will be using a 3rd party business manager, schoolAbility, to monitor the school's financial transactions to ensure that these procedures are followed. schoolAbility will implement its financial management software at NAS-Las Vegas in a way that will give administrators full control of the school's financial affairs including but not limited to the purchasing process. The purchasing process will include multiple layers of oversight, checks and balances, robust internal controls, and segregation of duties. Administrators will have up to four exclusive control points in this process:

- Exclusive control of vendors available for purchasing
- Final approval of purchase requisitions
- Final approval of accounts payable payment vouchers
- Exclusive security for printing of accounts payable checks

See also Internal Controls narrative under Financial Plan (5) [on page 116](#) below.

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

NAS-Las Vegas takes very serious the safety and welfare of its students and staff. Not only will the school facility be heavily monitored with security cameras but NAS-Las Vegas will have on staff security monitors during all open hours. These campus security monitors have been budgeted for in the year 1-5 operating budgets.

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

The NAS-Las Vegas facility will have a high-speed internet connection, most likely provided by the local cable company. Depending on the capabilities of the high-speed connection, another provider may be used for the phone system connectivity. The NAS standard uses the SIP protocol, implemented on an Allworx phone system. The school site will have Category 6 structured cabling to all offices and instructional areas. A wireless network will be included in the infrastructure design, to provide full coverage in all areas of the school building. The phone system will provide phones in every classroom, and voice mailboxes for administrative staff, plus optionally, voice mailboxes for faculty.

NAS-Las Vegas will have a "Main Data Facility" or Data Center, housing the servers, network cable plant and telecom infrastructure, and the security camera components. NAS-Las Vegas will use a Student Information System hosted either in-house or the cloud. SchoolMaster and PowerSchool are among the choices available. The school will have CIPA-compliant firewalls, content filtering, and anti-virus products. NAS email services are hosted at Office365, and will be extended to NAS-Las Vegas at the appropriate time. Computers will be Windows-based, running at least Windows 10. The school will be equipped with network printers, some of which will be multi-function, including copy and scan functionality, and at least one fax machine. There will be an adequate number of projectors to share among the faculty. Interactive whiteboards, classroom response systems, and learning applications will be rolled out as budgets allow.

E-Rate will be used as appropriate, to provide some supplemental funding for telecom services (internet and voice), as well as infrastructure, including cabling, wireless, and servers.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

All student information will be entered by the appropriate staff into the Infinite Campus (IC) portal. Policies and training around the appropriate handling of personally identifying information (PII) and applicable state and federal student privacy laws will be developed and implemented prior to the use of IC. The Student Information Systems (SIS) Manager, Registrar, Data Submissions Coordinator, and pertinent faculty and staff members will be trained to ensure proficiency in IC and its available tools.

The SIS Manager will be the point of contact for all IC-related inquiries and will be responsible for the roll-out of IC services, implementation of policies and training programs, management of student and staff data and accounts, and the day-to-day management of the system. The Registrar will be the primary staff member responsible for data entry and student enrollment. The Data Submissions Coordinator will have responsibility to ensure the transmission of accurate and timely data submissions required in Nevada's education environment and will be required to become familiar with Nevada reporting timelines through the Nevada Department of Education Data Center. This group will have joint responsibility for ongoing data validation processes to ensure accurate and up-to-date data is maintained. (Note that a single staff member will likely maintain multiple roles with respect to IC. For example, it is likely that the SIS Manager will also have the Data Submission Coordinator responsibilities.)

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

The principal shall have ultimate responsibility for maintaining school records. Typically, this will be delegated to the school counselor and other appropriate office staff such as the office manager. The school will purchase the recommended Student Information System (SIS) to manage all student information as prescribed but not limited to NRS 386.650.

All cumulative student records will be maintained in a fire-proof, locked filing cabinet and housed in a locked office area for added protection. Typically this will be the counselor's office. It will be the responsibility of the principal and or appropriate counseling staff to ensure that student cumulative files are transferred to the appropriate school district of residence should the charter dissolve or the charter is not renewed, or upon a pupil's graduation or withdrawal from NAS-Las Vegas.

NAS-LV recognizes the confidential nature of student records and that the primary purpose of keeping records on a student is for the educational welfare and advancement of the student. Those persons, agencies or firms seeking information from or access to student records must come within the exceptions of the Family Educational Rights and Privacy Act of 1974.

School protocols shall be established for the compilation, maintenance, release, destruction, and security of student records in conformance with federal requirements.

In addition, schoolAbility financial management software is hosted at a highly secured Microsoft Azure data center. schoolAbility software implements multiple layers of security including:

- Microsoft .Net Framework Security. The .NET Framework security system functions atop traditional operating system security. This adds a second more expressive and extensible level to operating system security, with both layers complementing each other. The .NET Framework uses a security model called role-based security, and provides code access security (also referred to as evidence-based security). For an in-depth discussion about the .NET Framework, please see www.microsoft.com.
- schoolAbility Online Proprietary Security. Escape Online uses the .NET Framework to encrypt the data communication between the client and server. Additionally, it uses the code access security in the routines for the client and server, not allowing a routine to function if accessed by non-Escape software. Several of our key procedures also check to make sure they can only be loaded into an Escape strong-named executable, making it impossible to decrypt any encrypted data using any 3rd-party program.
- Additional Data Security. At the database level, Microsoft's SQL server requires that a program must first log into the database before the program can access any of the data.

(5) In addition to the narrative above, provide as Attachment 12, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

See Attachment 12. Operation Executive Plan; see also Internal Controls narrative under Financial Plan (5) [on page 116](#) below.

FACILITIES

(1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- (a) The desired location of the school facility;
- (b) The number of general education classrooms required each year;
- (c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;
- (d) Space requirements for administrative functions, food services and physical education

The New America School-Las Vegas will be a destination high school, attracting under-served students from throughout the Clark County District attendance boundaries who need support in acquiring English language proficiency to complete credits toward earning a high school diploma. NAS-Las Vegas will look to locate its facility within these boundaries in an area in which a high concentration of our target population resides.

NAS-Las Vegas will require a building which can be remodeled to accommodate up to 450 students (and associated staff) divided into a day and a night cohort with a 70% to 30% split approximately.

To accommodate the final student population the facility should have 11 classrooms; a student commons; a learning resource center; a multi-purpose room that can serve as a cafeteria, assembly room and location for athletic activities; a heat and serve kitchen; administrative offices for a principal, assistant principal, counselors, security and reception; and support facilities such as restrooms, storage, files/copying, teacher work area, conference room and staff lounge.

The 11 classrooms will be broken down as follows:

- General Purpose Classrooms [English, Math, Social Science, Electives] – 7
- Multi-Purpose Classrooms [Science] – 1
- Multi-Purpose Classrooms [Art] – 1
- Computer Classrooms – 2

These facilities will follow the *New America School Facilities Guidelines and Specifications 2017* with respect to desired areas and technical specifications. (The cover of our Facilities Guidelines is provided as part of Attachment 13. Proof of Facility Commitment; the complete guidelines are available upon request.) Though NAS has not yet selected a facility to be remodeled, the facility will be approximately 25,000 SF. The desired school areas are: general purpose classrooms – 850 to 900 square feet (SF); multi-purpose science and art classrooms – 900 to 1,000 SF; computer classrooms – approximately 750 SF; multi-purpose room [to include a heat and serve kitchen, cafeteria, and physical education area] – 2,000 to 4,000 SF; student commons – 1,500 to 2,000 SF or more; and learning resource center – 1,100 SF or more. Support areas should include a principal's office at least 175 SF; individual offices of at least 100 SF; a conference room of at least 250 SF; a teachers' lounge of at least 200 SF; a teachers' breakout work area; a Main Distribution Frame [MDF] which is air conditioned; an Intermediate Distribution Frame [IDF] if needed; storage area[s] totaling a minimum of 500 SF, 1,000 SF preferred; custodian/janitors area[s]; and a security office. The administrative offices must be centrally located to monitor and allow access into the school and must be provided with security cameras and alarms systems to safeguard students and staff.

(2) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

A suitable facility has not yet been identified. Normally to meet both schedule and cost, NAS obtains an existing suitable facility and property and then remodels it to suit our needs. Per our above facility requirements and utilizing an efficiency factor of 1.33, a facility of approximately 25,000 GSF will be required. The site must have an adequate area for school parking requirements and be located near public transportation routes.

As with other New America Schools, exhaustive research will inform the decision as to the desirable school area. For example, after researching the boundaries of the Clark County School District, pulling economic data on the zip codes that are located within the district and analyzing both charter and public schools serving predominantly the 9-12 grade levels within the surrounding area, we will identify the potential general location for the new campus. The specific "targeted area" would contact specific zip codes and we would then determine the boundary lines of this potential location.

Once a "targeted area" has been identified, NAS will use a local broker to help identify a suitable facility for remodeling. The choice of a facility will be made once the charter is approved. The school will enter into a lease agreement with the landlord/owner who will be responsible for the tenant improvement to bring the building up to school adequacy standards of the county and municipality and meet NAS requirements.

The school's layout will likely be similar to that utilized for the floor plan of the newly remodeled NAS-Lakewood school or NAS-Las Cruces School (see Attachment 13). These facility layouts allow for excellent security, controlled access, and convenient traffic flow between academic areas, administrative areas and commons areas: After entering the school, students and visitors first encounter an administrative reception area and offices. Passed the administrative offices, visitors will access the student commons. This is a gathering place for NAS students to meet during breaks and is furnished with computer kiosks, informal displays, flat screens and comfortable furniture. Off the student commons, in a separate area, the general purpose, science, art and computer classrooms are located. This minimizes traffic and noise disruptions, and allows for easy access between classrooms. Also off the student commons are general use facilities for students and staff. These include:

- The Learning Resource Center [LRC]. The LRC contains hard and electronic copies of resource materials to support the NAS curriculum. The LRC may also be used as an additional computer classroom.
- Multi-Purpose Room. The multi-purpose functions as a cafeteria and as such has a heat and serve kitchen and an area for students to eat breakfasts and lunches. The room also serves as an area for large assemblies and meetings. Additionally, the multi-purpose room is used for athletic activities such as basketball, volleyball, weight training, etc. – although it is not sized for regulation athletic competitions.
- Conference Room. This is used for staff and students for small meetings, to plan events and to work on student and staff projects.
- Staff Lounge and Teacher Breakout Work Area. The staff lounge is equipped with a refrigerator, microwave, and sink/wash area for staff to take breaks and to have their meals [note: the NAS schedule allows for two daily teaching schedules]. The teacher breakout area allows for teachers to work on plans and projects outside of their classroom and provides copiers and supplies to support these activities.

NAS has developed a conceptual project schedule from submission of our Charter application to opening our charter school in August, 2018 (see Attachment 13). The concept and logic of this schedule is similar to those of recent New America Schools. The schedule has slack should some project elements take longer than anticipated. We do not see any problem with a school start in August, 2018.

(3) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including:

(a) Total project cost

The New America School-Las Vegas facility approach can range from the renovation of existing facilities to the building of a new facility. The project's costs will be dependent on which facility approach is taken. For example, the New America School has renovated an existing facility at a cost of \$5.5 million and, in another instance, added classrooms to an existing property at a cost of \$3 million. The decision regarding the location of the NAS-LV school facility, and subsequently the facility approach and project costs will be determined during the planning year.

(b) Financing and financing assumptions

The New America School has both leased "developed" school facilities and taken out "owner" development loans from community development funders for its school facilities. Again, the decision regarding the source of facility funding and whether it will be a lease and/or lease to

purchase cannot be made until after a charter is granted and a location/school facility chosen. The New America School has built and leased more than \$40 million in school facilities in the past 10 years and has a documented track record of developing school facilities that meet all State educational occupancy and safety requirements.

(c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

Contained within the NAS-Las Vegas initial Year 1 to 5 operational budgets is estimated funding for lease/debt service, maintenance (custodial costs), utilities, and school building supplies and equipment. These amounts are based on New America School’s experience with developing and maintaining its other school campuses located in Colorado and New Mexico. The budget amounts are:

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
\$74,500	\$249,333	\$327,708	\$382,484	\$461,838	\$466,672	\$508,359

(4) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 13. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 13, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

The New America School does not currently hold a facility; have a Memorandum of Understanding (MOU) or other proof of intent to provide a facility.

As stated, NAS will begin a search to obtain a suitable facility. This facility will meet the location requirements to serve our targeted student population and the facility will comply with New America School Facilities Guidelines and Specifications, will comply with health and safety requirements, and will follow applicable county and municipal review procedures. As developed in the concept schedule, once a potential facility has been identified a due diligence period of approximately six weeks will be conducted to ensure it will comply with environmental and all these requirements.

An attestation is attached as Attachment 13: Proof of Facility Commitment or Attestation. It states that once a facility is identified the following will be furnished as part of a charter amendment: an MOU/proof of intent to provide a facility; a facility description to include location, size and amenities; intent to comply with all health and safety requirements; and intent to follow applicable county and municipal review procedures.

(5) Describe the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The New America School Network has had extensive experience obtaining and renovating facilities to meet our New America School Facilities Guidelines and Specifications. These include the NAS-Lakewood, Colorado school (renovation) in July, 2011; the NAS-Las Cruces, New Mexico school

(renovation and build-out) in July, 2012; NAS-Albuquerque, New Mexico school Multi-purpose building in May, 2013 (build-out); and the NAS-Thornton, Colorado school (renovations and build-out) in December, 2013.

First, NAS has developed and has updated our requirements currently reflected in our New America School Facilities Guidelines and Specifications 2017. Using this document we initially determine the requirements for a new school and then limit our search to facilities which meet these requirements. Once obtaining a qualified facility, our guidelines and specifications are given to the design-build team to design and remodel/construct our school. This ensures each school meets our requirements while minimizing change order, costs and schedule.

To implement our facilities acquisition and management, the New America School Network has critical staff and consultants with extensive experience in school acquisition and construction. All New America Schools have been delivered through either design-build or design-assist contracts. Our experienced team members include:

- Craig Cook, NAS Chief of Business Operations and former Chief Operations Officer for Denver Public Schools whose partial oversight responsibility was Facilities Management.
- Michael Langley, NAS Facilities Program Manager and former Executive Director of Facilities Management for Denver Public Schools; responsible all facilities activities to include real estate, environmental, custodial, maintenance and repair, and construction. Under his tenure was the successful implementation of two general obligation bond construction programs totaling \$615 Mil.
- Charles Shoemaker, NAS Information Technology Specialist responsible to coordinate all IT systems and equipment.
- Aria Studio Consultants – Daniel Puzak, AIA, Principal. Aria and Daniel are the designated architect for all our school projects thereby ensuring consistent designs to meet our requirements.

(6) Explain the organization’s plan to maintain the independent facility.

Our plan to maintain, repair and provide minor upgrades to the facility will be similar to how we maintain other NAS schools. It will consist of a triad of these components: internal school custodial staff, local maintenance firms, and NAS Network support staff.

Our internal custodial staff will be selected and brought on-board prior to the completion of construction and start of school and therefore be familiar with the location and working of systems. The custodial staff will perform all normal interior and exterior custodial functions. In addition the custodial staff will oversee the plumbing, electrical, HVAC, etc. functions and provide minor repairs within their capabilities. This capability is enhanced because our construction contracts require the design-builder to provide training and maintenance manuals for all systems to school staff.

During the first year of operation, while under warranty, the design-builder’s subcontractors [plumbing, electrical, HVAC, roofing, fire protection, etc.] will provide warranty work and repairs. This will provide further instruction to our staff and provide our school to determine the capabilities and responsiveness of these firms. Normally after the warranty period, our school will then use these local maintenance firms for maintenance, repair and required inspections.

The NAS Network support staff, primarily the Facilities Program Manager and Information Technology Specialist, are always available to assist the school in any matters. This may be

informal discussions on issues; developing protocols for maintenance, custodial, etc.; determining required types of repairs and/or equipment; and/or overseeing various project contracts, etc.

ONGOING OPERATIONS

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

The NAS school principal is primarily responsible for the Emergency Management Plan. He/she will be assisted by the NAS Network staff in developing and implementing the plan. If the plan needs to be executed, he/she has the primary responsibility but the academic and support staff have subordinate responsibilities for implementing various items.

Development on the school's Emergency Management Plan will begin concurrently during the school's design phase and the initial plan completion will be done prior to students occupying the school. The number of internal development members will expand as additional staff is hired. These members will include the NAS Network staff, school principal, assistant principal, security, custodial and academic staff members. Additionally extensive external input from local authorities will be solicited such as law enforcement, fire department and other first responders. A primary local source will be the "Schools Prepared and Ready Together Across Nevada" [S.P.A.R.T.A.N.] web-site which has best practices for school emergency planning. Once the school's charter is approved, we expect that Clark County will provide NAS with site access.

In addition to our emergency management experience and SPARTAN, we will use the Federal Agency [Guide for Developing High Quality Emergency Operations Plans](#) and the Readiness and Emergency Management for Schools REMS [EOP Assist Interactive Workbook](#). Our basic plan development and implementation steps will be:

- Have a comprehensive planning team as described above.
- Develop a list of potential threats and hazards from the above sources.
- Develop goals and objectives for each threat and hazard.
- Develop a course[s] of action for each threat and hazard
- Write and finalize the Emergency Management Plan which identifies each potential threat and hazard and presents the goals, objectives and courses of action to mitigate these.
- Implement the plan through notification/dissemination, exercises, and revisions resulting from new information and exercise results.

The NAS School will have designated security staff members in designed uniforms. These personnel will periodically patrol the school areas. In case of need they will rapidly respond. There will be a security office with windows centrally located – generally off the Commons and with line-of-sight down hallways. A central computer, screen and recorder which monitor all security cameras are located in the security office.

The school will be constructed in accordance with the *New America School Facilities Guidelines and Specifications 2017 edition* which contains several items which will prevent and/or mitigate potential threats and hazards. These include:

- Parking lot and building lighting provided for security
- Bollards placed in front of the main building entrance, administrative offices and classrooms with store front windows

- Fire Sprinkler and detection systems in accordance with current codes
- Water backflow system
- Interior security cameras installed to provide coverage of all public areas [no blind spots] and sensitive/high dollar areas
- Exterior security cameras to provide area coverage with special consideration to blind and minimum visible area
- A public address system
- An alarm system in all classroom
- An electronic door strike and access system controlled from the reception area
- A card access pad at the main entrance for staff access
- Key pad at the door into the administrative area
- All exit doors will have alarm system to signal unauthorized opening and entry
- A UPS will be installed in the MDF Room
- Emergency lighting in case of power outages
- Exterior windows tinted with one-way coating
- Impact resistant glazing film on new and existing windows
- Bullet resistant glazing may be considered for exterior glazing at entrance areas
- All interior doors will be solid core with semi-gloss clear tempered glazing 7" x 2'1"
- All exterior doors will be metal
- ANSI Function F88 key function is required for all classrooms
 - Deadlocking latch
 - Latch by either lever unless outside lever is locked by key in inside lever
 - Key in outside lever retracts latch when outside lever is locked
 - Inside lever always operative
- Emergency signage in types, locations and quantity will be provided to meet local codes
- Emergency eye wash facilities in science and art classrooms

The Emergency Management Plan will be a living document, which the principal will periodically, no more than every six months, review and update as threats and conditions change.

(2) Provide, as Attachment 14, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

NAS-Las Vegas has been in contact with Dave Lester of Brown & Brown Insurance of Nevada, Inc. and discussed the need for a complete book of insurance for NAS-Las Vegas. This will include General Liability, Educators Errors and Admissions, E&O, Property, etc. Mr. Lester will be the Broker of Record of NAS-Las Vegas and currently provides underwriting, as an approved charter school insurance vendor, to multiple charter schools in the Las Vegas and Reno communities.

See Attachment 14: Insurance Coverage

6. Financial Plan

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

schoolAbility will manage all business office functions including Human Resources, Payroll, Employee Online Portal, General Ledger, Accounts Payable, Accounts Receivable, Cash Receipts, Budget Development, Banking, Purchasing, Receiving, Fixed Assets and Inventory, and reporting to all local, state, and Federal agencies. schoolAbility is a top-tier provider of school business office software and solutions in California, Arizona, New Mexico, Nevada, and Texas. schoolAbility provides a comprehensive suite of products and customized services to manage school business office operations using state-of-the-art financial management systems and complementary software.

Please refer to Attachment 12. Operational Execution Plan for Financial Policies to be modified as appropriate and approved by NAS Governing Council and the Internal Controls narrative under section (5) [on page 116](#) below.

(2) As Attachment 15, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 15. Include the following:

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

See Attachment 15. Budget Narrative.

- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

See Attachment 15. Budget Narrative. Note: The NAS Network will be contributing \$50,000 to NAS-Las Vegas during its first year of operation to augment state funded revenue. Twenty-five thousand dollars of this funding is a grant from the Jared Polis Foundation (and has been deposited into the NAS Network account) and the other \$25,000 will come from the Network reserve fund, explicitly earmark for replicating the NAS model in Las Vegas (a memo to this effect has been written by the NAS Network Director of Finance and is available upon request). In addition, NAS Las-Vegas will be applying for a Nevada Charter Schools Program Planning/Implementation Subgrant for the winter cycle (February 2017). This grant program makes awards of up to \$854,000 for the first 36 months of school planning and implementation: Planning Phase-\$350,000; Implementation Phase 1-\$290,000; and Implementation Phase 2-\$214,000.

- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

See attachment 15. Budget Narrative

- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

In the event that enrollment is not met in the first year of operation, the school would pursue the following options:

- Reduce instructional and administrative staffing
- Reduce support staff

If this is still not sufficient, the GC would consider some of the following options:

- Reducing administrative and teaching salaries
- Eliminating all non-essential support staff

Further options could include:

- Renegotiating debt service with lenders
- Increasing fundraising efforts
- Securing a loan from the NAS Network.

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

NAS-Las Vegas would pursue the options stated in (d) above, with the most likely immediate scenario being to endeavor to secure a loan from the NAS Network.

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

There are no projected philanthropic revenues in advance of opening.

- (3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 16.

See Attachment 16. Financial Plan Workbook

- (4) Submit, as Attachment 21, a detailed budget for the operator at the regional network level (the format of this is left to the applicant's discretion).

The EMO will be hired on a consulting basis and will not function as an Operator, therefore this Attachment is **not applicable**.

- (5) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school

will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

Annual Audits

NAS-LV acknowledges that Nevada state law requires that all public funds be audited once a year by an independent auditor. NAS-LV will request a list of approved, independent auditing firms from the State Auditor. The firm selected will be recommended by the Governance Council. The audit will be conducted in accordance with the current Office of the State Auditor Rule, generally accepted auditing standards and the Manual of Governance Audits of Entities of the State of Nevada. NAS-LV will adhere to the mandated timeline for completion of the school's annual audit.

The Principal and Business Manager shall comply with all requests of the Independent Auditor to assure a smooth audit process. The Treasurer of the Governing Council will also assist as needed in the audit process. The Treasurer and President of the Council shall attend the audit exit conference and shall, together with the Principal and Business Manager respond to audit findings with corrective action plans. The Council is responsible for following up with the Principal to assure approved corrective action plans are implemented to ensure that repeat findings do not occur.

At this junction we have identified one firm as a potential audit partner: Philip Zhang, De Joya Griffith and Co. LLC, 2580 Anthem Village Dr., Henderson, NV 89052, 702-563-1600.

In addition, schoolAbility has proposed preliminary Internal Controls procedures which are outlined below. These controls are subject to GC approval:

Financial Reporting

- Bank recs are done monthly and given along with bank statements at monthly board meetings by schoolAbility
- Monthly expenses are tied to the annual budget amounts (based on amount of year completed) by schoolAbility and confirmed by Board Members
- Board reports (P&L monthly, balance sheet quarterly, g/l, reconciliation, spending plan) are presented to board each month by schoolAbility
 - The board voted and approval of the financial report
- Aptafund is closed annually, not monthly
 - Dating errors can occur if you enter a transaction in the current year file with a prior year date (the transaction is simply gone into no man's land).
 - This results in discrepancies on bank reconciliations.
 - schoolAbility does the bank reconciliations and other board reports
 - schoolAbility does all of the state reporting
 - schoolAbility has access to do journal entries (which are primarily done at year end)
 - schoolAbility employees have separate logins to the system

Cash Receipts

- schoolAbility prepares the deposits, and they are deposited by Business Manager and signed off by the two administrators
- Local cash receipts (e.g. prom)
 - Cash or checks are logged into a pre-numbered receipt book with 2 carbon copies. Checks and cash are copied and turned in with one of the carbon copies for deposit, and second carbon copy is kept by person who collected the funds.

- IT employee will collect laptop damage fees and provides an invoice for the fees to the parent, accounting, and himself.
- Registrar collects money for summer school and copies the receipt and cash/checks and returns to accounting. She keeps the single carbon and the original goes to the payer.
- Merchant account
 - Directly connected to the website. Requests for funds are done through the virtual merchant and NAS-LV is mailed a check
 - ACH Deposits are wired in and they obtain a receipt which is emailed to accounting@NAS-LV.org (such as DSA). This receipt is signed off by an administrator then entered by schoolAbility

Cash Disbursements

- schoolAbility opens the mail and reviews any invoices, then an administrator reviews, and both of them sign off on invoice. Invoice then goes back to SchoolAbility who enters the bill. Invoice is submitted in Aptafund for approval and then printed by the business manager. Bills that are ready to print become "warrants" which are ready to print as a check. Only bills that are entered the same day for the same vendor will get printed onto the same check.
- Invoices are entered for EFT's as received. In the print stage, you select ACH instead of warrant, and you then verify it (which prints out support doc) and the "pay" which enters to the G/L.
 - Two administrators check that the check printed matches the invoice amount and the check is signed with two wet signatures
- Check signers are: Principal, Assist Principal, President, Treasurer
 - 2 wet signatures required

Credit Cards

- 2 credit cards with \$20,000 limit which stay in a safe. Only 3 people have access to the safe (Business Manager BM SchoolAbility), (Assist Principal), (Principal)
 - Principal and Assistant Principal names are on credit cards
 - Receipt is put in the bag where the credit card is stored and when the bill comes, the expenses per the statement are reconciled to the receipts and two administrators sign off on the reconciliation.
 - Travel is often booked with this (Office manager books travel). A travel request form is completed first and is signed off by someone other than the person travelling or the principal or assistant principal will sign off.

Fixed Assets

- Assets > \$5,000 for an individual item are capitalized in accordance with state policy.

Payroll and Benefits

- Biweekly
- 80 days of PTO can be rolled over. Paid out if termed.
- PERS system
 - Has EE's / ER's (14.25% of wages by EE and ER) option or ER's (28% of wages; however, differential allows for a salary differential to adjust your salary up by the state differential currently 1.13148%) option.
 - With EE's ER's, employee is vested in their portion, and 5 years for employer portion
 - With ER's, the employee is not vested in any until 5 years
- schoolAbility processes payroll

- Some staff use time sheets and their supervisor signs off on time sheets and turns into supervisor who signs it and turns in to schoolAbility. Wages, deductions, etc. are setup by schoolAbility in Aptafund. Administration gets signed agreements and offer letters (approved by department heads) and gives to schoolAbility. schoolAbility runs payroll and two administrators verify the report and rates. Payroll is submitted in the system which generates a voucher. Direct deposit report is exported and schoolAbility uploads to the bank. A second admin must log in to the bank to approve the pending ACH wire. If a manual check, it goes through submission and approval such as with other disbursements.
- Full-time employees are all eligible for PERS. Additional duties employees receive compensation for are not allowable in PERS and are subject to FICA.
- PERS amounts are submitted once per month. Amount sits in liability account until 15th of every month. PERS report is uploaded by schoolAbility to PERS. The check is printed out of payroll voucher management. PERS has a stamp for you with account number on it. This check is taken to the state PERS bank and deposited directly into their account. schoolAbility Deposits to PERS bank and brings receipt back to admin for signature to verify amount matches amount from deposit to liabilities for retirement benefits.
- Valic is uploaded by schoolAbility for 403b and deposit is made ACH after upload.
- Individuals are 100% paid for all employee health benefits and \$250 into HSA per month
 - Individuals are compared every month to insurance premium invoices by schoolAbility and administration
- HSA is also uploaded online with ACH deposit (done by schoolAbility)

Expense Allocations to Programs

- Time and effort reporting (new with the state)
 - Sent to state for federal requirements
 - These are due to the state 8 x per year via Epicenter(SPCSA)
 - All hours for split personnel are tracked 100% in a spreadsheet (locked with dropdowns depending on the grant she's working in)
 - Benefits are applied based on wage percentage applied to the program
- Bills from copy machine vendor are allocated to programs based on codes used (such as for special ed)
- Rent is split with special ed based on square footage used by them

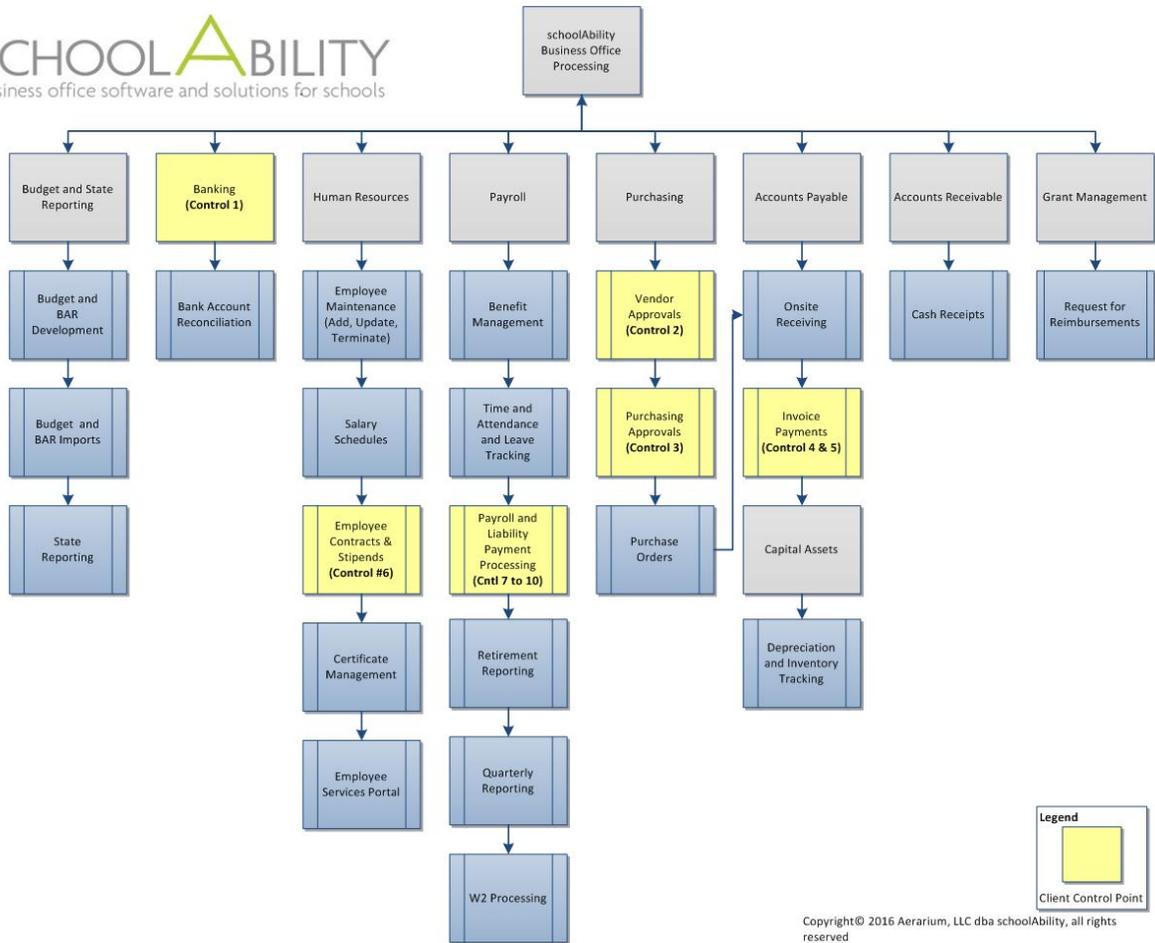
Section II: Proposed Implementation

1. Overview

schoolAbility proposes to implement its Financial Management software at NSA LV in a way that will give its administrators full control of the school's financial affairs without the burden of managing the day-to-day business office operations.

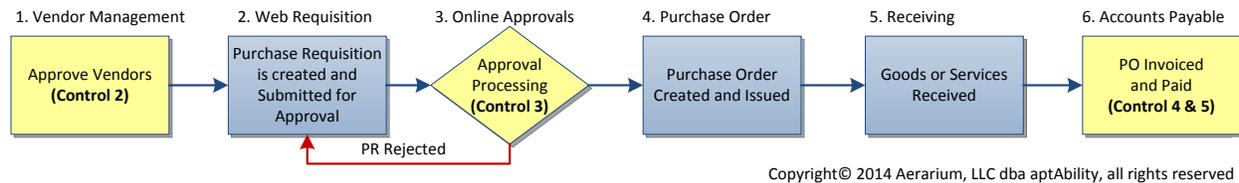
schoolAbility proposes to manage all business office functions including Human Resources, Payroll, Employee Online Portal, General Ledger, Accounts Payable, Accounts Receivable, Cash Receipts, Budget Development, Banking, Purchasing, Receiving, Fixed Assets and Inventory, and reporting to all local, state, and Federal agencies.

Below is a graphical representation of schoolAbility's full services model, which would give NAS LV administrators on-demand access to the financial data required to make informed decisions.



2. Purchasing and Payables

aptAbility Web Purchasing Workflow



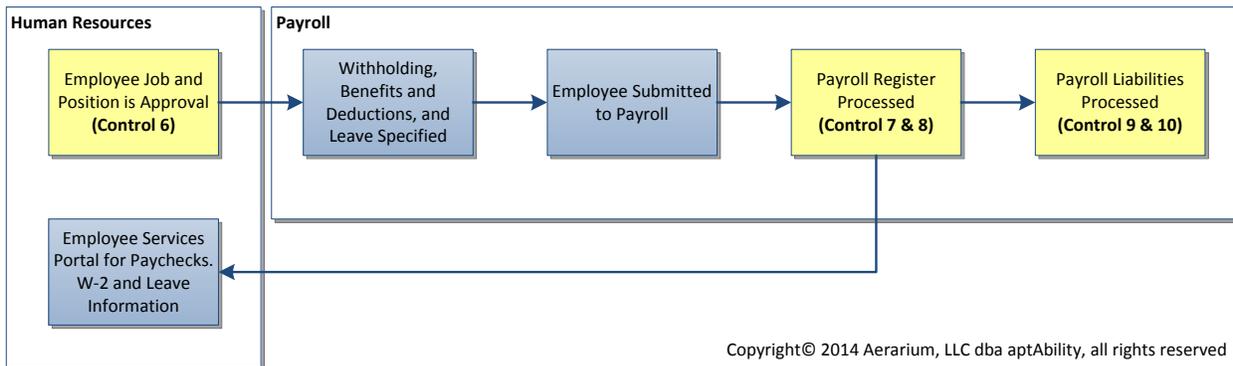
Above is a high-level representation of the purchasing workflow. NAS LV administrators would have up to four *exclusive* control points in this process:

- Exclusive control of vendors available for purchasing (Control 2).
- Final approval of purchase requisitions (Control 3).
- Final approval of accounts payable payment vouchers (Control 4).
- Exclusive security for printing of accounts payable checks (Control 5).

The purchasing approval workflow will be customized to support the needs of NAS LV.

3. Human Resources, Payroll, and Payroll Liabilities

aptAbility Payroll Workflow



Above is a high-level representation of the payroll workflow options. NAS Las Vegas administrators would have up to five *exclusive* control points in this process:

- Final approval of new employee jobs and stipends (Control 6).
- Final approval of payroll registers (Control 7).
- Printing of payroll checks and direct deposit processing (Control 8).
- Final approval of payroll liability payment vouchers (Control 9).
- Printing of payroll liability checks and electronic payments (Control 10).

(6) Provide independent audits for each schools for each of the past three years for any under management at any point during that period as attachment 17.

See Attachment 17. EMO/COO/Replication School Historical Financial Documents

(7) Complete the audit data worksheet in Attachment 18. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant

state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 17.

See Attachment 18. EMO/CMO/Replication School Achievement and Audit Data and Attachment 17. EMO/COO/Replication School Historical Financial Documents

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.

Attachment 1. Letters of Community Support/Partnership

Once the charter application is approved the principal and members of the GC will be charged to begin to seek out and forge partnerships with key community groups that will support the learning of our students. At this time no partnerships have been initiated. And as such, no letters of support are available at this time.

Attachment 2. Leadership team job descriptions

Leadership Team

The Governing Council (GC) will hire the principal and make decisions regarding the principal's continued employment.

All staff will report to the principal.

The **principal's** duties will include:

- Facilitating the development, implementation, and communication of the school's mission, goals and objectives
- Promoting a shared vision of learning that reflects excellence and equity for all students
- Promoting a working and learning climate that is safe, secure and respectful of diversity
- Evaluating progress toward achieving the school's vision
- Ensuring that the school meets its student and school performance objectives in the approved charter
- Ensuring that the instructional staff implements the approved and aligned curriculum
- Monitoring and maintaining a safe, secure, and caring school environment
- Assuring mastery of essential knowledge and skills by every student
- Recognizing, honoring, and celebrating success
- Supporting the recruitment, induction, development and retention of a diverse corps of quality teachers and staff
- Providing for the professional development necessary to support collaboration, empowerment, and high performance of all teachers and staff
- Keeping the superintendent and Governing Council apprised of school matters
- Preparing and maintaining accurate and complete records and reports as required by law, state directives, and administrative regulations
- Sharing the responsibility for the supervision and care of inventory; proper and safe use of facilities, equipment and supplies; and reporting safety hazards promptly

If size dictates (student body exceeds 250 FTE) the school will hire an **assistant principal** who will report to the principal and whose duties will include:

- Collaborating with the administration and faculty to develop a behavior management system to create positive student behavior in the school
- Assisting the faculty in developing, implementing and monitoring prescribed interventions for individual students, including the creation and monitoring of Student Improvement Plans
- Researching matters of discipline and well-being by conferring with students, parents, teachers, counselors and support service personnel
- Coordinating the resolution of student discipline problems in a fair and just manner and maintaining records of action taken
- Providing documentation and recommendations to the school principal regarding the suspension and expulsion of students
- Coordinating student attendance function and making recommendations to the principal for resolution of chronic attendance problems
- Assisting with the supervision of student activities, programs of student orientation and similar activities
- Establishing and maintaining mentoring relationships with at-risk students

- Meeting with parents regarding student discipline and behavior issues, and conferring with teachers, counselors, probation officers and other support personnel
- Other duties as assigned

The school will have an **assistant business manager** on staff (as opposed to the Business Manager which is a contracted position) located at the school and whose duties will include:

- Assisting and advising the principal regarding the budgetary impact of benefit rate changes, salary increases and the feasibility of related reporting deadlines mandated by the authorizer and other official agencies
- Supervising and evaluating all finance department personnel and ensuring compliance with all finance operation procedures
- Communicating with the NAS Superintendent and Chief of Business Operations, as needed
- Assuming responsibility for correctly classifying and accurately recording financial transactions and certifying the correctness of all checks, cash transfers, bank deposits and wire transfers for all assigned accounting sections
- Generating all financial reports, human resources and all other reports as needed. Maintaining all financial records and human resources records for school
- Assisting with the development of the annual budget
- Assuming primary responsibility for the development of financial system applications and system control procedures designed to provide the finance department with the most accurate information in the most efficient manner
- Assuming primary responsibility for the planning of data processing activities including system analysis and programming projects and for evaluating and recommending software selection and hardware upgrades
- Assisting in preparing the school's annual budget, including completion of all salary schedules and other salary related reports
- Reviewing and interpreting Federal, State and Local regulations mandated by governing agencies. Initiating any necessary changes to ensure full compliance with all laws

Attachment 3. Resumes and student achievement data for school leader

At this stage the principal has not been hired, so Attachment 3 is **not applicable**.

Attachment 4. Competencies used for school leader selection

Below follows an outline of the selection process to determine the school leader. The selection process is tailored to finding a candidate that brings to the position the following competencies:

- Qualifications and experience
- Proven school leader
- Fit with the school's mission
- Demonstrated ability to improve student achievement
- Excellent oral and written communication skills
- A master teacher
- Knowledgeable in the areas of English language acquisition, SIOP and sheltered instruction
- Knowledgeable in the area of data decision making

The process to find the school administrator will start 6 months prior to school opening. Advertising for the position will be posted on the following sites:

- Nevada Review-Journal
- Nevada Sun
- LinkedIn
- ASCD
- Executive Leadership

The following is a possible posting for the position.

Posting

The New America School-Las Vegas (NAS-LV) is seeking a dynamic principal who will lead the establishment of a new charter high school in the Las Vegas area.

The mission of The New America School-Las Vegas is to empower new immigrants, English Language Learners and academically underserved students with the educational tools and support they need to maximize their potential, succeed and live the American dream.

NAS-Las Vegas will open with approximately 185 students in grades 9 -12. The anticipated demographics of the school include:

- *60%+ with some interruption in their education*
- *15%+ of the students with children or pregnant mothers-to-be*
- *80%+ eligible for Free/Reduced lunch*
- *95%+ English Language Learners*
- *a great majority working below grade level with few high school credits*

We are seeking a school leader that is sensitive to the needs and challenges of our students, knowledgeable in the area of second language acquisition, and committed to improving student achievement and success.

Minimum Qualifications:

A valid Nevada Administrator License is required. Fluency in Spanish is preferred.

Salary Range: \$ 95,000– \$ 106,000

All letters of application are to be accompanied by a resume and sent by January 30, 2018 to:

Dominic DiFelice
ddfelice@newamericaschool.org

Interview Process

- Applications from candidates will be shortlisted to 5-6.
- Interview team to consist of Dominic DiFelice-Superintendent, Craig Cook-CBO, one NAS principal from another campus and two NAS-Las Vegas Board members.
- Shortlisted candidates will prepare a response to a pre-interview question to bring to the interview
- On arrival, candidates will be given a second question to respond to and submit to the interview team
- The interview will last approximately one hour
- After discussion among the team, the candidates will be rank-ordered
- The team's recommendation will be presented to the GC for final approval

Below follows an outline of the principal evaluation process. This evaluation again is designed to ensure that the principal is manifesting the above competencies and to identify areas of potential leadership development.

Principal Evaluation Process

1. Articulation of the evaluation process with the GC
2. Pre-conference with the principal to explain the evaluation process
3. Completion of the self-assessment-**see below**
4. Principal's response to the self-assessment for each competency
5. School Priorities- successes and areas for growth
6. Personal Goals
7. Achievements of staff, students and self
8. School and student performance data summary and explanation of results
9. Feedback from staff surveys
10. Feedback from focus groups with students
11. Feedback from focus group of parents
12. Feedback from the GC
13. Observations from the CBO
14. Commendations
15. Recommendations

Principal Self-Assessment

Principal Name:

Date:

Years in the Position:

Evaluator Name:

Identify the level of proficiency with the following symbols: BEGINNING with a (B); EMERGING with an (E); PROFICIENT with a (P); and ADVANCED with an (A)

Principal Leadership Competencies and Indicators		B/E/P/A
Domain: Instructional Leadership		
Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.		
Indicators	1.1 Works with all members of the school community to make quality instruction a prime focus.	
	1.2 Uses accountability literacy in making decisions about student success and achievement.	
	1.3 Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning.	
	1.4 Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions.	
Domain: Communication		
Competency 2: The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community.		
Indicators	2.1 Engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decisions that demonstrate sensitivity and integrity.	
	2.2 Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success.	
	2.3 Supports an environment of inclusion and respect.	
	2.4 Communicates with others objectively, sensitively, fairly, and ethically.	

	2.5 Supports relationships that promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening.	
	2.6 Communicates with all school and community stakeholders concerning current school issues and student achievement.	
	2.7 Maintains a continuous dialogue with decision makers who affect the school community.	
Domain: Professional Development		B/E/P/A
Competency 3: The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the Professional Development Framework and supports the diverse learning needs of the school community.		
Indicators	3.1 Identifies and assesses student and staff performance to inform professional development needs.	
	3.2 Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and provide appropriate professional development.	
	3.3 Implements comprehensive, integrated and systemic ongoing professional development opportunities for faculty and community.	
	3.4 Supports reflection, sustained mentoring, and coaching as critical processes for professional growth.	
Domain: Operations Management		
Competency 4: The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.		
Indicators	4.1 Manages the school campus to ensure that the environment is safe and clean for students and staff.	
	4.2 Manages the school budget to ensure that resources are maximized for student success.	
	4.3 Manages the day to day operations to maximize the efficiency of the school.	
	4.4 Complies with federal and state initiatives to maximize use of services and programs for which students are eligible.	
Domain: Scope of Responsibility in Secondary Schools		
Competency 5: The high school Principal develops, supports, encourages, and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community.		

Indicators	5.1 Supervises co-curricular and extracurricular activities to engage all students.	
	5.2 Develops 21st Century skills throughout the curriculum.	
	5.3 Creates a student centered school environment and strengthens relationships among all stakeholders to improve student performance.	

TEACHER EVALUATION COVER SHEET SCHOOL YEAR

Teacher's Name _____	School/Location: _____
Grade/Subject Area: _____	Hire Date (as shown on attendance reports): _____
ESL Endorsed or Plan in Place: _____	Valid Colorado Teaching Certificate: _____
Highly Qualified in all teaching assignments: _____	Observation date(s): _____
Continuing Education Progress/Plan: _____	Pre-Observation Date: _____
	Post Observation Date: _____

Evaluator's Name: _____	
Evaluator's Signature: _____	Date: _____
Teacher's Signature: _____	Date: _____
Teacher's Comments: _____	Attached <input type="checkbox"/> To Follow <input type="checkbox"/> None <input type="checkbox"/>

¹ Attached documents will be adapted to specific parameters of the New America School-Las Vegas once the school is operational

PURSUANT TO CRS 22-60.5-203, THE OVERALL PERFORMANCE OF THIS TEACHER FOR THIS EVALUATION PERIOD IS:

- Satisfactory
 Unsatisfactory

	Unsat.	Level 1	Level 2	Level 3	N/A
Domain 1: Planning and Preparation					
Component 1a: <i>Demonstrating Knowledge of Content</i>					
<u>Elements:</u>					
Knowledge of Content	<input type="checkbox"/>				
Knowledge of prerequisite relationships	<input type="checkbox"/>				
Knowledge of content-related pedagogy	<input type="checkbox"/>				
Domain 1: Planning and Preparation					
Component 1b: <i>Demonstrating Knowledge of Students</i>					
<u>Elements:</u>					
Knowledge of characteristics of age group	<input type="checkbox"/>				
Knowledge of students' varied approaches to learning	<input type="checkbox"/>				
Knowledge of students' skills and knowledge	<input type="checkbox"/>				
Knowledge of students' interests and cultural heritage	<input type="checkbox"/>				
Domain 1: Planning and Preparation					
Component 1c: <i>Selecting Instructional Goals</i>					
<u>Elements:</u>					
Value	<input type="checkbox"/>				
Clarity	<input type="checkbox"/>				
Suitability for diverse students	<input type="checkbox"/>				
Balance	<input type="checkbox"/>				
Domain 1: Planning and Preparation					
Component 1d: <i>Demonstrating Knowledge of Resources</i>					
<u>Elements:</u>					
Resources for teaching	<input type="checkbox"/>				
Resources for students	<input type="checkbox"/>				
Domain 1: Planning and Preparation					
Component 1e: <i>Designing Coherent Instruction</i>					
<u>Elements:</u>					
Learning activities	<input type="checkbox"/>				
Instructional materials and resources	<input type="checkbox"/>				
Instructional groups	<input type="checkbox"/>				
Lesson and unit structure	<input type="checkbox"/>				

Domain 1: Planning and Preparation	Unsat.	Level 1	Level 2	Level 3	N/A
Component 1f: <i>Assessing Student Learning</i>					
<u>Elements:</u>					
Congruence with instructional goals	<input type="checkbox"/>				
Criteria and standards	<input type="checkbox"/>				
Use for planning	<input type="checkbox"/>				

Narrative portion of the evaluation on next page.

SUPPORTING EVIDENCE/COMMENDATIONS/RECOMMENDATIONS (Additional Space on Back)

(This page is for a narrative description of the observation data, and examples recorded by the administrator during observations. The narrative supports the conclusions drawn by the evaluator, and addresses specific Elements that are deemed unsatisfactory, or addresses whole Domains/Components that are in the satisfactory range. Any commendations and recommendations should also be noted here.)

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EDUCATOR NAME: _____	DATE: _____
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Domain 2: The Classroom Environment	Unsat.	Level 1	Level 2	Level 3	N/A
<i>Component 2a: Creating an Environment of Respect & Rapport</i>					
<u>Elements:</u>					
Teacher interaction with students	<input type="checkbox"/>				
Student interaction	<input type="checkbox"/>				

Domain 2: The Classroom Environment	Unsat.	Level 1	Level 2	Level 3	N/A
<i>Component 2b: Establishing a Culture for Learning</i>					
<u>Elements:</u>					
Importance of the content	<input type="checkbox"/>				
Student pride in work	<input type="checkbox"/>				
Expectations for learning and achievement	<input type="checkbox"/>				

Domain 2: The Classroom Environment	Unsat.	Level 1	Level 2	Level 3	N/A
<i>Component 2c: Managing Classroom Procedures</i>					
<u>Elements:</u>					
Management of instructional groups	<input type="checkbox"/>				
Management of transitions	<input type="checkbox"/>				
Management of materials and supplies	<input type="checkbox"/>				
Management of noninstructional duties	<input type="checkbox"/>				
Supervision of volunteers and paraprofessionals	<input type="checkbox"/>				

Domain 2: The Classroom Environment	Unsat.	Level 1	Level 2	Level 3	N/A
<i>Component 2d: Managing Student Behavior</i>					
<u>Elements:</u>					
Expectations	<input type="checkbox"/>				
Monitoring of student behavior	<input type="checkbox"/>				
Response to student misbehavior	<input type="checkbox"/>				

Domain 2: The Classroom Environment	Unsat.	Level 1	Level 2	Level 3	N/A
<i>Component 2e: Organizing Physical Space</i>					
<u>Elements:</u>					

Safety and arrangement of furniture

Accessibility to learning and use of physical resources

Narrative portion of the evaluation on next page.

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EDUCATOR NAME: _____

DATE: _____

Domain 3: Instruction	Unsat.	Level 1	Level 2	Level 3	N/A
Component 3a: <i>Communicating Clearly and Accurately</i> <u>Elements:</u> Directions and procedures Oral and written language	<input type="checkbox"/>				
Component 3a: <i>Communicating Clearly and Accurately</i> <u>Elements:</u> Directions and procedures Oral and written language	<input type="checkbox"/>				
Domain 3: Instruction Component 3b: <i>Using Questioning and Discussion Techniques</i> <u>Elements:</u> Quality of questions Discussion techniques Student participation	<input type="checkbox"/>				
Component 3b: <i>Using Questioning and Discussion Techniques</i> <u>Elements:</u> Quality of questions Discussion techniques Student participation	<input type="checkbox"/>				
Domain 3: Instruction Component 3c: <i>Engaging Students in Learning</i> <u>Elements:</u> Representation of content Activities and assignments Grouping of students Instructional materials and resources Structure and pacing	<input type="checkbox"/>				
Component 3c: <i>Engaging Students in Learning</i> <u>Elements:</u> Representation of content Activities and assignments Grouping of students Instructional materials and resources Structure and pacing	<input type="checkbox"/>				
Domain 3: Instruction Component 3d: <i>Providing Feedback to Students</i> <u>Elements:</u> Quality: accurate, substantive, constructive, and specific Timeliness	<input type="checkbox"/>				
Component 3d: <i>Providing Feedback to Students</i> <u>Elements:</u> Quality: accurate, substantive, constructive, and specific Timeliness	<input type="checkbox"/>				
Domain 3: Instruction Component 3e: <i>Demonstrating Flexibility and Responsiveness</i> <u>Elements:</u> Lesson adjustment Response to students Persistence	<input type="checkbox"/>				
Component 3e: <i>Demonstrating Flexibility and Responsiveness</i> <u>Elements:</u> Lesson adjustment Response to students Persistence	<input type="checkbox"/>				
Domain 3: Instruction Component 3f: <i>Using Student Assessment Data</i> <u>Elements:</u> Criteria and standards as expectations for student performance Connecting assessment data to instructional decisions	<input type="checkbox"/>				
Component 3f: <i>Using Student Assessment Data</i> <u>Elements:</u> Criteria and standards as expectations for student performance Connecting assessment data to instructional decisions	<input type="checkbox"/>				
Domain 3: Instruction Component 3g: <i>Using the NAS Lesson Plan</i> <u>Elements:</u> Quality of Planning Lesson Plan Implementation	<input type="checkbox"/>				
Component 3g: <i>Using the NAS Lesson Plan</i> <u>Elements:</u> Quality of Planning Lesson Plan Implementation	<input type="checkbox"/>				

Narrative portion of the evaluation on next page.

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EDUCATOR NAME: _____ DATE: _____

Domain 4: Professional Responsibilities	Unsat.	Level 1	Level 2	Level 3	N/A
Component 4a: <i>Reflecting on Teaching</i>					
<u>Elements:</u>					
Accuracy	<input type="checkbox"/>				
Use in future teaching	<input type="checkbox"/>				

Domain 4: Professional Responsibilities	Unsat.	Level 1	Level 2	Level 3	N/A
Component 4b: <i>Maintaining Accurate Records</i>					
<u>Elements:</u>					
Student completion of assignments	<input type="checkbox"/>				
Student progress in learning	<input type="checkbox"/>				
Noninstructional records	<input type="checkbox"/>				

Domain 4: Professional Responsibilities	Unsat.	Level 1	Level 2	Level 3	N/A
Component 4c: <i>Communicating with Families</i>					
<u>Elements:</u>					
Information about the instructional program	<input type="checkbox"/>				
Information about individual students	<input type="checkbox"/>				
Engagement of families in the instructional program	<input type="checkbox"/>				

Domain 4: Professional Responsibilities	Unsat.	Level 1	Level 2	Level 3	N/A
Component 4d: <i>Contributing to the School and District</i>					
<u>Elements:</u>					
Relationships with colleagues	<input type="checkbox"/>				
Service to the school	<input type="checkbox"/>				
Participation in school and district projects	<input type="checkbox"/>				

Domain 4: Professional Responsibilities	Unsat.	Level 1	Level 2	Level 3	N/A
Component 4e: <i>Growing and Developing Professionally</i>					
<u>Elements:</u>					
Enhancement of content knowledge and pedagogical skill	<input type="checkbox"/>				
Service to the profession	<input type="checkbox"/>				

Domain 4: Professional Responsibilities	Unsat.	Level 1	Level 2	Level 3	N/A
Component 4f: <i>Showing Professionalism</i>					
<u>Elements:</u>					
Service to students	<input type="checkbox"/>				

Advocacy	<input type="checkbox"/>				
Decision making	<input type="checkbox"/>				

Narrative portion of the evaluation on next page.

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EDUCATOR NAME: _____	DATE: _____				
Domain 5: Data Assessment Management	Level 1	Level 2	Level 3	Level 4	N/A
Component 5a: NAS Targets and Classroom Data					
Sheltered Instructional Practices	<input type="checkbox"/>				
Standards Based Assessment Data (CSAP)	<input type="checkbox"/>				
Standards Based Assessment Data (MAP)	<input type="checkbox"/>				
MAP Participation (Primary Role or Supplementary Role)	<input type="checkbox"/>				
Academic Achievement (Common Assessment Passing rate)	<input type="checkbox"/>				
Mobility Rate	<input type="checkbox"/>				
Attendance (Classroom Daily Attendance Rate)	<input type="checkbox"/>				
Graduation Rate (Program Support)	<input type="checkbox"/>				
Student Behavior	<input type="checkbox"/>				
ACT	<input type="checkbox"/>				
Student Monitoring and Progress Portfolio	<input type="checkbox"/>				

Narrative portion of the evaluation on next page.

SUPPORTING EVIDENCE/COMMENDATIONS/RECOMMENDATIONS (Additional Space on Back)

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The New America School Professional Evaluation



The mission of The New America School is to empower new immigrants and English language learners with the educational tools and support they need to maximize their potential, succeed and live their American dream.

Adopted from:

The New America School Teacher Evaluation Committee

Developed from Charlotte Danielson's Research in Enhancing Professional Practice; *A Framework for Teaching*, ASCD Publications

TEACHER PERFORMANCE STANDARDS

Five Domains of Teaching with 24 components and 68 Elements

<p align="center">Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> a. Demonstrating Knowledge of Content and Pedagogy b. Demonstrating Knowledge of Students c. Selecting Instructional Goals d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Assessing Student Learning 	<p align="center">Domain 2: The Classroom Environment</p> <ul style="list-style-type: none"> a. Creating an Environment of Respect and Rapport b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior e. Organizing Physical Space
<p align="center">Domain 3: Instruction</p> <ul style="list-style-type: none"> a. Communicating Clearly and Accurately b. Using Questioning and Discussion Techniques c. Engaging Students in Learning d. Providing Feedback to Students e. Demonstrating Flexibility and Responsiveness f. Using Student Assessment Data g. <i>Using the NAS Lesson Plan</i> 	<p align="center">Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> a. Reflecting on Teaching b. Maintaining Accurate Records c. Communicating with Families d. Contributing to the School and District e. Growing and Developing Professionally f. Showing Professionalism
<p align="center">Domain 5: Data Assessment Management</p> <ul style="list-style-type: none"> a. Sheltered Instructional Practices b. Standards Based Assessment Data (CSAP) c. Standards Based Assessment Data (MAP) d. MAP Participation (Primary Role or Supplementary Role) e. Academic Achievement (Common Assessment Passing rate) f. Mobility Rate g. Attendance (Classroom Daily Attendance Rate) h. Graduation Rate (Program Support) i. Student Behavior j. ACT k. Student Monitoring and Progress Portfolio 	

From: “Enhancing Professional Practice: A Framework for Teaching” by Charlotte Danielson, ASCD Publications

Standards-Based Teacher Evaluation

First and Second Year Teacher Evaluation Procedures

2 Formal Observations - One per semester*

Evaluation #1 – Before December 1

Domain 1 & 2 or 3 (administrative approval required)

Evaluation #2 – Before March 1

Domain 5 & 2 or 3 and improvement if necessary from previous evaluation

Professional Level Teacher Evaluation Procedures

Domain 5 is assessed every year for every teacher.

Three levels over a three year time frame, then repeated A, B, and C

Once you have been employed by The New America School for two years, and in your third year of teaching, you will be formally evaluated once per year. The format of the evaluation will follow the rotation of cycles A, B or C.

Cycle A:

Two formal observations on two Domains each per year.

Cycles B and C:

Minor Evaluation Years. Teacher fills out goals, completes a self-evaluation, and meets with the administrator once for a formal review.

TRACK III

Track III Placements are for teachers whose performance levels have failed to increase over time, or teachers who have unsatisfactory level rankings for 2 consecutive evaluation periods, or upon administrative placement. This is an intensive focus session that requires goals and objectives, with a written expectation of the indicators of success to illustrate improvement or growth. This placement requires intensive communication between the teacher and the administrator. Track III is an improvement plan.

Building Principal may place any teacher at any level at anytime.

At the end of each year, Teacher must have 100% of the elements at or above Level 1. Track III assistance required for anything less than Level I rankings.

*Other data collection such as observations of non-teaching events, parent conferences, department meetings, team interactions, etc. also provide data for evaluation purposes. All Formal Observations are to have Pre- and Post-observation meetings with the teacher. All non-formal evaluation data will be discussed with the teacher.

TEACHER'S YEARLY GOAL SHEET

Name: _____ Date: _____
 School: _____ Grade Level/Subject Area: _____

Please set 1-3 goals ONLY in the targeted Domains

DOMAIN: Targeted Components:	Teacher's goal(s) stated in terms of performance outcomes: (1-3 per Domain)	
	STRATEGIES: What will the teacher do to achieve goal(s)?	Sources of Data/Proof/Evidence
DOMAIN: Targeted Components	Teacher's goal(s) stated in terms of performance outcomes: (1-3 per Domain)	
	STRATEGIES: What will the teacher do to achieve goal(s)?	Sources of Data/Proof/Evidence

TEACHER'S PRE-OBSERVATION PLANNING RECORD

Name: _____

Date: _____

Observation No. _____

School: _____

Goal/Domain

Grade Level/Subject Area: _____

1. Briefly describe the students in this class, including those with special needs. *(Component 1b)*

6. How do you plan to engage students in the content? What will you do? What will the students do? *(Component 1e)*

2. What are your goals and objectives for students for this lesson? What do you want the students to know and be able to do? *(Component 1c)*

7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? *(Component 1a)*

3. Why are these goals suitable for this group of students? *(Component 1c)*

8. What instructional materials or other resources, if any, will you use? *(Component 1d)*

4. How do these goals support the district's content and performance standards? *(Components 1a and 1c)*

9. How do you plan to assess student achievement of the goals? What data will you collect? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) *(Component 1f)*

5. How do these goals relate to broader curriculum goals in the discipline as a whole? *(Component 1c)*

10. How do you plan to make use of the results of the assessment? *(Component 1f)*

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Please use the back of this page to share any other relevant information.

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: PLANNING AND PREPARATION
 Component 1a: Demonstrating Knowledge of Content and Teaching Skills

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships* (Previous Knowledge)	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Teaching Skills**	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Teaching practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

Related Goals:

**Prerequisite relationships: This is referring to a "dependent sequence," or order, that assists students' understanding, i.e., socks before shoes, place value before addition and subtraction.*
***Content-Related Teaching Skills: Teaching strategies closely aligned and supporting content outcomes, i.e., foreign language teachers who use the appropriate accent, and physical education teachers who demonstrate skills rather than telling about them.*

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: PLANNING AND PREPARATION
 Component 1b: Demonstrating Knowledge of Students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning*	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays <u>general</u> understanding of the different approaches to learning that students exhibit, and includes a limited variety in lesson planning.	Teacher displays <u>solid</u> understanding of the different approaches to learning that different students exhibit and occasionally uses those approaches.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning, as an integral part of their instructional planning repertoire.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

Related Goals:

*Refer to Danielson book, pg. 65.

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: PLANNING AND PREPARATION
 Component 1c: Selecting Instructional Goals*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Value (<i>Instructional goals that align with district standards, and are essential to the discipline being taught.</i>)	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning, and are not grounded in district's content standards.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity (<i>Goals stated as student learning that is assessable.</i>)	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the diversity, ages, developmental levels, prior knowledge, or backgrounds of class members.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance (<i>Goals balance factual knowledge with conceptual understanding, and longer units include reasoning, social & communication skills.</i>)	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

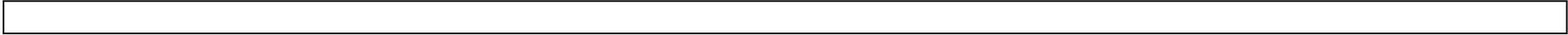
Related Goals:

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: PLANNING AND PREPARATION
 Component 1d: Demonstrating Knowledge of Resources

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness or use of resources available through the school or district.	Teacher is fully aware of resources available through the school or district and makes use of them regularly.	In addition to being aware of school and district resources, teacher actively seeks and uses other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community and assists students in gaining access.

Related Goals:



TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: PLANNING AND PREPARATION
 Component 1e: Designing Coherent Instruction

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic. Plans are not in written form.	The written lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Some time allocations are unreasonable and teacher occasionally makes effective adjustments.	The written lesson or unit has a clearly defined structure that activities are organized around. Most time allocations are reasonable.	The written lesson's or unit's structure is clear and teacher makes adjustments for different pathways according to student needs. Parts of the unit support the whole, time allocations are reasonable, and congruent to learning outcomes.

Related Goals:

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: PLANNING AND PREPARATION
 Component 1f: Assessing Student Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Congruence with Lesson Objective	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through congruent assessment methods, but many are not.	All the instructional goals are nominally assessed through a variety of assessments, but the approach is more suitable to some goals than to others.	The teacher's formal and informal assessments are completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The teacher's assessment contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students.	Assessment criteria and standards are clear and have been communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students have contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for the class only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Teacher uses assessment results to plan for individuals and groups of students. Students are aware of how they are meeting the established standards and participate in planning the next steps.

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2a: Creating an Environment of Respect and Rapport

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Teacher has established a climate in which students do not demonstrate negative behavior toward one another.	Teacher has established a climate in which students do not demonstrate negative behavior toward one another. Student interactions are generally polite and respectful.	Teacher has fostered an environment in which students demonstrate genuine caring for one another as individuals and as students.

Related Goals:

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2b: Establishing a Culture for Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate apparent buy-in.	Because teacher conveys genuine enthusiasm for the subject, students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence of work of high quality and demonstrate pride in their work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both student and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students..

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2c: Managing Classroom Procedures

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged most of the times.	Groups working independently are productively engaged with all students assuming responsibility for productivity, and maintaining momentum without need for continuous monitoring.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals*	Volunteers and para-professionals have no clearly defined duties or do nothing most of the time.	Volunteers and para-professionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and para-professionals are productively and independently engaged during the entire class.	Volunteers and para-professionals make a substantive contribution to the classroom environment.

Related Goals:

**This element does not apply to teachers who do not have volunteers and/or para-professionals.*

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2d: Managing Student Behavior

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and the teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times and employs strategies that maintain student attention or momentum.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Related Goals:



TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2e: Organizing Physical Space

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited success.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and both teacher and students adjust the furniture to advance their purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3a: Communicating Clearly and Accurately

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3b: Using Questioning and Discussion Techniques

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Quality of Questions	Teacher's questions are virtually all of poor quality*	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominately recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Teacher guides students in assuming considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages most students in the discussion.	Teacher successfully engages all students in the discussion and students encourage and honor the participation of others. All voices are heard during the discussion.

Related Goals:

**Refer to Danielson book, pg. 92*

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3c: Engaging Students in Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Presentation of Content	Presentation of content is inappropriate and unclear or uses poor examples and analogies.	Presentation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Presentation of content is appropriate and links well with students' knowledge and experience.	Presentation of content is appropriate and links well with students' knowledge and experience. Students contribute to presentation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to their own purposes.

3C continues on reverse side

TEACHER NAME: _____

DOMAIN 3: INSTRUCTION

SCHOOL YEAR: _____

Component 3c: Engaging Students in Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is consistent and adapted if needed to be appropriate for all students.

Related Goals:

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3d: Providing Feedback to Students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to learn to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3e: Demonstrating Flexibility and Responsiveness

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Related Goals:

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3f: Using Student Assessment Data

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Connecting Assessment Data to Instructional Decisions	<i>Lessons and activities are not based on needs revealed through either informal or formal assessments.</i>	Lessons and activities are inconsistently based on informal or formal assessment.	Instructional planning and implementation are often based on data the teacher has analyzed from informal and/or formal assessments.	Instructional planning and implementation are directly correlated to needs of students revealed through analysis of formal and/or informal assessment data.

Related Goals:

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3g: Using the NAS Lesson Plan

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Quality of Planning	Lesson Plan was not used, or filled out with little substance or sections are left blank or with little value; Standards not included in plan.	Lesson plan is cohesive, contains effective instructional strategies; may not be best suited for level of student.	Lesson Plan is effective, can be easily understood by others, provides all information for others to use. Some sheltered techniques are addressed.	Lesson Plan contains sheltered instructional practices, can be easily understood by others, provides instructor with clear and concise objectives.
Lesson Plan Implementation	Lesson does not follow plan, plan is not easily implemented.	Lesson plan is followed, but flow of delivery could be improved. Objective is clear to students, assessment is useful. Most aspects of the lesson are implemented.	Delivery of lesson follows plan, students are clear of objective and assessment. All aspects of the plan are implemented.	Sheltered instruction is implemented, students know the objective, all aspects are followed, objective/s were met. Plan can be implemented by others.
Evaluators comments - Individual Goals for plan use:				

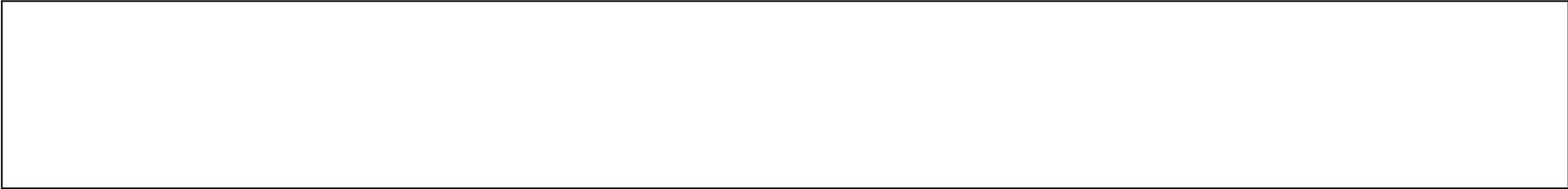
Related Goals:

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TEACHER NAME: _____ DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 SCHOOL YEAR: _____ Component 4a: Reflecting on Teaching

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

<p>Related Goals:</p>



TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4b: Maintaining Accurate Records

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray, or is inaccurate.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective, and can be easily and accurately reported to students and parents.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
Noninstructional Records (ex. permission slips, collection of money, inventory of supplies.)	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4c: Communicating with Families*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Information about the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4d: Contributing to the School and District

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationship with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4e: Growing and Developing Professionally

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Enhancing of Content Knowledge and Teaching Skills	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and teaching skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research, making informed changes, or improvements in his classroom.
Service to the Profession and Fulfilling Professional Responsibilities	Teacher makes no effort to share knowledge with others or to assume professional responsibilities. Teacher is not aware of or disregards the rules, policies and procedures established by the school, the district, and the contract. Teacher does not work collaboratively, has poor teamwork skills, and does not accept feedback.	Teacher finds limited ways to contribute to the profession. Teacher minimally adheres to the rules, policies and procedures established by the school, the district, and the contract. Teacher works collaboratively, works well in teams, accepts feedback with hesitation or defensiveness.	Teacher participates actively in assisting other educators. Teacher fulfills the rules, policies and procedures established by the school, the district, and the contract. Teacher works collaboratively, works well in teams, accepts feedback.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. Teacher fulfills the rules, policies and procedures established by the school, the district, and the contract in an exemplary way.

Related Goals:



TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4f: Showing Professionalism

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Service to Students	Teacher is not alert to student's needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher knowingly exhibits practices that do not serve the students.	Teacher contributes to some students being ill served by the school, aware or not of the situation.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional consideration.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or department decision making and helps ensure that such decisions are based on the highest professional standards.

Related Goals:

TEACHER NAME: _____
 SCHOOL YEAR: _____

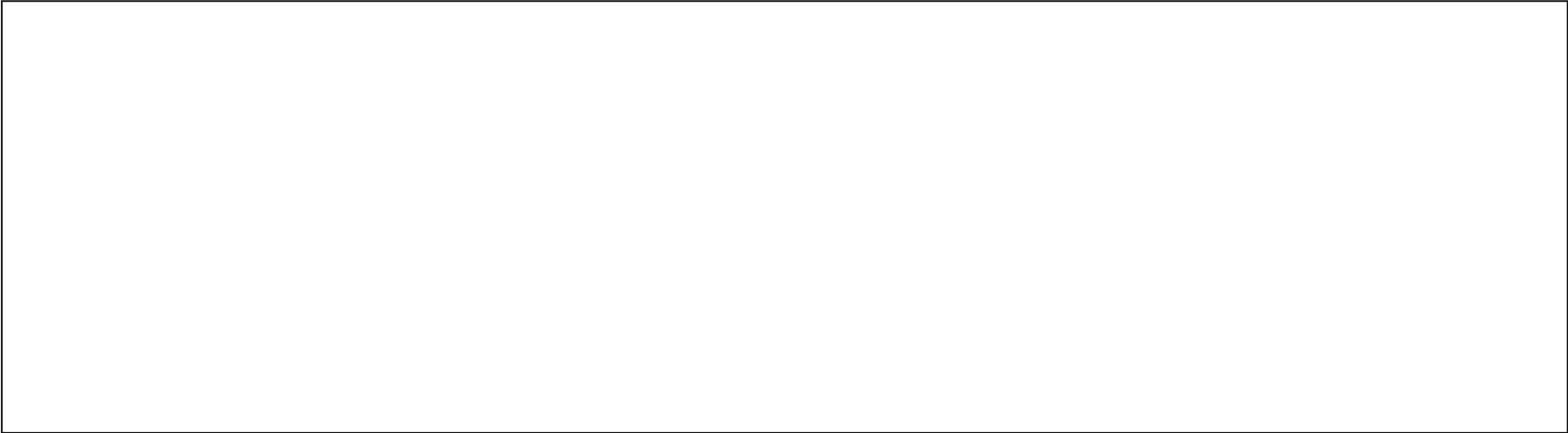
DOMAIN 5: Data Assessment Management
 Component: NAS Targets and Classroom Data

ELEMENT	LEVEL OF PERFORMANCE			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Sheltered Instructional Practices (CELA)	Does not use or understand sheltered instructional strategies.	Demonstrates minimal understanding of language objectives and sheltered strategies.	Uses daily language objectives and provides evidence of implementing regularly, other sheltered strategies.	Is able to mentor and coach other staff on how to use sheltered instructional strategies.
Standards Based Assessment Data (CSAP)	Does not demonstrate proficient understanding of CSAP reports, and/or does not support building level strategies. Instruction does not align with state standards and benchmarks.	Is able to articulate understanding of CSAP reports; sometimes uses data for classroom instruction; sometimes supports building level strategies. Instruction is sometimes aligned with state standards and objectives.	Articulates and uses CSAP reports to influence classroom instruction and supports building level strategies (i.e.: warm-ups are inclusive of Bloom’s taxonomy and are aligned with standards and objectives).	Supports other teachers in their growth of understanding CSAP reports and in using best practices to improve daily instruction. Helps others align curriculum in classes based upon state standards and benchmarks.
Standards Based Assessment Data (MAP)	Does not know how to access or use MAP data reports.	Demonstrates how to access data reports and DesCartes; sometimes uses data to drive instruction.	Uses MAP data and DesCartes to drive daily instruction; evidence indicates a regular use of data.	Mentors and coaches other staff members on how to implement data driven instructions using MAP and DesCartes.
MAP Participation: *Primary	Participation rate of less than 50%. Does not support MAP	Participation rate of 50%-64.9%. Is able to administer the test	Participation rate of 65%-75%.	Participation rate of over 75%.

*Supplementary	testing process. Comments reflect a negative attitude towards MAP testing and usage. Does not accommodate needs for testing.	for a class with minimal support. Supports the building through the testing process. Accommodates needs for testing.	Is able to administer the test independently; assists building with testing process; can fill in as a proctor if needed. Accommodates needs for testing; encourages students and/or assists staff as needed.	In addition to Level 2, teacher serves as a mentor and coach to assist others in improving participation rate, administration of the test, training of proctors, and contributes to building level improvement. Accommodates needs for testing; encourages students and/or assists staff as needed.
Academic Achievement	Common assessment passing rate is under 50%.	Common assessment passing rate is 50-68%.	Common assessment passing rate is greater than 68%.	Common assessment passing rate is consistently over 68%.
Mobility Rate	Evidence indicates teachers actions resulted in a student to withdrawing from school. Evidence supports non-effective relationships with students.	Teacher understands the RTI model; sometimes refers students to RTI; contributes to school sponsored non-academic programs. Relationships with students are positive.	Teacher refers and participates in the RTI process; maintains positive relationships with students; contributes to a positive school climate; classroom and non-academic interactions support a positive school climate.	Evidence indicates teacher has contributed to keeping students enrolled at school. Understands and articulates the RTI process; assists students in non-academic needs. Supports and maintains a positive school climate. Goes above and beyond to help maintain enrolment and academic success.
Attendance	Classroom daily attendance rate is <18% of building rate.	Classroom daily attendance rate is <18-10% of building rate.	Classroom attendance rate is at or above building rate.	Classroom daily attendance rate significantly exceeds building and or NAS rate.
Graduation	Does not support program	Sometimes contributes	Contributes to a positive	Seeks out opportunities for

	completion for students.	towards program completion for students. Sometimes refers students to appropriate resources to address concerns, provides relevancy to students in instruction and overall school participation.	school climate. Refers students to appropriate resources to address concerns, provides relevancy to students in instruction and overall school participation.	outside influence to promote and support graduation rate. Participates in outside opportunities to assist students in graduating.
Student Behavior	Interactions elevate and/or incite inappropriate student behavior. Not aware of and/or does not enforce code of conduct.	Evidence indicates teacher helps to defuse inappropriate behavior. Teacher is aware of behavior expectations.	Teacher is aware of building level behavior expectations and appropriate pre-referral strategies. Teacher fairly and consistently enforces building level procedures for reducing discipline rates.	Evidence indicates teacher intervenes to prevent disciplinary behaviors, is aware of and uses building level resources to prevent student misconduct. Is able to mentor others.
ACT	Does not support ACT testing processes.	Sometimes supports building level ACT preparations.	Fully supports building level ACT preparations. Assists in seeking out opportunities to improve ACT performance.	Actively seeks out resources to improve ACT performance. Instructional pedagogy integrates ACT vocabulary and higher level thinking skills.
Student Monitoring and Progress Portfolio	Neither uses or remains current in the use of class level monitoring and tracking forms.	Maintains current records on the monitoring and tracking forms; sometimes uses data to improve instruction and student performance.	Forms are current; the process is used to improve instruction or student performance; evidence reflects students are involved and know their progress with the forms.	Teacher is able to mentor and coach others on how to use the forms; students use the forms to self-direct their learning.

Related Goals:



Attachment 6. School leader Evaluation Tool(s)

Principal Evaluation Process

1. Articulation of the evaluation process with the GC
2. Pre-conference with the principal to explain the evaluation process
3. Completion of the self-assessment-**see below**
4. Principal's response to the self-assessment for each competency
5. School Priorities- successes and areas for growth
6. Personal Goals
7. Achievements of staff, students and self
8. School and student performance data summary and explanation of results
9. Feedback from staff surveys
10. Feedback from focus groups with students
11. Feedback from focus group of parents
12. Feedback from the GC
13. Observations from the CBO
14. Commendations
15. Recommendations

Principal Self-Assessment

Principal Name:

Date:

Years in the Position:

Evaluator Name:

Identify the level of proficiency with the following symbols: BEGINNING with a (B); EMERGING with an (E); PROFICIENT with a (P); and ADVANCED with an (A)

Principal Leadership Competencies and Indicators		B/E/P/A
Domain: Instructional Leadership		
Competency 1: The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.		
Indicators	1.1 Works with all members of the school community to make quality instruction a prime focus.	
	1.2 Uses accountability literacy in making decisions about student success and achievement.	
	1.3 Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning.	

	1.4 Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions.	
Domain: Communication		
Competency 2: The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community.		
Indicators	2.1 Engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decisions that demonstrate sensitivity and integrity.	
	2.2 Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success.	
	2.3 Supports an environment of inclusion and respect.	
	2.4 Communicates with others objectively, sensitively, fairly, and ethically.	
	2.5 Supports relationships that promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening.	
	2.6 Communicates with all school and community stakeholders concerning current school issues and student achievement.	
	2.7 Maintains a continuous dialogue with decision makers who affect the school community.	
Domain: Professional Development		B/E/P/A
Competency 3: The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the Professional Development Framework and supports the diverse learning needs of the school community.		
Indicators	3.1 Identifies and assesses student and staff performance to inform professional development needs.	
	3.2 Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and provide appropriate professional development.	
	3.3 Implements comprehensive, integrated and systemic ongoing professional development opportunities for faculty and community.	
	3.4 Supports reflection, sustained mentoring, and coaching as critical	

	processes for professional growth.	
Domain: Operations Management		
Competency 4: The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.		
Indicators	4.1 Manages the school campus to ensure that the environment is safe and clean for students and staff.	
	4.2 Manages the school budget to ensure that resources are maximized for student success.	
	4.3 Manages the day to day operations to maximize the efficiency of the school.	
	4.4 Complies with federal and state initiatives to maximize use of services and program s for which students are eligible.	
Domain: Scope of Responsibility in Secondary Schools Competency 5: The high school Principal develops, supports, encourages, and supervises programs that lead to increased student attendance, achievement, and graduation rates resulting in college readiness and work skills to meet the diverse needs of the community.		
Indicators	5.1 Supervises co-curricular and extracurricular activities to engage all students.	
	5.2 Develops 21st Century skills throughout the curriculum.	
	5.3 Creates a student centered school environment and strengthens relationships among all stakeholders to improve student performance.	

CURRICULUM VITAE

LARRY P. MASON

BUSINESS ADDRESS

COLLEGE OF SOUTHERN NEVADA
WEST CHARLESTON CAMPUS
6375 WEST CHARLESTON BOULEVARD
LAS VEGAS, NEVADA 89146-1164

RESIDENCE ADDRESS

1601 ROWAN TREE DRIVE
LAS VEGAS, NEVADA 89123

"I have worked as an activist for education and a career educator in our valley for more than 20 years with the goal of raising our community's awareness on educational issues. As a member of our school board, I am dedicated to ensuring the success of all students."

EDUCATION

New Mexico Highlands University; Las Vegas, New Mexico
Bachelor of Arts - Human Performance and Development, May 1977
Master of Arts – Guidance and Counseling, May 1978

PROFESSIONAL EXPERIENCE

Community College of Southern Nevada

Interim Vice President, Office of Diversity and Cultural Affairs – July 2007 to Present
Serve as the liaison between the college and the community at-large with special consideration for diverse populations; help improve the public's knowledge and perception of the college; development and organize programs targeting business and industry and the community to make them aware of the services and programs offered at CCSN; work with members of Student Services and instructional divisions to promote all programs at CCSN.

Nevada System of Higher Education

PK-16 Liaison – July 2005 to July 2007
Liaison to all school boards in the State of Nevada, public and private, and all school districts with which the Nevada System of Higher Education (NSHE) offers an education. Participate in the P-16 efforts to reduce the remediation rates at NSHE institutions of recent high school graduates, resolve issues to facilitate a seamless education throughout the P-16 systems of the state and successful transfer of high school graduates into NSHE institutions, and to create innovative outreach strategies of NSHE faculty into the school districts.

Community College of Southern Nevada

Dean Student Development/Community Outreach – January 1996 to July 2005
Serve as the liaison between the college and the community at-large with special consideration for diverse populations; help improve the public's knowledge and perception of the college; development and organize programs targeting business and industry and the community to make them aware of the services and programs offered at CCSN; work with members of Student Services and instructional divisions to promote all programs at CCSN.

University of Nevada, Las Vegas; Las Vegas, Nevada

Director of Admissions – July 1984 to December 1995
Accountable for the administration of the institution's Office of Admissions, including all undergraduate, transfer, and international student recruitment; development of the admission's office policies; marketing for recruitment; \$500,000 budget management; implementation of minority and alumni recruitment programs; supervision of 10 office personnel and five professional employees. Institutional enrollment increased an average of 10% annually during employment.

New Mexico Highlands University; Las Vegas, New Mexico

Director of Admissions - October 1982 to June 1984
Accountable for the administration of the institution's Office of Admissions, including all undergraduate, graduate, transfer and foreign student national recruitment on a nation-wide basis; development of recruitment materials; budget management; supervision of office personnel. Institutional enrollment increased an average of 3% during employment.

Director of Field Services - July 1979 to October 1982

Responsible for all student recruitment, the Visiting Scholars Program, and New Student Services; budget management; supervision of all staff and recruiters; personal and academic counseling; establishment of the state-wide workshop for high school counselors.

Assistant Director of Counselor Career Education Program - July 1978 to July 1979

Responsible for administrative support to the Career Education Project; liaison between the institution and the community; public relations and national dissemination of program information; group and individual counseling; co-instructor of the introduction to Career Education course. Recruitment of sixty new students per academic quarter.

Child Care Council; San Antonio, Texas

Field Coordinator - September 1971 to 1974

Managed all aspect of field coordination of children's services, a HEW Demonstration Project; organized community agencies and groups; information and referral source for Spanish-speaking areas; workshop planning in cooperation with the San Antonio Early Child Development Project.

Bexar County Juvenile Detention Center

Group Supervisor – February 1969 to August 1971

Responsible for supervising fifty clients, assisting caseworkers, supervising physical activities, admission and counseling of client's dispositions based on police reports.

HONORS AND AWARDS

Athletic Honors:

California Junior college (Citrus college) All-Eastern Conference Basketball Team 1964-65; California Junior College All-State and California Eastern Conference Track and Field, 1964-65 (Citrus College); European basketball tour, sponsored by the U.S. State Department 1965; Basketball Scholarship awarded at New Mexico State University, Las Cruces, New Mexico, 1965. Current record holder, free throw percentage for a season – 91.2%, New Mexico State University; Professional Basketball Association in New Mexico 1968-70 (Nuevo Laredo, Mexico); High School All American Track and Field 1963; High School All-League Basketball and Track 1962-63.

Personal Awards:

Señores of Distinction 2008, Arturo Cambeiro Hispanic of the Year Award 2006, Community Service Award 2002, Latin Chamber of Commerce; Educational Award, Latin Chamber of Commerce 1992; Excellence in Education Program, Clark County School District 1990 (Enhancing Your Educational Horizon); Who's Who for Hispanics in Nevada 1987; Elected President to the Nevada Association of Counseling and Development 1991; American Association of Collegiate Registrars and Admissions Officers Outstanding Service and Contribution Award 1987; Appreciation Award 1982-83 for Chairperson of the New Mexico Colleges and Universities College Day Committee; Colonel Aide-De-Camp presented by Governor David Cargo, New Mexico, 1968; Recipient of an award for contributions and services to Sickle Cell Anemia events – award presented by Governor Jerry Apodaca 1972; New Mexico Highlands University Academic Deans List 1977-78; President of the Graduate Student's Association, New Mexico Highlands University 1978; Lions Club Boys Honor Society 1963; El Monte High School, California Senior Class Hall of Fame for Physical Education 1963.

PROFESSIONAL PRESENTATIONS

National Conference on Race & Ethnicity, 2009; Nevada Regional Presentation for Displaced Minority Homemakers on re-entering education, Rivera Hotel, 1989; University of Nevada System on Minority Recruitment and Retention Plan, 1988; National Presentation on Communication between two and four year schools to the American Association of Collegiate Registrars and Admission Officers, 1986; Presented an ethics review to the Nevada State Financial Aid Counselors, 1985.

PROFESSIONAL MEMBERSHIPS (PAST AND PRESENT)

Latin Chamber of Commerce, Board of Directors; Las Vegas Indian Center, Board of Directors, Southern Hills Hospital and Medical Center, Board of Trustees; Nevada Interscholastic Activities Association (NIAA); Board of Control; Nevada System of Higher Education (NSHE) Chancellor's Diversity Roundtable; and NSHE Equity, Diversity and Inclusion Council (EDIC), Co-Chair; Nevada Council on Economic Education; Board of Directors, Project LEAD; Nevada Hispanic Task Force, appointed by Senator Harry Reid; National Association of Latino Elected and Appointed Officials (NALEO), Member; National Association for Multicultural Education, Member; Western Association of Collegiate Admissions Counselors; National Association of Collegiate Admissions Counselors; American Association of Collegiate Registrars and Admissions Officers; Rocky Mountain Association of Registrars and Admissions Officers; League of United Latin American Citizens; Southern Nevada School Counselors Association; Nevada Association of Counseling and Development; Lorenzo De Zavala National Institute.

CLARK COUNTY SCHOOL DISTRICT, BOARD OF SCHOOL TRUSTEES

Board of School Trustees, 1995 to Present

President, Clark County School District Board of Trustees, 1996-97 and 2005; Vice-President, Clark County School District Board of Trustees, 1997-98; Clark County School District Safety/Transportation Committee Chair; Clark County School District Curriculum Committee; Clark County School District Appeal Hearings Committee; NASB Legislative Representative; Land Acquisition Committee; Assessing Testing of Latino Achievement Standards Committee; Council for Educating At-Risk Children Committee; Communications Council Committee; Second Language Programs Committee; Superintendent's Evaluation Committee; Ad Hoc Committee on Drop-Out Prevention; School Name Committee; NASB Director; Special Committee American Education Week; Special Committee Chapter I & II Advisory committee; Special Committee Clark County Public Education foundation; Special Committee Council for Educating African-American and Hispanic Children; Student Council Advisory Committee; Technology Committee; CCSN/CCSD Articulation Committee; Bond Oversight Committee; Inter-Local Government Relations Liaison; Budget and finance Committee; Investment Committee.

Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve New America School, Las Vegas
2. Full name Larry P. Mason
Home Address 1601 Rowan Tree Drive
Business Name and Address Same
Phone Number 702-601-2226
E-mail address Larry.P.Mason66@yahoo.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. Sat on CCSD School Board for 16 yrs, HS teacher employee
4. U of LV Director of Admission, CSU U.P. Diversity
 Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes private and charter Board -
6. Why do you wish to serve on the board of the proposed charter school?
the need for a school like NAS, LV. it's a great need. Due to the explosion of ELL students in Clark County and lack of support from CCSD
7. What is your understanding of the appropriate role of a public charter school board member?
to lead & support the principles of NAS to help students be the best community member
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain
16 yrs CCSD school trustee
ELL students are always being left out of the main stream especially H.S. students

Start-Up Charter School Board Member Information

why you have the capability to be an effective board member. *by my 16 yrs. School board experience*

9. Describe the specific knowledge and experience that you would bring to the board.

ms 33 years working in education here in Las Vegas + 16 yrs as a CCSD trustee, as a NSE employee I work in the school community recruiting students and working with different chambers of Commerce, Latin

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To educate, support students with the best curriculum and as an African
2. What is your understanding of the school's proposed educational program?
to educate & support EL2 students to be the best of the best practices to be contributing community member
3. What do you believe to be the characteristics of a successful school?
open to all students who are EL2 can be with
4. How will you know that the school is succeeding (or not) in its mission?
graduation rates either higher than CCSD or the same also contributing students who will make our community their Mission

Governance

1. Describe the role that the board will play in the school's operation.
oversight, support, make sure the operation are true & sincere
2. How will you know if the school is successful at the end of the first year of operation?
enrollment is increased, student getting the best ed. possible and student growth
3. How will you know at the end of three years of the school is successful?
retention is high, education is better than their entry level was
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
By making sure the students and parents are getting an education
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
prior to that time his all employees must be made aware of penalty policies of H. R. the Board can ~~sanction~~ censure the Board member

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
past colleagues, friends
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person

NO

Start-Up Charter School Board Member Information

or entity is transacting or will be transacting with the school.

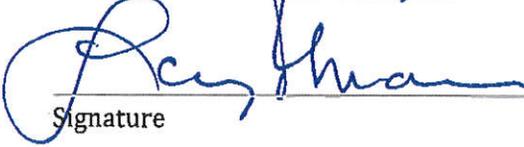
I / we do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
- I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not intend to contact with an education service provider or school management organization.
- I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
- N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- Does not apply to me, my spouse or family. Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
- None. Yes

Start-Up Charter School Board Member Information

Certification

I, Larry P Mason, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for New America, LV Charter School is true and correct in every respect.


Signature

12-12-2016
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, New America School, Las Vegas
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[Handwritten Signature]

Signature of Certifying Charter School Official

Larry P. Mason

Name Printed

Board Member

Title

12-12-2016

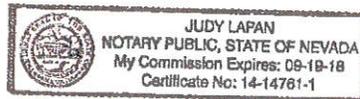
Date

Subscribed and sworn to before me

Judy Lapan in Las Vegas, NV

This 12 day of December 2016
date month year

(Notary Public Seal)



NEVADA USA NV

NOT FOR FEDERAL OFFICIAL USE

DRIVER LICENSE

1 **MASON**
 2 **LARRY PAUL**
 8 **1601 ROWAN TREE DR**
LAS VEGAS, NV 89123-1934

15 Sex **M** 16 Hgt **6'06"** 17 Wt **245** 18 Eyes **HAZ**
 9a **NEIN** 9b **GREY** 4a Iss **02/10/2016**
 12 Restr **NONE**

4d DL No **1701931909**
 3 DOB **07/02/1945**
 4b Exp **07/02/2017**

Larry Paul

RÉSUMÉ

WALT RULFFES

Residence: 716 Viola Circle
Henderson, Nevada 89015
Tel: (702) 558-4148

Email: vegaswalt@gmail.com

PROFESSIONAL PREPARATION

Ph.D. in Educational Leadership, Gonzaga University, Spokane, Washington, 1994
M.B.A. in Business and Finance, Gonzaga University, Spokane, Washington, 1979
B.A. in Accounting and Finance, Washington State University, Pullman, Washington, 1965

PROFESSIONAL POSITIONS

Public School Districts

2005 – 2011, Superintendent, Clark County School District, Nevada (Retired, 2011)
1998 – 2005, Deputy Superintendent, Clark County School District, Nevada
1993 – 1998, Associate Superintendent, Spokane School District, Spokane, Washington
1990 – 1993, Superintendent, Cheney School District, Cheney, Washington
1984 – 1990, Assistant Superintendent for Business and Finance, Spokane School District, Spokane, Washington
1969 – 1984, Director and Supervisory Positions, Spokane School District, Spokane, Washington

University of Montana

1965 – 1969, Assistant Director for Business, University of Montana Food and Housing Department, and part-time Business School Instructor

Teaching

Gonzaga University, Department of Education, graduate courses in Doctorate Program in K-12 school administration and finance, adjunct instructor, 1988 – 1991

Washington State University, Department of Education, Credential Program, courses in K-12 administration and finance, adjunct instructor, 1987 and 1992

University of Montana, Business Administration Department, undergraduate courses in institutional accounting and finance, part-time instructor, 1965 – 1968

PROFESSIONAL CERTIFICATES

Superintendent's Credentials
Certified School Business Administrator (ASBO's highest certificate)

PROFESSIONAL ASSOCIATIONS

American Association of School Administrators. Presenter at the 1999 National Conference on Education.

Council of the Great City Schools. Presenter at the 2000 and 2004 conferences.

WestEd Member, Board of Directors.

American School Business Officials (ASBO), Chairman of Research Committee, Published in ASBO Journals, May 1986 and June 1986.

Nevada Associations:

State Committee for Local Government (legislative appointment)

The Nevada Association of School Administrators

Various Nevada Legislative Committees

Nevada Tobacco Trust Fund Board (Governor's appointee)

Nevada Association of School Superintendents

Nevada P-16 Council (legislative appointee)

Nevada State College President's Council

Nevada Development Authority Board of Directors

Various Advisory Committees to Nevada State Department of Education and Nevada Legislators on School Finance, School Construction, Transportation, Technology, Academics, and Testing

CIVIC AND VOLUNTEER ACTIVITIES

Recent:

- Board of Directors, Western Governor's University, Nevada
- Board of Directors, Silver State Schools Credit Union
- Las Vegas Rotary Club
- Weekly School Reading Volunteer and Mining Tour Guide
- Las Vegas Chamber of Commerce Education Committee
- Southern Nevada Regional Transportation Committee (Mayor's appointee)
- American and Juvenile Diabetes Associations
- Susan G. Komen Breast Cancer Fund-Raising Committee
- Las Vegas Chamber of Commerce Leadership Focus Training
- United Way of Southern Nevada Board
- Communities In Schools Board
- 100 Black Men of Las Vegas Advisory Board

Previous:

- Washington State School Employees Credit Union Board
- Seafirst Foundation Scholar Excellence Committee
- Spokane Central Lions and Cheney Rotary Clubs
- Spokane Hoo Hoo Club and University Toastmasters Club
- Public School Parent Teacher Groups
- Girl Scouts Association Board of Directors
- Spokane Chamber of Commerce
- Guest Lecturer in 15 Leadership Classes, 1984 – 2009

RECENT AWARDS

Administrator of the Year 2002, Nevada Association of School Boards
Distinguished Service Award 2004, Council of the Great City Schools
Superintendent of the Year 2008, Nevada Association of School Boards
Superintendent of the Year 2009, Nevada Association of School Superintendents
Superintendent of the Year 2010, Finalist, American Association of School Administrators
Friends of Education Award 2009, Latin Chamber of Commerce
Educator of the Year 2010, Asian Chamber of Commerce

ACCOMPLISHMENTS

Played a key role in each of the following during my service in the Clark County School District as superintendent and as chief financial officer:

- Increased the high school graduation rate
- Decreased the dropout rate
- Passage of the \$3.5 billion school bond issue which funded renovations at hundreds of schools and resulted in the construction of more than 100 new schools in CCSD
- Implemented the Empowerment School Program, which grants school personnel greater autonomy in exchange for improved achievement
- Opened five new career and technical academies, schools that focus on career development in specific fields and with state-of-the-art technology and equipment to support instruction in each career area
- Expanded the magnet school program
- Initiated a school choice program
- Supported development of the Quality Assurance Framework, a tool for managing and reporting student data in a manner that is user-friendly and assists schools in the improvement of instruction and development of goals
- Implemented a program that allows parents to pay for full-day kindergarten, in the absence of state-funded full-day programs
- Supporter of performance pay
- Assisted in the development and funding plan for the new Vegas PBS campus and CCSD's Virtual High School

Dr. Walt Rulffes

Superintendent of Schools
Clark County School District
Las Vegas, Nevada

Walt Rulffes earned his doctorate in 1994 in Educational Leadership at Gonzaga University where he also earned a Master's of Business Administration in 1979. His undergraduate training was received in accounting and business administration at Washington State University in 1965. Dr. Rulffes has more than 30 years experience in educational administration, having served in two school districts as Superintendent of Schools – Clark County School District (NV) and Cheney School District (WA). He currently serves as an interim Superintendent of Schools, Clark County School District, an indication of the confidence in Dr. Rulffes' stable leadership.

Dr. Rulffes has been recognized for his administrative accomplishments by many national and regional organizations including the Nevada Association of School Boards as the 2002 Administrator of the Year; as the recipient of the 2004 Distinguished Service Award from the Council of Great City Schools; and as a Certified School Business Administrator by the American School Business Officers.

In addition, Dr. Rulffes is actively involved in professional organizations as a member, a presenter at national conferences and as an author of journal articles. He has been equally active as a community volunteer with organizations such as St. Jude's Ranch for Children, Greater Las Vegas Chamber of Commerce Education Committee, Southern Nevada Regional Transportation Committee (mayor appointment), Nevada Tobacco Trust Fund Board (governor appointment), and the Susan G. Komen Breast Cancer Fund Raising Committee.

Dr. Rulffes' recent accomplishments include sound fiscal management of the Clark County Schools District's multi-billion dollar budget and the 1998 capital improvement program, one of the nation's largest such programs. Dr. Rulffes has a demonstrated record of harmonious collective bargaining; high expectations for all students, parents and staff; and a commitment to continuous improvement linked with accountability measures.

Walt Rulffes characterizes his leadership as based on five core values:

- *Believing that students come first*, with equal opportunities for all
- *Providing service to the public*, with an emphasis on meeting the needs of the community
- *Supporting our staff*, providing them with the tools and opportunities to do their jobs
- *Stretching our resources*, getting more for less, stopping what does not work and marketing the success of what does
- *Maintaining an effective working relationship with Trustees, staff and community* to achieve district goals.



RE:

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

- Name of charter school on whose Board of Directors you intend to serve NAS-Las Vegas
- Full name Dr. Walt Rulffes
Home Address 716 Viola Cir, Henderson, NV 89002
Business Name and Address _____
Phone Number 702-558-4148
E-mail address vegaswalt@gmail.com
- Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. Phd, Career in Public Ed, served on several boards (UW, WGU-NV, Credit Unions, etc)
- Resume and professional bio are attached.
- Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes Currently on WGU-NV & Silver State Sch CA
- Why do you wish to serve on the board of the proposed charter school? To provide educational opportunities for students
- What is your understanding of the appropriate role of a public charter school board member? Develop policy, employ charter sch leadership, provide so fe facilities
- Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain Please see resume (attached)

Start-Up Charter School Board Member Information

why you have the capability to be an effective board member.

9. Describe the specific knowledge and experience that you would bring to the board.

Extensive experience in K-12 education
↑
successful

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed educational program?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding (or not) in its mission?

student performance & graduation rates
benchmarked with record of progress

Governance

1. Describe the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of three years of the school is successful?
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

policy development &
Evaluation of performance

By evaluation of student performance & fiscal stability of school

Strong leadership, dedicated competent teachers
safe environment & quality curriculum

Seek creditable documentation & present to full Board

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes All professional acquaintances

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

Start-Up Charter School Board Member Information

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes *New America School provides a successful model for limited English speaking students*

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Start-Up Charter School Board Member Information

Certification

I, Walt Rulffe, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for NAS-NY Charter School is true and correct in every respect.

Walt Rulffe
Signature

Dec, 2016
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, NAS Las Vegas,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Walt Ruffes

Signature of Certifying Charter School Official

Walt Ruffes

Name Printed

Board Mbr

Title

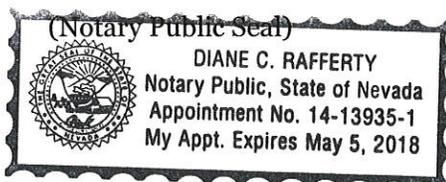
01/09/2017

Date

Subscribed and sworn to before me

Diane C. Rafferty

This 9th day of JANUARY, 2017
date month year



Christine Corbin
2553 Luberon Drive
Henderson, Nevada 89044

EDUCATION:

Degrees

BS Engineering, University of Cincinnati June 1992
Degree of Study – Metals

Alternative Route to Licensure Education – Clark County School District..... August 2005

MS Education, Walden University..... December 2007

WORK (PUBLIC) EXPERIENCE:

Precision Castparts Corporation

Mentor, Ohio..... 1992-1995
Engineer

Bodycote Heat Treating

Highland Hts, Ohio 1995-2000
General Manager

Desert Mesa Landscapes & Designs, Inc.

Henderson, Nevada 2001 - Present
Owner, Secretary/Treasurer

Additional Mathematics Courses

University of Nevada, Las Vegas

Common Core State Standards Summer Institute 2..... June 2013

Common Core State Standards Summer Institute..... June 2012

Math Summer Institute - Exeter..... June 2008

Adams State College

Seeing Math: Systems of Linear Equations May 2008

TEACHING EXPERIENCE:

Clark County School District, Las Vegas, Nevada

Del Webb Middle School, Henderson, NV 2007 – present
Algebra I Honors, Pre-Algebra, Math 8

Brown Junior High, Henderson, NV 2005 – 2007
Algebra I Honors, PreAlgebra 8

ACTIVITIES:

- Committee Member, Nevada Regional Professional Development Program

End of Course Exam Remediation Lessons, Math 1..... June 2016

- Committee Member, Nevada Department of Education

End of Course Exam Remediation Material Review, Math 2 2015-2016

- Presenter, Southern Nevada Mathematics Council Conference
Box-and-Whisker Plot Activities 6th Grade Common Core January 2012
- Reviewer – Online Instructional Materials for IDPL (CCSD) for new textbook adoption and training materials to be recommended for teachers. 2015
- Presenter – CCSD Professional Learning Community Training 2015
- Presenter – CCSD Middle School Calculator Training – Liberty High School 2015
- Presenter – Common Core Item writing review problem to be provided to CCSD math teachers as practice for state testing..... 2014
- Presenter – CCSD Algebra I Seminar for implementation of Common Core..... 2013/2014

- Presenter, Southern Nevada Mathematics Council Conference
Box-and-Whisker Plot Activities Grades 8-12..... January 2011
- Committee Member, Nevada Department of Education
High School Proficiency Exam Standard Setting May 2010
- Committee Member, Nevada Department of Education
Nevada Alternative Assessment Standard Setting May 2010
- Presenter, National Council of Teachers of Mathematics National Conference
Linear Patterns in Algebra..... April 2010
- Presenter, National Council of Teachers of Mathematics Regional Conference
Linear and Quadratic Patterns in Algebra..... November 2008
- Presenter, National Council of Teachers of Mathematics National Conference
Reflecting to Learn: Teaching Students to Self-Assess March 2007

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve New America Schools
2. Full name Christine Corbin
Home Address 2553 Luberon Drive, Henderson, NV 89044
Business Name and Address _____
Phone Number (702)491-7597
E-mail address cmcorbin@interact.ccsd.net
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
I have an engineering degree from the University of Cincinnati, ran a Heat Treating business in Cleveland, Ohio and own a landscaping business here in Nevada in which I do all the accounting work for. I became a teacher in 2006 and now have a master degree in Education. I have also served on both an HOA board and Charter School board previously.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, for Nevada State High School

Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?

CCSD classrooms are overcrowded and many students do not thrive in this atmosphere. I am looking forward to serving on a board that will provide a charter school with an alternative educational environment that will assist underperforming students.

7. What is your understanding of the appropriate role of a public charter school board member?

My role as a board member is to work with other members of the board, members of the community, and educators on behalf of the students to fulfill the goals identified in the school's mission statement and to ensure decisions that are made are in the best interest of the students that we are providing the education to.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on an HOA board as Treasurer for two years in addition to serving as a teacher representative for the charter school: Nevada State High School.

9. Describe the specific knowledge and experience that you would bring to the board.

As an educator both for Title I and non-Title I schools, I have experienced student's struggles and how I, as their teacher, can have an impact on their learning versus giving up and quitting. I have seen large classrooms in which students feel they are not being supported and they feel they have no alternative but to quit. As a board member, I will help to provide ideas to ensure flexible learning opportunities for credit deficient students which will allow them another chance to be successful and graduate from high school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission is to provide an education to an underserved population in Nevada by providing ELL students an opportunity to succeed in a new learning environment unlike the previous public school model that has been failing them.

2. What is your understanding of the school's proposed educational program?

I am somewhat familiar but need to learn more.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school has a common understanding of goals, principals and expectations for everyone in the learning community with a group of individuals dedicated to helping the learning community. The school maintains high expectations and goals and is constantly reassessing these expectations and goals.

4. How will you know that the school is succeeding (or not) in its mission?

Students are meeting the expectations and goals set forth by the school.

Start-Up Charter School Board Member Information

Governance

1. Describe the role that the board will play in the school's operation.
Board members will make decisions to try to ensure students fulfill their potential , are prepared for satisfying and productive life, are prepared for the workforce, are prepared for college, become well rounded , and are prepared for civic life.
2. How will you know if the school is successful at the end of the first year of operation?
The school will be successful at the end of the first year when we meet the goal of enrollments and expectations set forth by the governing body.
3. How will you know at the end of three years of the school is successful?
The school will be successful at the end of three years when an increasing number of students are enrolling each year, students are earning credits for completing classes with success, and the graduation rate is increasing. Additionally, goals and expectations are continually being met and when they are not, revisions are set forth.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The charter school board will need to decide on a program that will meet the needs of the students and will need to hire quality teachers and staff to support those needs and adjust those needs each year as a continuing board review process.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would bring the matter to the attention of the entire board and have a discussion.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

Start-Up Charter School Board Member Information

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
 None. Yes

Certification

I, Christine Corbin, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for New American Charter School is true and correct in every respect.

Christine Corbin

Signature

12/16/16

Date

Statement of Assurances

Revised June, 2015

Start-Up Charter School Board Member Information

1. The charter school herein named, _____New America Schools_____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Christine M. Corbin

Signature of Certifying Charter School Official

Christine M. Corbin

Name Printed

Board Member

Title

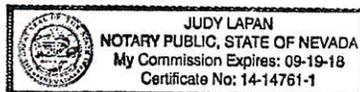
1/10/17

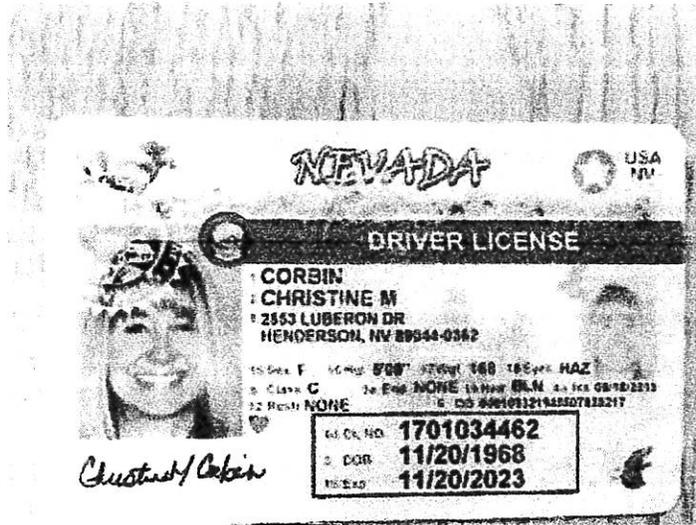
Date

Subscribed and sworn to before me

This 11th day of January 2017 in Las Vegas, NV
date month year

(Notary Public Seal)





MAURICE FLORES, ED.D.
RESUME

1581 Bermuda Dunes Drive
Boulder City, NV

Business: (702) 540-5078
mo63flores@yahoo.com

EDUCATION

1986 Ed.D.	Education Administration and Higher Education University of Nevada, Las Vegas
1975 M.ED.	Educational Administration University of Nevada, Las Vegas
1972 B.S.	Elementary Education/Special Education Northern Arizona University, Flagstaff

MILITARY RECORD

Enlisted United States Navy June 1963, Separated May 1967 RM3. Two tours of duty in Vietnam. Honorable Discharge 1969.

EMPLOYMENT RECORD

June 2005 to July 2008	<i>Superintendent, Kingman Unified School District (KUSD), Kingman, Arizona</i> Led a school district of 8000+ students. Managed \$56 million budget. Provided leadership, management and supervision for 10 schools. Passed an \$80 million bond to build/renovate schools. Developed and implemented the District's educational philosophy, goals, and objectives.
June 2001 to June 2005	<i>Superintendent, East Region, Clark County School District (CCSD)</i> Provide leadership, management, and supervision of 54 K-12 schools with an enrollment of over 60,000 students. The East Region is a diverse region that includes 70% Hispanics, 12.7 African-American, and 18% other diverse cultures. Develop curriculum overview, hire administrative staff, and align K-12 program. Provide supervision and evaluation on a constant, ongoing basis, and the translation of the District's educational philosophy, goals, and objectives into active terms that directly ensures each student achieves at their ability level.
May 1989 to June 2001	<i>Area Superintendent, Elementary Division, Clark County School District (CCSD)</i> Assist the Superintendent substantially and effectively in the tasks of providing leadership and management in developing, achieving, and maintaining quality educational programs and services to twenty-six elementary schools. Provide supervision and evaluation on a constant, ongoing basis, and the translation of the District's educational philosophy, goals, and objectives into active terms that directly ensures each student achieves at their ability level. Provide formative and substantive evaluations for principals; and ensure that district policies, regulations and state and federal requirements are upheld.
Feb. 1989 to May 1989	<i>Principal, John A. Dooley Elementary School, Henderson, NV (CCSD)</i> Appointed to open Dooley Elementary School. Developed the conceptual plan for opening a new school which includes hiring of all teachers and staff; developing the curriculum; designing and implementing staff development plans; forming meaningful participation committees that include teachers, parents, community members, and students; and selecting text books, materials, supplies, etc. Ensuring that the building met educational standards, facility standards, and district building requirements. Prior to students arriving, I was selected and appointed as the Southeast Area Superintendent.
July 1984 to Feb. 1989	<i>Principal, C. T. Sewell Elementary School, Henderson, NV (CCSD)</i> Provided successful leadership and management at C. T. Sewell with a student population that increased from 600 to 1,000 students in the five years I was assigned. Converted the school from a nine-month calendar to a year-round calendar. The school had a diverse population which included 35% Hispanic, 12% Black and 4% Native American. The school maintained a comprehensive selection of services including Special Education, ESL, GATE, Music, Art, P.E., and reading improvement programs.
April 1979 to July 1984	<i>Principal, Robert E. Lake Elementary School, Las Vegas, NV (CCSD)</i> Provided successful leadership and management at R. E. Lake with a student population of 650. The school included thirteen self-contained special education programs including severe oral language, learning disabled, severely mentally retarded, and conduct behavior classes. The student population was diverse, including 45% Hispanic, 15% Black and 8% Asian. The school maintained a comprehensive selection of services including ESL, GATE, Music, Art, P.E., and reading improvement programs.

- July 1978 to April 1979 *Assistant Principal, Basic High School, Henderson, NV (CCSD)*
 Provided successful leadership and management of several departments including English, Social Studies, and the Special Education Departments. In addition, I supervised the Deans and Counselors and was responsible for maintaining the facilities, supervising custodians, grounds keepers, and gardeners.
- Nov. 1974 to July 1978 *Teacher, Mainstream Resource Room, Cyril Wengert ES, Las Vegas, NV (CCSD)*
 Wrote and implemented IEP's for diversely challenged students in a K-5 special education program. My program was a precursor to the full implementation of P.L. 94-142. Instructed special education students K-5 in core curriculum subject areas.
- Nov. 1977 to June 1978 *Student-Parent Drug Intervention Program, Las Vegas, NV (CCSD)*
 I taught this program after school to students who were caught using drugs/alcohol on school campuses. I worked directly with the students and parents in this intensive comprehensive educational program designed to allow students to make better choices.
- June 1997 to June 1978 *Youth Conservation Corps Educational Coordinator, NPS, Boulder City, NV*
 Developed, implemented, and evaluated the Environmental Education Plan for 65 youths ages 16 to 18.
- Summer 1975 *Summer School Site Administrator, Las Vegas, NV (CCSD)*
 Developed, implemented, and evaluated summer school sites throughout the district.
- August 1972 to Nov. 1974 *Fourth Grade Teacher, Cyril Wengert Elementary School, Las Vegas, NV (CCSD)*
 Provided a comprehensive education to students in my class.
- January 1972 to July 1972 *Learning Disabilities Teacher, Dilcon Dine Project, Navajo Reservation*
 Was selected by Northern Arizona University as one of three teachers to develop resource room procedures on the Navajo Reservation.
- 1970 to January 1972 *Service Station Attendant, Whiting Brothers Station, Flagstaff, AZ*
- 1967 to 1970 *Timber Service Improvement (TSI) Crew, Forest Service, Flagstaff, AZ*

Professional Affiliations/Offices Held

- Adjunct Professor, NOVA University
 Active member of Boy Scouts, Eldorado Council, Henderson, NV.
 Charter Member, Hispanic Educators Association of Nevada
 Member, Latin Chamber of Commerce
 Board of Directors, American Heart Association
 Active member Little League as a coach and supporter
 Board of Director, Clark County Elementary School Principals' Association (CCESPA) 1979-1981
 President Elect/President/Past President (CCESPA) 1982-1985
 Elected President Elect/President, Clark County Association of School Administrators (NASA) 1984-1986
 Board of Directors, Nevada Association of School Administrators (NASA) 1984-1986
 Board of Directors, Nevada Parent-Teacher Association, 1989-1993
 Secretary, Nevada Association of School Administrators, 1986-1989
 Member, American Association of School Administrators
 Member, Association of School Curriculum and Development (ASCE)
 Member, Negotiations Team, Clark County Association of School Administrators, 1987
 Chairman, Negotiations Team, Clark County Association of School Administrators, 1988
 President, Student Council for Exceptional Children, Northern Arizona University, 1970-1972

Awards

- Educator of the Year Award, Latin Chamber of Commerce, 2004
 2 Senatorial Recognitions, 2004
 3 Congressional Recognitions, 2004
 Distinguished Service Award, received June 1984 for work on Clark County School District Master Plan, 1996
 Boy Scouts – Awarded three quality unit awards and prestigious District Award of Merit, 1998
 Awarded the Prestigious Board Member (Committee to Form) Information Sheets and Resumes
 Awarded the Prestigious Helen Gates Special Education Service Award, 1998

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

- Name of charter school on whose Board of Directors you intend to serve NAS - New American School
- Full name Maurice Flores
Home Address 1581 Bermuda Duwes Boulder City NV
Business Name and Address 89005
Phone Number 702-293-2278th - 702-540 5078^c
E-mail address MO63 Flores @ yahoo . Com
- Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. former Supt. of Schools - Principal, Teacher, Community Involvement
- Resume and professional bio are attached. yes
- Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes Delta Academy L.V.
- Why do you wish to serve on the board of the proposed charter school? As a former Educator of 40 years, I still feel I have a lot to offer students, Teachers, and Community!
- What is your understanding of the appropriate role of a public charter school board member? To set and enforce policy, support the Educators and the program.
- Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain Previous Board member, educator - Community leader.

Start-Up Charter School Board Member Information

why you have the capability to be an effective board member.

9. Describe the specific knowledge and experience that you would bring to the board.

40 yrs as an Educator, know ledge of Curriculum, keep up with latest in Educational Trends, and Laws

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *To Educate Bi lingual student who are underserved in public education, provide an alternative for these students*
2. What is your understanding of the school's proposed educational program? *a full fledge Curriculum tailored to 2nd lang uage students.*
3. What do you believe to be the characteristics of a successful school? *Dedicated to student success, Parental and student involvement. Up to date Curriculum, effective student instruction, best practices in education stressed.*
4. How will you know that the school is succeeding (or not) in its mission? *By being completely involved in selection, hiring, and supervision of the school admin. attending board meetings, receiving achievement data*

Governance

1. Describe the role that the board will play in the school's operation. *To assist the school admin. Teachers provide all support necessary for success. ie, finance, facilities, etc.*
2. How will you know if the school is successful at the end of the first year of operation? *Student achievement, graduation rates and how students and staff feel about the school*
3. How will you know at the end of three years of the school is successful? *Increased student achievement. Increased student enrollment. Keeping up with best practices in education.*
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Be supportive, be involved. Volunteering in tutor students etc.*
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *Call a board meeting with the entire board, + Supt. Lay out concerns, follow the law.*

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes *My daughter is also a member of the board.*

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes *My daughter*

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person

Start-Up Charter School Board Member Information

or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes *Have worked with New American schools
Not work in the past.*

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Start-Up Charter School Board Member Information

Certification

I, Maurice Flores, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for NAS Charter School is true and correct in every respect.

Maurice Flores
Signature

12-12-2016
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, New America School - Las Vegas,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

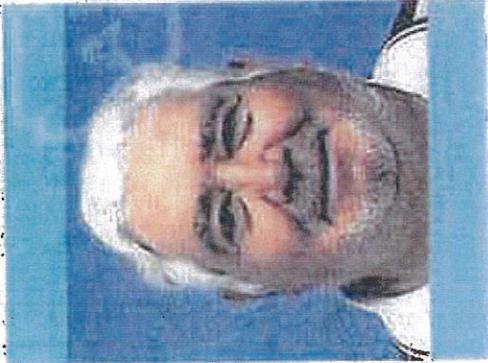
- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Arizona

DRIVER LICENSE

USA



9 CLASS D
5a END NONE
12 REST NONE
1 FLORES
2 MAURICE
8 5117 N CATARACT DR
WILLIAMS, AZ 89046-9716



4b EXP 11/17/2020 4a ISS 09/21/2015
15 SEX M 18 EYES HAZ
16 HGT 5'08" 19 HAIR WHI
17 WGT 210 lb

11/17/44

DONOR

Maurice Flores

5 DD 1450C5518F1020M4

Mr. Santana Garcia

P.O. Box 92227, Henderson, NV 89009/ (702) 527-8116/ santanagarcia@live.com

EDUCATION:

Sonoma State University Rohnert Park, CA
Bachelor of Arts in Economics (concentration in Accounting) 1993 – 1995

Moorpark College Moorpark, CA
Associate in Arts in Accounting 1991 – 1993

WORK EXPERIENCE:

City of Henderson Henderson, NV
Police Department – Manager of Police Administrative Services 2014 – Present
Intergovernmental Relations Specialist and Registered Lobbyist 2003 – 2014

Southern Nevada Water Authority/ Las Vegas Valley Water District Las Vegas, NV
Assistant Management Analyst and Registered Lobbyist 1999 – 2003

Governor Pete Wilson Appointee/ California State Resources Agency Sacramento, CA
Deputy Assistant Secretary for Communications and Operations 1998 – 1999

California State Resources Agency Sacramento, CA
Special Assistant to the Undersecretary 1997 – 1998

California State Legislature Sacramento, CA
Legislative Aide/ Republican Assembly Caucus 1994 – 1997

VOLUNTEER EXPERIENCE:

Las Vegas Latin Chamber of Commerce Las Vegas, NV
Board Member and Chair of Government Affairs Committee 2012 – 2014

New America Schools – Las Vegas Charter School Las Vegas, NV
Governing Council Member 2012 – 2014

Chicanos Por La Causa – Nevada Chapter Las Vegas, NV
Board Member 2013 – Present

REFERENCES:

Available upon request

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve New America School - Las Vegas
2. Full name Santana Garcia
Home Address PO Box 92227, Henderson NV 89009
Business Name and Address _____
Phone Number 702-527-8116
E-mail address santanagarcia@live.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
6. Why do you wish to serve on the board of the proposed charter school? Serve the community
7. What is your understanding of the appropriate role of a public charter school board member?
Oversight of the fiduciary and operations of a school.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain
Served on New America School - LV during development and receipt of Subsection 7 status provisional charter in 2009

Start-Up Charter School Board Member Information

why you have the capability to be an effective board member.

9. Describe the specific knowledge and experience that you would bring to the board.

Developed many relationships in the Las Vegas Valley during tenure as government affairs official for the City of Henderson and Southern Nevada Water Authority.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *Read it every meeting during our 2009 provisioning process*
2. What is your understanding of the school's proposed educational program? *Targeting the underserved community.*
3. What do you believe to be the characteristics of a successful school? *Solid enrollment and graduation rates*
4. How will you know that the school is succeeding (or not) in its mission? *Solid student achievement and growth*

Governance

1. Describe the role that the board will play in the school's operation. *Hiring school administration*
2. How will you know if the school is successful at the end of the first year of operation? *Solid student achievement and growth*
3. How will you know at the end of three years of the school is successful? *Measure same way, student achievement and growth*
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Strongly support school administration*
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *Follow state statute*

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person

Start-Up Charter School Board Member Information

or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

Worked with New America School-Network during provisional charter status in 2009.

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Start-Up Charter School Board Member Information

Certification

I, Santana Garcia, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for New America School - Las Vegas Charter School is true and correct in every respect.

Santana Garcia
Signature

12-12-2016
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, New America School - Las Vegas,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Santana Garcia

Santana Garcia

Signature of Certifying Charter School Official

Name Printed

Board Member

12-12-2016

Title

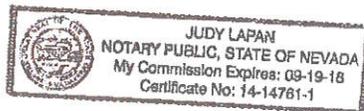
Date

Subscribed and sworn to before me

Judy Lapan in Las Vegas NV

This 12 day of December 2016
date month year

(Notary Public Seal)





NEVADA

DRIVER LICENSE

1- GARCIA

2- SANTANA

8- 32 SERENE AVE UNIT 407

LAS VEGAS, NV 89123-3777

13- Sex: M 16- Hgt: 507

9- Class: C

12- Restr: B

10- Age: 160 11- Eyes: BRO

9b- Eyes: NONE

10a- DL No: 26000712356

11a- DL No: 08/27/1972

11b- Exp: 08/27/2023

14a- Iss: 07/07/2016

14b- DL No: 1470501529783



Signature



Deena Lyons
1044 Island Falls Avenue
Henderson, Nevada 89015

EDUCATION:

Degrees

Master of Education, Lesley University October 2004
Degree of Study – Educational Technology
B.S. in Education – Secondary Mathematics, University of Nevada, Las Vegas August 1999
Teaching License – Secondary Education/Mathematics through Calculus August 1999
Highly Qualified

TEACHING EXPERIENCE:

Clark County School District, Las Vegas, Nevada
Del Webb Middle School, Henderson, NV2005 – present
Algebra I, Geometry Honors, Pre-Algebra, Math 8
Victoria Fertitta Middle School, Las Vegas, NV 2002 – 2005
Algebra I Honors, Algebra 8
Seventh and Eight Grade Explorations: Mathematics Warm Ups and Workouts
Academy of Science and Mathematics at Hyde Park Middle School,
Las Vegas, Nevada 1999 – 2002
Algebra I Honors, Eighth Grade Investigative Mathematics,
Eighth Grade Accelerated, Mathematics, Eighth Grade Mathematics

Additional Mathematics Courses

University of Nevada, Las Vegas
Common Core State Standards Summer Institute 2 June 2013
Common Core State Standards Summer Institute June 2012
Math Summer Institute - Exeter June 2008
Mathematics Connections 1 August 2007
Adams State College
Seeing Math: Systems of Linear Equations May 2008
Connecting Family, Community and Schools April 2007
Inquiry-Based Learning in the Classroom February 2007
Southern Utah University
TI-83/84 Graphing Calculator, Intermediate June 2006
TI-83/84 Graphing Calculator, Beginning June 2006
Algebra with Graphing Calculators March 2006
Exeter Academy Summer Institute June 2004
Problem Solving and Critical Thinking April 2004
T³: For Mathematics and Science Partners July 2000
Portland State University
Best Practices in Teaching Mathematics September 2001
Math Alive Course III: Develop Algebraic Thinking with Models February 2000
Math Alive Course II: Develop Algebraic Thinking with Models November 1999

ACTIVITIES:

- Committee Member, Nevada Regional Professional Development Program
End of Course Exam Remediation Lessons, Math 1.....June 2016
- Committee Member, Nevada Department of Education
End of Course Exam Remediation Material Review, Math 22015-2016
- Presenter, Southern Nevada Mathematics Council Conference
Box-and-Whisker Plot Activities 6th Grade Common Core.....January 2012
- Presenter, Southern Nevada Mathematics Council Conference
Box-and-Whisker Plot Activities Grades 8-12.....January 2011
- Committee Member, Nevada Department of Education
High School Proficiency Exam Standard SettingMay 2010
- Committee Member, Nevada Department of Education
Nevada Alternative Assessment Standard SettingMay 2010
- Presenter, National Council of Teachers of Mathematics National Conference
Linear Patterns in Algebra..... April 2010
- Presenter, National Council of Teachers of Mathematics National Conference
Linear and Quadratic Patterns in Algebra.....May 2009
- Advisor, Del Webb Middle School Math Counts Club2009 – present
- Advisor, Del Webb Middle School Krypto Club2005 – present
- Coach, Del Webb Middle School SNMC Secondary Mathematics Contest.....2005 –present
- Member, National Council of Teachers of Mathematics2004 – present
- Presenter, National Council of Teachers of Mathematics Regional Conference
Linear and Quadratic Patterns in Algebra..... November 2008
- Membership Chairperson, Southern Nevada Mathematics Council (SNMC)..... 2006 – 2008
- Registration Chairperson, SNMC Annual Conference 2006 – 2008
- Presenter, National Council of Teachers of Mathematics National Conference
Reflecting to Learn: Teaching Students to Self-Assess March 2007
- Presenter, National Council of Teachers of Mathematics National Conference
*Building Understanding: Modeling Expressions,
Equations and Recursive Functions with Tiles* April 2006
- Volunteer of SNMC KRYPTO Tournament 1999 – 2005
- Presenter, Southern Nevada Mathematics Council Conference
Graphing Calculator Activities for Understanding Slope..... February 2005
- Committee Member, Nevada Department of Education
Criterion Reference Test Writer, Seventh & Eighth grade 2002 – 2004
- Mathematics Department Chair, Victoria Fertitta Middle School 2002 – 2004
- Advisor, Victoria Fertitta Middle School Student Council..... 2002 – 2004
- Committee Member, Victoria Fertitta Middle School Staff Development,
Standards in Practice, Student-Led Conferences,
Family Math and Science Night..... 2002 – 2004
- Coach, Victoria Fertitta Middle School SNMC Secondary Mathematics Contest... 2002 – 2004
- Committee Member, Clark County School District
Sixth and Seventh Grade Mathematics, Algebra 8 syllabi 2002 – 2004

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve New American Schools
2. Full name Deena Lyons
Home Address 1044 Island Falls Ave.
Business Name and Address _____
Phone Number (702)567-5061
E-mail address dmyons@interact.ccsd.net
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
In August of 1999 I earned a Bachelor's Degree in Secondary Mathematics Education from the University of Nevada, Las Vegas and in 2004 a Master's Degree in Education from Lesley University. I have been employed by the Clark County School District as a licensed teacher for 18 years. During those 18 years I have witnessed the struggles students have in school and have always worked to help them succeed.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes

Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?

Many students need an alternative to the traditional school environment in order to meet their high school requirements. I look forward to assisting students with special educational needs by providing innovative learning opportunities which will better support these non-traditional students.

7. What is your understanding of the appropriate role of a public charter school board member?

My role as a board member is to work with other members of the board, members of the community, and educators on behalf of the students to fulfill the goals identified in the school's mission statement.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not previously served on a board of a school district or a not-for-profit corporation. I would like to be a board member of this charter school so I can be part of a team which will offer students who have dropped out of high school a second chance in more supportive learning environment.

9. Describe the specific knowledge and experience that you would bring to the board.

As a mathematics educator, I am very familiar with student struggles. I feel that mathematics is a crucial subject where students are often not supported which leaves them frustrated and often credit deficient. I have worked very hard to develop mathematics curriculum that makes connections for students and provides multiple opportunities for success for every student. As a board member, I will help to provide flexible learning opportunities for credit deficient students which will allow them another chance to be successful and graduate from high school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission is to provide flexible learning opportunities to immigrants, English language learners, and academically underserved students in a more supportive learning environment where they have not been successful in the traditional school setting.

2. What is your understanding of the school's proposed educational program?

I am only vaguely familiar and am currently in the process of learning the school's proposed educational program.

3. What do you believe to be the characteristics of a successful school?

A successful charter school will need solid school leadership as well as educators and board members who put the needs of the students first. All stakeholders must work together to adhere to the school's mission. This is an essential element to ensure success.

4. How will you know that the school is succeeding (or not) in its mission?

The students who initially attend the school will work to complete their credits within a

Start-Up Charter School Board Member Information

couple of years and will then be eligible to graduate. As the years increase enrollment, along with the graduation rate, will continue to increase.

Governance

1. Describe the role that the board will play in the school's operation.
Board members will work together to support the school's mission. The members will make decisions on behalf of the students to help them succeed in graduating from high school.
2. How will you know if the school is successful at the end of the first year of operation?
The school will be successful at the end of the first year when students are enrolled in the school and earning credits in classes where they were once deficient.
3. How will you know at the end of three years of the school is successful?
The school will be successful at the end of three years when an increasing number of students are enrolling each year, students are earning credits for completing classes with success, and the graduation rate is increasing.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The charter school board will need to decide on a program that will meet the needs of the students and will need to hire quality teachers and staff to support those needs.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would bring the matter to the attention of the entire board.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes, Dr. Maurice Flores is my father.
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the

Start-Up Charter School Board Member Information

precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Certification

I, Deena Lyons, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for New American Charter School is true and correct in every respect.

Deena Lyons
Signature

12/16/16
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____ New American Schools _____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Deena Lyons

Signature of Certifying Charter School Official

Deena Lyons

Name Printed

Board Member

Title

1/10/17

Date

Subscribed and sworn to before me

This 11th day of January 2017 in Las Vegas, NV
date month year

(Notary Public Seal)



NEVADA USA NV

DRIVER LICENSE

1 LYONS
2 DEENA MARIE
6 1044 ISLAND FALLS AVE
HENDERSON, NV 89015-3707

15 Sex F 16 Hgt 5'02" 17 Wgt 165 18 Eyes HAZ
9 Class C 9a End NONE 19 Hair BRO 4a Iss 08/18/2016
12 Restr NONE 5 DD 000016592000537294609

4d DL NO: 1501248107
3 DOB: 08/22/1972
4b Exp: 08/22/2024

Deena Lyons

LYDIA TOSCANO-CORBETT

3801 Sequoia Ave.

Las Vegas, NV 89110

Lydia.Toscano@LibertyMutual.com

(702) 203-2366

PROFESSIONAL SUMMARY

Highly focused and detail-oriented business professional with tenure within insurance industry. Exceptional relationship building, account management, and customer service skills. Confidently conducts and maintains business as the 'Face' of the company. Excellent interpersonal skills with outstanding written and oral communication skills.

Strategic thinker and effective decision-maker with the ability and experience networking nationally as well as within the Las Vegas and Henderson, NV community. Experience with business contacts in numerous industries. Including alumni, employer and association, on a national basis. Highly touted within the local community as a leader, supporter and advocate for numerous organizations.

EXPERIENCE

PERSONAL SALES REPRESENTATIVE

2008- PRESENT

Liberty Mutual Insurance Henderson, NV

- Serve as trusted advisor to prospects and existing customers by selling Auto, Home, Life and other insurance and annuity products
- Sell additional products and services to existing accounts that continue to present new sales opportunities, including add-ons, amend, and convert existing customer policy into multi-policies while surpassing the customers' expectations
- Identify prospects utilizing creative lead-generating techniques and maintain productive working relationships with existing customers
- Properly determine the renewal strategy, business case values and options to successfully complete customer renewals
- Develop, design, and present "Sales Process" and "Follow Up" presentations to senior leadership and executives during annual branch kick off meeting
- Create and present company overview presentations to potential affinity clients; potential size clients included 50 employees to over 1000 employees

OFFICE MANAGER/LEAD SALES ASSOCIATE

2002- 2008

State Farm Insurance Las Vegas, NV

- Responsible for the growth and increase of sales and developed marketing plan to help increase sales to office including maintaining a budget for new leads
- Responsible for the performance and development of sales and services staff
- Completed employee assessments and developed performance based corrective actions and goals
- Addressed internal customer service and engaged in training and professional development to sustain and inspire high morale
- Engaged in internal and external customer service conflict resolution strategies

LICENSES AND DESIGNATION

PROPERTY AND CASUALTY LICENSE
LIFE AND HEALTH LICENSE
LUTCF – LIFE UNDERWRITER TRAINING COUNCIL FELLOW

RECOGNITION AND LEADERSHIP

WINNER OF PURSUIT OF EXCELLENCE AWARD 2012
6 TIME WINNER FOR PACESETTER IN SALES 2010 - PRESENT
HENDERSON, NV (0617) OFFICE LIFE INSURANCE TRAINER FOR NEW HIRES
- Weekly office leader in quoting activities, averaging 20+ quotes for auto, home and life
- Designated new hire trainer; assisting in marketing and strategic planning
PRIDE WITH LIBERTY – CO LEADER OF CARRIER OF CHOICE STRATEGIC PLAN
- Developed sensitivity training that's currently used by home office marketing team
- Assisted Liberty Mutual Marketing Team with LGBT strategic marketing for social media and television

AFFINITY ACTIVE CLIENTS

- | | | |
|------------------------------------|-------------------------|---|
| ▪ Andre Agassi Preparatory Academy | ▪ Findlay Cadillac | ▪ Findlay Fiat |
| ▪ Creel Printing | ▪ Audi Henderson | ▪ N2 Publications |
| ▪ QVegas Business Alliance | ▪ Henderson Lamborghini | ▪ Gay & Lesbian Chamber
Commerce of NV |

SKILLS AND SERVICES

- | | | |
|------------------------------|-------------------------|------------------------|
| ▪ Customer Loyalty/Retention | ▪ Relationship Building | ▪ Business Development |
| ▪ Project Management | ▪ Client Presentation | ▪ Team Trainer |

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve New America School Las Vegas
2. Full name Lydia Toscano-Corbett
Home Address 3801 Sequoia Ave LV, NV 89110
Business Name and Address 9005 S. Pecos Rd Ste 2530; Henderson, NV 89074
Phone Number 702-203-2366
E-mail address Lydia.Toscano@Libertymutual.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes v.p. for Gay and Lesbian Chamber of Commerce NV member Gay and Lesbian Community Center of Southern Nevada
6. Why do you wish to serve on the board of the proposed charter school?
Yes
7. What is your understanding of the appropriate role of a public charter school board member?
similar to a school board & importance of fiduciary fulfillment.

Start-Up Charter School Board Member Information

- Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *Served as Vice President for GLCCNV (Gay & Lesbian Chamber of Commerce Nevada)*
- Describe the specific knowledge and experience that you would bring to the board. *Community engagement.*

School Mission and Program

- What is your understanding of the school's mission and guiding beliefs? *For higher graduation rates of ESL students.*
- What is your understanding of the school's proposed educational program? *Helping ESL*
- What do you believe to be the characteristics of a successful school? *Students*
- How will you know that the school is succeeding (or not) in its mission? *Graduation Rates*

Governance

- Describe the role that the board will play in the school's operation. *fiduciary accountability*
- How will you know if the school is successful at the end of the first year of operation? *Number of students and Graduating Students*
- How will you know at the end of three years of the school is successful? *Increase year after year of Graduating Students*
- What specific steps do you think the charter school board will need to take to ensure that the school is successful? *measurement of student/teacher engagements*
- How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *use Robert's Rule of Order to dismiss board member.*

Disclosures

- Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes *My husband is acquaintances with Walt and Mo and Larry*
- Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
- Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so,

Start-Up Charter School Board Member Information

indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

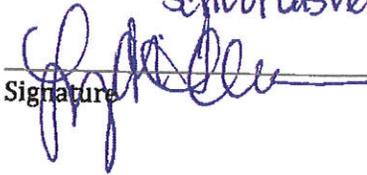
None. Yes

Start-Up Charter School Board Member Information

Certification

I, Lydia Toscano-Gibett, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for New America Charter School is true and correct in every respect.
School Las Vegas

Signature



Date

12.12.2016

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

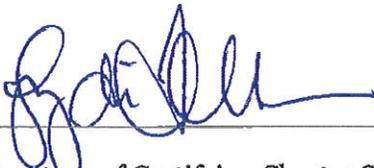
1. The charter school herein named, New America School Las Vegas,
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
 - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
 - Submit accountability and progress reports throughout the academic year;
 - Conduct and report on required examinations of students;
 - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
 - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
 - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
 - Submit reports regarding student truancy, transiency, attendance and dropout rates;
 - Submit reports of weapons and violence incidence;
 - Describe suspensions and expulsions; and
 - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

 Lydia Toscano-Corbett
Signature of Certifying Charter School Official Name Printed

board member 12 12-2016
Title Date

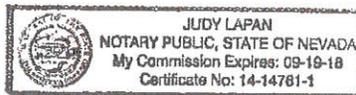
Subscribed and sworn to before me

Judy Lapan

This 12 day of December 2016
date month year

in Las Vegas,
NV

(Notary Public Seal)



Committee to Form¹ Brief Biographies

Larry P. Mason retired as the Interim Vice President of the Office of Diversity and Cultural Affairs, Community College of Southern Nevada. The founding Chair of the New America School-Las Vegas Committee to Form, Mr. Mason brings 33 years of experience in education in the Las Vegas metropolitan region to the NAS-Las Vegas Board. He has been a member of the Clark County School District Board of Trustees since 1995 and served as this board's chair in 1996-97. His committee service brings invaluable expertise to New America School-Las Vegas: He served on the curriculum committee, the assessing testing of Latino achievement standards committee, the land acquisition committee and the council for educating at-risk children, among other posts. Larry has been recognized as the Señores of Distinction 2008, Arturo Cambeiro Hispanic of the Year Award 2006, Community Service Award 2002, Latin Chamber of Commerce; Educational Award, Latin Chamber of Commerce 1992; Excellence in Education Program, Clark County School District 1990 (Enhancing Your Educational Horizon); and Who's Who for Hispanics in Nevada 1987.

Walt Rulffes recently retired from the Superintendent's position at Clark County School District in Las Vegas. Walt spent 25 years in Montana and Washington State as an educational K-12 administrator and adjunct instructor in Gonzaga University's Doctoral Program. Mr. Rulffes was appointed as CFO of Clark County School District in 1998. During his tenure as CFO, Dr. Rulffes played a key role in the passage of the 3.5 billion 1998 bond measure that was used to modernize and upgrade hundreds of existing schools and to build more than 110 new schools over the past two decades. He was appointed Superintendent of Schools in 2005. In 2008 the Nevada Association of School Boards named him "Superintendent of the Year". In 2009, the Nevada Association of School Superintendents named him "Nevada Superintendent of the Year." In 2010 he was one of four finalists for the "National Superintendent of the Year Award" sponsored by the American Association of School Administrators. He has also been honored with awards from the Latin and Asian Chambers of Commerce.

Christine Corbin has been a teacher for more than a decade and currently teaches at Del Webb Middle School in Henderson, Nevada. As an educator both for Title I and non-Title I schools, she has experienced students' struggles and how she, as their teacher, can have an impact on their learning versus giving up and quitting. She has seen large classrooms in which students feel they are not being supported and where students feel they have no alternative but to quit. As a board member, Ms. Corbin will help to provide ideas to ensure flexible learning opportunities for credit deficient students which will allow them another chance to be successful and graduate from high school. She also brings board experience to NAS-Las Vegas in that she has served on an HOA board as Treasurer for two years. In addition she has served as a teacher representative for the charter school, Nevada State High School.

Maurice Flores, Ed.D. is the former Superintendent of Kingman Unified School District in Kingman, Arizona and brings 40 years' experience as an educator to the New America School-Las Vegas. A founding member of the NAS-Las Vegas Committee to Form, Mr. Flores has served as a district superintendent, principal, and teacher in and around the Las Vegas metropolitan region. Often, the schools and districts he served were comprised of similar populations to that expected of the New America School-Las Vegas—largely Hispanic and other academically underserved populations, such as special education and English language learning students.

¹ The Committee to Form will segue into the Governing Council once a charter is awarded

Santana Garcia is the Intergovernmental Relations Specialist for the City Manager's Office of the City of Henderson, Nevada. He is also the Chair of the Government Affairs Committee of the Las Vegas Latin Chamber of Commerce. Mr. Garcia is a founding member of the New America School-Las Vegas Committee to Form (which will segued into the NAS-Las Vegas Governing Council). During his tenure in government affairs, he has developed extensive relationships throughout the Las Vegas Valley which he will bring to the school: In late 1999, he migrated from Los Angeles to Las Vegas to pursue a career with the Las Vegas Valley Water District/Southern Nevada Water Authority as a management analyst and simultaneously served as a registered lobbyist for the Authority beginning with the 2001 legislative session. In late 2003, Santana joined the City of Henderson as an Intergovernmental Relations Specialist in the City Manager's Office, also serving as a registered lobbyist for the City's interests beginning in the 2005 session. Santana continues to serve in intergovernmental relations, now focusing on federal issues, and has expanded his responsibilities to include analyses and policy research for the city manager and city council.

Deena Lyons has been employed by the Clark County School District as a licensed teacher for 18 years, the past 12 as a teacher at Del Webb Middle School in Henderson, Nevada. During those 18 years she has witnessed the struggles students have in school and has always worked to help them succeed. As a mathematics educator, Ms. Lyons is very familiar with the challenges students face. She feels that mathematics is a crucial subject where students are often not supported which leaves them frustrated and often credit deficient. As a board member, Ms. Lyon's perspective will encourage NAS-Las Vegas to provide flexible learning opportunities for credit deficient students which will allow them another chance to be successful and graduate from high school.

Lydia Toscano-Corbett is a highly focused and detail-oriented business professional with tenure within insurance industry. She will bring her exceptional relationship building, account management, and customer service skills to the New America School-Las Vegas, along with a wealth of external contacts: She has experience networking nationally as well as within the Las Vegas and Henderson, Nevada communities. She has business contacts with numerous industries, including alumni, employer and association, on a national basis and is highly touted within the local community as a leader, supporter and advocate for numerous organizations.

Code of Ethics for NAS-Las Vegas GC Board Members

- a) I will uphold and enforce all laws, rules and regulations of the State Board of Education, and court orders pertaining to schools. Desired changes shall be brought about only through legal and ethical procedures.
- b) I will make decisions in terms of the educational welfare of students and will seek to develop and maintain our school in order to meet the individual needs of all students regardless of their ability, race, creed, sex, or social standing.
- c) I will confine my board action to policy making, planning, and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.
- d) I will carry out my responsibility, not to administer the school, but, together with my fellow board members, to see that they are well run.
- e) I will recognize that authority rests with the Governing Council and will make no personal promises nor take any private action that may compromise the board.
- f) I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.
- g) I will hold confidential all matters pertaining to the school which, if disclosed, would needlessly injure individuals or the school. In all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its school.
- h) I will support and protect school personnel in proper performance of their duties.
- i) I will refer all complaints to the principal and will act on the complaints at public meetings only after failure of an administrative solution.

**GOVERNING COUNCIL
CONFLICT OF INTEREST POLICY**

**ARTICLE I
PURPOSE**

The purpose of the conflict of interest policy is to protect THE NEW AMERICA SCHOOL-LAS VEGAS Charter School (“THE NEW AMERICA SCHOOL-LAS VEGAS”), a Nevada public charter school, when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an member of the school’s governing body or an employee of THE NEW AMERICA SCHOOL-LAS-VEGAS, or that might result in a possible benefit to a related entity or person. This policy is intended to supplement, but not replace any applicable state and federal laws governing conflict of interest applicable to charter school governing bodies, public schools or their employees.

**ARTICLE II
DEFINITIONS**

1. Conflict of Interest. A conflict arises when a governing body member, employee, any member of his or her immediate family, or his or her domestic partner, has a financial or familial relationship in or with a person, firm or company that has been selected by THE NEW AMERICA SCHOOL-LAS-VEGAS to receive a contract or lease for goods, services, or real property.

2. Interested Person - Any governing body member or THE NEW AMERICA SCHOOL-LAS-VEGAS employee, who has a direct or indirect financial interest, as defined below, is an interested person.

3. Financial Interest - A person has a financial interest if the person would have/does directly, or indirectly, through business, investment, or family:

(a) an ownership or investment interest in any entity or third party with which THE NEW AMERICA SCHOOL-LAS-VEGAS has a transaction or arrangement.

(b) a compensation arrangement with THE NEW AMERICA SCHOOL-LAS-VEGAS or with any entity or individual with which THE NEW AMERICA SCHOOL-LAS-VEGAS has a related transaction or arrangement with THE NEW AMERICA SCHOOL-LAS-VEGAS, or

(c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which THE NEW AMERICA SCHOOL-LAS-VEGAS is negotiating a transaction or arrangement.

(d) hold office, serves on the board, participates in management, or is otherwise employed with any third party dealing with THE NEW AMERICA SCHOOL-LAS-VEGAS.

(e) receives personal gifts, loans or other financial benefits from third parties dealing with THE NEW AMERICA SCHOOL-LAS-VEGAS

4. Family Members - Spouses, fathers, fathers-in-law, mothers, mothers-in-law, brothers, brothers-in-law, sisters, sisters-in-law, sons, sons-in-law, daughters, daughters-in-law, or domestic partners are considered to be Family Members for purposes of this policy.¹

5. Compensation - Compensation includes direct and indirect payment, financial benefit or remuneration as well as gifts or favors.

ARTICLE III **PROHIBITED TRANSACTIONS**

1. Employment of Governing Body Members. Governing body members and/or their Family Member may not be employed by THE NEW AMERICA SCHOOL-LAS-VEGAS and may not contract with it to provide goods or services for compensation except as provided for pursuant to Article IV. Members, may be reimbursed, however, in accordance with the Nevada Per Diem and Mileage Act for reasonable expenses incurred (such as travel and training) and which have been given appropriate approval.

2. Participation in Governing Body Action. The governing body member or Director shall not participate in the selection, award, or administration of any contract, if THE NEW AMERICA SCHOOL-LAS-VEGAS governing body determines that a real or apparent conflict of interest exists for that governing body member or THE NEW AMERICA SCHOOL-LAS-VEGAS Director.

3. Employment of Director's Family Members. THE NEW AMERICA SCHOOL-LAS-VEGAS Director shall not initially employ or approve the initial employment in any capacity of a person who is a Family Member of the governing body or the Director. However, after due consideration, the governing body may waive this nepotism rule for a Family Member of the Director. The waiver shall be in writing, voted on in a duly noticed public meeting, and provide specific justification for the waiver and why it is in the best interest of THE NEW AMERICA SCHOOL-LAS-VEGAS. The Director shall not have supervisory responsibility over a Family Member if the nepotism rule is waived.

4. Gifts and Favors. Governing body members and employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, or parties to sub-agreements.

5. Prohibit Sales. Members of the governing body of THE NEW AMERICA SCHOOL-LAS-VEGAS, or its employees may not, directly or indirectly, sell or be a party to any transaction to sell any instructional material, furniture, equipment, insurance, school supplies or work under contract to THE NEW AMERICA SCHOOL-LAS-VEGAS. It is not a conflict of interest, however, for employees to contract to perform special services with THE NEW AMERICA SCHOOL-LAS-VEGAS during time periods wherein service is not required under a contract for instruction, administration or other employment.

6. Confidential Information. Governing body members and employees shall not use confidential information acquired by virtue of their association with THE NEW AMERICA SCHOOL-LAS-VEGAS for their individual or another's personal gain.

7. Use of School Property. Governing body members or employees shall not use THE NEW AMERICA SCHOOL-LAS-VEGAS time, personnel, equipment, supplies, or good will for other than for THE NEW AMERICA SCHOOL-LAS-VEGAS approved activities, programs, and purposes.

ARTICLE IV **PROCEDURES**

1. Duty defined. In connection with any actual or potential conflict of interest, a governing body member or employee has a duty to and must disclose the nature of the particular interest. The member or employee will be given the opportunity to disclose all material facts to the governing body in an open session (if interested person is a governing body member) or to the Director (if interested person is an employee).

2. Determination of Conflict – Governing Body Member. With respect to matters before the governing body the following process shall be used when determining whether a conflict of interest exists:

(a) The governing body member shall disclose in writing the real or potential conflict of interest concerning a pending transaction or matter before the governing body to the president of the governing body or if the president is the one with the conflict, then to the vice president.

(b) The matter shall be brought to the attention of the entire governing body during a duly noticed public meeting.

(c) The member with the conflict of interest shall be excluded from the discussion and the vote on whether there is a real or apparent conflict of interest with regard the pending transaction or matter.

(d) If the governing body determines that there is a real or apparent conflict of interest the governing body member with the conflict of interest shall leave the meeting during discussion and vote of the pending transaction or matter.

(e) The governing body when voting on a pending transaction or matter in which it has established that a real or apparent conflict of interest exists, prior to voting on the pending matter or transaction, it must consider

(i) whether the pending transaction or matter violates any of the prohibited acts set forth in Article III;

(ii) whether the pending transaction or matter to be considered was solicited by a competitive bid, comparable valuations or other process required by the Nevada Procurement Code or other governing procurement rules; and

(iii) whether the pending transaction or matter if approved, would be in the best interest of THE NEW AMERICA SCHOOL-LAS-VEGAS.

3. Determination of Conflict – Employee. With respect to matters affecting employees, the Director shall use the following process when determining whether a conflict of interest exists:

(a) The employee must disclose in writing the real or potential conflict of interest concerning a pending transaction or matter to the Director. If the Director has the real or potential conflict of interest, consideration of whether a conflict exists must be presented to the governing body and the procedure outlined in IV. B. shall be followed.

(b) The Director shall make a written determination explaining why he/she determined that there was/was not a conflict of interest related to the employee at issue.

(c) If the Director determines there is an actual or apparent conflict of interest, prior to approving the transaction or pending matter, the Director shall consider²:

(i) whether the pending transaction or matter violates any of the prohibited acts set forth in Article III;

(ii) whether the transaction to be considered was solicited by a competitive bid, comparable valuations or other process required by the Nevada Procurement Code or other governing procurement rules; and

(iii) whether the pending transaction or matter if approved, would be in the just, fair and in the best interest of THE NEW AMERICA SCHOOL-LAS-VEGAS.

(d) The employee will have the opportunity to discuss the Director's determination of whether a conflict of interest exists and the consequences of the Director's determination. If the employee is not satisfied with the Director's determination, he/she may use the employee grievance process.

(e) The Director shall advise the governing body of any actual conflict of interest of an employee in matters or transactions relating to THE NEW AMERICA SCHOOL-LAS-VEGAS business.

4. Violations of the Conflict of Interest Policy.

(a) **Governing Body Members.** If the governing body has reasonable cause to believe that a member failed to disclose actual or possible conflicts of interest, the president of the governing body shall inform the member of the basis for such belief and afford the individual the opportunity to explain the alleged failure to disclose. All such discussions shall take place in an open meeting.

(b) If after hearing the member's response and after making further investigation as warranted by the circumstances, the governing body determines that the member failed to disclose an actual or possible conflict of interest, the governing body shall take appropriate disciplinary and corrective action, which may include up to removal from the governing body and such other actions required by law.

(c) **Employees.** If the Director has reasonable cause to believe that an employee has failed to disclose actual or possible conflicts of interest, the Director shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.

(d) If after hearing the employee's response and after making further investigation as warranted by the circumstances, the Director determines the person has failed to disclose an actual or possible conflict of interest, the Director shall take appropriate disciplinary and corrective action, which may include up to discharge, termination and such other actions required by law.

ARTICLE V **RECORDS OF PROCEEDINGS**

1. Governing Body. The minutes of the governing body shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a personal or financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing body's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the matter, transaction or arrangement, the content of the discussion, including any alternatives to the proposed matter, transaction or arrangement, and a record of any votes taken in connection with the proceedings.

2. Employees. The Director shall ensure that appropriate documentation of the employee’s request and the ultimate determination are retained by THE NEW AMERICA SCHOOL-LAS-VEGAS.

ARTICLE VI
ANNUAL DISCLOSURE STATEMENTS

Every employee and governing body member shall annually sign a statement which affirms such person:

- Has received a copy of the conflict of interest policy
- Has read and understands the policy, and
- Has agreed to comply with the policy.

ARTICLE VI
INTERPRETATION OF THIS STATEMENT OF POLICY.

Conflicts might arise in other areas or through other relations not specifically described in this policy. It is assumed that the governing body members and employees will recognize such areas and relation by analogy. The fact that one of the interests described in this policy exists does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances it is necessarily adverse to the interests of THE NEW AMERICA SCHOOL-LAS-VEGAS. However, it is the policy of THE NEW AMERICA SCHOOL-LAS-VEGAS Governing Body that the existence of any of the interests described in this policy shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the governing body, its members and THE NEW AMERICA SCHOOL-LAS-VEGAS employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

ADOPTED _____
(date)

THE NEW AMERICA SCHOOL-LAS-VEGAS CHARTER SCHOOL – GOVERNING BODY

President

Secretary

BYLAWS
OF
NEW AMERICA SCHOOL-LAS VEGAS

ARTICLE I
INTRODUCTION; LEGAL STATUS

Section 1. Name, Location and Address The name of the charter school is New America school-Las Vegas (hereinafter referred to as the “School”). The School is located at **[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. Neither the governing body of a charter school nor a charter school may be incorporated.

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 students from grade 9 to grade 12 and shall be operated exclusively for educational objectives and purposes. The mission of The New America School- Las Vegas (NAS-LV) is to empower new immigrants, English Language Learners (ELL) and academically underserved students with the educational tools and support they need to maximize their potential, succeed, and live the American dream.

Section 2. Non-Discrimination The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, 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 of 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(4) or NRS 386.527(6) 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.

Section 3. Qualifications; Election; Tenure. The Board will be comprised of at least five members, which will follow a traditional mode of governance. If the Board decides that it is in the best interest of the charter school to increase the number of members, it shall do so by resolution of the Board, however, in no event will the Board membership exceed nine (9) voting members. The Board will have the following officer positions: Chair, Vice Chair, Secretary and Treasurer. The officers will be elected during the first meeting of the Board and be in place until the Annual Meeting where new officers will be elected. The Board will meet at least once per month and will conduct its business according to the Nevada Open Meetings Act.

(a) The Board shall adhere to the membership requirements of NRS 386.549 and the Board shall take no action until this requirement is met.

(b) One Board member may be selected by the parent organization for the School.

(c) Our Board is aware of NAC 386.345 which restricts membership to the Board and will comply with it fully.

(d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

(e) The Board Members shall serve no more than three terms of 3 years in length. 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. 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. Given that all members of the first Board will begin their terms at the same time and that all terms will be for the same length of time, at the first Board meeting, terms will be determined in order to stagger the length of terms for each member of the first board.

(f) The School shall notify its sponsor and the Department of Education within ten 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.

(h) Board members will be expected to undergo a minimum of five hours of relevant Board training each year. This can be obtained by attendance at charter school conferences, district or state training available or by inviting guest speakers to a Board meeting or retreat. These trainings may include but not be limited to: respecting roles and responsibilities, liabilities, ethics, school finance, budget process, procurement code, the open meeting act, role and relation to the authorizer, the charter school landscape as well as strategic planning, the cost of which will be borne by the school.

(i) Board members must have a strong belief in the mission and goal of the school's charter. Ideally, governing council members will have substantial past experience serving on a board of directors and will have the education, experience and personal interest to oversee an independent public school. It is also important to NAS-Las Vegas that the Board membership represents the diversity of the community of learners that we serve. Board members with backgrounds in the following areas have been the focus for the first Board:

- expertise in one of the following areas: legal, financial, real estate, fundraising
- immigrant education and issues related to immigrant employment in the U.S.;
- entrepreneurial and business leadership experience;
- familiarity with educational programs;

The make-up of the first Board will ultimately be as determined at the first organizational meeting.

(j) Board members should 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 school it would serve.

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in December of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled monthly 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. New Board members brought forward will be recommended by the Nominating Committee of the Board and in no way can those names be suggested by the administrator or contractors with the school.

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 Chair 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.

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 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.

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.

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 Chair 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 one time per year. Board members not participating in training shall be subject to removal.

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 Chair, 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. Minutes. The Board secretary or designate will ensure minutes are taken and an audio recording of the meeting will be kept in compliance with Nevada's Open Meeting Act and that these shall be made available to the SPCSA.

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.

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 or 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.

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 may be 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.

ARTICLE V

STAFF

The Board shall appoint one employee employed by the Board 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 \$30,000.

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.

Section 7. Financial Institutions. All financial banking transactions will be conducted with federally insured Nevada banking institutions.

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.

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 ____ day of _____, 20xx_.
_____, Secretary

Attachment 10. Incubation Year Planning Table

2017-18 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
INSTRUCTION	1. Create Curriculum Committees(CC) to refine existing NAS-network curricula to align with all Nevada State Standards (NSS) and customize for the target population	The Curriculum Committee (CC) will consist of the principal, math consultant, literacy consultant, and subject teachers.	By August 2018
<i>Essential Details</i>	The curriculum development will include sequencing of courses, pacing guides, unit plans, assessment practices and curriculum maps. The curriculum maps will include essential skills and knowledge, detailed lesson plans, resources, timelines and assessment rubrics. Prior to the start of school, all teachers will be provided an opportunity to create curriculum units that break standards into clear learning goals and measurable success criteria that translate into clear expectations for student learning. In order to ensure that students achieve state standards and expectations for English Language Acquisition, reading and writing will be embedded in <i>all</i> content areas.		
ASSESSMENT	Purchase Northwest Evaluation Association (NWEA) MAP testing for the purpose of short cycle assessments to be administered in fall, winter, and spring.	Data team (principal, key subject leaders), Network Senior Analyst	By July 2018
<i>Essential Details</i>	Measures of Academic Progress (MAP) are nationally normed adaptive tests in Math, Reading, Language Usage and Science. MAP assessments will be scheduled in the fall, winter, and spring in order to evaluate student achievement, student growth and alignment of curricula. NAS-Las-Vegas anticipates the curriculum evolving and becoming more effective as teachers reflect upon and respond to		

	<p>multiple sources of student achievement data. Beginning in August 2018, baseline achievement data will be used to group students into appropriate RTI tiered groups for additional support throughout the school year. Teachers will also provide structured and targeted re-teaching opportunities every Friday to ensure all students are mastering the content. Using MAP data, summative data from the state assessment, and surveys, NAS-Las Vegas and its Governing Council will evaluate the curriculum process each May to ensure it is responsive to the needs of students and resulting in improved learning.</p>		
Instruction Monitoring	<p>Establish the process that will be used to monitor, evaluate quality instruction in the classroom.</p>	Principal	By July 2018
<i>Essential Details</i>	<p>It will be the primary responsibility of the principal, as instructional leader, to ensure that quality instruction is occurring on a daily basis. This will be comprised of formal and informal observations. For informal observation the principal will conduct daily walkthrough visits to each classroom. The visit will likely be 5-10 minutes every day. The principal will use two tools during the visit. A checklist form will track if the standard is being taught with fidelity. An Instruction Quality Form will indicate whether the teacher is utilizing appropriate instructional methodologies to address the learners in the classroom. For example, is the teacher using the lesson plan template? Is the teacher using sheltered instruction for ELL students? Are the students engaged and on task? Feedback from the visit will be communicated to teachers on a daily basis and where appropriate follow-up conversations may be necessary when significant issues arise. Specific or group concerns will be identified and actioned as PD follow-up. Expectations of the principal and the methodology that the principal will use (criteria/rubric) will be shared with teachers.</p>		
Professional Development	<p>Develop an annual professional development plan for the 2018-19 school year.</p>	Principal, Network PD coordinator	Preliminary plan by August 2018
<i>Essential Details</i>	<p>The principal and teachers will meet prior to the start of the school year (August 2-5) for staff orientation and to formulate the PD plan. The school calendar has blocked off one Friday per month specifically for PD sessions. Included in</p>		

	<p>the PD will be areas of high importance that all teachers will attend. These include</p> <ul style="list-style-type: none"> ➤ SIOP training ➤ Model Performance Indicator (MPI) training ➤ MAP training ➤ Cultural sensitivity ➤ Differentiation of instruction ➤ Classroom management ➤ Curriculum planning ➤ Using data to inform instruction ➤ Specialized sessions for the four subgroups <p>The structure for the day will include a morning session (9:00- noon) where a key topic (listed) above will be presented, and an afternoon Professional Learning Community (PLC) session (12:30-4:00) that will focus primarily on curriculum development, developing assessment instruments, and monitoring student progress. One of the “non-negotiables” in high-performing schools is collaboration within a culture of evidence rather than “one shot workshops.” To that end, teachers will work in Professional Learning Communities (PLCs) to discuss students, monitor their goals, success and achievement on a regular basis. This will allow the school to establish strategic intervention plans to preempt credit failure or student dropout, thus resulting in improved educational performance. In addition to the monthly PLC sessions embedded in the PD day, a minimum of 90 minutes per month is built into the school schedule for PLC work.</p>		
<i>TALENT</i>	Hire on a contract or full time basis staff that will ready the school for a successful start in August.	Principal, Office staff, consultants	By August 2018
<i>Essential Details</i>	The table in #2 outlines the anticipated hires during the incubation year. The school will utilize the expertise of several Network staff including the superintendent, the chief of business operations, the marketing and recruitment director, the senior data analyst, and the professional development coordinator.		
<i>OPERATIONS</i>	Prepare policies and procedures that will ensure a safe and nurturing learning environment for students.	Principal, CBO, business manager	By August 2018
<i>Essential Details</i>	The school will have the advantage of utilizing		

	<p>policies and procedures developed by other NAS schools. The principal will need to examine these policies and procedures, customize them with Nevada law and submit them to the GC for approval. Other important operational documents that will need to be developed include student/parent handbooks, employee handbook, bank signing authority, purchasing authority guidelines and other financial matters.</p>		
TECHNOLOGY	<p>Establish the necessary technology infrastructure for a smooth start-up.</p>	<p>Principal, CBO, office staff, Network IT consultant</p>	<p>By August 2018</p>
<i>Essential details</i>	<p>In addition to the purchase of 2 complete computer labs for the school, it will be necessary to ensure the following areas are addressed:</p> <ul style="list-style-type: none"> • Phone systems • Internet connectivity • Servers • Work with the architect to ensure school is properly cabled • Purchase copiers and printers for the office and other key areas • Work with the network IT consultant to prepare a school website 		
FINANCE	<p>Develop a preliminary school budget for 2018-19 and establish financial protocols and reporting procedures.</p>	<p>Principal, CBO, GC chair, board treasurer, school business manager, external business manager.</p>	<p>April- August 2018</p>
<i>Essential Details</i>	<p>The key personnel will meet to establish a preliminary 2018-19 budget based on projected enrollment. The external business manager will outline the various reports that will be prepared on a monthly basis for the GC to examine. At a minimum the reports will include revenues, account summary report, expenditures, outstanding POs, bank reconciliation and budget adjustment requests (BARs). Monthly protocols will be established that include:</p> <ul style="list-style-type: none"> • Monthly financial report prepared by the external business manager 		

	<ul style="list-style-type: none"> • Report vetted by the principal, CBO, school business manager, and board finance committee • Report to GC prepared by finance committee chair • GC approves finance report and BARs 		
PARENT & COMMUNITY ENGAGEMENT	Establish a school culture where parent and community engagement is valued.	Principal, GC members, office staff, PTA chair, School Advisory Council chair	January-August 2018
<i>Essential Details</i>	<p>1. Once our application is approved and the location of the school is finalized, the Committee to Form (CTF) and the NAS staff will begin an aggressive marketing campaign in the school community to raise awareness of the school and who it will serve. Since the location will be strategically determined based on the target population we wish to serve, door to door contact, flyers, radio ads and other media advertisement will create a buzz in the community and arouse parent and student interest in the school model and its successes. An open house and community BBQ have always generated interest and is an excellent opportunity to engage and solicit parent volunteers for the school advisory committee, PTA, and school accountability committee.</p> <p>During community events sponsored at the school the CTF and NAS staff will be in attendance to listen informally to parent concerns or issues and to empower parents to join school committees where their issues or concerns can be properly listened to and acted upon.</p> <p>During the planning year the CTF will transition into the Governing Council and will hold regular monthly meetings. Parents and students will be invited to attend these meetings and see the progress towards school opening and make suggestions for a successful school</p>		

	start.		
	<p>2. Parent engagement especially in high ethnic communities has always been a challenge. Often we attribute this lack of engagement to time constraints and the inability for parents to get involved in school life. And in some part this may be true. However, research has shown (especially in Latino communities) more often that parents believe schools don't listen or care to listen to their needs as parents. Parents want the school administration and teachers to speak to them about their children's grades, to find translators to help them understand what teachers are saying during parent-teacher nights, and to let the home know when their child is absent or in need of assistance. Conducting surveys of parents in their own language, is an excellent strategy in keeping the lines of communication open between the school and parents and obtaining valuable feedback on what is working and what is not working at the school. The more involved the school is with parents the more involved parents will be with the school.</p> <p>As far as volunteer activities parents may wish to participate in, key committees such as the PTA, school advisory/accountability committees, field trips and after school programs are all areas that the school will strongly encourage parents to get involved with.</p>		
SCHOOL SYSTEMS & CULTURE	Establish school norms that will facilitate staff, students and parents to the school life.	Principal, office staff, Network staff	By August 2018
<i>Essential details</i>	The principal will need to establish school protocols that as staff are hired and students are registered that all know that this is how we do business at NAS-Las Vegas. For example, dress code, smartphone policies, teacher induction programs, school code of conduct, assemblies, absentee and tardiness policies, staff duty day, before and after school programs, staff buddy		

	system, homework, makeup work for students, etc. The principal should also determine when to conduct parent, staff and student satisfaction surveys during the school year. These will help gauge the school morale.		

New America School Las Vegas

Financial Policies

2017-2018

New America School Las Vegas
W. Road Rd.
Las Vegas, NV 89
www.NAS-LV.org ~ (702) 726-####

December 10, 2016

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Preface

The Financial Policies for New America School Las Vegas were prepared and mirror policies suggested by the Nevada Department of Education to assist Nevada to establish and maintain strong financial standing and accountability. The manual provides guidelines for all financial operations and protocols of New America School Las Vegas which are maintained by the Governing Body of the school.

Fiscal Management Goals

The governing body (New America School Las Vegas) will review the fiscal needs of the charter school annually, considering instruction, capital outlay, building improvements and adjustments to accommodate any growth or decline of student enrollment or charter school area. The governing body encourages the input of staff, parents and members of the community as a part of the review and recommendation process. After due consideration of recommendations, the governing body will adopt fiscal goals for the school year.

END OF POLICY

Charter School Budget

The charter school budget will serve as the financial plan of operation for the charter school and will include estimates and purpose of expenditures for a given period and the proposed means of financing the estimated expenditures. The charter school will provide the budget and budget documents in accordance with the rules and regulations as specified by the Nevada Department of Education on an annual basis.

The charter school budget will be prepared in full compliance with NRS 386.550 and NAC 386.370. The administrator will be responsible for the preparation of the budget document.

END OF POLICY

Budgeting System

The charter school's budgeting system will be in accordance with federal and state laws, regulations and sponsor and charter school procedures.

END OF POLICY

Budget Calendar

The Governing body will adopt and comply with a budget calendar which identifies dates and deadlines required for the legal presentation and adoption of the budget as determined by the Nevada Department of Education. The budget calendar will be prepared on an annual basis

The administrator will prepare and recommend a proposed calendar for governing body approval. The calendar will identify dates and activities to include those needed to comply with state law.

END OF POLICY

Legal Reference(s): NAC 386.370

Budget Priorities

As the budget is prepared, staff will use a prioritizing system consistent with program needs as identified by staff and the governing body. Priorities should be established to be used as a basis for budget additions or reductions.

A budget committee may review suggested priorities and will either accept, modify or reject the priorities.

END OF POLICY

Legal Reference(s):

General Operating Contingencies

General operating contingencies may be established at an amount deemed sufficient by the governing body to responsibly enable the charter school to meet unforeseen financial needs due to emergencies and changing charter school needs. The amount will be established by the governing body during the budget development process.

General operating contingencies may be recommended by the administrator for governing body approval. The need, purpose and amount of the transfer shall be duly recorded.

END OF POLICY

Legal Reference(s): NRS 386.550, NAC 386.370

Fund Balance

The governing body recognizes its responsibility to establish an unreserved fund balance¹ in an amount sufficient to:

1. Protect the charter school from unnecessary borrowing in order to meet cash-flow needs;
2. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
3. Meet the uncertainties of state and federal funding; and
4. Help ensure a charter school credit rating that would qualify the charter school for lower interest costs.

Consequently, the governing body directs the administrator to manage the currently adopted budget in such a way to ensure [strive for] an ending fund balance of at least 8.3 percent of total adopted revenues.

In determining an appropriate unreserved fund balance, the governing body will consider a variety of factors with potential impact on the charter school's budget including the predictability and volatility of its expenditures²; the availability of resources in other funds as well as the potential drain upon general fund resources from other funds³; liquidity⁴; and designations⁵. Such factors will be reviewed annually.

END OF POLICY

Legal Reference(s):

¹The Government Finance Officers Association (GFOA) recommends, at a minimum, that general-purpose governments, regardless of size, maintain an unreserved fund balance in their general fund of no less than 5 to 15 percent of regular general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures. The Nevada Association of School Business Officials recommends, at a minimum, an unreserved ending fund balance of no less than 3 to 8 percent of the general fund budget. In general practice, levels of fund balance, typically, are less for larger governments than for smaller governments because of the magnitude of the amounts involved and because the diversification of their revenues and expenditures often results in lower degrees of volatility.

²Higher levels of unreserved fund balance may be needed if significant revenue sources are subject to unpredictable fluctuations or if operating expenditures are highly volatile.

³The availability of resources in other funds may reduce the amount of unreserved fund balance needed in the general fund, just as deficits in other funds may require that a higher level of unreserved fund balance be maintained in the general fund.

⁴The disparity between when financial resources actually become available to make payments and the average maturity of related liabilities may require that a higher level of resources be maintained.

⁵The need to maintain a higher level of unreserved fund balance to compensate for any portion of unreserved fund balance already designated for a special purpose.

Budget Preparation

The administrator has the overall responsibility for budget preparation and will develop such procedures necessary to ensure that the proposed budget reflects all areas of charter school operation.

The administrator and the governing body will establish budget priorities for the charter school and will make appropriate recommendations related to those priorities.

The administrator will deliver the budget message and actual budget document to the budget committee when the message and budget have been completed and are ready for presentation and at the request of the governing body president.

The following steps will be followed in preparing the budget:

1. In developing the proposed budget, building administrators may solicit participation by teachers and other building staff in determining the budget requirements necessary to meet identified student needs;
2. Building administrators will evaluate proposed staff budget requests to ensure compatibility with charter school goals, curriculum goals and fiscal guidelines;
3. After screening requests, administrators may submit their proposed building budgets to a selected management team for discussion and possible modification before presentation to the budget committee;
4. The administrator will work with the management team and other supervisory staff to develop proposed budgets for the various administrative units of the charter school;
5. The administrator will compile the proposed budget and will present it to the budget committee and/or governing body and see that committee members have detailed as well as summary information early enough to allow time for adequate study before decisions are made.

END OF POLICY

Legal Reference(s):

Budget Committee

Organization, Membership and Terms of Office

The governing board may choose to select a charter school budget committee. If used, a charter school budget committee is an optional select committee of the governing body and may consist of appointed members of the governing body. The governing body will establish appropriate timelines and procedures for appointment of budget committee members.

A majority of the constituted committee is required for passing an action item.

Presiding Officer and Orientation of Budget Committee (If used)

Organization: The budget committee will hold its first regular organizational meeting on a day set by the governing body. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.

Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the governing body's educational plan, and other pertinent material bearing on the preparation of a school budget.

Meetings of the Budget Committee

The budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public pursuant to NAC 386.223.

Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the governing body. No new program should be considered for the budget estimate that has not previously been submitted to the governing body and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

Final Action

The budget committee will approve an estimated budget document for submission to the governing body.

END OF POLICY

Legal Reference(s): NAC 386.223

Budget Hearing

After the budget document has been approved by the budget committee (if used), a public hearing will be held regarding the recommended budget document. The date will be on or before May 1st; time and place will be determined by the governing body. At the hearing, any person may speak for or against items in the budget document.

END OF POLICY

Legal Reference(s): NAC 386.370

Budget Implementation

The budget, as adopted by the governing body, becomes the financial plan of the charter school for the ensuing budget period.

The administrator and staff are authorized to make expenditures and commitments in accordance with the policies of the governing body and the approved budget.

The administrator will make the governing body aware of any substantial changes in expected revenues or unusual expenditures to the governing body by January 1st and the end of the fiscal year.

END OF POLICY

Legal Reference(s):

Budget Transfer Authority

The adopted budget is a financial plan which may be subject to change as a result of circumstances or events occurring during the ensuing budget period. All appropriation transfers shall be made using the guidelines in NAC Chapter 354.

Budget Transfer Authority Process

1. The “Budget Transfer Request” form will consist of two part sensitized paper or may be photocopied. The original will be filed in the business office with the second copy being forwarded to the originating department after final approval.
2. All “Budget Transfer Request” forms, when completed and approved by the administrator, will be forwarded to the HR/Business Services for review. A determination will be made if funds are available for transfer (i.e., outstanding encumbrances or low fund balance).
3. Requests will be forwarded to the administrator for approval. If the request involves a transfer between levels of appropriation at a value in excess of \$10,000, a resolution will be prepared for Board consideration.
4. The “Budget Transfer Request” form will accompany the resolution and upon affirmative action by the governing body, be signed by the administrator.
5. The approved request will then be acted upon by the HR/Business Services who will make the transfer.

END OF POLICY

Legal Reference(s): NAC Chapter 354

Budget Transfer Request

DATE: _____

Fund	Function	Object	Building	Area	Decrease	Increase

Explanation of Request

Requested by: _____

Approved: _____
Administrator

Reviewed by: _____
HR/Business Services

Approval: _____
President of Governing Body

Funding Proposals and Applications

The charter school may pursue federal, state or private grants or other such funds that will assist the charter school in meeting adopted governing body and charter school goals.

Proposals for external funds will be submitted to the governing body for evaluation and approval.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the governing body, the administrator is authorized to use his/her judgment in approving it for submission. The administrator will review the proposal with the governing body at its next regular meeting. The governing body reserves the right to reject funds associated with any grant which has been approved.

The governing body shall, before an acceptance of such funds, consider the charter school's obligations, expectations or encumbrances when the grant ceases.

END OF POLICY

Legal Reference(s):

Revenues from Private, State and Federal Sources

The governing body may authorize, accept and use private, state or federal funds available to the charter school to carry out charter school educational programs. The charter school will comply with all regulations and procedures required for receiving and using such funds. All funds received will be in insured accounts with a Nevada financial institution operating in Nevada. New America School Las Vegas utilizes the Standardized Chart of Accounts published by the Nevada Department of Education in fulfillment and stipulation of NRS 385.310 regarding orders for payment of money for all expenses incurred on its own and/or through any vendor of services including management services providing services on behalf of the school.

1. The governing body of the school designates the Administrator or their designee and governing body treasurer to receive invoices and/or purchase orders and to draw all orders for the payment of money belonging to the school. The orders will be listed on cumulative voucher sheets.

2. The school procedures by which orders must be approved and the cumulative voucher sheets signed include:

Review the purchase order or invoice by the Administrator or their designee;
Preparation of payment request for any items not having prior Governing Body knowledge and/or approval;
Placement of the payment request on the agenda of the governing body (if not prior approved);
Review, discussion and action by the governing body in open posted meeting.

3. The process for processing orders of payment of monies is as follows;

a) Review of the payment request by the Administrator or their designee via the electronic format used for accounting purposes;
b) Processing and listing of the payment to the appropriate budget categories in the electronic accounting system; HR/Business Services
c) Approval of the payment request by the Administrator;
d) Execution of the payment request (check issuance) by HR/Business Services.
e) All checks will require the signature of two people consisting of Principal, HR/Business Services Manager, HR/Business Services, Governing Body President and/or Governing Body Treasurer

4. Any order for payment of money to a member of the governing body or the charter school may only be drawn for travel expenses, subsistence allowances associated with approved governing body travel.

5. An action or (invoice or purchase authorization) may not be maintained or exercised by the governing body of the school if any bill or invoice is not presented for payment to the governing body within six months after the bill was incurred.

END OF POLICY

Legal Reference(s): NRS 386.570 NRS 1999/3290

Charter School Foundation

The governing body has the option of authorizing the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to the charter school for special and general purposes. The purposes of funds administered by the foundation may include scholarship, student aid, capital improvement projects, improvement and extension of programs and other activities of benefit to the charter school and its students. Both the governing body and the foundation governing body of directors will receive annual evaluations for all funded projects.

The foundation will be incorporated under Nevada Revised Statutes and registered as a tax exempt corporation under Section 501 of the Internal Revenue Service Code.

The foundation will be governed by a governing body of directors whose selection, membership and functions will be set forth in the foundation's by-laws. There may be no more than two (2) representatives of the foundation on the charter school's governing body.

END OF POLICY

Legal Reference(s):

NAC 386.345

Investment of Funds

The governing body may authorize the investment or reinvestment of funds which are not immediately needed for operation of the charter school. Such investments will comply with state law and Nevada Administrative Code.

END OF POLICY

Legal Reference(s): NRS 386.570

Investment of Funds Procedures

These regulations are issued for the guidance of the portfolio manager in the day-to-day operation of the investment program.

These regulations apply to activities of the portfolio manager with regard to investing the financial assets of all excess funds of the charter school including the General Fund, Special Revenue Funds, Capital Project Funds, Internal Services Funds and any and all Trust and Agency Funds under the control and direction of the charter school.

The portfolio manager will routinely and actively monitor the contents of the investment portfolio, the available markets and the relative values of competing investments and will adjust the portfolio accordingly. The portfolio manager, acting in accordance with these procedures and exercising due diligence, shall not be held personally responsible for a specific security's credit risk or market price changes, provided that these deviations are reported as soon as practical and that appropriate action is taken to control adverse developments.

All investments will be carried at cost. Gains or losses from investments will be credited or charged to investment income at the time of sale. Premiums or discounts on securities may be amortized over the life of the security.

Diversification of Maturity

1. The charter school shall attempt, to the maximum extent possible, to match investment maturity schedules with anticipated cash flow requirements. In no event, unless specifically matched to specific requirements such as bond sinking funds or reserves, will the charter school invest in securities having a maturity more than 18 months from the date of purchase.
2. Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs.
3. In determining the amount of excess funds available for investment purposes, the portfolio manager will maintain cash flow projections and schedules as well as a historical record of expenditures and receipts. These forecasts and schedules will be reviewed and updated as required to reflect actual conditions as they exist.

Qualified Institutions for Investment Purchases

1. The charter school shall evaluate each financial institution (as used herein, the term is meant to include brokers/dealers) from whom it purchases investments as to financial soundness at least once annually. Investigation may include review of the most recent Consolidated Report of Condition ("call" report), rating reports, financial statements as well as analysis of the particular institution's management, profitability, capitalization and asset quality.
2. Any financial institution with whom the charter school wishes to do business shall

provide financial data at the request of the portfolio manager. The information will be reviewed by the portfolio manager who will decide on the soundness of the institution before adding that institution to those that are on the approved qualified institution list for the charter school. The charter school reserves the right to be selective and to add or delete institutions from the approved list at will.

3. The portfolio manager will maintain a qualified institution list. A financial institution must be on this approved list prior to transacting any business with the charter school. A basic requirement for inclusion on the approved listing is a capital adequacy ratio in excess of [120 percent (1.2 to 1)].

4. All approved financial institutions must be chartered in Nevada and insured by either the FDIC or FSLIC.

5. Brokers or dealers not affiliated with a bank shall have offices located in Nevada, be classified as reporting dealers affiliated with the New York Federal Reserve Bank as primary dealers, or be required to meet capital adequacy requirements.

Diversification of Instrument of Investment

1. The portfolio manager will diversify the investment portfolio to avoid incurring unreasonable risks inherent in over investing in specific instruments, individual institutions or maturities.

2. Time certificates of deposit: In purchasing a time certificate of deposit (TCD), the portfolio manager will not invest an amount which is more than 10 percent of the total deposits of any single institution. As required by Nevada Revised Statutes, the portfolio manager will be responsible to ensure that a Certificate of Participation has been presented by the issuing institution to cover any outstanding TCD above the statutory level of insurance provided by FDIC/FSLIC. The charter school will always require full collateralization on all TCD investments.

3. Banker's acceptances: All banker's acceptances (BA's) will be purchased from a Nevada chartered financial institution.

4. Repurchase Agreements: All repurchase agreements will be collateralized [110 percent] by U.S. Government or Agency obligations. All collateral will be held by third party safekeeping. A signed repurchase agreement will be obtained from the issuing institution.

5. U.S. Treasury Obligations: No limits on purchase.

6. U.S. Government Agency Securities: No limits on purchases other than limit on concentration of [25 percent] in any one type issue.

7. Local Government Investment Pool: The LGIP limits investment to two accounts of [\$30,630,000] each. Other than this limitation, there is no limit to the amount that can be

invested in the pool, although the pool does not collateralize or deliver investment instruments.

8. Diversification Guidelines:

Diversification by Instrument (The charter school will consult ORS 294.035 when establishing limitations.)	Percent of Portfolio
U.S. Treasury Obligations (Bills, Notes, Bonds)	100
U.S. Government Agencies	100
Banker's Acceptances institution) 50 (of surplus funds in the aggregate)	25 (of surplus in any single qualified
Time Certificates of Deposit	75
Repurchase Agreements 100 (of capital funds surplus funds)	25 (of operations surplus funds)
State and Local Government Securities	25
Local Government Investment Pool	100

*Suggested maximums. Limit not set in statute.

Grants for Private Sources

Grant proposals for external funds from private sources will be submitted to the governing body for evaluation and approval.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the governing body, the administrator is authorized to use his/her judgment in approving it for submission. The administrator will review the grant proposal with the governing body at its next regular meeting. The governing body reserves the right to reject funds associated with any grant which has been approved.

END OF POLICY

Legal Reference(s):

Income from Program-Related Sales and Services

Certain activities allow New America School Las Vegas to charge enrolled students of the charter school, or the public for goods and services for services offered. These activities are designed for educational purposes and not to compete with community businesses.

Charges for work performed and/or goods sold through these activities will be kept current with costs for the service or item.

Money collected may be deposited in the School Generated fund account in accordance with the Financial Policy – Deposit of Revenues.

END OF POLICY

Legal Reference(s):

Depository of Funds

The governing body may, at its annual organizational meeting following January 1, or at other times deemed necessary by the governing body, designate and /or modify one or more banks which meet charter school, state and federal guidelines as official depositories for charter school funds.

END OF POLICY

Legal Reference(s): NRS 386.570

Authorized Signatures

The governing body will, at least annually or at other times deemed necessary by the governing body, designate and authorize check signors required on all charter school checks. The governing body shall require more than one signer on all checks. Check signers shall consist of:

Principal
Office Manager
Licensed Administrator
Governing Body President
Governing Body Treasurer

END OF POLICY

Legal Reference(s):

Bonded Employees and Officers

All charter school employees responsible for funds, fees, cash collections or inventory control will be bonded to protect the charter school against loss in an amount determined by the governing body and upon recommendation of the charter school's agent-of-record. In compliance with Nevada statutes and administrative codes, the administrator [fund custodians and other individuals as deemed necessary by the governing body] will have individual fidelity bond coverage in the amount of \$50,000. The charter school will pay the cost of such bonds.

END OF POLICY

Legal Reference(s):

Fiscal Accounting and Reporting

The charter school's accounting and reporting system will be in accordance with generally accepted accounting principles and will conform to state laws and regulations.

Accounting procedures shall show a detailed and meaningful analysis of both receipts and expenditures. This analysis should be adequate for study and evaluation by the governing body and school management, and will serve as a basis to make financial and related educational decisions, to formulate future plans, to safeguard public funds and to ensure adequate financial accountability.

Payment on all charter school accounts, including the general fund and special accounts shall operate according to established accounting procedures.

All cash received is to be properly receipted. Money received shall be placed in deposit.

Deposit of Revenues

Procedures for Depositing DSA and Federal Funds:

DSA funds and federal funds, which flow through the Nevada Department of Education, are automatically deposited into the school general bank account. These deposits are reconciled in conjunction with monthly bank reconciliations.

Procedures for depositing non-DSA revenues:

The HR/Business Services determines the source of the revenue. Revenues, which are determined to be other than public funds (DSA, State/Federal grants or pass through), they may be deposited into the general account, or the school generated funds, account. Most revenues from non-public funds are deposited into the school generated funds account. However, there are instances where revenue should be designated to the general fund account, if such revenue is a reimbursement for expenditures previously credited to the general fund. An example of this is insurance payments for lost or stolen state funded property.

Deposit into Banking Account:

Upon receipt of revenues, the Administrator, HR/Business Services consult to determine that the revenue should be deposited into the DSA (general) account. Upon this determination, that HR/Business Services will stamp the check with the proper account coding information and prepare the deposit slip for the Administrator's approval. Upon approval, the HR/Business Services will enter the deposit into the Accounting System and HR/Business Services will attach the bank deposit receipt to the copy of the deposit slip and check to maintain in the accounting record.

The HR/Business Services maintains a budget/ledger of sub-accounts related to the School Generated Funds account. The budget/ledger are reviewed and reconciled each month by the, HR/Business Services the Administrator and/or designees prior to review by the Governing Body at regular Governing Body meetings.

The [administrator] shall be the lawful custodial officer of all charter school funds and shall demand receipt for, and safely keep according to law, all bonds, mortgages, notes, moneys, effects, books and papers belonging to the charter school. Funds may be commingled in the depository so long as they are budgeted and accounted for separately.

From time-to-time, funds may become available to the charter school prior to the time they are needed to offset current expenditures. The custodial officer shall forward all such receipts to the Local Government Investment Pool or other investment instrument as authorized by the charter school's investment policies. Funds that are not currently needed for the operation of the charter school will be invested with the interest from these funds being credited to the same account as that to which the invested funds revert.

END OF POLICY

Legal Reference(s): NAC 386.390

Financial Reports and Statements

The governing body will receive and accept financial reports that include estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates and the charter school's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the governing body or administrator.

Appropriate staff will be available at any governing body meeting, upon the governing body's request, to respond to questions and to present current financial information. The administrator will notify the governing body at any time of substantial deviations in the anticipated revenues and/or expenditures.

END OF POLICY

Legal Reference(s): NRS 386.600

Property Inventory and Capitalization

The charter school will maintain a complete property inventory which lists all school sites, buildings, equipment and supplies with a value greater than \$200. This inventory will be updated as necessary or as directed by the Principal. The governing body may authorize the employment of an appraisal company to assist with the inventory procedure.

The charter school will maintain an inventory of all capital assets in accordance with governmental accounting standards. The charter school's inventory will be updated annually to include property newly purchased and disposed.

Capital assets includes all charter school-owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.) and equipment with a value greater than \$5,000.

END OF POLICY

Legal Reference(s): NAC 386.342

Audits

An audit of all charter school accounts will be made at least annually by an accountant selected by the governing body.

A copy of the audit report will be presented to the governing body. The administrator will submit a copy of the audit report to the sponsor, Legislative Counsel Bureau and Department of Education.

END OF POLICY

Legal Reference(s): NAC 386.380

Charter School Purchasing

The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment and services.

The purchasing agent will be the Administrator of the school. The Administrator, will be responsible for developing and administering the charter school's purchasing program.

No recurring obligation (lease, etc.) may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used following this path:

Preparer -> Supervisor -> HR Business Services -> Administrator

Unless authorized by the Administrator, no purchase, with the exception of a petty cash purchase, will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders or were approved prior by the governing body.

The Administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed \$10,000 for recurring products, materials, supplies, capital outlay and services that are within current budget appropriations.

The Administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts and are authorized for payment. After appropriate administrative review, the Administrator will direct payment of the just claims against the charter school. The Administrator is responsible for the accuracy of all bills and vouchers.

Timeline for Processing Invoices for Payment:

It is the practice of New America School Las Vegas to process invoices, and print checks for payment of invoices each week, excluding holidays. Invoices which are submitted, reviewed according to policy, coded to the proper accounts, and approved for payment by Thursday prior to 12:00 pm will be processed for payment. New America School Las Vegas will process and pay all invoices within 10 business days of receipt, with the exception of invoices that contain errors, are incomplete in detail, or lack required documentation. In the event an invoice cannot be approved for payment within 10 business days of receipt due to such factors, the HR/Business Services will contact the vendor to obtain corrected information or documentation. A dated and detailed record of all attempts to communicate with and to obtain requested documentation will be attached to the invoice in question.

No governing body member, officer, employee or agent of this charter school shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for himself/herself, a relative or for any business with which the governing body member or a relative is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the charter school by any governing body member, officer or employee in exchange for any consideration of the charter school is prohibited.

END OF POLICY

Legal Reference(s): NRS Chapter 332 NRS 386.573

Expenditure of Charter School Funds for Meals, Refreshments and Gifts

The charter school recognizes there may be occasions when it is appropriate for governing body members, administrators and others to expend charter school funds in the course of conducting charter school business to provide meals or refreshments (bakery goods, snacks, fruit, punch, coffee, tea, soft drinks, etc.). The purchase of gifts may also be approved, in certain situations. Such occasions may include, but are not limited to, various charter school and building level meetings, gatherings to celebrate charter school successes or recognize individual achievements, contributions or outstanding service to the charter school and other charter school and school-sponsored activities. Such expenditures may be made prior to governing body approval, subject to the provisions of this administrative regulation.

The use of charter school funds, as used in this regulation, means the use of money in any of the general accounts of the charter school. This includes the General Fund, Food Service Fund and others. It also includes money in student body accounts held at each school that are derived from any student activity or from parent organizations. Exceptions are funds collected from staff members or others for the specific purpose of providing gifts or parties. It is also recognized that buildings may have established a “social fund” or “sunshine fund” to which each staff member may voluntarily contribute. Such funds are generally used for birthday recognition, bereavement and illness acknowledgment activities, etc. These funds are also exempt from the following requirements.

Meals and Refreshments

Charter school funds may be used to pay for individual or group meals only if official charter school business is being conducted during the time in which the meal is provided and only if the meal provides a particularly practical time or setting for the discussion, consistent with governing body policy and the following:

Meals may be provided by the charter school to recognize the contributions of staff, through retirement dinners or other recognition events;

Meals may be provided by the charter school as a part of governing body or administrative work sessions, at charter school or building-level committee meetings or other charter school-approved activities.

Meals not directly business related may be provided to staff or others at the individual’s expense only.

Governing body members, administrators and other charter school administrative staff may use charter school funds to provide refreshments for staff, parents or others at meetings, in-service programs or other similar charter school or school-sponsored activities, not to exceed [\$26.00] per participant and subject to the following additional requirements:

The purchase of alcoholic beverages with charter school funds is strictly prohibited;
The use of charter school funds for parties is prohibited.

Gifts

There are numerous occasions that may arise whereby governing body members, administrators or other charter school staff may feel the need to recognize employees, i.e., Bosses' Day, Secretaries' Day, classified employees' week, birthday, etc. A governing body member, administrator or other charter school employee may provide such recognition at his/her expense only, unless as otherwise permitted below:

The charter school may provide a small token of appreciation for a governing body member's or employee's retirement and years of service and other related activities utilizing charter school funds, as approved in advance. For example, the governing body generally proclaims special recognition for classified employees' week and teacher appreciation week;

Administrators may use charter school funds to provide an appropriate token of appreciation on behalf of the governing body. The value of this item may not exceed \$100 per person;

No other expenditure of charter school funds for gifts is permitted without prior authorization from the Body or administrator.

END OF POLICY

Legal Reference(s):

Petty Cash Accounts

The handling and processing costs of a single purchase order for nominal purchases are very expensive. To facilitate small expenditures, a petty cash revolving fund may be established for each charter school.

Administrative regulations will be developed establishing the amount of petty cash to be allowed, the maximum dollar amount for a single purchase and the accounting system to be used for record keeping.

Petty cash will not be used to thwart or circumvent established purchasing procedures. It is a convenient accommodation to facilitate immediate acquisition of low-cost goods and services in an efficient manner.

The School Administrator may, at their discretion, periodically audit each petty cash account to ensure that the proper accounting is followed. Records will be kept of all expenditures from the petty cash fund and receipts will be furnished to account for all money expended. Expenses will be assigned to the proper budget account.

The Administrator or the Governing Body may, at their discretion, call for an audit of the petty cash accounts at any time.

END OF POLICY

Legal Reference(s):

Bidding Requirements

Three bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules.

END OF POLICY

Legal Reference(s): NRS Chapter 332

Personal Services and Other Contracts

The charter school may enter into personal services contracts with qualified professionals. Personal services contracts, as used in this policy, means contracts for specialized skills, knowledge and resources in the application of highly technical or scientific expertise or the exercise of professional, artistic or management discretion or judgment. The charter school may enter into a personal services contract with a current charter school employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment.

All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price.

Contracts in excess of \$10,000 shall require prior governing body approval.

The administrator will develop administrative regulations as necessary to implement this policy.

END OF POLICY

Legal Reference(s): NRS Chapter 332, NAC 386.400, NAC 386.405, NAC 386.40,7 NAC 386.033, NAC 386.345

Credit Cards

The governing body authorizes the Administrator and / or designee to hold a bank credit card in the name of New America School Las Vegas and to issue such cards to designated employees. Approved card holders will be held responsible for maintaining sole possession and security of issued cards at all times. Credit cards shall be limited to three and shall have a governing body approved maximum limit of \$10,000 per credit card.

Credit cards issued to employees may only be used to purchase items authorized by the adopted charter school budget when purchase orders are not feasible.

Purchase slips and receipts must be turned in to the business office within [10] days of the transaction. [The business office shall pay in full the credit card balances no later than the due date so that finance charges will not be incurred.]

Charter school-issued credit cards shall be subject to the following:

1. Personal items shall not be charged on charter school-issued credit cards. If a personal item is inadvertently purchased on a charter school-issued credit card in violation of this policy, repayment by the employee must be made immediately. Failure to make the required payment may result in an automatic deduction from the individual's next payroll disbursement. Accordingly, the charter school will require individuals issued credit cards to sign a written authorization for payroll deduction in the event of such personal use;
2. The purchase of alcoholic beverages is strictly prohibited. The purchase of gasoline for a privately-owned vehicle is also prohibited without prior authorization;
3. Leaving a gratuity that exceeds 15% is prohibited;
4. Airline tickets may be purchased with a charter school-issued credit card only with prior administrator or designee approval. If the issued credit card provides for purchase incentives (i.e., points, discounts or airline mileage credits), such incentives shall only be redeemed for authorized charter school business.

Violation of the provisions of this policy may result in the revocation of the credit card and/or discipline up to and including termination of employment.

END OF POLICY

Legal Reference(s):

Vendor Relations

The charter school welcomes business and bids from all eligible vendors. Preferential treatment will not be extended to any vendor. Orders will be placed on the basis of quality, price and delivery, with past services being a factor if other considerations are equal.

Salesmen or agents may not solicit staff members during hours when students are present or during teach prep. School administration may allow sales representatives or agents of educational products to contact staff members at times that will not interfere with the educational program.

Advertising is not allowed in the charter school unless it is approved by the [administrator]. No charter school employee will receive compensation of any kind from any vendor for the sale of supplies or services.

END OF POLICY

Legal Reference(s): NAC 386.345

Payment Procedures

All claims for payment from charter school funds will be processed by in conformance with accepted practices and procedures. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers. Invoices may be paid within 30 days of receipt, or longer, if Governing Body approval is required, or if the expense is unexpectedly recurring, outside of existing and approved expenditure categories, or exceeds amounts budgeted for the expense by the Governing Body.

It is the practice of New America School Las Vegas to process invoices, and print checks for payment of invoices each week, excluding holidays. Invoices which are submitted, reviewed according to policy, coded to the proper accounts, and approved for payment by Tuesday prior to 5 pm will be processed for payment. New America School Las Vegas will process and pay all invoices within 10 business days of receipt, with the exception of invoices that contain errors, are incomplete in detail, or lack required documentation. In the event an invoice cannot be approved for payment within 30 business days of receipt due to such factors, the HR/Business Services will contact the vendor to obtain corrected information or documentation. A dated and detailed record of all attempts to communicate with and to obtain requested documentation will be attached to the invoice in question.

Invoices requiring Governing Body approval, or unexpectedly recurring, outside of existing and approved expenditure categories, or exceeds amounts budgeted for the expense by the Governing Body, may require an extended period for approval prior to payment. If such is the case, the HR/Business Services will advise the administrator, the Governing Body, and the vendor of the reason for the delay, and make every effort to resolve and make payments in a timely manner.

The Administrator, in collaboration with the HR/Business Services, will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget.

END OF POLICY

Legal Reference(s): NRS 386.573

Payroll

The payroll administration will be prepared and administered by HR/Business Services with review and oversight by the Administrator. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

No other automatic deductions except those required by law will be made from an employee's pay without authorization of the governing body.

END OF POLICY

Legal Reference(s): NRS 386.595

Payday Schedule

Regular salary checks will be issued on the governing body approved pay dates.

Deviations from this schedule must be approved by the governing body.

END OF POLICY

Legal Reference(s):

Salary Deductions

Authorized payroll deductions will be made upon an appropriately submitted written request from the employee.

There may be a select minimum or more employees participating in any one program in order for that plan to qualify for payroll deduction. The school reserves the right to limit the number of Tax-Sheltered Annuities (TSA) programs. Changes of TSA companies or plans will only be allowed from the starting of fall in-service to the payroll cutoff date for September of that fiscal year.

Subject to standard accounting procedures, employees may authorize modification of their salary or withholdings to include deductions such as:

1. TSA as authorized by the Internal Revenue Service and approved by the governing body;

Insurance premiums in excess of charter school contributions to governing body-approved programs;

The employee will comply with federal requirements that establish maximum annual TSA allowable contributions.

Automatic deductions, except those required by law, will not be made from an employee's pay without the governing body's authorization.

END OF POLICY

Legal Reference(s):

Expense Reimbursements

The governing body recognizes that certain expenses are incurred by charter school employees in carrying out authorized duties. The governing body approves the reimbursement of necessary and reasonable expenditures as outlined in the accompanying administrative regulation and consistent with Internal Revenue Service requirements and Nevada Administrative Codes.

All approval and reimbursement procedures must be followed prior to reimbursement.

Reimbursement for out-of-state travel by private vehicle will be made on the basis of air fare or mileage rate, whichever is lower.

END OF POLICY

Legal Reference(s): NRS 386.573

Staff Expense Reimbursement

Expense reimbursement for staff traveling on approved school business will be governed by the following procedures:

All travel requests must be submitted to supervisor/administrator for approval prior to incurring any expense;

The administrator has authority to travel on school business, as deemed necessary, and will submit expense claims for governing board review and approval within 30 days of travel;

3. Travel expenses include travel fares, meals and lodging and expenses incident to travel.

4. Only travel expenses as are ordinary and necessary in the conduct of approved travel for charter school business purposes and directly attributable to it will be reimbursed. As used in this regulation an “ordinary” expense means one that is common and accepted in the profession; a “necessary” expense means one that is essential and appropriate in order to conduct charter school business.

5. Reimbursement procedures established by the charter school will also apply to governing body members traveling on governing body-approved charter school business.

In-Charter School Travel – Use of Private Vehicles

Private vehicles may be used in conducting charter school business. In-charter school travel approval may be granted by the Administrator for individual trips or by blanket approval, as deemed appropriate.

Travel in a private vehicle for the purpose of conducting charter school business may be approved when:

- a. A charter school vehicle is not available;
- b. The destination is not conveniently accessible by commercial carrier;
- c. Various points must be visited and commercial carrier schedules are such that the use of commercial carrier transportation is not practical;
- d. Carrying articles by commercial carrier would not be feasible; or
- e. Commercial travel is deemed to be less economical.

Out-of-Charter School Travel (In-State) – Use of Private Vehicles

Private vehicles may be used only with prior administrative approval. Out-of-charter school travel approval may be granted for individual trips or by blanket approval, as deemed appropriate.

Out-of-State Travel

Out-of-state travel requires administrative approval.

Insurance Coverage

Insurance costs are included as part of the mileage reimbursement for employees authorized to use a private vehicle to conduct charter school business. It is the responsibility of the owner or driver of the vehicle to be certain that the vehicle is adequately covered by insurance.

The responsibility of the charter school for damages resulting from vehicle accidents is not the same as set forth in the charter school's general liability insurance policy. The employee's insurance coverage provides primary coverage when the employee is driving his/her own vehicle on approved charter school business. A travel request affirms having liability insurance when using a personal vehicle.

All school employees operating private vehicles on approved school business are required to complete and maintain on file with the charter school, verification of vehicle liability insurance that meets or exceeds Nevada statutory minimum limits. This verification is required [annually] [prior to any charter school approval to conduct charter school business in a private vehicle]. Employees are required to update their verification of vehicle liability information maintained on file with the charter school upon any change in the employee's vehicle insurance coverage.

Meals and Meetings

Reimbursement will be made for ordinary and necessary meal expenses incurred in the course of approved travel for school business. Meals include amounts spent for food, beverage, taxes and related gratuities. Alcoholic beverages will not be reimbursed by the charter school. See Expense Reimbursement Request and Accounting Procedures below.

Expenses in excess of the school's established limit are ordinarily the responsibility of the employee and may be reimbursed only with administrator approval. Receipts for all meal expenses must be secured and attached to the claim.

Travel Advances

A travel advance may be requested when the estimated cost for meals, lodging, etc., exceeds \$50. The travel advance may be requested by completing the form provided by the charter school.

The cost of commercial travel tickets will not be included in a cash advance request.

In the event of loss, the employee is personally responsible for cash advances issued and for any third party use of a school-provided credit card.

At least 2 working days are required for processing an advance check after the approved request is received by the business office.

Only one cash advance may be outstanding to any employee at any time.

Reservations, Commercial Carrier and Lodging

Travel must be conducted in the most expeditious and cost-effective manner, as determined by the school.

The HR/Business Services Manager will be responsible for making travel reservations and payments for travel. An employee may elect to make their own travel arrangements and make payments using personal funds. Reimbursement will occur when travel claim is submitted.

Vehicle Rentals

Rental vehicles may be used only when use will affect a savings or otherwise be more advantageous to the charter school or when the use of other transportation is not feasible.

Rental of a compact vehicle is recommended when suitable for approved charter school business because of the lower initial rate and the guaranteed rate. Certain rental agencies guarantee the compact rate in all owned stations and in most licensee stations, which means that if a reservation for a compact vehicle is accepted and one is not available, a standard-sized vehicle will be substituted at the compact rate.

Rental vehicles will be used only for official travel or in lieu of taxi for necessary travel. Any additional costs incurred for other usage will be the personal responsibility of the traveler.

In the event the charter school does not carry the rental car endorsement, the employee will be authorized to purchase insurance coverage from the rental agency.

Cancelled Trips

If an employee cannot leave at the scheduled time, it is his/her responsibility to arrange to have the tickets cancelled or exchanged.

Commercial carrier reservation cancellations must be made at least 24 hours before departure time, whenever possible.

Lodging reservations must be cancelled by the employee as soon as possible to avoid a cancellation charge.

If a trip is cancelled after an advance and/or tickets have been issued, the advance and tickets must be returned to the business office immediately.

Personal Travel Combined With Charter School Business Travel

If an individual traveling on approved charter school business engages in both business and personal activities, travel expenses incurred will be reimbursed only for expenses that are ordinary and necessary in the conduct of charter school business. Expenses incurred as a part of personal business are the sole responsibility of the traveler.

When personal travel is combined with approved charter school business travel and the individual is traveling by less than the most expeditious and cost-effective manner, any additional costs must be paid by the traveler.

Time away from work caused by traveling by less than the most expeditious means available for personal purposes must be charged to vacation or other appropriate leave.

Vacation or other personal leave may be taken in conjunction with approved charter school travel subject to the following:

- a. Time delays related to approved charter school business are charged as working time even if no work is performed;
- b. If the employee travels by less than the most cost-effective manner, as determined by the school, for approved charter school business or for personal travel combined with travel for charter school business purposes, he/she must pay the additional cost (e.g., increased fare, meals, lodging expenses, etc.) incurred as a result of the personal travel;
- c. All subsistence and local transportation (taxi, vehicle fare, etc.) while on vacation status or other appropriate leave must be paid by the employee;
- d. The traveler will not be required to pay any of the basic transportation costs incurred as a part of the approved charter school business, even though he/she spends a substantial part of the total time away from home on vacation or other personal leave, provided the employee was traveling on approved school business;
- e. A traveler, who decides on his/her own to conduct school business without prior approval, while on vacation or other personal leave, cannot then use this as a justification to have the charter school pay his/her basic transportation cost from the school to the location visited, or submit a request for other expense reimbursement.

Expense Reimbursement Request and Accounting Procedures

Reimbursement requests detailing actual expenditures must be submitted on the charter school's travel expense form and be approved by the [administrator] in writing. Receipts and supporting documentation must accompany all expense reimbursement requests. This includes, but is not limited to, receipts for transportation, lodging, meals, registration, conference and workshop fees. All requests must be submitted to the charter school office within [10] working days of the conclusion of the trip

If the completed travel expense report totals less than the travel advance, the difference must be returned within 5 working days to the business office with the report.

Reimbursement for expenditures in excess of a travel advance, or where no travel advance has been requested, will be made within 30 working days after the approved travel expense report is received by the business office.

Expenses which consist primarily of the cost of furnishing meals for others will be reimbursed upon submission of a travel expense report which includes:

Names of guests;

Organizations involved;
Full explanation of the charter school business purpose of the meeting.

In the event a vehicle was rented, a copy of the rental agreement must be attached to the travel expense report. The rental charge should be paid from the amount advanced, as applicable. Purchase of gas and oil which have been deducted from the rental charge by the rental agency must be included.

Any claim for mileage reimbursement only may be submitted at the end of each month in which reimbursement is to be claimed. A claim must be submitted no later than 90 calendar days of incurring the expense. Reimbursement claims later than 90 calendar days of the expense will be denied.

Mileage for approved school business travel in a private vehicle will be reimbursed at the current rate per mile established by the school, collective bargaining agreement or Internal Revenue Service (IRS), as applicable. Reimbursement that exceeds the IRS rate will be included as income to the employee in accordance with IRS regulations.

In the event the total of the amount charged to, and/or received from, the charter school by the employee as advances, reimbursement or otherwise, exceeds the ordinary and necessary business expenses, the excess must be reimbursed to the charter school within 30 days.

Reimbursable Expense Limitations

Meal expenses may be reimbursed subject to the following limitations:

Allowance: Breakfast [Current GSA Rate]
Lunch [Current GSA Rate]
Dinner [Current GSA Rate]
GSA (General Services Administration)

Gratuities must not exceed 15 percent and must be included as a part of the receipt. Gratuities in excess of 15 percent are the responsibility of the employee and will not be reimbursed by the charter school.

Other expenses such as toll charges, parking fees, valet services, cleaning, pressing and laundry may be reimbursed if the length of the trip or circumstances demands.

Mileage reimbursement for actual miles traveled on charter school business, may be approved subject to the following limitations:

- a. In-charter school mileage reimbursement will not be granted to an employee, other than a charter school-approved tutor, for traveling from his/her residence to the place where work begins for the day or for returning home from the last place worked during the day;

- b. Reimbursement will be made only for those miles actually traveled in the course of completing approved charter school business. When chauffeured, mileage for two round trips and short-term parking will be reimbursed if not greater than the cost of one round trip plus economy parking;
- c. Group travel may be requested on one travel request form for a group traveling together as long as advance and reimbursement is payable to one person who has complete responsibility for reporting expenses;
- d. In the event a private vehicle is approved for use from home, to or from airport or railroad station, mileage for one round trip and economy parking will be reimbursed. Parking receipts are required;
- e. Individuals requesting reimbursement for use of a private vehicle on approved school business must meet state insurance requirements.

Lodging will be reimbursed at the approved GSA rate.

Local taxi, shuttle, bus fares and vehicle rentals may be reimbursed, subject to the charter school's requirement that travel selected is by the most expeditious, cost-effective manner, as determined by the charter school.

Cash in School Buildings

Money collected within school buildings will be taken to the charter school's designated depository when the sum accumulated in any one day by a class, a teacher or others at any school exceeds \$100. Accumulated cash maintained in school buildings overnight may not exceed \$250. A receipt is required for any cash transaction.

END OF POLICY

Legal Reference(s):

Disposal of School Property

Except as stipulated in NAC 386.342, the governing body may, at any time, declare charter school property as surplus and authorize its disposal when such property is no longer useful to the charter school, unsuitable for use, too costly to repair or obsolete.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the charter school, the governing body may dispose of them in another manner.

END OF POLICY

Legal Reference(s): NAC 386.342 NRS Chapter 332

Attachment 13. Proof of Facility Commitment or Attestation

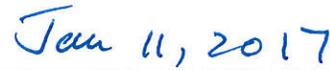
1. Attestation to Provide Future Facility
2. Cover - New America School Facilities Guidelines and Specifications
3. NAS-Lakewood floor plan
4. Cover - The New America School Lakewood Campus Brochure
5. Cover – The New America School Las Cruces Campus Brochure
6. NAS Las Vegas Project Schedule

Attachment 13. Proof of Facility Commitment or Attestation

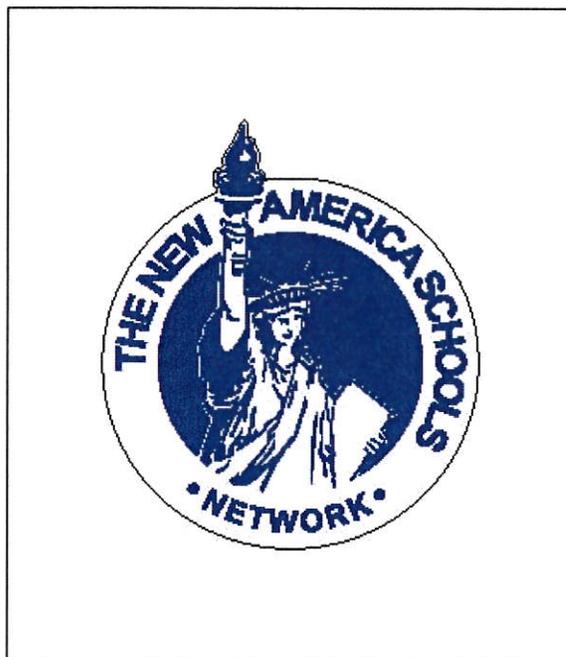
The following will be furnished at part of a charter amendment: an MOU/proof of intent to provide a facility; a facility description to include location, size and amenities; intent to comply with all health and safety requirements; and intent to follow applicable county and municipal review procedures.



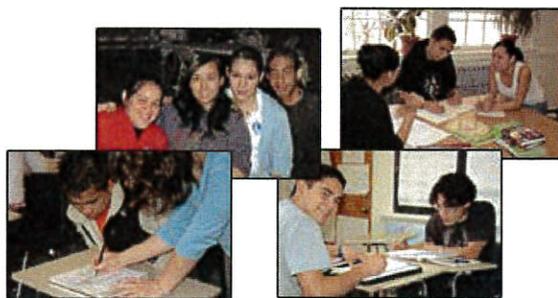
Dominic DiFelice, Superintendent
New America School Network



Date



New America School Facilities Guidelines and Specifications 2017



New America School Facilities



The New America School
Lakewood Campus
5806 W Alameda Ave
Lakewood, CO, 80226



2014



The New America School | Las Cruces, NM

207 S Main Street, Las Cruces, NM | (575) 527-9085

2014

**AFFIDAVIT FOR PROVISION OF INSURANCE COVERAGE
FOR A PUBLIC CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of Clark)

COMES NOW David Lester a provider of insurance, being first duly sworn states under penalty of perjury as follows:

1. I or the insurance provider I represent am/is authorized by the Nevada Division of Insurance to operate in Nevada.
2. The attached insurance proposal I have prepared for New America Schools - Las Vegas, a public charter school, meets the stipulations of NRS 386.550(1)(l) and the requirements listed in NAC 386.215, as stated below. The charter school herein named has obtained from me the types and amounts of insurance required by

NAC 386.215. The coverage is in effect from Pending Approval of Charter School Application.

NAC 386.215 Provision and maintenance of insurance coverage. (NRS 386.540)

1. Except as otherwise provided in subsection 4 of NAC 386.140, a committee to form a charter school shall obtain insurance from an authorized insurer as follows:

(a) Industrial insurance coverage in accordance with the applicable provisions of the Nevada Industrial Insurance Act, chapters 616A to 616D, inclusive, of NRS.

(b) Except as otherwise provided in subsection 2, general liability insurance with a minimum coverage of \$1,000,000. The general liability insurance policy must include coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds as follows:

- (1) The sponsor of the charter school;
- (2) All employees of the charter school, including, without limitation, former, present and future employees;
- (3) Volunteers at the charter school; and
- (4) Directors of the charter school, including, without limitation, executive directors.

(c) Umbrella liability insurance with a minimum coverage of \$3,000,000.

(d) Educators' legal liability insurance with a minimum coverage of \$1,000,000.

(e) Employment practices liability insurance with a minimum coverage of \$1,000,000.

(f) Employment benefits liability insurance with a minimum coverage of \$1,000,000.

(g) Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of \$1,000,000.

(h) If applicable, motor vehicle liability insurance with a minimum coverage of \$1,000,000.

(i) If applicable, liability insurance for sports and athletic participation with a minimum coverage of \$1,000,000.

Affidavit

I certify, (declare) under penalty of perjury that the forgoing is true and correct:

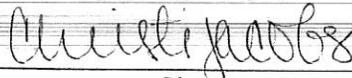
Executed this 13th day of JANUARY 20 17 In the city of
Las Vegas In the state of NEVADA.



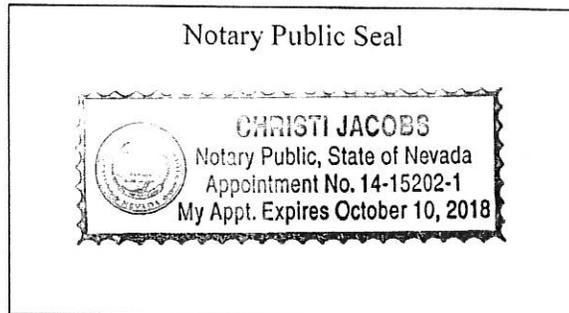
Insurer's Signature

Notarized Statement

Subscribed and sworn to before me at Las Vegas, Nevada
on this 13th day of January 20 17.



Signature



**ATTACHMENT 15. BUDGET NARRATIVE
NEW AMERICA SCHOOL - Las Vegas**

Revenues:

**Anticipated State and Federal Revenues Based on Current DSA Rates for Nevada -
Planning Year (2017-18) through Operational Year 6 (2023-24)**

REVENUE	PLANNING 2017-18	YR 1 2018-19	YR 2 2019-20	YR 3 2020-21	YR 4 2021-22	YR 5 2022-23	YR 6 2023-24
DSA Funding	\$0	\$1,203,610	\$1,507,766	\$1,898,109	\$2,310,517	\$2,745,960	\$3,205,451
Title I	\$0	\$44,400	\$55,620	\$70,019	\$85,233	\$101,296	\$118,246
IDEA	\$0	\$35,710	\$46,327	\$60,161	\$75,281	\$91,689	\$109,383
State Special Education Funding	\$0	\$14,791	\$19,188	\$24,918	\$31,181	\$37,976	\$45,305
Charter start-up funds (Federal R&E already awarded to operator- -not SEA grant) corporate) Jared Polis Foundation \$25,000 and NAS Network \$25,000	\$350,000	\$290,000	\$214,000				
TOTAL REVENUE	\$400,000	\$1,570,457	\$1,820,284	\$2,024,735	\$2,467,553	\$2,935,732	\$3,430,303

Expenses:

YEAR 0 "Planning Year" July 1 2017 – June 30 2018

Under Title V of the Elementary and Secondary Education Act (NCLB), New America School – Las Vegas anticipates receiving funding through the *Public Charter Schools Program* (PCSP) Planning and Implementation grant of \$854,000 to be distributed over 3 years. During the pre-opening year 0 (2017-2018), the first \$350,000 will support planning activities as follows:

100-Regular Programs: 1000-Instruction

100/200 Salaries & Benefits – Two instructional positions will be filled at .25 FTE each (total FTE .5) to prepare for the opening of the school and assist with curriculum development. Benefits are budgeted at 41% including 28% for PERS. **Total budget = \$28,835.00**

600 Supplies – As the administrative staff prepares for the opening of the school and begins preliminary purchases, instructional supplies are budgeted for textbooks, curriculum and general supplies. **Total budget = \$46,550.00**

100-Regular Programs: 2100-2600, 2900 Other Support Services

100/200 Salaries & Benefits – Two administrative positions will be filled to prepare for the opening of the school. The Principal is budgeted at .25 FTE and the Office Manager at .5 FTE. **Total budget = \$76,943.00**

000-Undistributed Expenditures: 2100 Support Services-Students

300/400/500 Purchased Services – Through the Federal *Public Charter Schools Program* grant, 0 dollars are budgeted for implementation of the Student Information System, Infinite Campus. It is the understanding of NAS-LV that Infinite Campus is the State Mandates SIS and the expense is incurred by the LEA. This program will link the school to the chartering authority and manage student demographic, grading, and attendance information. **Total budget = \$ 0.00**

000-Undistributed Expenditures: 2200 Support Services-Instruction

300/400/500 Purchased Services – Through the Federal *Public Charter Schools Program* grant, \$10,000 is budgeted to develop a professional development program to prepare for staff hirings and the school opening. An additional \$2,000 is budgeted to support the Principal's PD. **Total budget = \$ 12,000.00**

600 Supplies – Through the Federal *Public Charter Schools Program* grant, - \$15,000 is budgeted to begin to furnish the school with desks, chairs, bookshelves, file cabinets, and tables. **Total budget = \$15,000.00**

000-Undistributed Expenditures: 2400 Support Services-School Admin

300/400/500 Purchased Services – In an effort to effectively set up the school administrative and business operations, the pre-opening PCSP budget includes accounting software license, legal fees and board development services. Through the Federal *Public Charter Schools Program* grant, additional budgeted amounts include for curriculum development consulting, for MAPs/NWEA assessment trainings, and for various personnel, HR, and financial consulting work. **Total budget = \$82,750**

600 Supplies – Through the Federal *Public Charter Schools Program* grant, is budgeted for office supplies. **Total budget = \$10,000**

During year 0, school leaders will attempt to find temporary, donated office space to begin school operations close to the selected facility. If donated office space is not an option, approximately \$4000.00 of the \$350,000 start-up grant will be allocated to cover rent for four months. **Total budget = \$4,000.00**

The New America School – Las Vegas founding committee recognizes that the PCSP grant supports the planning and implementation of the charter school as requested in the grant application. During execution, grant managers will conform to all applicable provisions of Federal and State law. The New America School network consulting team has experience working with various Federal grants and will support the NAS-LV founding committee throughout the process to ensure compliance.

BUDGET NARRATIVE

YEAR 1

Because New America is successfully operating five charter schools in two states, similar modeling strategies have been used to develop the year 1 budget for NAS-LV based on 185 students. They include:

100-Regular Programs: 1000-Instruction

100/200 Salaries & Benefits – The instructional staffing model that will help establish the school includes five general education teachers and one special education teacher (program 200) with a salary aligned to the current CCSD salary schedule \$40,900 for general education and \$48,000 for special education, totaling \$252,500.00 and a \$10,000 substitute teacher pool. Benefits are calculated at 41% and total \$107,625.00. **Total budget = \$370,125.00.**

600 Supplies – Through the Federal *Public Charter Schools Program* start-up & implementation grant, instructional supplies are budgeted for textbooks and curriculum, general supplies, and to establish a library collection. **Total budget = \$221,891.00**

100-Regular Programs: 2100-2600, 2900 Other Support Services

100/200 Salaries & Benefits – The administrative staffing model that will help establish the school includes one Principal budgeted at \$85,000.00, a Secretary, School Counselor and Support Staff. Additionally, the building will be managed with a contractor and the expense can be located in purchased property services. Benefits are calculated at 41% (including 28% for PERS). **Total budget = \$401,850.00**

000-Undistributed Expenditures: 2100 Support Services-Students

300/400/500 Purchased Services – Through the Federal *Public Charter Schools Program* grant, \$0 is budgeted for implementation of the Student Information System, Infinite Campus This program will link the school to the chartering authority and manage student demographic, grading, and attendance information. **Total budget = \$0**

000-Undistributed Expenditures: 2200 Support Services-Instruction

300/400/500 Purchased Services – Through the Federal *Public Charter Schools Program* grant, \$35,000 is budgeted for a professional development program to help develop school culture and to provide training opportunities for staff. An additional \$2,000 is budgeted to support the Principal's PD. NAS-LV does plan to apply for available Title II Grants to subsidize these expenses. **Total budget = \$37,000.00**

600 Supplies – Through the Federal *Public Charter Schools Program* grant NAS-LV has budgeted for items to furnish the school with desks, chairs, bookshelves, file cabinets, laptop carts and tables. **Total budget = \$187,860.00**

000-Undistributed Expenditures: 2400 Support Services-School Admin

300/400/500 Purchased Services – In an effort to effectively manage school administrative and business operations, the year one budget includes audit and accounting fees, legal fee retainer at \$500.00 per month, advertising, marketing and board development services. Through the Federal *Public Charter Schools Program* grant, additional budgeted amounts include fees for curriculum development consulting, accounting software licenses, MAPs/NWEA assessment trainings, and various personnel, HR, and financial consulting work. **Total budget = \$145,750.00**

600 Supplies – Through the Federal *Public Charter Schools Program* grant, \$5,200 is budgeted for office supplies. **Total budget = \$5,200.00**

000-Undistributed Expenditures: 2600 Operation of Plant & Maintenance

300/400/500 Purchased Services – During the planning year, NAS-LV plans to apply for E-Rate and QZAB funding to subsidize some of these expenditures. During year one, projected facility costs include building rent, electricity, natural gas, water, sewage and repairs and maintenance costs. Additional facility costs include telephone/internet connectivity, liability insurance, and copy machine equipment rental/maintenance. **Total budget = \$154,350.00**

000-Undistributed Expenditures: 2700 Student Transportation

300/400/500 Purchased Services – In an effort to support student achievement, transportation costs are budgeted at the current cost of bus passes as provided by RTC. These funds will help subsidize bus pass purchases for students in need. **Total budget = \$15,000.00**

BUDGET NARRATIVE

YEAR 2

As NAS-LV begins its second year of operations, school budgeting strategies move toward effectively serving 225 students. They include:

100-Regular Programs: 1000-Instruction

100/200 Salaries & Benefits – The year two instructional staffing model has 6 classroom teachers and 1.5 special education teacher all with a salary amount aligned to CCSD’s salary schedule, ranging from \$40,900.00 to \$48,000.00. Benefits are calculated at 41% (including 28% for PERS). **Total budget = \$447,534.00**

600 Supplies – Through the Federal *Public Charter Schools Program* start-up & implementation grant, instructional supplies are budgeted with \$30,375 for textbooks and curriculum, \$7,875 for general supplies, and \$30,000 toward expansion of the library. **Total budget = \$68,250.00**

700 Property – To enhance the classrooms, and through the *Public Charter Schools Program* grant, \$25,025 is budgeted for interactive whiteboards to be used by all teachers. **Total budget = \$25,025.00**

100-Regular Programs: 2100-2600, 2900 Other Support Services

100/200 Salaries & Benefits – The administrative staffing model in place during year two includes one Principal, one Assistant Principal at .5 FTE, a Secretary, and Support Staff. Additionally, the building will be managed with 1.5 FTE security services. Benefits are calculated at 41%. **Total budget = \$366,600.00**

000-Undistributed Expenditures: 2100 Support Services-Students

300/400/500 Purchased Services – Through the Federal *Public Charter Schools Program* grant, \$0 is budgeted for the Student Information System, Infinite Campus. In year two, an additional \$18,000 is budgeted for E2020 licenses to support student achievement. **Total budget = \$18,000.00**

000-Undistributed Expenditures: 2200 Support Services-Instruction

300/400/500 Purchased Services – Through the Federal *Public Charter Schools Program* grant, \$10,000 is budgeted for a professional development program to provide training opportunities for staff. An additional \$2,000 is budgeted to support the Principal's travel and PD. **Total budget = \$12,000.**

600 Supplies – Through the Federal *Public Charter Schools Program* grant, \$10,000 is budgeted to purchase furniture. **Total budget = \$10,000.**

700 Property – To support the educational program and through the Federal *Public Charter Schools Program* grant, \$20,000 is budgeted to establish a student computer lab. **Total budget = \$20,000.**

000-Undistributed Expenditures: 2400 Support Services-School Admin

300/400/500 Purchased Services – In an effort to continue with strong administrative and business operations, the year two budget includes audit and accounting (\$40,000), legal (\$6,000), advertising (\$30,000), board development (\$2,500) and misc. contracted (\$10,000) services. Through the Federal *Public Charter Schools Program* grant, additional budgeted amounts include \$30,000 for accounting and MAPs assessment licenses and \$50,000 for various personnel, HR, and financial consulting work. **Total budget = \$168,500.00**

000-Undistributed Expenditures: 2600 Operation of Plant & Maintenance

300/400/500 Purchased Services – For year two, projected facility costs include building rent (\$234,000), electricity (\$20,000), natural gas (\$10,000), water & sewage (\$5,000), and repairs and maintenance costs (\$5,000). Additional facility costs include \$20,000 for telephone/internet connectivity, \$17,000 for insurance, and \$15,000 for copy machine equipment rental. **Total budget = \$326,000.00**

[INSERT School Name] Budget Summary

BUDGET SUMMARY

Name of School

AMERICA SCHOOL LAS VEGAS

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Number of Students	0	185	225	275	325	375	425
Number of Employees	2	12	15	18	18	20	23
REVENUE							
DSA Funding	\$0	\$1,203,610	\$1,507,766	\$1,898,109	\$2,310,517	\$2,745,960	\$3,205,451
DSA Sponsorship Fee	\$0	(\$18,054)	(\$22,616)	(\$28,472)	(\$34,658)	(\$41,189)	(\$48,082)
State Special Education Funding	\$0	\$14,791	\$19,188	\$24,918	\$31,181	\$37,976	\$45,305
Title I	\$0	\$44,400	\$55,620	\$70,019	\$85,233	\$101,296	\$118,246
Federal Breakfast Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal Lunch Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0
IDEA	\$0	\$35,710	\$46,327	\$60,161	\$75,281	\$91,689	\$109,383
Transportation	\$0	\$14,791	\$19,188	\$24,918	\$31,181	\$37,976	\$45,305
R&E start-up funds	\$350,000	\$290,000	\$214,000	\$0	\$0	\$0	\$0
Other start-up funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School level fundraising	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (foundations, corporate)	\$50,000	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (individuals)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$400,000	\$1,585,248	\$1,839,472	\$2,049,653	\$2,498,734	\$2,973,708	\$3,475,608
EXPENSES							
Personnel	\$119,238	\$653,022	\$840,095	\$1,093,667	\$1,146,164	\$1,324,771	\$1,564,659
General Operating Expenses	\$74,500	\$249,985	\$362,323	\$382,297	\$461,151	\$487,794	\$508,164
Transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Athletic Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities		\$56,200	\$56,200	\$62,100	\$62,100	\$76,850	\$76,850
Technology & Equipment	\$4,275	\$269,785	\$97,775	\$106,750	\$112,750	\$257,435	\$116,725
TOTAL EXPENSES	\$198,013	\$1,228,993	\$1,356,393	\$1,644,814	\$1,782,165	\$2,146,850	\$2,266,398
SURPLUS/(DEFICIT)	\$201,987	\$356,255	\$483,079	\$404,839	\$716,569	\$826,857	\$1,209,210
<i>Per student</i>		<i>\$1,926</i>	<i>\$2,147</i>	<i>\$1,472</i>	<i>\$2,205</i>	<i>\$2,205</i>	<i>\$2,845</i>
Ending Fund Balance	\$201,987	\$558,243	\$1,041,322	\$1,446,161	\$2,162,730	\$2,989,587	\$4,198,797

[INSERT School Name] Budget Summary

NEW AMERICA SCHOOL - LAKEWOOD

BASIC FINANCIAL STATEMENTS

June 30, 2014

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FINANCIAL SECTION



**JOHN CUTLER
& ASSOCIATES**

Board of Directors
New America School - Lakewood
Lakewood, Colorado

INDEPENDENT AUDITORS' REPORT

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of New America School - Lakewood, component unit of Jefferson County School District No. R-1, Jefferson County, Colorado, as of and for the year ended, June 30, 2014, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of New America School – Lakewood, as of and for the year ended June 30, 2014, and the respective changes in financial position, thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required budgetary information on page 16 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

John Luttrell & Associates, LLC

November 11, 2014

**New America School - Lakewood
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2014**

As management of New America School – Lakewood (the School), we offer readers of the School's basic financial statements this narrative and analysis of the financial activities of the School as of and for the year ended June 30, 2014. We encourage readers to consider the information presented here in conjunction with additional information provided in the basic financial statements.

Financial Highlights

The year ended June 30, 2014 was the eighth year of operations for the School. The School opened under a charter granted by the Jefferson County School District in August 2006. As of June 30, 2014, net position amounted to \$219,475. The operations of the School are funded primarily by tax revenue received under the State School Finance Act (the Act). State categorical revenue for the year was \$1,539,752. The school operated within budget and had one budget amendment during the year.

Overview of Basic Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. These basic financial statements are comprised of three components: 1) government-wide financial statements. 2) fund financial statements, and 3) notes to the financial statements.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The statement of net assets presents information on all of the School's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net assets changed during the year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenue and expenses are reported in this statement for some items that will only result in cash flow changes in future fiscal periods (for example, salaries and benefits earned but unpaid as of yearend).

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. The school maintains one governmental fund – the General Fund.

**New America School - Lakewood
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2014**

Overview of Basic Financial Statements (continued)

Fund Financial Statements (continued)

The school adopts an annual budget for its fund (which may be amended, as was the case during the year ended June 30, 2014). Budgetary comparisons have been provided for the general fund in the basic financial statements to demonstrate compliance with these budgets.

Notes to Basic Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the basic financial statements.

Government-Wide Financial Analysis

As noted previously, net position may serve over time as a useful indicator of the School's financial position. As of June 30, 2014, the School's net assets exceeded liabilities by \$219,475. \$54,543 of these funds is restricted to comply with Article X, Section 20 of the Colorado Constitution, known as the TABOR amendment. Accordingly, these funds are not available to satisfy general operating expenses of the School. In addition, \$144,606 is invested in capital assets.

Net Position

Assets	<u>June 30, 2014</u>	<u>June 30, 2013</u>
Cash	\$ 195,564	\$ 300
Restricted Cash and Investments	54,543	64,244
Accounts Receivable	-	124,122
Capital assets, net of accum depreciation	<u>144,606</u>	<u>179,972</u>
Total assets	<u>394,713</u>	<u>368,638</u>
Liabilities		
Accounts payable	124,544	59,003
Due to District	-	113,468
Accrued salaries	<u>50,694</u>	<u>48,388</u>
Total liabilities	<u>175,238</u>	<u>220,859</u>
Net Position		
Invested in capital assets, Net of related debt	144,606	179,972
Restricted for emergencies	54,543	64,244
Unrestricted	<u>20,326</u>	<u>(96,437)</u>
Total net position	<u>\$ 219,475</u>	<u>\$ 147,779</u>

**New America School - Lakewood
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2014**

Change in Net Position

Revenues	<u>June 30, 2014</u>	<u>June 30, 2013</u>
Operating grants & contributions	\$ 148,007	\$ 295,153
State categorical revenue	1,539,752	1,781,160
Other	<u>193,814</u>	<u>65,149</u>
Total revenues	<u>1,881,573</u>	<u>2,141,462</u>
Expenditures		
Instruction	627,436	631,101
Supporting	<u>1,182,441</u>	<u>1,152,467</u>
Total expenses	<u>1,809,877</u>	<u>1,783,568</u>
Increase/(Decrease) in Net Position	71,696	62,741
Net Position, beginning of year	<u>147,779</u>	<u>85,038</u>
Net Position, end of year	<u>\$ 219,475</u>	<u>\$ 147,779</u>

Financial Analysis of the School's Funds

The General Fund is considered a major fund and is used to account for the School's general operations. During the eighth year of operations, the School increased its general fund balance by \$107,062. The School received \$6,402.30 for each FTE (240.5 FTE's during the year) for a total of \$1,539,752.

**New America School - Lakewood
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2014**

General Fund Budgetary Highlights

The School budgeted General Fund expenditures of \$2,381,662 for the year ended June 30, 2014. Actual expenditures for the year were \$1,774,511. There was one budget amendment during the year in the General Fund.

Capital Assets and Long-Term Debt

The school rents its facilities under an operating lease with NAS Facilities Organization, LLC that was renewed until June 30, 2014. Annual rent payments under the lease were \$232,478 for the year ended June 30, 2014.

Economic Factors and Next Year's Budget

The primary factor driving the budget for the School is student enrollment. Funded Pupil Count (FPC) for the 2013-2014 school year was 240.5. The FPC projected for the 2014-2015 school year is 280. This is a major factor used in preparing the School's budget for the fiscal year 2014-2015.

Request for Information

This financial report is designed to provide a general overview of the School's finances for all those with an interest in the School. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

New America School
925 S. Niagara Street, No. 140
Denver, CO 80224

BASIC FINANCIAL STATEMENTS

NEW AMERICAN SCHOOL - LAKEWOOD

STATEMENT OF NET POSITION

As of June 30, 2014

	GOVERNMENTAL ACTIVITIES	
	2014	2013
ASSETS		
Cash and Investments	\$ 195,564	\$ 300
Restricted Cash and Investments	54,543	64,244
Accounts Receivable	-	124,122
Capital Assets, Depreciated, Net of Accumulated Depreciation	144,606	179,972
	<u>394,713</u>	<u>368,638</u>
TOTAL ASSETS		
LIABILITIES		
Accounts Payable	124,544	59,003
Due to District	-	113,468
Accrued Salaries	50,694	48,388
	<u>175,238</u>	<u>220,859</u>
TOTAL LIABILITIES		
NET POSITION		
Investment in Capital Assets	144,606	179,972
Restricted for Emergencies	54,543	64,244
Unrestricted	20,326	(96,437)
	<u>219,475</u>	<u>(96,437)</u>
TOTAL NET POSITION	<u>\$ 219,475</u>	<u>\$ 147,779</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - LAKEWOOD

STATEMENT OF ACTIVITIES
Year Ended June 30, 2014

FUNCTIONS/PROGRAMS	PROGRAM REVENUES			NET (EXPENSE) REVENUE AND CHANGE IN NET POSITION	
	EXPENSES	CHARGES FOR SERVICES	OPERATING GRANTS AND CONTRIBUTIONS	Governmental Activities	
				2014	2013
PRIMARY GOVERNMENT					
Governmental Activities					
Instruction	\$ 627,436	\$ -	\$ -	\$ (627,436)	\$ (631,101)
Supporting Services	1,182,441	-	148,007	(1,034,434)	(1,152,467)
Total Governmental Activities	<u>\$ 1,809,877</u>	<u>\$ -</u>	<u>\$ 148,007</u>	<u>(1,661,870)</u>	<u>(1,783,568)</u>
			GENERAL REVENUES		
			Per Pupil Revenue	1,539,752	1,781,160
			Mill Levy Override	47,088	27,354
			Other	146,726	37,795
			TOTAL GENERAL REVENUES	<u>1,733,566</u>	<u>1,846,309</u>
			CHANGE IN NET POSITION	71,696	62,741
			NET POSITION, Beginning	<u>147,779</u>	<u>85,038</u>
			NET POSITION, Ending	<u>\$ 219,475</u>	<u>\$ 147,779</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - LAKEWOOD

BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2014

	<u>GENERAL FUND</u>	
	<u>2014</u>	<u>2013</u>
ASSETS		
Cash and Investments	\$ 195,564	\$ 300
Restricted Cash and Investments	54,543	64,244
Accounts Receivable	-	124,122
	<u> </u>	<u> </u>
TOTAL ASSETS	<u>\$ 250,107</u>	<u>\$ 188,666</u>
LIABILITIES AND FUND BALANCE		
LIABILITIES		
Accounts Payable	\$ 124,544	\$ 59,003
Due to District	-	113,468
Accrued Salaries	50,694	48,388
	<u> </u>	<u> </u>
TOTAL LIABILITIES	<u>175,238</u>	<u>220,859</u>
FUND BALANCES		
Restricted for Emergencies	54,543	64,244
Unassigned	20,326	(96,437)
	<u> </u>	<u> </u>
TOTAL FUND BALANCE	<u>74,869</u>	<u>(32,193)</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 250,107</u>	<u>\$ 188,666</u>
Amounts reported for governmental activities in the statement of net position are different because:		
Fund Balance	\$ 74,869	\$ (32,193)
Capital assets used in governmental activities are not financial resources and, therefore, are not in the funds.	<u>144,606</u>	<u>179,972</u>
Net position of governmental activities	<u>\$ 219,475</u>	<u>\$ 147,779</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - LAKEWOOD

STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
Year Ended June 30, 2014

	<u>GENERAL FUND</u>	
	<u>2014</u>	<u>2013</u>
REVENUES		
Local Sources	\$ 1,733,566	\$ 1,846,309
State Sources	148,007	295,153
	<u>1,881,573</u>	<u>2,141,462</u>
TOTAL REVENUES		
EXPENDITURES		
Instruction	627,436	631,101
Supporting Services	1,147,075	1,412,255
	<u>1,774,511</u>	<u>2,043,356</u>
TOTAL EXPENDITURES		
NET CHANGE IN FUND BALANCE	107,062	98,106
FUND BALANCE, Beginning	<u>(32,193)</u>	<u>(130,299)</u>
FUND BALANCE, Ending	<u>\$ 74,869</u>	<u>\$ (32,193)</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - LAKEWOOD

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
Year Ended June 30, 2014

Amounts Reported for Governmental Activities in the Statement of Activities
are Different Because:

Net Changes in Fund Balances - Total Governmental Funds \$ 107,062

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount of depreciation expense for the current year.

(35,366)

Change in Net Position of Governmental Activities

\$ 71,696

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

New America School – Lakewood (the “School”) was organized in August 2006 pursuant to the Colorado Charter Schools Act to form and operate a charter school within the Jefferson County School District R-1 (the “District”) in the State of Colorado. The School is recognized as a non-profit organization under Section 501(c)(3) of the Internal Revenue Code.

The accounting policies of the School conform to generally accepted accounting principles as applicable to governmental units. Following is a summary of the more significant policies.

Reporting Entity

The financial reporting entity consists of the School and organizations for which the School is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the School. In addition, any legally separate organizations for which the School is financially accountable are considered part of the reporting entity. Financial accountability exists if the School appoints a voting majority of the organization’s governing board and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on the School.

Based upon the application of these criteria, no additional organizations are included in the School’s reporting entity. However, the School is a component unit of Jefferson County School District No. R-1.

Government-Wide and Fund Financial Statements

The School financial statements (i.e., the statement of net position and the statement of activities) report information on all of the activities of the School. For the most part, the effect of interfund activity has been removed from these statements. Governmental activities, which normally are supported by intergovernmental revenues, are reported in a single column.

The statement of activities demonstrates the degree to which the direct expenses of the given function or segment, are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students or others who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Unrestricted intergovernmental revenues not properly included among program revenues are reported instead as general revenues.

Major individual governmental funds are reported in separate columns in the fund financial statements.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collected within the current period or soon enough thereafter to pay liabilities of the current period, not to exceed 60 days. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures are recorded only when payment is due.

Intergovernmental revenues, grants, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash is received by the School.

Internally dedicated resources are reported as general revenues rather than as program revenues.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and the unrestricted resources as they are needed.

The School reports the following major governmental fund:

General Fund— This fund is the general operating fund of the School. It is used to account for all financial resources.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Assets, Liabilities and Fund Balance/Net Position (Continued)

Capital Assets – Capital assets, which include property and equipment, are reported in the governmental activities column in the government-wide financial statements. Capital assets are defined by the School as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation.

Depreciation of exhaustible capital assets is charged as an expense against operations, and accumulated depreciation is reported on the statement of net position in the government-wide financial statements. Depreciation has been provided over the following estimated useful lives of the capital assets using the straight-line method: building improvements, 7 years, machinery and equipment 10 years.

Long-term Debt – In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as current expenditures.

Net Position– The government-wide and business-type fund financial statements utilize a net position presentation. Net position is categorized as investment in capital assets, restricted, and unrestricted.

- Investment in Capital Assets is intended to reflect the portion of net position which are associated with non-liquid, capital assets less outstanding capital asset related debt. The net related debt is the debt less the outstanding liquid assets and any associated unamortized cost.
- Restricted Net Position are liquid assets, which have third party limitations on their use.
- Unrestricted Net Position represents assets that do not have any third party limitation on their use. While School management may have categorized and segmented portion for various purposes, the School Board has the unrestricted right to revisit or alter these managerial decisions.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

Fund Balance Classification – The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the School is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

- Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. The School has classified Emergency Reserves as being restricted because their use is restricted by State Statute for declared emergencies.
- Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Directors. These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action (ordinance or resolution) that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The School did not have any committed resources as of June 30, 2014.
- Unassigned – This classification includes the residual fund balance for the General Fund. The Unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The School would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned.

Risk Management

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School carries commercial coverage for these risks of loss. Settled claims have not exceeded insurance coverage in the last three years.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014

NOTE 2: STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

Budgets and Budgetary Accounting

A budget is adopted for the general fund on a basis consistent with generally accepted accounting principles. School management submits to the Board of Directors a proposed budget for the fiscal year commencing the following July 1. The budget is adopted by the Board of Directors prior to June 30. Expenditures may not legally exceed appropriations at the fund level. Revisions must be approved by the Board of Directors. The budget includes proposed expenditures and the means of financing them. All appropriations lapse at fiscal yearend.

NOTE 3: CASH AND INVESTMENTS

A reconciliation of the cash and investment components on the balance sheet to the cash and investment categories in this footnote are as follows:

Petty Cash	\$	300
Pooled Cash with the District		<u>249,807</u>
Total	\$	<u>250,107</u>

Deposits

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. At June 30, 2014, State regulatory commissioners have indicated that all financial institutions holding deposits for the School are eligible public depositories. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014

NOTE 3: *CASH AND INVESTMENTS* (Continued)

The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits. The School has no policy regarding custodial credit risk for deposits.

At June 30, 2014, the School did not have any deposits subject to custodial credit risk.

Pooled Cash with the District

Cash deposits are pooled with the District cash and investments which were held by several banking institutions. Pooled investments represent investments in local government investment pools or in money market funds. At June 30, 2014, the School's balance in equity in both restricted and unrestricted pooled cash of the District totaled \$250.107.

Investments

Interest Rate Risk

The School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Colorado statutes specify in which instruments units of local government may invest, which include:

- Obligations of the United States and certain U.S. Government Agency securities
- General obligation and revenue bonds of U.S. local government entities
- Bankers' acceptances of certain banks
- Local government investment pools
- Written repurchase agreements collateralized by certain authorized securities
- Certain money market funds
- Guaranteed investment contracts

The School had no investments as of June 30, 2014.

The School has no policy for managing credit risk or interest rate risk.

Restricted Cash

Cash and Investments of \$54,543 are restricted in the General Fund as an emergency reserve related to the TABOR amendment.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014

NOTE 4: CAPITAL ASSETS

Capital Assets activity for the year ended June 30, 2014, is summarized below.

	Balance <u>June 30, 2013</u>	<u>Additions</u>	<u>Deletions</u>	Balance <u>June 30, 2014</u>
Governmental Activities				
Capital Asset, depreciated				
Building Improvements	\$ 240,225	\$ -	\$ -	\$ 240,225
Equipment	<u>10,478</u>	<u>-</u>	<u>-</u>	<u>10,478</u>
Total	<u>250,703</u>	<u>-</u>	<u>-</u>	<u>250,703</u>
Accumulated Depreciation				
Building Improvements	68,636	34,318	-	102,954
Equipment	<u>2,095</u>	<u>1,048</u>	<u>-</u>	<u>3,143</u>
Total	<u>70,731</u>	<u>35,366</u>	<u>-</u>	<u>106,097</u>
Total Capital Assets, Net	<u>\$ 179,972</u>	<u>\$ (35,366)</u>	<u>\$ -</u>	<u>\$ 144,606</u>

Depreciation has been charged to supporting services program of the School.

NOTE 5: ACCRUED SALARIES AND BENEFITS

Salaries and retirement benefits of certain contractually employed personnel are paid over a twelve month period from August to July, but are earned during a school year of approximately nine to ten months. The salaries and benefits earned, but unpaid, as of June 30, 2014, were \$50,694. Accordingly, the accrued compensation is reflected as a liability in the accompanying financial statements of the General Fund.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014

NOTE 6: DEFINED BENEFIT PENSION PLAN

Plan Description. The School contributes to the School Division Trust Fund (SDTF), a cost-sharing multiple-employer defined benefit pension plan administered by the Public Employees' Retirement Association of Colorado (PERA). The SDTF provides retirement and disability, post-retirement annual increases, and death benefits for members or their beneficiaries. All employees of the School are members of the SDTF. Title 24, Article 51 of the Colorado Revised Statutes (CRS), as amended, assigns the authority to establish benefit provisions to the State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for the SDTF. That report may be obtained online at www.copera.org or by writing to Colorado PERA, 1300 Logan Street, Denver, Colorado 80203 or by calling PERA at 303-832-9550 or 1-800-759-PERA (7372).

Funding Policy. The School is required to contribute member and employer contributions to PERA at a rate set by statute. The contribution requirements of plan members and the School are established under Title 24, Article 51, Part 4 of the CRS, as amended. The contribution rate for members is 8.0 % and for the School it is 10.15 % of covered salary. A portion of the School's contribution (1.02 % of covered salary) is allocated to the Health Care Trust Fund (See Note 7). If the School rehires a PERA retiree as an employee or under any other work arrangement, it is required to report and pay employer contributions on the amounts paid for the retiree, the member must contribute 8% of covered salary. The School is also required to pay an amortization equalization disbursement equal to 7.3% of the total payroll for the calendar year 2013, (6.4% of total payroll for the calendar year 2012). For the years ending June 30, 2012, 2013 and 2014, the School's employer contribution for the SDTF was \$107,597, \$117,508, and \$136,265, respectively, equal to their required contributions for the year.

NOTE 7: POSTEMPLOYMENT HEALTHCARE BENEFITS

Plan Description. The School contributes to the Health Care Trust Fund (HCTF), a cost-sharing multiple-employer postemployment healthcare plan administered by PERA. The HCTF provides a health care premium subsidy to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the CRS, as amended, assigns the authority to establish the HCTF benefit provisions to the State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for the HCTF. That report may be obtained online at www.copera.org or by writing to Colorado PERA, 1300 Logan Street, Denver, Colorado 80203 or by calling PERA at 303-832-9550 or 1-800-759-PERA (7372).

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014

NOTE 7: POSTEMPLOYMENT HEALTHCARE BENEFITS (Continued)

Funding Policy. The School is required to contribute at a rate of 1.02% of covered salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the School are established under Title 24, Article 51, Part 4 of the CRS, as amended. The apportionment of the contribution to the HCTF is established under Title 24, Article 51, Section 208 of the Colorado Revised Statutes, as amended. For the years ending June 30, 2012, 2013 and 2014, the School’s employer contribution to the HCTF was \$6,869, \$7,303, and \$7,782, respectively, equal to their required contributions for the year.

NOTE 8: COMMITMENTS AND CONTINGENCIES

Management Agreement

New America School – Lakewood is operated by New America Schools (“NAS”), a Colorado non-profit corporation. NAS provides certain legal, management, accounting, and advertising services to the School. The School has agreed to pay management fees to NAS for these services at a rate of 12.5% of per pupil revenues. For the year ended June 30, 2014, the School did not pay any management fees to NAS under the terms of this agreement. In addition, the school owed \$110,906.

Operating Lease

On November 2011, the School entered into a sublease with NAS Facilities Organization, LLC (“NASFO”) for a new facility which the School occupied in June 2012. Per the agreement, the School is liable for monthly rent expense ranging from \$22,209 to \$27,385. This lease will be effective from July 1, 2012 through June 30, 2018 and the future minimum lease payments are as follows:

Year Ended	
<u>June 30</u>	
2015	\$ 328,620
2016	328,620
2017	328,620
2018	<u>328,620</u>
Total	<u>\$ 1,314,480</u>

The School paid \$232,478 of rent expense during the year ended June 30, 2014.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014

NOTE 8: *COMMITMENTS AND CONTINGENCIES* (Continued)

Claims and Judgments

The School participates in state programs that are fully or partially funded by grants received from other governmental units. Expenditures financed by grants are subject to audit by the appropriate grantor government. If expenditures are disallowed due to noncompliance with grant program regulations, the School may be required to reimburse the grantor government. As of June 30, 2014, significant amounts of grant expenditures have not been audited, but the School believes that disallowed expenditures, if any, based on subsequent audits will not have a material effect on the overall financial position of the School.

Tabor Amendment

In November 1992, Colorado voters passed the Tabor Amendment to the State Constitution, which limits state and local government tax powers and imposes spending limitations. Fiscal year 1993 provides the basis for limits in future years to which may be applied allowable increases for inflation and student enrollment. Revenue received in excess of the limitations may be required to be refunded. The School believes it has complied with the Amendment. As required by the Amendment, the School has established a reserve for emergencies. At June 30, 2014, the reserve of \$54,543 was recorded as a reservation of cash and investments in the General Fund.

REQUIRED SUPPLEMENTARY INFORMATION

NEW AMERICAN SCHOOL - LAKEWOOD

GENERAL FUND
BUDGETARY COMPARISON STATEMENT
Year Ended June 30, 2014

	2014			VARIANCE	2013 ACTUAL
	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	Positive (Negative)	
REVENUES					
Local Sources					
Per Pupil Operating Revenue	\$ 2,015,174	\$ 1,589,288	\$ 1,539,752	\$ (49,536)	\$ 1,781,160
Mill Levy Override	47,040	60,515	47,088	(13,427)	27,354
Other	40,000	196,085	146,726	(49,359)	37,795
State Sources					
Grants and Donations	347,609	567,968	148,007	(419,961)	295,153
TOTAL REVENUES	2,449,823	2,413,856	1,881,573	(532,283)	2,141,462
EXPENDITURES					
Salaries	920,569	970,243	760,180	210,063	827,125
Employee Benefits	285,443	244,844	182,990	61,854	135,023
Purchased Services	1,068,436	947,956	770,362	177,594	1,021,569
Supplies and Materials	65,000	68,639	49,752	18,887	49,963
Property and Equipment	25,000	85,114	-	85,114	-
Other	16,000	16,000	11,227	4,773	9,676
Reserves	61,823	48,867	-	48,867	-
TOTAL EXPENDITURES	2,442,271	2,381,663	1,774,511	607,152	2,043,356
NET CHANGE IN FUND BALANCE	7,552	32,193	107,062	74,869	98,106
FUND BALANCE, Beginning	63,411	(32,193)	(32,193)	-	(130,299)
FUND BALANCE, Ending	\$ 70,963	\$ -	\$ 74,869	\$ 74,869	\$ (32,193)

See the accompanying independent auditor's report.

NEW AMERICA SCHOOL - LAKEWOOD

BASIC FINANCIAL STATEMENTS

June 30, 2015

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FINANCIAL SECTION



**JOHN CUTLER
& ASSOCIATES**

Board of Directors
New America School - Lakewood
Lakewood, Colorado

INDEPENDENT AUDITORS' REPORT

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of New America School - Lakewood, component unit of Jefferson County School District No. R-1, Jefferson County, Colorado, as of and for the year ended, June 30, 2015, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of New America School – Lakewood, as of and for the year ended June 30, 2015, and the respective changes in financial position, thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the budgetary comparison information, schedule of the school's proportionate share, and schedule of the school's contributions on pages 23-25 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

John Luttler & Associates, LLC

November 2, 2015

**New America School - Lakewood
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2015**

As management of New America School – Lakewood (the “School”), we offer readers of the School’s basic financial statements this narrative and analysis of the financial activities of the School as of and for the year ended June 30, 2015. We encourage readers to consider the information presented here in conjunction with additional information provided in the basic financial statements.

Financial Highlights

The year ended June 30, 2015 was the ninth year of operations for the School. The School opened under a charter granted by the Jefferson County School District in August 2006. As of June 30, 2015, net position decreased to (\$1,587,004) based on the implementation of new regulations under the Governmental Accounting Standards Board Statement (GASB) Number 68. Based on the timing of implementing the regulation in 2014, the Beginning Net Position of the Government Type Activities was restated for FY2015. Further information about GASB 68 is provided in Note 6 of the financial statements.

The operations of the School are funded primarily by tax revenue received under the State School Finance Act (the Act). State categorical revenue for the year was \$2,202,182. The school operated within budget and had one budget amendment during the year.

Overview of Basic Financial Statements

This discussion and analysis is intended to serve as an introduction to the School’s basic financial statements. These basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School’s finances, in a manner similar to a private-sector business.

The statement of net position presents information on all of the School’s assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School’s net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenue and expenses are reported in this statement for some items that will only result in cash flow changes in future fiscal periods (for example, salaries and benefits earned but unpaid as of yearend).

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. The school maintains one governmental fund – the General Fund.

The school adopts an annual budget for its fund (which may be amended, as was the case during the year ended June 30, 2015). Budgetary comparisons have been provided for the general fund in the basic financial statements to demonstrate compliance with these budgets.

**New America School - Lakewood
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2015**

Notes to Basic Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the basic financial statements.

Government-Wide Financial Analysis

As noted previously, net position may serve over time as a useful indicator of the School's financial position. As of June 30, 2015, the School's net liabilities exceeded assets resulting in a Net Position of (\$1,587,004) in FY2014-2015. Again, this is directly related to the new pension liability reporting requirement under GASB 68. \$83,456 of these funds is restricted to comply with Article X, Section 20 of the Colorado Constitution, known as the TABOR amendment. Accordingly, these funds are not available to satisfy general operating expenses of the School. In addition, \$109,240 is invested in capital assets.

NET POSITION

Assets	<u>June 30, 2015</u>	<u>June 30, 2014</u>
Cash	\$ 433,107	\$ 195,564
Restricted cash and investments	83,456	54,543
Accounts Receivable	285,734	-
Capital assets, net of accum depreciation	<u>109,240</u>	<u>144,606</u>
Total assets	\$ 911,537	\$ 394,713
 Deferred Outflows of Resources		
Related to Pensions	113,176	-
 Liabilities		
Accounts payable	77,644	124,544
Accrued salaries and benefits	67,399	50,694
Net Pension Liability	<u>2,260,069</u>	<u>-</u>
Total liabilities	<u>2,405,112</u>	<u>175,238</u>
 Deferred Inflows of Resources		
Related to Pensions	<u>206,605</u>	<u>-</u>
 Net position		
Invested in capital assets	109,240	144,606
Restricted for emergencies	83,456	54,543
Unrestricted	<u>(1,779,700)</u>	<u>20,326</u>
Total net position	<u>\$ (1,587,004)</u>	<u>\$ 219,475</u>

**New America School - Lakewood
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2015**

CHANGE IN NET POSITION

	<u>June 30, 2015</u>	<u>June 30, 2014</u>
Revenues		
Operating grants & contributions	\$ 237,039	\$ 148,007
State categorical revenue	2,202,182	1,539,752
Other	<u>703,289</u>	<u>193,814</u>
Total Revenues	3,142,510	1,881,573
Expenditures		
Instruction	598,630	627,436
Supporting	<u>2,003,128</u>	<u>1,182,441</u>
Total Expenses	<u>2,601,758</u>	<u>1,809,877</u>
Increase/(Decrease) in Net Position	540,752	71,696
Net Position, beginning, as restated	<u>(2,127,756)</u>	<u>147,779</u>
Net Position, end of year	<u>\$ (1,587,004)</u>	<u>\$ 219,475</u>

Financial Analysis of the School's Funds

The General Fund is considered a major fund and is used to account for the School's general operations. During the ninth year of operations, the School increased its general fund balance by \$582,385. The School received \$6,849.71 for each FTE (321.5 FTE's during the year) for a total of \$2,202,182.

General Fund Budgetary Highlights

The School budgeted General Fund expenses of \$2,921,269 for the year ended June 30, 2015. Actual expenditures for the year were \$2,560,125. There was one budget amendment during the year in the General Fund.

Capital Assets and Long-Term Debt

The school rents its facilities under an operating lease with NAS Facilities Organization, LLC that was renewed until June 30, 2015. Annual rent payments under the lease were \$381,439 for the year ended June 30, 2015.

Economic Factors and Next Year's Budget

The primary factor driving the budget for the School is student enrollment. Funded Pupil Count (FPC) for the 2014-2015 school year was 321.5. The FPC projected for the 2015-2016 school year is 300. This is a major factor used in preparing the School's budget for the fiscal year 2015-2016.

Request for Information

This financial report is designed to provide a general overview of the School's finances for all those with an interest in the School. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

New America School
925 S. Niagara Street, No. 140
Denver, CO 80224

BASIC FINANCIAL STATEMENTS

NEW AMERICAN SCHOOL - LAKEWOOD

STATEMENT OF NET POSITION

As of June 30, 2015

	GOVERNMENTAL ACTIVITIES	
	2015	2014
ASSETS		
Cash and Investments	\$ 433,107	\$ 195,564
Restricted Cash and Investments	83,456	54,543
Accounts Receivable	285,734	-
Capital Assets, Depreciated, Net of Accumulated Depreciation	109,240	144,606
TOTAL ASSETS	911,537	394,713
DEFERRED OUTFLOW OF RESOURCES		
Related to Pensions	113,176	-
LIABILITIES		
Accounts Payable	77,644	124,544
Accrued Salaries	67,399	50,694
Noncurrent Liability		
Net Pension Liability	2,260,069	-
TOTAL LIABILITIES	2,405,112	175,238
DEFERRED INFLOW OF RESOURCES		
Related to Pensions	206,605	-
NET POSITION		
Investment in Capital Assets	109,240	144,606
Restricted for Emergencies	83,456	54,543
Unrestricted	(1,779,700)	20,326
TOTAL NET POSITION	\$ (1,587,004)	\$ 219,475

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - LAKEWOOD

STATEMENT OF ACTIVITIES
Year Ended June 30, 2015

FUNCTIONS/PROGRAMS	Expenses	PROGRAM REVENUES			NET (EXPENSE) REVENUE AND CHANGE IN NET POSITION	
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	
PRIMARY GOVERNMENT					2015	2014
Governmental Activities						
Instruction	\$ 598,630	\$ -	\$ -	\$ -	\$ (598,630)	\$ (627,436)
Supporting Services	2,003,128	-	237,039	54,428	(1,711,661)	(1,034,434)
Total Governmental Activities	<u>\$ 2,601,758</u>	<u>\$ -</u>	<u>\$ 237,039</u>	<u>\$ 54,428</u>	<u>(2,310,291)</u>	<u>(1,661,870)</u>
		GENERAL REVENUES				
					2,202,182	1,539,752
					360,401	47,088
					288,460	146,726
		TOTAL GENERAL REVENUES			<u>2,851,043</u>	<u>1,733,566</u>
		CHANGE IN NET POSITION			540,752	71,696
		NET POSITION, Beginning, As Restated			<u>(2,127,756)</u>	<u>147,779</u>
		NET POSITION, Ending			<u>\$ (1,587,004)</u>	<u>\$ 219,475</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - LAKEWOOD

BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2015

	GENERAL FUND	
	2015	2014
ASSETS		
Cash and Investments	\$ 433,107	\$ 195,564
Restricted Cash and Investments	83,456	54,543
Accounts Receivable	285,734	-
TOTAL ASSETS	\$ 802,297	\$ 250,107
LIABILITIES AND FUND BALANCE		
LIABILITIES		
Accounts Payable	\$ 77,644	\$ 124,544
Due to District	-	-
Accrued Salaries	67,399	50,694
TOTAL LIABILITIES	145,043	175,238
FUND BALANCES		
Restricted for Emergencies	83,456	54,543
Unassigned	573,798	20,326
TOTAL FUND BALANCE	657,254	74,869
TOTAL LIABILITIES AND FUND BALANCE	\$ 802,297	\$ 250,107
Amounts reported for governmental activities in the statement of net position are different because:		
Fund Balance	\$ 657,254	\$ 74,869
Capital assets used in governmental activities are not financial resources and, therefore, are not in the funds.	109,240	144,606
Long-term liabilities and related assets are not due and payable in the current period and, therefore, are not reported in the funds. This amount is comprised of net pension liability of \$(2,260,069), deferred outflows related to pensions of \$113,176, and deferred inflows related to pensions of (\$206,605).	(2,353,498)	-
Net position of governmental activities	\$ (1,587,004)	\$ 219,475

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - LAKEWOOD

STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
Year Ended June 30, 2015

	GENERAL FUND	
	2015	2014
REVENUES		
Local Sources	\$ 2,851,043	\$ 1,733,566
State Sources	291,467	148,007
TOTAL REVENUES	<u>3,142,510</u>	<u>1,881,573</u>
EXPENDITURES		
Instruction	595,578	627,436
Supporting Services	1,964,547	1,147,075
TOTAL EXPENDITURES	<u>2,560,125</u>	<u>1,774,511</u>
NET CHANGE IN FUND BALANCE	582,385	107,062
FUND BALANCE, Beginning	<u>74,869</u>	<u>(32,193)</u>
FUND BALANCE, Ending	<u>\$ 657,254</u>	<u>\$ 74,869</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - LAKEWOOD

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
Year Ended June 30, 2015

Amounts Reported for Governmental Activities in the Statement of Activities
are Different Because:

Net Changes in Fund Balances - Total Governmental Funds	\$ 582,385
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount of depreciation expense for the current year.	(35,366)
Deferred charges related to pensions are not recognized in the governmental funds. However, for the government-wide funds that amount is capitalized and amortized.	<u>(6,267)</u>
Change in Net Position of Governmental Activities	<u>\$ 540,752</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

New America School – Lakewood (the “School”) was organized in August 2006 pursuant to the Colorado Charter Schools Act to form and operate a charter school within the Jefferson County School District R-1 (the “District”) in the State of Colorado. The School is recognized as a non-profit organization under Section 501(c)(3) of the Internal Revenue Code.

The accounting policies of the School conform to generally accepted accounting principles as applicable to governmental units. Following is a summary of the more significant policies.

Reporting Entity

The financial reporting entity consists of the School and organizations for which the School is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the School. In addition, any legally separate organizations for which the School is financially accountable are considered part of the reporting entity. Financial accountability exists if the School appoints a voting majority of the organization’s governing board and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on the School.

Based upon the application of these criteria, no additional organizations are included in the School’s reporting entity. However, the School is a component unit of Jefferson County School District No. R-1.

Government-Wide and Fund Financial Statements

The School financial statements (i.e., the statement of net position and the statement of activities) report information on all of the activities of the School. For the most part, the effect of interfund activity has been removed from these statements. Governmental activities, which normally are supported by intergovernmental revenues, are reported in a single column.

The statement of activities demonstrates the degree to which the direct expenses of the given function or segment, are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students or others who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Unrestricted intergovernmental revenues not properly included among program revenues are reported instead as general revenues.

Major individual governmental funds are reported in separate columns in the fund financial statements.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collected within the current period or soon enough thereafter to pay liabilities of the current period, not to exceed 60 days. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures are recorded only when payment is due.

Intergovernmental revenues, grants, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash is received by the School.

Internally dedicated resources are reported as general revenues rather than as program revenues.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and the unrestricted resources as they are needed.

The School reports the following major governmental fund:

General Fund— This fund is the general operating fund of the School. It is used to account for all financial resources.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Assets, Liabilities and Fund Balance/Net Position (Continued)

Capital Assets – Capital assets, which include property and equipment, are reported in the governmental activities column in the government-wide financial statements. Capital assets are defined by the School as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation.

Depreciation of exhaustible capital assets is charged as an expense against operations, and accumulated depreciation is reported on the statement of net position in the government-wide financial statements. Depreciation has been provided over the following estimated useful lives of the capital assets using the straight-line method: building improvements, 7 years, machinery and equipment 10 years.

Long-term Debt – In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as current expenditures.

Net Position– The government-wide and business-type fund financial statements utilize a net position presentation. Net position is categorized as investment in capital assets, restricted, and unrestricted.

- Investment in Capital Assets is intended to reflect the portion of net position which are associated with non-liquid, capital assets less outstanding capital asset related debt. The net related debt is the debt less the outstanding liquid assets and any associated unamortized cost.
- Restricted Net Position are liquid assets, which have third party limitations on their use.
- Unrestricted Net Position represents assets that do not have any third party limitation on their use. While School management may have categorized and segmented portion for various purposes, the School Board has the unrestricted right to revisit or alter these managerial decisions.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

Fund Balance Classification – The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the School is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

- Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. The School has classified Emergency Reserves as being restricted because their use is restricted by State Statute for declared emergencies.
- Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Directors. These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action (ordinance or resolution) that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The School did not have any committed resources as of June 30, 2015.
- Unassigned – This classification includes the residual fund balance for the General Fund. The Unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The School would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position and balance sheets will sometimes report a separate section for deferred outflows or resources. This separate financial statement element, deferred outflow of resources, represents a consumption of net position and fund balance that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position and balance sheets will sometimes report a separate section for deferred inflows or resources. This separate financial statement element, deferred inflow of resources, represents an acquisition of net position and fund balance that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time.

Risk Management

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School carries commercial coverage for these risks of loss. Settled claims have not exceeded insurance coverage in the last three years.

NOTE 2: STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

Budgets and Budgetary Accounting

A budget is adopted for the general fund on a basis consistent with generally accepted accounting principles. School management submits to the Board of Directors a proposed budget for the fiscal year commencing the following July 1. The budget is adopted by the Board of Directors prior to June 30. Expenditures may not legally exceed appropriations at the fund level. Revisions must be approved by the Board of Directors. The budget includes proposed expenditures and the means of financing them. All appropriations lapse at fiscal yearend.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 3: CASH AND INVESTMENTS

A reconciliation of the cash and investment components on the balance sheet to the cash and investment categories in this footnote are as follows:

Petty Cash	\$ 300
Pooled Cash with the District	<u>516,263</u>
Total	<u>\$ 516,563</u>

Deposits

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. At June 30, 2015, State regulatory commissioners have indicated that all financial institutions holding deposits for the School are eligible public depositories. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held.

The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits. The School has no policy regarding custodial credit risk for deposits.

At June 30, 2015, the School did not have any deposits subject to custodial credit risk.

Pooled Cash with the District

Cash deposits are pooled with the District cash and investments which were held by several banking institutions. Pooled investments represent investments in local government investment pools or in money market funds. At June 30, 2015, the School's balance in equity in both restricted and unrestricted pooled cash of the District totaled \$516,263.

NEW AMERICA SCHOOL - LAKEWOOD
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 3: CASH AND INVESTMENTS (Continued)

Investments

Interest Rate Risk

The School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Colorado statutes specify in which instruments units of local government may invest, which include:

- Obligations of the United States and certain U.S. Government Agency securities
- General obligation and revenue bonds of U.S. local government entities
- Bankers' acceptances of certain banks
- Local government investment pools
- Written repurchase agreements collateralized by certain authorized securities
- Certain money market funds
- Guaranteed investment contracts

The School had no investments as of June 30, 2015.

The School has no policy for managing credit risk or interest rate risk.

Restricted Cash

Cash and Investments of \$83,456 are restricted in the General Fund as an emergency reserve related to the TABOR amendment.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 4: CAPITAL ASSETS

Capital Assets activity for the year ended June 30, 2015, is summarized below.

	Balance <u>June 30, 2014</u>	<u>Additions</u>	<u>Deletions</u>	Balance <u>June 30, 2015</u>
Governmental Activities				
Capital Asset, depreciated				
Building Improvements	\$ 240,225	\$ -	\$ -	\$ 240,225
Equipment	<u>10,478</u>	<u>-</u>	<u>-</u>	<u>10,478</u>
Total	<u>250,703</u>	<u>-</u>	<u>-</u>	<u>250,703</u>
Accumulated Depreciation				
Building Improvements	102,954	34,318	-	137,272
Equipment	<u>3,143</u>	<u>1,048</u>	<u>-</u>	<u>4,191</u>
Total	<u>106,097</u>	<u>35,366</u>	<u>-</u>	<u>141,463</u>
Total Capital Assets, Net	<u>\$ 144,606</u>	<u>\$ (35,366)</u>	<u>\$ -</u>	<u>\$ 109,240</u>

Depreciation has been charged to supporting services program of the School.

NOTE 5: ACCRUED SALARIES AND BENEFITS

Salaries and retirement benefits of certain contractually employed personnel are paid over a twelve month period from August to July, but are earned during a school year of approximately nine to ten months. The salaries and benefits earned, but unpaid, as of June 30, 2015, were \$67,399. Accordingly, the accrued compensation is reflected as a liability in the accompanying financial statements of the General Fund.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 6: DEFINED BENEFIT PENSION PLAN

Pensions. The School participates in the School Division Trust Fund (SCHDTF), a cost-sharing multiple-employer defined benefit pension fund administered by the Public Employees' Retirement Association of Colorado ("PERA"). The net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position and additions to/deductions from the fiduciary net position of the SCHDTF have been determined using the economic resources measurement focus and the accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

General Information about the Pension Plan

Plan description. Eligible employees of the School are provided with pensions through the School Division Trust Fund (SCHDTF)—a cost-sharing multiple-employer defined benefit pension plan administered by PERA. Plan benefits are specified in Title 24, Article 51 of the Colorado Revised Statutes (C.R.S.), administrative rules set forth at 8 C.C.R. 1502-1, and applicable provisions of the federal Internal Revenue Code. Colorado State law provisions may be amended from time to time by the Colorado General Assembly. PERA issues a publicly available comprehensive annual financial report that can be obtained at www.copera.org/investments/pera-financial-reports.

Benefits provided. PERA provides retirement, disability, and survivor benefits. Retirement benefits are determined by the amount of service credit earned and/or purchased, highest average salary, the benefit structure(s) under which the member retires, the benefit option selected at retirement, and age at retirement. Retirement eligibility is specified in tables set forth at C.R.S. § 24-51-602, 604, 1713, and 1714.

The lifetime retirement benefit for all eligible retiring employees under the PERA Benefit Structure is the greater of the:

- Highest average salary multiplied by 2.5 percent and then multiplied by years of service credit
- The value of the retiring employee's member contribution account plus a 100 percent match on eligible amounts as of the retirement date. This amount is then annuitized into a monthly benefit based on life expectancy and other actuarial factors.

In all cases the service retirement benefit is limited to 100 percent of highest average salary and also cannot exceed the maximum benefit allowed by federal Internal Revenue Code.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 6: **DEFINED BENEFIT PENSION PLAN** (Continued)

General Information about the Pension Plan (Continued)

Members may elect to withdraw their member contribution accounts upon termination of employment with all PERA employers; waiving rights to any lifetime retirement benefits earned.

If eligible, the member may receive a match of either 50 percent or 100 percent on eligible amounts depending on when contributions were remitted to PERA, the date employment was terminated, whether 5 years of service credit has been obtained and the benefit structure under which contributions were made.

Benefit recipients who elect to receive a lifetime retirement benefit are generally eligible to receive post-retirement cost-of-living adjustments (COLAs), referred to as annual increases in the C.R.S. Benefit recipients under the PERA benefit structure who began eligible employment before January 1, 2007 and all benefit recipients of the DPS benefit structure receive an annual increase of 2 percent, unless PERA has a negative investment year, in which case the annual increase for the next three years is the lesser of 2 percent or the average of the Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W) for the prior calendar year. Benefit recipients under the PERA benefit structure who began eligible employment after January 1, 2007 receive an annual increase of the lesser of 2 percent or the average CPI-W for the prior calendar year, not to exceed 10 percent of PERA's Annual Increase Reserve for the SCHDTF.

Disability benefits are available for eligible employees once they reach five years of earned service credit and are determined to meet the definition of disability. The disability benefit amount is based on the retirement benefit formula shown above considering a minimum 20 years of service credit, if deemed disabled. Survivor benefits are determined by several factors, which include the amount of earned service credit, highest average salary of the deceased, the benefit structure(s) under which service credit was obtained, and the qualified survivor(s) who will receive the benefits.

Contributions. Eligible employees and the School are required to contribute to the SCHDTF at a rate set by Colorado statute. The contribution requirements are established under C.R.S. § 24-51-401, *et seq.* Eligible employees are required to contribute 8 percent of their PERA-includable salary. The employer contribution requirements are summarized in the table below:

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

General Information about the Pension Plan (Continued)

	For the Year Ended December 31, 2014	For the Year Ended December 31, 2015
Employer Contribution Rate ¹	10.15%	10.15%
Amount of Employer Contribution apportioned to the Health Care Trust Fund as specified in C.R.S. § 24-51-208(1)(f) ¹	(1.02)%	(1.02)%
Amount Apportioned to the SCHDTF ¹	9.13%	9.13%
Amortization Equalization Disbursement (AED) as specified in C.R.S. § 24-51-411 ¹	3.80%	4.20%
Supplemental Amortization Equalization Disbursement (SAED) as specified in C.R.S. § 24-51-411 ¹	3.50%	4.00%
Total Employer Contribution Rate to the SCHDTF ¹	16.43%	17.33%

¹Rates are expressed as a percentage of salary as defined in C.R.S. § 24-51-101(42).

Employer contributions are recognized by the SCHDTF in the period in which the compensation becomes payable to the member and the School is statutorily committed to pay the contributions to the SCHDTF. Employer contributions recognized by the SCHDTF School were \$160,287 for the year ended June 30, 2015.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2015 the School reported a liability of \$2,260,069 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2014, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2013. Standard update procedures were used to roll forward the total pension liability to December 31, 2014. The School's proportion of the net pension liability was based on the School's contributions to the SCHDTF for the calendar year 2014 relative to the total contributions of participating employers to the SCHDTF.

At December 31, 2014, the School's proportion was 0.01668%, which was a decrease of 0.00222% from its proportion measured as of December 31, 2013.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

For the year ended June 30, 2015 the School recognized pension expense of \$196,104. At June 30, 2015, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	N/A	\$ 169
Net difference between projected and actual earnings on pension plan investments	\$ 51,974	N/A
Changes in proportion and differences between contributions recognized and proportionate share of contributions	N/A	\$ 206,436
Contributions subsequent to the measurement date	\$ 61,202	N/A
Total	\$ 113,176	\$ 206,605

\$61,202 reported as deferred outflows of resources related to pensions, resulting from contributions subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30, 2015	
2016	(\$ 63,527)
2017	(\$ 63,527)
2018	(\$ 40,570)
2019	\$ 12,994

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Actuarial assumptions. The total pension liability in the December 31, 2013 actuarial valuation was determined using the following actuarial assumptions and other inputs:

Price inflation	2.80%	
Real wage growth	1.10%	
Wage inflation	3.90%	
Salary increases, including wage inflation	3.90%-10.10%	
Long-term investment Rate of Return, net of pension plan investment expenses, including price inflation	7.50%	
Future post-retirement benefit increases:		
PERA Benefit Structure hired prior to 1/1/07; and DPS Benefit Structure (automatic)	2.00%	
PERA Benefit Structure hired after 12/31/06 (ad hoc, substantively automatic)		Financed by the Annual Increase Reserve

Mortality rates were based on the RP-2000 Combined Mortality Table for Males or Females, as appropriate, with adjustments for mortality improvements based on a projection of Scale AA to 2020 with Males set back 1 year, and Females set back 2 years.

The actuarial assumptions used in the December 31, 2013 valuation were based on the results of an actuarial experience study for the period January 1, 2008 through December 31, 2011, adopted by PERA's Board on November 13, 2012, and an economic assumption study, adopted by PERA's Board on November 15, 2013 and January 17, 2014.

The SCHDTF's long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and then adding expected inflation.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

As of the most recent analysis of the long-term expected rate of return, presented to the PERA Board on November 15, 2013, the target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	10 Year Expected Geometric Real Rate of Return
U.S. Equity – Large Cap	26.76%	5.00%
U.S. Equity – Small Cap	4.40%	5.19%
Non U.S. Equity – Developed	22.06%	5.29%
Non U.S. Equity – Emerging	6.24%	6.76%
Core Fixed Income	24.05%	0.98%
High Yield	1.53%	2.64%
Long Duration Gov't/Credit	0.53%	1.57%
Emerging Market Bonds	0.43%	3.04%
Real Estate	7.00%	5.09%
Private Equity	7.00%	7.15%
Total	100.00%	

* In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term expected rate of return assumption of 7.50%.

Discount rate. The discount rate used to measure the total pension liability was 7.50 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the fixed statutory rates specified in law, including current and future AED and SAED, until the Actuarial Value Funding Ratio reaches 103 percent, at which point, the AED and SAED will each drop 0.50 percent every year until they are zero. Based on those assumptions, the SCHDTF's fiduciary net position was projected to be available to make all projected future benefit payments of current members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The discount rate determination does not use the Municipal Bond Index Rate. There was no change in the discount rate from the prior measurement date.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate. The following presents the proportionate share of the net pension liability calculated using the discount rate of 7.50%, as well as what the proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.50 percent) or 1-percentage-point higher (8.50 percent) than the current rate:

	1% Decrease (6.50%)	Current Discount Rate (7.50%)	1% Increase (8.50%)
Proportionate share of the net pension liability	\$ 2,980,108	\$ 2,260,069	\$ 1,657,385

Pension plan fiduciary net position. Detailed information about the SCHDTF's fiduciary net position is available in PERA's comprehensive annual financial report which can be obtained at www.copera.org/investments/pera-financial-reports.

Other Post-Employment Benefits

Health Care Trust Fund

Plan Description – The School contributes to the Health Care Trust Fund ("HCTF"), a cost-sharing multiple-employer healthcare trust administered by PERA. The HCTF benefit provides a health care premium subsidy and health care programs (known as PERACare) to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the C.R.S., as amended, establishes the HCTF and sets forth a framework that grants authority to the PERA Board to contract, self-insure and authorize disbursements necessary in order to carry out the purposes of the PERACare program, including the administration of health care subsidies. PERA issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for the HCTF. That report can be obtained at www.copera.org/investments/pera-financial-reports.

Funding Policy – The School is required to contribute at a rate of 1.02 percent of PERA-includable salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the School are established under Title 24, Article 51, Part 4 of the C.R.S., as amended. The apportionment of the contributions to the HCTF is established under Title 24, Article 51, Section 208(1)(f) of the C.R.S., as amended. For the years ending June 30, 2015, 2014, and 2013, the School's employer contributions to the HCTF were \$8,528, \$7,782, and \$7,303, respectively, equal to their required contributions for each year.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 7: COMMITMENTS AND CONTINGENCIES

Management Agreement

New America School – Lakewood is operated by New America Schools (“NAS”), a Colorado non-profit corporation. NAS provides certain legal, management, accounting, and advertising services to the School. The School has agreed to pay management fees to NAS for these services at a rate of 12.5% of per pupil revenues. For the year ended June 30, 2015, the School paid management fees to NAS under the terms of this agreement in the amount of \$323,276.

Operating Lease

On November 2011, the School entered into a sublease with NAS Facilities Organization, LLC (“NASFO”) for a new facility which the School occupied in June 2012. Per the agreement, the School is liable for monthly rent expense ranging from \$22,209 to \$27,385. This lease will be effective from July 1, 2012 through June 30, 2018 and the future minimum lease payments are as follows:

Year Ended	
<u>June 30</u>	
2016	\$ 328,620
2017	328,620
2018	<u>328,620</u>
Total	<u>\$ 985,860</u>

The School paid \$381,439 of rent expense during the year ended June 30, 2015.

Claims and Judgments

The School participates in state programs that are fully or partially funded by grants received from other governmental units. Expenditures financed by grants are subject to audit by the appropriate grantor government. If expenditures are disallowed due to noncompliance with grant program regulations, the School may be required to reimburse the grantor government. As of June 30, 2015, significant amounts of grant expenditures have not been audited, but the School believes that disallowed expenditures, if any, based on subsequent audits will not have a material effect on the overall financial position of the School.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 7: COMMITMENTS AND CONTINGENCIES (Continued)

Tabor Amendment

In November 1992, Colorado voters passed the Tabor Amendment to the State Constitution, which limits state and local government tax powers and imposes spending limitations. Fiscal year 1993 provides the basis for limits in future years to which may be applied allowable increases for inflation and student enrollment. Revenue received in excess of the limitations may be required to be refunded. The School believes it has complied with the Amendment. As required by the Amendment, the School has established a reserve for emergencies. At June 30, 2015, the reserve of \$83,456 was recorded as a reservation of cash and investments in the General Fund.

NOTE 8: RESTATEMENT OF NET POSITION

The Beginning Net Position of the Government Type Activities was decreased by \$2,347,231 to (\$2,127,756) as the School implemented Governmental Accounting Standards Board Statement (GASB) No. 68.

NOTE 9: DEFICIT NET POSITION

The Net Position of the government type activities is in a deficit position of \$1,587,004 due to the School including the Net Pension Liability per GASB No. 68.

REQUIRED SUPPLEMENTARY INFORMATION

NEW AMERICAN SCHOOL - LAKEWOOD

GENERAL FUND
 BUDGETARY COMPARISON STATEMENT
 Year Ended June 30, 2015

	2015			VARIANCE	2014 ACTUAL
	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	Positive (Negative)	
REVENUES					
Local Sources					
Per Pupil Operating Revenue	\$ 1,845,818	\$ 2,383,477	\$ 2,202,182	\$ (181,295)	\$ 1,539,752
Mill Levy Override	-	360,402	360,401	(1)	47,088
Other	295,664	352,075	288,460	(63,615)	146,726
State Sources					
Grants and Donations	42,400	319,008	291,467	(27,541)	148,007
TOTAL REVENUES	2,183,882	3,414,962	3,142,510	(272,452)	1,881,573
EXPENDITURES					
Salaries	794,017	1,265,728	833,608	432,120	760,180
Employee Benefits	226,811	310,758	205,779	104,979	182,990
Purchased Services	955,178	1,095,369	1,120,403	(25,034)	770,362
Supplies and Materials	115,121	213,341	119,351	93,990	49,752
Property and Equipment	36,073	36,073	-	36,073	-
Other	-	-	280,984	(280,984)	11,227
TOTAL EXPENDITURES	2,127,200	2,921,269	2,560,125	361,144	1,774,511
NET CHANGE IN FUND BALANCE	56,682	493,693	582,385	88,692	107,062
FUND BALANCE, Beginning	74,869	(32,193)	74,869	107,062	(32,193)
FUND BALANCE, Ending	<u>\$ 131,551</u>	<u>\$ 461,500</u>	<u>\$ 657,254</u>	<u>\$ 195,754</u>	<u>\$ 74,869</u>

See the accompanying independent auditor's report.

NEW AMERICAN SCHOOL - LAKEWOOD

SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE
SCHOOL DIVISION TRUST FUND

Years Ended December 31,

	<u>2013</u>	<u>2014</u>
School's proportionate share of the Net Pension Liability	0.019%	0.017%
School's proportionate share of the Net Pension Liability	\$ 2,409,830	\$ 2,260,069
School's covered-employee payroll	\$ 741,920	\$ 759,739
School's proportionate share of the Net Pension Liability as a percentage of its covered-employee payroll	324.8%	297.5%
Plan fiduciary net position as a percentage of the total pension liability	64.1%	62.8%

See the accompanying independent auditor's report.

NEW AMERICAN SCHOOL - LAKEWOOD

SCHEDULE OF THE SCHOOL'S CONTRIBUTIONS
SCHOOL DIVISION TRUST FUND

Years Ended June 30,

	<u>2014</u>	<u>2015</u>
Statutorily required contributions	\$ 136,265	\$ 160,287
Contributions in relation to the Statutorily required contributions	<u>136,265</u>	<u>160,287</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
School's covered-employee payroll	\$ 762,942	\$ 836,057
Contributions as a percentage of covered-employee payroll	17.86%	19.17%

See the accompanying independent auditor's report.

NEW AMERICA SCHOOL - LAKEWOOD

BASIC FINANCIAL STATEMENTS

June 30, 2016

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FINANCIAL SECTION



JOHN CUTLER & ASSOCIATES

Board of Directors
New America School - Lakewood
Lakewood, Colorado

INDEPENDENT AUDITORS' REPORT

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of New America School - Lakewood, component unit of Jefferson County School District No. R-1, Jefferson County, Colorado, as of and for the year ended, June 30, 2016, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of New America School - Lakewood, as of and for the year ended June 30, 2016, and the respective changes in financial position, thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the budgetary comparison information, schedule of the school's proportionate share, and schedule of the school's contributions on pages 25-27 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

John Luttler & Associates, LLC

November 1, 2016

**New America School - Lakewood
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2016**

As management of New America School – Lakewood (the School), we offer readers of the School's basic financial statements this narrative and analysis of the financial activities of the School as of and for the year ended June 30, 2016. We encourage readers to consider the information presented here in conjunction with additional information provided in the basic financial statements.

Financial Highlights

The year ended June 30, 2016 was the tenth year of operations for the School. The School opened under a charter granted by the Jefferson County School District in August 2006. As of June 30, 2016, net position decreased to (\$1,527,136) based on the implementation of regulations under the Governmental Accounting Standards Board Statement (GASB) Number 68. Further information about GASB 68 is provided in Note 6 of the financial statements.

The operations of the School are funded primarily by tax revenue received under the State School Finance Act (the Act). State categorical revenue for the year was \$1,953,718. The school operated within budget and had two budget amendments during the year.

Overview of Basic Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. These basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The statement of net position presents information on all of the School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenue and expenses are reported in this statement for some items that will only result in cash flow changes in future fiscal periods (for example, salaries and benefits earned but unpaid as of yearend).

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. The school maintains one governmental fund – the General Fund.

The school adopts an annual budget for its fund (which may be amended, as was the case during the year ended June 30, 2016). Budgetary comparisons have been provided for the general fund in the basic financial statements to demonstrate compliance with these budgets.

**New America School - Lakewood
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2016**

Notes to Basic Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the basic financial statements.

Government-Wide Financial Analysis

As noted previously, net position may serve over time as a useful indicator of the School's financial position. As of June 30, 2016, the School's net liabilities exceeded assets resulting in a Net Position of (\$1,527,136) in FY2015-2016. Again, this is directly related to the new pension liability reporting requirement under GASB 68. \$77,672 of these funds is restricted to comply with Article X, Section 20 of the Colorado Constitution, known as the TABOR amendment. Accordingly, these funds are not available to satisfy general operating expenses of the School. In addition, \$73,874 is invested in capital assets.

NET POSITION

Assets	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Cash	\$ 499,868	\$ 433,107
Restricted cash and investments	77,672	83,456
Accounts Receivable	463,607	285,734
Capital assets, net of accum depreciation	<u>73,874</u>	<u>109,240</u>
Total assets	\$ 1,115,021	\$ 911,537
 Deferred Outflows of Resources		
Related to Pensions	652,106	113,176
 Liabilities		
Accounts payable	41,284	77,644
Accrued salaries and benefits	84,252	67,399
Net Pension Liability	<u>2,996,299</u>	<u>2,260,069</u>
Total liabilities	<u>3,121,835</u>	<u>2,405,112</u>
 Deferred Inflows of Resources		
Related to Pensions	<u>172,428</u>	<u>206,605</u>
 Net Position		
Invested in capital assets	73,874	109,240
Restricted for emergencies	77,672	83,456
Unrestricted	<u>(1,678,682)</u>	<u>(1,779,700)</u>
Total Net Position	\$ <u>(1,527,136)</u>	\$ <u>(1,587,004)</u>

**New America School - Lakewood
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2016**

CHANGE IN NET POSITION

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Revenues		
Operating grants & contributions	\$ 210,915	\$ 237,039
State categorical revenue	1,953,718	2,202,182
Other	<u>810,299</u>	<u>703,289</u>
Total Revenues	2,974,932	3,142,510
 Expenditures		
Instruction	1,023,554	598,630
Supporting	<u>1,891,510</u>	<u>2,003,128</u>
Total Expenses	<u>2,915,064</u>	<u>2,601,758</u>
 Increase/(Decrease) in Net Position	59,868	540,752
 Net Position, beginning	(1,587,004)	(2,127,756)
 Net Position, end of year	<u>\$ (1,527,136)</u>	<u>\$ (1,587,004)</u>

Financial Analysis of the School's Funds

The General Fund is considered a major fund and is used to account for the School's general operations. During the tenth year of operations, the School increased its general fund balance by \$258,357. The School received \$7,078.69 for each FTE (276 FTE's during the year) for a total of \$1,953,718.

General Fund Budgetary Highlights

The School budgeted General Fund expenses of \$3,103,584 for the year ended June 30, 2016. Actual expenditures for the year were \$2,716,575. There were two budget amendments during the year in the General Fund.

Capital Assets and Long-Term Debt

The school rents its facilities under an operating lease with NAS Facilities Organization, LLC that was renewed until June 30, 2016. Annual rent payments under the lease were \$331,286 for the year ended June 30, 2016.

Economic Factors and Next Year's Budget

The primary factor driving the budget for the School is student enrollment. Funded Pupil Count (FPC) for the 2015-2016 school year was 276. The FPC projected for the 2016-2017 school year is 280. This is a major factor used in preparing the School's budget for the fiscal year 2016-2017.

Request for Information

This financial report is designed to provide a general overview of the School's finances for all those with an interest in the School. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

New America School
925 S. Niagara Street, No. 140
Denver, CO 80224

BASIC FINANCIAL STATEMENTS

NEW AMERICAN SCHOOL - LAKEWOOD

STATEMENT OF NET POSITION

As of June 30, 2016

	GOVERNMENTAL ACTIVITIES	
	2016	2015
ASSETS		
Cash and Investments	\$ 499,868	\$ 433,107
Restricted Cash and Investments	77,672	83,456
Accounts Receivable	463,607	285,734
Capital Assets, Depreciated, Net of Accumulated Depreciation	73,874	109,240
	<u>1,115,021</u>	<u>911,537</u>
DEFERRED OUTFLOW OF RESOURCES		
Related to Pensions	652,106	113,176
	<u>652,106</u>	<u>113,176</u>
LIABILITIES		
Accounts Payable	41,284	77,644
Accrued Salaries	84,252	67,399
Noncurrent Liability		
Net Pension Liability	2,996,299	2,260,069
	<u>3,121,835</u>	<u>2,405,112</u>
DEFERRED INFLOW OF RESOURCES		
Related to Pensions	172,428	206,605
	<u>172,428</u>	<u>206,605</u>
NET POSITION		
Investment in Capital Assets	73,874	109,240
Restricted for Emergencies	77,672	83,456
Unrestricted	(1,678,682)	(1,779,700)
	<u>\$ (1,527,136)</u>	<u>\$ (1,587,004)</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - LAKEWOOD

STATEMENT OF ACTIVITIES
Year Ended June 30, 2016

FUNCTIONS/PROGRAMS	Expenses	PROGRAM REVENUES			NET (EXPENSE) REVENUE AND CHANGE IN NET POSITION	
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	
PRIMARY GOVERNMENT					2016	2015
Governmental Activities						
Instruction	\$ 1,023,554	\$ -	\$ -	\$ -	\$ (1,023,554)	\$ (598,630)
Supporting Services	1,891,510	353,085	210,915	71,343	(1,256,167)	(1,711,661)
Total Governmental Activities	<u>\$ 2,915,064</u>	<u>\$ 353,085</u>	<u>\$ 210,915</u>	<u>\$ 71,343</u>	<u>(2,279,721)</u>	<u>(2,310,291)</u>
		GENERAL REVENUES				
					1,953,718	2,202,182
					385,871	360,401
					-	288,460
					<u>2,339,589</u>	<u>2,851,043</u>
					59,868	540,752
					<u>(1,587,004)</u>	<u>(2,127,756)</u>
					<u>\$ (1,527,136)</u>	<u>\$ (1,587,004)</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - LAKEWOOD

BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2016

	<u>GENERAL FUND</u>	
	<u>2016</u>	<u>2015</u>
ASSETS		
Cash and Investments	\$ 499,868	\$ 433,107
Restricted Cash and Investments	77,672	83,456
Accounts Receivable	<u>463,607</u>	<u>285,734</u>
TOTAL ASSETS	<u><u>\$ 1,041,147</u></u>	<u><u>\$ 802,297</u></u>
LIABILITIES AND FUND BALANCE		
LIABILITIES		
Accounts Payable	\$ 41,284	\$ 77,644
Accrued Salaries	<u>84,252</u>	<u>67,399</u>
TOTAL LIABILITIES	<u>125,536</u>	<u>145,043</u>
FUND BALANCES		
Restricted for Emergencies	77,672	83,456
Unassigned	<u>837,939</u>	<u>573,798</u>
TOTAL FUND BALANCE	<u>915,611</u>	<u>657,254</u>
TOTAL LIABILITIES AND FUND BALANCE	<u><u>\$ 1,041,147</u></u>	<u><u>\$ 802,297</u></u>
Amounts reported for governmental activities in the statement of net position are different because:		
Fund Balance	\$ 915,611	\$ 657,254
Capital assets used in governmental activities are not financial resources and, therefore, are not in the funds.	73,874	109,240
Long-term liabilities and related assets are not due and payable in the current period and, therefore, are not reported in the funds. This amount is comprised of net pension liability of \$(2,996,299), deferred outflows related to pensions of \$652,106, and deferred inflows related to pensions of (\$172,428).	<u>(2,516,621)</u>	<u>(2,353,498)</u>
Net position of governmental activities	<u><u>\$ (1,527,136)</u></u>	<u><u>\$ (1,587,004)</u></u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - LAKEWOOD

STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
Year Ended June 30, 2016

	<u>GENERAL FUND</u>	
	<u>2016</u>	<u>2015</u>
REVENUES		
Local Sources	\$ 2,692,674	\$ 2,851,043
State Sources	282,258	291,467
	<u>2,974,932</u>	<u>3,142,510</u>
EXPENDITURES		
Instruction	890,247	595,578
Supporting Services	1,826,328	1,964,547
	<u>2,716,575</u>	<u>2,560,125</u>
NET CHANGE IN FUND BALANCE	258,357	582,385
FUND BALANCE, Beginning	<u>657,254</u>	<u>74,869</u>
FUND BALANCE, Ending	<u>\$ 915,611</u>	<u>\$ 657,254</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - LAKEWOOD

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
Year Ended June 30, 2016

Amounts Reported for Governmental Activities in the Statement of Activities
are Different Because:

Net Changes in Fund Balances - Total Governmental Funds	\$ 258,357
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount of depreciation expense for the current year.	(35,366)
Deferred charges related to pensions are not recognized in the governmental funds. However, for the government-wide funds that amount is capitalized and amortized.	<u>(163,123)</u>
Change in Net Position of Governmental Activities	<u>\$ 59,868</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

New America School – Lakewood (the “School”) was organized in August 2006 pursuant to the Colorado Charter Schools Act to form and operate a charter school within the Jefferson County School District R-1 (the “District”) in the State of Colorado. The School is recognized as a non-profit organization under Section 501(c)(3) of the Internal Revenue Code.

The accounting policies of the School conform to generally accepted accounting principles as applicable to governmental units. Following is a summary of the more significant policies.

Reporting Entity

The financial reporting entity consists of the School and organizations for which the School is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the School. In addition, any legally separate organizations for which the School is financially accountable are considered part of the reporting entity. Financial accountability exists if the School appoints a voting majority of the organization’s governing board and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on the School.

Based upon the application of these criteria, no additional organizations are included in the School’s reporting entity. However, the School is a component unit of Jefferson County School District No. R-1.

Government-Wide and Fund Financial Statements

The School financial statements (i.e., the statement of net position and the statement of activities) report information on all of the activities of the School. For the most part, the effect of interfund activity has been removed from these statements. Governmental activities, which normally are supported by intergovernmental revenues, are reported in a single column.

The statement of activities demonstrates the degree to which the direct expenses of the given function or segment, are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students or others who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Unrestricted intergovernmental revenues not properly included among program revenues are reported instead as general revenues.

Major individual governmental funds are reported in separate columns in the fund financial statements.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collected within the current period or soon enough thereafter to pay liabilities of the current period, not to exceed 60 days. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures are recorded only when payment is due.

Intergovernmental revenues, grants, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash is received by the School.

Internally dedicated resources are reported as general revenues rather than as program revenues.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and the unrestricted resources as they are needed.

The School reports the following major governmental fund:

General Fund— This fund is the general operating fund of the School. It is used to account for all financial resources.

Assets, Liabilities and Fund Balance/Net Position

Receivables— All receivables are reported at their gross value and, where appropriate, are reduced by the estimated portion that is expected to be uncollectible. The receivables of the School consist primarily of grants.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Assets, Liabilities and Fund Balance/Net Position (Continued)

Capital Assets – Capital assets, which include property and equipment, are reported in the governmental activities column in the government-wide financial statements. Capital assets are defined by the School as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation.

Depreciation of exhaustible capital assets is charged as an expense against operations, and accumulated depreciation is reported on the statement of net position in the government-wide financial statements. Depreciation has been provided over the following estimated useful lives of the capital assets using the straight-line method: building improvements, 7 years, machinery and equipment 10 years.

Long-term Debt – In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as current expenditures.

Net Position– The government-wide and business-type fund financial statements utilize a net position presentation. Net position is categorized as investment in capital assets, restricted, and unrestricted.

- Investment in Capital Assets is intended to reflect the portion of net position which are associated with non-liquid, capital assets less outstanding capital asset related debt. The net related debt is the debt less the outstanding liquid assets and any associated unamortized cost.
- Restricted Net Position are liquid assets, which have third party limitations on their use.
- Unrestricted Net Position represents assets that do not have any third party limitation on their use. While School management may have categorized and segmented portion for various purposes, the School Board has the unrestricted right to revisit or alter these managerial decisions.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

Fund Balance Classification – The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the School is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

- Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. The School has classified Emergency Reserves as being restricted because their use is restricted by State Statute for declared emergencies.
- Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Directors. These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action (ordinance or resolution) that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The School did not have any committed resources as of June 30, 2016.
- Unassigned – This classification includes the residual fund balance for the General Fund. The Unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The School would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position and balance sheets will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflow of resources, represents a consumption of net position and fund balance that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position and balance sheets will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflow of resources, represents an acquisition of net position and fund balance that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time.

Risk Management

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School carries commercial coverage for these risks of loss. Settled claims have not exceeded insurance coverage in the last three years.

NOTE 2: STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

Budgets and Budgetary Accounting

A budget is adopted for the general fund on a basis consistent with generally accepted accounting principles. School management submits to the Board of Directors a proposed budget for the fiscal year commencing the following July 1. The budget is adopted by the Board of Directors prior to June 30. Expenditures may not legally exceed appropriations at the fund level. Revisions must be approved by the Board of Directors. The budget includes proposed expenditures and the means of financing them. All appropriations lapse at fiscal yearend.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 3: CASH AND INVESTMENTS

A reconciliation of the cash and investment components on the balance sheet to the cash and investment categories in this footnote are as follows:

Petty Cash	\$ 300
Pooled Cash with the District	<u>577,240</u>
Total	<u>\$ 577,540</u>

Deposits

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. At June 30, 2016, State regulatory commissioners have indicated that all financial institutions holding deposits for the School are eligible public depositories. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held.

The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits. The School has no policy regarding custodial credit risk for deposits.

At June 30, 2016, the School did not have any deposits subject to custodial credit risk.

Pooled Cash with the District

Cash deposits are pooled with the District cash and investments which were held by several banking institutions. Pooled investments represent investments in local government investment pools or in money market funds. At June 30, 2016, the School's balance in equity in both restricted and unrestricted pooled cash of the District totaled \$577,540.

NEW AMERICA SCHOOL - LAKEWOOD
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 3: CASH AND INVESTMENTS (Continued)

Investments

Interest Rate Risk

The School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Colorado statutes specify in which instruments units of local government may invest, which include:

- Obligations of the United States and certain U.S. Government Agency securities
- General obligation and revenue bonds of U.S. local government entities
- Bankers' acceptances of certain banks
- Local government investment pools
- Written repurchase agreements collateralized by certain authorized securities
- Certain money market funds
- Guaranteed investment contracts

The School had no investments as of June 30, 2016.

The School has no policy for managing credit risk or interest rate risk.

Restricted Cash

Cash and Investments of \$77,672 are restricted in the General Fund as an emergency reserve related to the TABOR amendment.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 4: CAPITAL ASSETS

Capital Assets activity for the year ended June 30, 2016, is summarized below.

	Balance <u>June 30, 2015</u>	<u>Additions</u>	<u>Deletions</u>	Balance <u>June 30, 2016</u>
Governmental Activities				
Capital Asset, depreciated				
Building Improvements	\$ 240,225	\$ -	\$ -	\$ 240,225
Equipment	<u>10,478</u>	<u>-</u>	<u>-</u>	<u>10,478</u>
Total	<u>250,703</u>	<u>-</u>	<u>-</u>	<u>250,703</u>
Accumulated Depreciation				
Building Improvements	137,272	34,318	-	171,590
Equipment	<u>4,191</u>	<u>1,048</u>	<u>-</u>	<u>5,239</u>
Total	<u>141,463</u>	<u>35,366</u>	<u>-</u>	<u>176,829</u>
Total Capital Assets, Net	<u>\$ 109,240</u>	<u>\$ (35,366)</u>	<u>\$ -</u>	<u>\$ 73,874</u>

Depreciation has been charged to supporting services program of the School.

NOTE 5: ACCRUED SALARIES AND BENEFITS

Salaries and retirement benefits of certain contractually employed personnel are paid over a twelve month period from August to July, but are earned during a school year of approximately nine to ten months. The salaries and benefits earned, but unpaid, as of June 30, 2016, were \$84,252. Accordingly, the accrued compensation is reflected as a liability in the accompanying financial statements of the General Fund.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN

Pensions. The School participates in the School Division Trust Fund (SCHDTF), a cost-sharing multiple-employer defined benefit pension fund administered by the Public Employees' Retirement Association of Colorado ("PERA"). The net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position and additions to/deductions from the fiduciary net position of the SCHDTF have been determined using the economic resources measurement focus and the accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

General Information about the Pension Plan

Plan description. Eligible employees of the School are provided with pensions through the School Division Trust Fund (SCHDTF)—a cost-sharing multiple-employer defined benefit pension plan administered by PERA. Plan benefits are specified in Title 24, Article 51 of the Colorado Revised Statutes (C.R.S.), administrative rules set forth at 8 C.C.R. 1502-1, and applicable provisions of the federal Internal Revenue Code. Colorado State law provisions may be amended from time to time by the Colorado General Assembly. PERA issues a publicly available comprehensive annual financial report that can be obtained at www.copera.org/investments/pera-financial-reports.

Benefits provided. PERA provides retirement, disability, and survivor benefits. Retirement benefits are determined by the amount of service credit earned and/or purchased, highest average salary, the benefit structure(s) under which the member retires, the benefit option selected at retirement, and age at retirement. Retirement eligibility is specified in tables set forth at C.R.S. § 24-51-602, 604, 1713, and 1714.

The lifetime retirement benefit for all eligible retiring employees under the PERA Benefit Structure is the greater of the:

- Highest average salary multiplied by 2.5 percent and then multiplied by years of service credit
- The value of the retiring employee's member contribution account plus a 100 percent match on eligible amounts as of the retirement date. This amount is then annuitized into a monthly benefit based on life expectancy and other actuarial factors.

In all cases the service retirement benefit is limited to 100 percent of highest average salary and also cannot exceed the maximum benefit allowed by federal Internal Revenue Code.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 6: **DEFINED BENEFIT PENSION PLAN** (Continued)

General Information about the Pension Plan (Continued)

Members may elect to withdraw their member contribution accounts upon termination of employment with all PERA employers; waiving rights to any lifetime retirement benefits earned.

If eligible, the member may receive a match of either 50 percent or 100 percent on eligible amounts depending on when contributions were remitted to PERA, the date employment was terminated, whether 5 years of service credit has been obtained and the benefit structure under which contributions were made.

Benefit recipients who elect to receive a lifetime retirement benefit are generally eligible to receive post-retirement cost-of-living adjustments (COLAs), referred to as annual increases in the C.R.S. Benefit recipients under the PERA benefit structure who began eligible employment before January 1, 2007 and all benefit recipients of the DPS benefit structure receive an annual increase of 2 percent, unless PERA has a negative investment year, in which case the annual increase for the next three years is the lesser of 2 percent or the average of the Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W) for the prior calendar year. Benefit recipients under the PERA benefit structure who began eligible employment after January 1, 2007 receive an annual increase of the lesser of 2 percent or the average CPI-W for the prior calendar year, not to exceed 10 percent of PERA's Annual Increase Reserve for the SCHDTF.

Disability benefits are available for eligible employees once they reach five years of earned service credit and are determined to meet the definition of disability. The disability benefit amount is based on the retirement benefit formula shown above considering a minimum 20 years of service credit, if deemed disabled. Survivor benefits are determined by several factors, which include the amount of earned service credit, highest average salary of the deceased, the benefit structure(s) under which service credit was obtained, and the qualified survivor(s) who will receive the benefits.

Contributions. Eligible employees and the School are required to contribute to the SCHDTF at a rate set by Colorado statute. The contribution requirements are established under C.R.S. § 24-51-401, *et seq.* Eligible employees are required to contribute 8 percent of their PERA-includable salary.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

General Information about the Pension Plan (Continued)

The employer contribution requirements are summarized in the table below:

	For the Year Ended December 31, 2015	For the Year Ended December 31, 2016
Employer Contribution Rate ¹	10.15%	10.15%
Amount of Employer Contribution apportioned to the Health Care Trust Fund as specified in C.R.S. § 24-51-208(1)(f) ¹	(1.02)%	(1.02)%
Amount Apportioned to the SCHDTF ¹	9.13%	9.13%
Amortization Equalization Disbursement (AED) as specified in C.R.S. § 24-51-411 ¹	4.20%	4.50%
Supplemental Amortization Equalization Disbursement (SAED) as specified in C.R.S. § 24-51-411 ¹	4.00%	4.50%
Total Employer Contribution Rate to the SCHDTF ¹	17.33%	18.13%

¹Rates are expressed as a percentage of salary as defined in C.R.S. § 24-51-101(42).

Employer contributions are recognized by the SCHDTF in the period in which the compensation becomes payable to the member and the School is statutorily committed to pay the contributions to the SCHDTF. Employer contributions recognized by the SCHDTF School were \$164,739 for the year ended June 30, 2016.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2016 the School reported a liability of \$2,996,299 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2015, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2014. Standard update procedures were used to roll forward the total pension liability to December 31, 2015. The School's proportion of the net pension liability was based on the School's contributions to the SCHDTF for the calendar year 2015 relative to the total contributions of participating employers to the SCHDTF.

At December 31, 2015, the School's proportion was 0.01959%, which was a decrease of 0.00292% from its proportion measured as of December 31, 2014.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

For the year ended June 30, 2016 the School recognized pension expense of \$231,636. At June 30, 2016, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ 39,566	\$ 107
Change in assumptions or other inputs	N/A	\$ 42,343
Net difference between projected and actual earnings on pension plan investments	\$ 247,954	N/A
Changes in proportion and differences between contributions recognized and proportionate share of contributions	\$ 286,603	\$ 129,878
Contributions subsequent to the measurement date	\$ 77,983	N/A
Total	\$ 652,106	\$ 172,428

\$77,983 reported as deferred outflows of resources related to pensions, resulting from contributions subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30,	
2017	\$ 96,106
2018	\$ 119,183
2019	\$ 134,163
2020	\$ 52,243

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Actuarial assumptions. The total pension liability in the December 31, 2013 actuarial valuation was determined using the following actuarial assumptions and other inputs:

Price inflation	2.80%
Real wage growth	1.10%
Wage inflation	3.90%
Salary increases, including wage inflation	3.90%-10.10%
Long-term investment Rate of Return, net of pension plan investment expenses, including price inflation	7.50%
Future post-retirement benefit increases:	
PERA Benefit Structure hired prior to 1/1/07; and DPS Benefit Structure (automatic)	2.00%
PERA Benefit Structure hired after 12/31/06 (ad hoc, substantively automatic)	Financed by the Annual Increase Reserve

Mortality rates were based on the RP-2000 Combined Mortality Table for Males or Females, as appropriate, with adjustments for mortality improvements based on a projection of Scale AA to 2020 with Males set back 1 year, and Females set back 2 years.

The actuarial assumptions used in the December 31, 2013 valuation were based on the results of an actuarial experience study for the period January 1, 2008 through December 31, 2011, adopted by PERA’s Board on November 13, 2012, and an economic assumption study, adopted by PERA’s Board on November 15, 2013 and January 17, 2014.

Changes to assumptions or other inputs since the December 31, 2013 actuarial valuation are as follows:

The following programming changes were made:

- Valuation of the full survivor benefit without any reduction for possible remarriage.
- Reflection of the employer match on separation benefits for all eligible years.
- Reflection of one year of service eligibility for survivor annuity benefit.
- Refinement of the 18-month annual increase timing.
- Refinements to directly value certain and life, modified cash refund and pop-up benefit forms.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

The following methodology changes were made:

- Recognition of merit salary increases in the first projection year.
- Elimination of the assumption that 35% of future disabled members elect to receive a refund.
- Removal of the negative value adjustment for liabilities associated with refunds of future terminating members.
- Adjustments to the timing of the normal cost and unfunded actuarial accrued liability payment calculations to reflect contributions throughout the year.

The SCHDTF's long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and then adding expected inflation.

As of the November 15, 2013 adoption of the long-term expected rate of return by the PERA Board, the target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	10 Year Expected Geometric Real Rate of Return
U.S. Equity – Large Cap	26.76%	5.00%
U.S. Equity – Small Cap	4.40%	5.19%
Non U.S. Equity – Developed	22.06%	5.29%
Non U.S. Equity – Emerging	6.24%	6.76%
Core Fixed Income	24.05%	0.98%
High Yield	1.53%	2.64%
Long Duration Gov't/Credit	0.53%	1.57%
Emerging Market Bonds	0.43%	3.04%
Real Estate	7.00%	5.09%
Private Equity	7.00%	7.15%
Total	100.00%	

* In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term expected rate of return assumption of 7.50%.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Discount rate. The discount rate used to measure the total pension liability was 7.50 percent. The projection of cash flows used to determine the discount rate applied the actuarial cost method and assumptions shown above. In addition, the following methods and assumptions were used in the projection of cash flows:

- Total covered payroll for the initial projection year consists of the covered payroll of the active membership present on the valuation date and the covered payroll of future plan members assumed to be hired during the year. In subsequent projection years, total covered payroll was assumed to increase annually at a rate of 3.90%.
- Employee contributions were assumed to be made at the current member contribution rate. Employee contributions for future plan members were used to reduce the estimated amount of total service costs for future plan members.
- Employer contributions were assumed to be made at rates equal to the fixed statutory rates specified in law, including current and estimated future AED and SAED, until the Actuarial Value Funding Ratio reaches 103%, at which point, the AED and SAED will each drop 0.50% every year until they are zero. Additionally, estimated employer contributions included reductions for the funding of the AIR and retiree health care benefits. For future plan members, employer contributions were further reduced by the estimated amount of total service costs for future plan members not financed by their member contributions.
- Employer contributions and the amount of total service costs for future plan members were based upon a process used by the plan to estimate future actuarially determined contributions assuming an analogous future plan member growth rate.
- The AIR balance was excluded from the initial fiduciary net position, as, per statute, AIR amounts cannot be used to pay benefits until transferred to either the retirement benefits reserve or the survivor benefits reserve, as appropriate. As the ad hoc post-retirement benefit increases financed by the AIR are defined to have a present value at the long-term expected rate of return on plan investments equal to the amount transferred for their future payment, AIR transfers to the fiduciary net position and the subsequent AIR benefit payments have no impact on the Single Equivalent Interest Rate (SEIR) determination process when the timing of AIR cash flows is not a factor (i.e., the plan's fiduciary net position is not projected to be depleted).

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

- When AIR cash flow timing is a factor in the SEIR determination process (i.e., the plan’s fiduciary net position is projected to be depleted), AIR transfers to the fiduciary net position and the subsequent AIR benefit payments were estimated and included in the projections.
- Benefit payments and contributions were assumed to be made at the end of the month.

Based on the above actuarial cost method and assumptions, the SCHDTF’s fiduciary net position was projected to be available to make all projected future benefit payments of current members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The discount rate determination does not use the Municipal Bond Index Rate. There was no change in the discount rate from the prior measurement date.

Sensitivity of the School’s proportionate share of the net pension liability to changes in the discount rate. The following presents the proportionate share of the net pension liability calculated using the discount rate of 7.50%, as well as what the proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.50 percent) or 1-percentage-point higher (8.50 percent) than the current rate:

	1% Decrease (6.50%)	Current Discount Rate (7.50%)	1% Increase (8.50%)
Proportionate share of the net pension liability	\$ 3,884,080	\$ 2,996,299	\$ 2,257,832

Pension plan fiduciary net position. Detailed information about the SCHDTF’s fiduciary net position is available in PERA’s comprehensive annual financial report which can be obtained at www.copera.org/investments/pera-financial-reports.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Other Post-Employment Benefits

Health Care Trust Fund

Plan Description – The School contributes to the Health Care Trust Fund ("HCTF"), a cost-sharing multiple-employer healthcare trust administered by PERA. The HCTF benefit provides a health care premium subsidy and health care programs (known as PERACare) to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the C.R.S., as amended, establishes the HCTF and sets forth a framework that grants authority to the PERA Board to contract, self-insure and authorize disbursements necessary in order to carry out the purposes of the PERACare program, including the administration of health care subsidies. PERA issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for the HCTF. That report can be obtained at www.copera.org/investments/pera-financial-reports.

Funding Policy – The School is required to contribute at a rate of 1.02 percent of PERA-includable salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the School are established under Title 24, Article 51, Part 4 of the C.R.S., as amended. The apportionment of the contributions to the HCTF is established under Title 24, Article 51, Section 208(1)(f) of the C.R.S., as amended. For the years ending June 30, 2016, 2015, and 2014, the School's employer contributions to the HCTF were \$10,151, \$8,528, and \$7,782, respectively, equal to their required contributions for each year.

NOTE 7: COMMITMENTS AND CONTINGENCIES

Management Agreement

New America School – Lakewood is operated by New America Schools ("NAS"), a Colorado non-profit corporation. NAS provides certain legal, management, accounting, and advertising services to the School. The School has agreed to pay management fees to NAS for these services at a rate of 12.5% of per pupil revenues. For the year ended June 30, 2016, the School paid management fees to NAS under the terms of this agreement in the amount of \$517,166.

NEW AMERICA SCHOOL - LAKEWOOD
 NOTES TO THE FINANCIAL STATEMENTS
 June 30, 2016

NOTE 7: COMMITMENTS AND CONTINGENCIES (Continued)

Operating Lease

On November 2011, the School entered into a sublease with NAS Facilities Organization, LLC (“NASFO”) for a new facility which the School occupied in June 2012. Per the agreement, the School is liable for monthly rent expense ranging from \$22,209 to \$27,385. This lease will be effective from July 1, 2012 through June 30, 2018 and the future minimum lease payments are as follows:

Year Ended	
<u>June 30</u>	
2017	\$ 328,620
2018	<u>328,620</u>
Total	<u>\$ 657,240</u>

The School paid \$331,286 of rent expense during the year ended June 30, 2016.

Claims and Judgments

The School participates in state programs that are fully or partially funded by grants received from other governmental units. Expenditures financed by grants are subject to audit by the appropriate grantor government. If expenditures are disallowed due to noncompliance with grant program regulations, the School may be required to reimburse the grantor government. As of June 30, 2016, significant amounts of grant expenditures have not been audited, but the School believes that disallowed expenditures, if any, based on subsequent audits will not have a material effect on the overall financial position of the School.

Tabor Amendment

In November 1992, Colorado voters passed the Tabor Amendment to the State Constitution, which limits state and local government tax powers and imposes spending limitations. Fiscal year 1993 provides the basis for limits in future years to which may be applied allowable increases for inflation and student enrollment. Revenue received in excess of the limitations may be required to be refunded. The School believes it has complied with the Amendment. As required by the Amendment, the School has established a reserve for emergencies. At June 30, 2016, the reserve of \$77,672 was recorded as a reservation of cash and investments in the General Fund.

NEW AMERICA SCHOOL - LAKEWOOD

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 8: DEFICIT NET POSITION

The Net Position of the government type activities is in a deficit position of \$1,527,136 due to the School including the Net Pension Liability per GASB No. 68.

REQUIRED SUPPLEMENTARY INFORMATION

NEW AMERICAN SCHOOL - LAKEWOOD

GENERAL FUND
BUDGETARY COMPARISON STATEMENT
Year Ended June 30, 2016

	2016			VARIANCE Positive (Negative)	2015 ACTUAL
	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL		
REVENUES					
Local Sources					
Per Pupil Operating Revenue	\$ 2,235,531	\$ 1,962,139	\$ 1,953,718	\$ (8,421)	\$ 2,202,182
Mill Levy Override	336,300	336,300	385,871	49,571	360,401
Other	14,000	96,276	353,085	256,809	288,460
State Sources					
Grants and Donations	606,952	652,859	282,258	(370,601)	291,467
TOTAL REVENUES	3,192,783	3,047,574	2,974,932	(72,642)	3,142,510
EXPENDITURES					
Salaries	1,126,991	1,138,040	882,107	255,933	833,608
Employee Benefits	356,335	358,285	216,882	141,403	205,779
Purchased Services	1,194,269	1,151,359	1,232,904	(81,545)	1,120,403
Supplies and Materials	108,399	151,225	117,016	34,209	119,351
Property and Equipment	81,768	61,477	-	61,477	-
Other	29,144	243,198	267,666	(24,468)	280,984
TOTAL EXPENDITURES	2,896,906	3,103,584	2,716,575	387,009	2,560,125
NET CHANGE IN FUND BALANCE	295,877	(56,010)	258,357	314,367	582,385
FUND BALANCE, Beginning	539,903	657,254	657,254	-	74,869
FUND BALANCE, Ending	<u>\$ 835,780</u>	<u>\$ 601,244</u>	<u>\$ 915,611</u>	<u>\$ 314,367</u>	<u>\$ 657,254</u>

See the accompanying independent auditor's report.

NEW AMERICAN SCHOOL - LAKEWOOD

SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE
SCHOOL DIVISION TRUST FUND

Years Ended December 31,

	<u>2013</u>	<u>2014</u>	<u>2015</u>
School's proportionate share of the Net Pension Liability	0.019%	0.017%	0.019%
School's proportionate share of the Net Pension Liability	\$ 2,409,830	\$ 2,260,069	\$ 2,996,299
School's covered-employee payroll	\$ 741,920	\$ 759,739	\$ 955,701
School's proportionate share of the Net Pension Liability as a percentage of its covered-employee payroll	324.8%	297.5%	313.5%
Plan fiduciary net position as a percentage of the total pension liability	64.1%	62.8%	59.2%

See the accompanying independent auditor's report.

NEW AMERICAN SCHOOL - LAKEWOOD

SCHEDULE OF THE SCHOOL'S CONTRIBUTIONS
SCHOOL DIVISION TRUST FUND

Years Ended June 30,

	<u>2014</u>	<u>2015</u>	<u>2016</u>
Statutorily required contributions	\$ 136,265	\$ 160,287	\$ 186,551
Contributions in relation to the Statutorily required contributions	<u>136,265</u>	<u>160,287</u>	<u>186,551</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered-employee payroll	\$ 762,942	\$ 836,057	\$ 836,057
Contributions as a percentage of covered-employee payroll	17.86%	19.17%	22.31%

See the accompanying independent auditor's report.

New America School - Aurora

(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)

Financial Statements and Independent Auditor's Reports

June 30, 2014

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)
June 30, 2014

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Independent Auditor's Report on Financial Statements and Supplementary Information

Board of Directors
New America School – Aurora
and Board of Education
Joint School District No. 28-J of the Counties
of Adams and Arapahoe, Colorado
Aurora, Colorado

Report on the Financial Statements

We have audited the accompanying basic financial statements of the governmental activities and the major fund of New America School – Aurora (the School) (a component unit of the Joint School District No. 28-J of the Counties of Adams and Arapahoe, Colorado), as of and for the year ended June 30, 2014, and the related notes to the basic financial statements, which collectively comprise the School's basic financial statements listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Board of Directors
New America School – Aurora
and Board of Education
Joint School District No. 28-J of the Counties
of Adams and Arapahoe, Colorado

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the New America School – Aurora as of June 30, 2014, and the respective changes in financial position, thereof and the budgetary comparison for the general fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis listed in the table of contents be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 17, 2014, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

BKD, LLP

Denver, Colorado
September 17, 2014

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)
Management's Discussion and Analysis (Unaudited)
As of and for the Year Ended June 30, 2014

As management of New America School – Aurora (the School), we offer readers of the School's basic financial statements this narrative and analysis of the financial activities of the School as of and for the year ended June 30, 2014. We encourage readers to consider the information presented here in conjunction with additional information provided in the basic financial statements.

New America School (the Non-Profit) was organized as a Colorado nonprofit corporation on July 15, 2003, for the purpose of entering into one or more charter school contracts with Colorado school districts. As of June 30, 2014, the nonprofit corporation (the Non-Profit) operated three charter schools, including the School.

The School is a component unit of the Joint School District No. 28-J of the Counties of Adams and Arapahoe, Colorado (Aurora Public Schools).

Financial Highlights

The year ended June 30, 2014, was the ninth year of operations for the School. As of June 30, 2014, net position amounted to \$357,262. The operations of the School are funded primarily by tax revenue received under the State School Finance Act (the Act). State categorical revenue for the year was \$2,998,039. The School operated within budget and had one budget amendment during the year.

Overview of Basic Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. These basic financial statements are composed of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

Government-wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances in a manner similar to a private-sector business.

The statement of net position presents information on all of the School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flow changes only in future fiscal periods (for example, benefits earned but unpaid as of year-end).

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)
Management's Discussion and Analysis (Unaudited)
As of and for the Year Ended June 30, 2014

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. The School maintains one governmental fund—the General Fund.

The School adopts an annual budget (which may be amended). A budgetary comparison has been provided for the General Fund in the basic financial statements to demonstrate compliance with the budget.

Notes to Basic Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the basic financial statements.

Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of the School's financial position. In the case of New America School – Aurora, as of June 30, 2014, assets decreased by \$56,077 and liabilities decreased by \$46,784 from June 30, 2013.

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)
Management's Discussion and Analysis (Unaudited)
As of and for the Year Ended June 30, 2014

The following table provides a comparative analysis of net position as of June 30, 2014 and 2013.

	June 30,	
	2014	2013
Assets		
Current assets	\$ 503,511	\$ 554,120
Capital assets, net	12,047	17,515
Total assets	<u>515,558</u>	<u>571,635</u>
Liabilities		
Accounts payable	8,927	2,271
Accrued salaries and benefits	148,509	145,650
Unearned grant revenue	860	3,413
Due to related party	-	53,746
Total liabilities	<u>158,296</u>	<u>205,080</u>
Net Position		
Net investment in capital assets	12,047	17,515
Restricted for TABOR	98,698	110,939
Unrestricted	246,517	238,101
Total net position	<u>\$ 357,262</u>	<u>\$ 366,555</u>

The decrease in current assets is primarily the result of a decrease in cash as a result of a decrease in student count and their corresponding state finance funding. The decrease in due to related parties is a result of having cash funded administrative fees to the non-profit in excess of required amounts.

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)
Management's Discussion and Analysis (Unaudited)
As of and for the Year Ended June 30, 2014

The following table provides a comparative analysis of changes in net position for the years ended June 30, 2014 and 2013.

	<u>Year Ended June 30,</u>	
	<u>2014</u>	<u>2013</u>
Revenues		
Program revenues		
Operating grants and contributions	\$ 265,670	\$ 243,723
Capital grants and contributions	40,191	43,747
Total program revenues	<u>305,861</u>	<u>287,470</u>
General revenues		
State categorical revenue	3,034,119	3,415,266
Revenue from local sources	221,755	245,120
Total general revenues	<u>3,255,874</u>	<u>3,660,386</u>
Total revenues	<u>3,561,735</u>	<u>3,947,856</u>
Expenditures		
Current		
Instruction	1,563,107	1,722,416
Supporting	2,007,921	2,199,240
Total expenses	<u>3,571,028</u>	<u>3,921,656</u>
Change in Net Position	(9,293)	26,200
Net Position, Beginning of Year	<u>366,555</u>	<u>340,355</u>
Net Position, End of Year	<u>\$ 357,262</u>	<u>\$ 366,555</u>

State categorical revenue decreased from the prior year due to a decrease in the student count. Program revenues increased as a result of increase in grant activity and contributions. Expenditures decreased as a result of decrease in student count and reduction in staff.

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)
Management's Discussion and Analysis (Unaudited)
As of and for the Year Ended June 30, 2014

Financial Analysis of the School's Funds

The School has one governmental fund, the General Fund. The General Fund is considered a major fund and is used to account for the School's general operations. During the ninth year of operations, the School decreased its General Fund's fund balance by \$367. Of the General Fund's fund balance, \$237,830 is unassigned at June 30, 2014.

General Fund Budgetary Highlights

The School budgeted General Fund expenditures of \$3,767,659 for the year ended June 30, 2014. Actual expenditures for the year were \$3,562,102. There was one budget amendment during the year in the General Fund which was in response to a decrease in student count after the October count.

Capital Assets

The School rents its facilities under an operating lease. Annual rent payments under the lease were \$384,626 for the year ended June 30, 2014.

Debt Administration

The School has no long-term obligations as of June 30, 2014.

Economic Factors and Next Year's Budget

The primary factor driving the budget for the School is student enrollment. Funded Pupil Count (FPC) for the 2013 - 2014 school year was 423.5. The FPC projected for the 2014 - 2015 school year is 450. This is a major factor used in preparing the School's budget for the fiscal year 2014 - 2015.

Request for Information

This financial report is designed to provide a general overview of the School's finances for all those with an interest in the School. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

New America School – Aurora
925 Niagara Street, Suite 140
Denver, Colorado 80224

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)
Governmental Fund Balance Sheet / Statement of Net Position
June 30, 2014

	General Fund	Adjustments (Note 1)	Statement of Net Position
Assets			
Cash - unrestricted	\$ 67,324	\$ -	\$ 67,324
Due from related party	260,921	-	260,921
Prepaid expenses	38,153	-	38,153
Other receivable	5,672	-	5,672
Grant receivable	131,441	-	131,441
Capital assets, net of accumulated depreciation	-	12,047	12,047
Total assets	<u>503,511</u>	<u>12,047</u>	<u>515,558</u>
Liabilities			
Accounts payable and other current liabilities	8,927	-	8,927
Accrued salaries and benefits	119,043	29,466	148,509
Unearned grant revenue	860	-	860
Total liabilities	<u>128,830</u>	<u>29,466</u>	<u>158,296</u>
Fund Balance/Net Position			
Nonspendable			
Prepaid assets	38,153	(38,153)	-
Restricted			
TABOR	98,698	(98,698)	-
Unassigned	<u>237,830</u>	<u>(237,830)</u>	<u>-</u>
Total fund balance	<u>374,681</u>	<u>(374,681)</u>	<u>-</u>
Total liabilities and fund balance	<u>\$ 503,511</u>		
Net Position			
Net investment in capital assets		12,047	12,047
Restricted for TABOR		98,698	98,698
Unrestricted		<u>246,517</u>	<u>246,517</u>
Total net position		<u>\$ 357,262</u>	<u>\$ 357,262</u>

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)
Statement of Governmental Fund Revenues, Expenditures and
Changes in Fund Balance / Statement of Activities
Year Ended June 30, 2014

	General Fund	Adjustments (Note 1)	Statement of Activities
Expenditures/Expenses			
Current			
Instruction	\$ 1,563,107	\$ -	\$ 1,563,107
Supporting services	1,998,995	8,926	2,007,921
Total expenditures/expenses	<u>3,562,102</u>	<u>8,926</u>	<u>3,571,028</u>
Program Revenues			
Operating grants and contributions	265,670	-	265,670
Capital grants and contributions	40,191	-	40,191
Total program revenues	<u>305,861</u>	<u>-</u>	<u>305,861</u>
Net program expense			<u>3,265,167</u>
General Revenues			
State categorical revenue	3,034,119	-	3,034,119
Revenue from local sources	221,755	-	221,755
Total general revenues	<u>3,255,874</u>	<u>-</u>	<u>3,255,874</u>
Excess (deficiency) of revenues over expenditures / change in net position	(367)	(8,926)	(9,293)
Fund Balance/Net Position			
Beginning of Year	<u>375,048</u>	<u>(8,493)</u>	<u>366,555</u>
End of Year	<u>\$ 374,681</u>	<u>\$ (17,419)</u>	<u>\$ 357,262</u>

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)
Statement of Revenues, Expenditures and Changes in Fund Balance
Budget and Actual – General Fund
Year Ended June 30, 2014

	Original Budget Amounts	Final Budget Amounts	Actual Budgetary Basis	Variance with Final Budget Positive (Negative)
Revenues				
State of Colorado - per pupil funding	\$ 3,419,049	\$ 2,946,738	\$ 3,034,119	\$ 87,381
Grants and contributions	39,200	53,657	305,861	252,204
Revenue from local sources	<u>877,928</u>	<u>767,264</u>	<u>221,755</u>	<u>(545,509)</u>
Total revenues	<u>4,336,177</u>	<u>3,767,659</u>	<u>3,561,735</u>	<u>(205,924)</u>
Expenditures				
Salaries and benefits	1,993,967	1,731,456	1,799,012	(67,556)
Purchased services	1,838,686	1,643,659	1,582,169	61,490
Supplies and materials	129,500	117,500	100,671	16,829
Equipment and rentals	25,000	15,000	15,631	(631)
Other	4,120	57,670	64,619	(6,949)
Contingencies reserve	<u>344,904</u>	<u>202,374</u>	<u>-</u>	<u>202,374</u>
Total expenditures	<u>4,336,177</u>	<u>3,767,659</u>	<u>3,562,102</u>	<u>205,557</u>
Excess (deficiency) of revenues over expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (367)</u>	<u>\$ (367)</u>

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)

Notes to Financial Statements

June 30, 2014

Note 1: Summary of Significant Accounting Policies

The accounting policies of New America School – Aurora (the School) conform to accounting principles generally accepted in the United States of America as applicable to governmental units. The year ended June 30, 2014, was the School's ninth year of operations. Following is a summary of the more significant accounting policies:

Reporting Entity

New America School (the Non-Profit) was organized as a Colorado nonprofit corporation on July 15, 2003, for the purpose of entering into one or more charter school contracts with Colorado school districts. As of June 30, 2014, the nonprofit corporation (the Non-Profit) operated three charter schools, including the School. These financial statements reflect the operations of the New America School – Aurora (the School) and do not reflect the complete operations of the Non-Profit. The School is a component unit of the Joint School District No. 28-J of the Counties of Adams and Arapahoe, Colorado (Aurora Public Schools). It is the administrative position of the Colorado Department of Education that a charter school has the same relationship to a public school district as does any other school program or school building within a District. A charter school is part of a local school district that is a political subdivision of the State of Colorado. In accordance with Colorado state statutes, Aurora Public Schools approved the original charter of the School for the three-year period ended June 30, 2008. At the end of its original charter period, the School sought and received approval for a five-year renewal and an additional two-year renewal of its charter through June 30, 2015, in accordance with procedures set forth in state law and school district policy/regulations. Effective, July 1, 2014 there was a change in the charter arrangement. See footnote 10 for further information.

As required by accounting principles generally accepted in the United States of America, these basic financial statements present the financial activities of the School. The School follows the Governmental Accounting Standards Board (GASB) accounting pronouncements, which provide guidance for determining the governmental activities, organizations, and functions that should be included within the financial reporting entity. GASB pronouncements set forth the financial accountability of a governmental organization's governing body as the basic criterion for including a possible component governmental organization in a primary government's legal entity. Financial accountability includes, but is not limited to, appointment of a voting majority of the organization's governing body, ability to impose its will on the organization, a potential for the organization to provide specific financial benefits or burdens and fiscal dependency.

The School is not financially accountable for any other organization. Under current GASB pronouncements, the School has been determined to be a component unit of Aurora Public Schools – the primary government. As such, the School's financial results are included in Aurora Public Schools' Comprehensive Annual Financial Report.

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)
Notes to Financial Statements
June 30, 2014

Measurement Focus, Basis of Accounting, and Basis of Presentation

The government-wide financial statements (*i.e.*, the statement of net position and the statement of activities) report information on all of the School's financial activities. Governmental activities are normally supported by taxes and intergovernmental revenue. Business-type activities rely to a significant extent on fees and charges for support. The School has no business-type activities. The statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenue. Program revenues consist primarily of charges to students and others who purchase, use, or directly benefit from goods and services provided by a given function. Direct expenses are those that are clearly identifiable with a specific function. State per-pupil funding under the State School Finance Act (the Act) is reported as a general revenue as state categorical revenue.

The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. The government-wide financial statements are presented using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recognized when a liability is incurred, regardless of the timing of the related cash flows.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, the operating statement presents increases and decreases in net current assets and unreserved fund balance is a measure of available spendable resources. This means that only current liabilities are generally included on the governmental fund balance sheet.

The statement of net position does not equal the governmental funds balance sheet at June 30, 2014, due to unpaid vacation and net capital assets that are either not payable from fund balance or are not available spendable resources in the fund statements.

Under the modified accrual basis of accounting, revenues are recognized as soon as they are both measurable and available. Measurable means the amount of the transaction can be determined; available means collectible within the current period, or soon enough thereafter, to pay liabilities of the current period. Revenues are considered to be available if collected within 60 days after year-end. Expenditures are recorded when the related fund liability is incurred and is expected to be paid from available spendable resources.

Fund Accounting

The accounts of the School are organized on the basis of funds. The operations of the General Fund are accounted for with a set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenue and expenditures. Resources are allocated to and accounted for in the General Fund based upon the purposes for which they are to be spent and the means by which spending activities are controlled.

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)
Notes to Financial Statements
June 30, 2014

The major fund presented in the accompanying basic financial statements is the General Fund. The General Fund is used to account for the School's general operational governmental activities.

Amounts reported as program income include 1) charges to students or applicants for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include all taxes and state categorical revenue.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, then unrestricted resources as they are needed.

Compliance

Budget

An annual budget is adopted on a basis consistent with accounting principles generally accepted in the United States of America, including accrued salaries and benefits and excluding capital outlay. For financial reporting purposes, salaries and benefits earned but unpaid at year-end are reflected as a liability.

The School prepares the annual budget and presents it to its Board and to the Board of Education of Aurora Public Schools for approval. During the year ended June 30, 2014, one original budget and one amendment was presented to and approved by both Boards. The amendment was in response to a decrease in student count after the October count. Total expenditures may not legally exceed the amount appropriated.

Assets, Liabilities and Equity

Cash

Cash is held in checking accounts. The balances in the cash accounts are available to meet current operating needs.

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)

Notes to Financial Statements

June 30, 2014

Capital Assets

Capital assets are utilized for general operations and are capitalized at cost or estimated historical cost if purchased or fair market value if donated, at the time of purchase or donation. Capital assets are reported in the government-wide financial statements.

The monetary threshold for capitalization of assets is \$5,000. The School's capital assets are depreciated using the straight-line method over the estimated useful lives of the capital assets.

Accrued Salaries and Benefits/Compensated Absences

These amounts represent salaries and benefits earned by School employees, but unpaid at year-end, as well as amounts accrued for unpaid vacation. Unpaid vacation is recorded in the statement of net position and not in the governmental fund balance sheet as the amounts are not payable from available spendable resources. School policy allows eligible employees to carry forward a maximum of 30 unused vacation days to be used in the following year. Upon resignation, departing employees will be paid an amount based on their salary per day for any unused vacation days. Unused discretionary days are also paid upon resignation.

Due to/from Related Party and Related-party Transactions

At the end of each fiscal year, the fund balances and accounts of each component charter school of the New America School charter system are analyzed to ensure that operating deficits have been funded, that proper reserves have been funded and established to meet the requirements of the TABOR amendment, and that interfund amounts balance. Excess unrestricted fund balances are approved and paid after year-end to the Non-Profit and are recorded as administrative fees by the School. Total administrative fees paid by the School to the Non-Profit are included in purchased services and were \$411,182 for the fiscal year ended June 30, 2014. At June 30, 2014, the School had cash funded administrative fees to the Non-Profit in excess of required amounts resulting in a receivable from the Non-Profit to the School of \$258,250.

The New America Schools Facility Organization, LLC (NASFO) was established to facilitate facility leasing arrangements for the New America Charter School system. For the year ended June 30, 2012, the School entered into an agreement to sublease its school facility from NASFO, as disclosed in Note 5.

Under state statutes, Aurora Public Schools may charge the charter schools for various services provided by Aurora Public Schools. For the fiscal year ended June 30, 2014, the School recorded expenses of \$384,855 relating to such services. As a result of the final year-end reconciliations prepared by Aurora Public School, the School recorded a receivable for \$2,671.

Net Position/Fund Balance Restricted for TABOR

Restrictions of net position and fund balance represent amounts that are not appropriable or are legally segregated for a specific purpose. To comply with Article X, Section 20 of the Colorado Constitution (TABOR Amendment), the School reports an emergency reserve equal to 3% of the General Fund's applicable revenues at the end of each fiscal year.

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)

Notes to Financial Statements

June 30, 2014

Revenue and Expenditures

Revenue for the governmental fund is recorded when it is determined to be both measurable and available. Generally, State of Colorado per-pupil funding, donations and other income are recognized when received. Grants are recognized when qualifying expenditures are incurred. Expenditures for the governmental fund are recorded when the related fund liability is incurred and is expected to be paid from available spendable resources. The School does not utilize encumbrance accounting.

Adjustments Column

The adjustments column on the governmental fund balance sheet/statement of net position represents the recording of capital assets and certain liabilities as required by GASB 34.

The adjustments on the governmental fund balance sheet/statement of net position is comprised of the following as of June 30, 2014:

Amounts reported for the General Fund are different from the statement of net position because of:	
Capital assets, net of accumulated depreciation	\$ 12,047
Unpaid vacation that will not be paid with spendable resources	<u>(29,466)</u>
Total adjustment amount	<u>\$ (17,419)</u>

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)

Notes to Financial Statements

June 30, 2014

The adjustments column on the statement of governmental fund revenues, expenditures and changes in fund balance/statement of activities is comprised of the following for the year ended June 30, 2014:

Amounts reported for the General Fund		
are different from the statement of		
activities because of:		
Depreciation expense	\$	5,468
Change in unpaid vacation		3,458
Total adjustment amount	\$	8,926

Note 2: Cash

Investment Policy and Compliance

The School's investment policy conforms with state statutes for governmental entities. All accounts established at financial institutions should, in the aggregate, total less than \$250,000 so as to provide maximum insurance coverage provided by the FDIC. If, however, deposits exceed the \$250,000 insurance coverage level, the excess must be (1) fully collateralized at face value with government securities, (2) separately segregated in the School's name, and (3) held at a Federal Reserve Bank or another depository.

Colorado State statutes govern the School's deposit of cash. The Colorado Public Deposit Protection Act (PDPA) requires the School to make deposits only in eligible public depositories as defined by the regulators. Amounts on deposit in excess of federal insurance levels must be collateralized. The PDPA requires the eligible depository with public deposits in excess of the federal insurance levels to create single institution collateral pools for all public funds. The pool is to be maintained by another institution or held in trust for all uninsured public deposits as a group.

Under the provisions of GASB 40, *Deposit and Investment Risk Disclosures – an amendment of GASB Statement No. 3*, deposits are not deemed exposed to custodial credit risk if they are collateralized with securities held by the pledging financial institutions under PDPA, as discussed above. Custodial credit risk is the risk that in the event of bank failure, the School's deposits may not be returned.

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)

Notes to Financial Statements

June 30, 2014

The following is a summary of the School's cash balances at June 30, 2014.

	Carrying Amount	Bank Balance	Amount Covered Under PDPA
Checking	\$ 67,324	\$ 87,822	\$ -

Note 3: Capital Assets

As of June 30, 2014, capital assets consisted of equipment as follows:

	Balance July 1, 2013	Additions	Deletions	Balance June 30, 2014
Governmental activities				
Telephone equipment	\$ 9,934	\$ -	\$ -	\$ 9,934
Bell system	11,405	-	-	11,405
Camera system	15,932	-	-	15,932
Less accumulated depreciation	(19,756)	(5,468)	-	(25,224)
Total capital assets, net	\$ 17,515	\$ (5,468)	\$ -	\$ 12,047

Depreciation expense for the year ended June 30, 2014 of \$5,468 was charged to supporting services of the School.

Note 4: Accrued Salaries and Benefits

Salaries and retirement benefits of certain contractually employed personnel are paid over a 12-month period from August to July, but are earned during a school year of approximately 9 to 10 months. Certain employees may accrue vacation time within certain limits which may be paid out upon termination of employment. Discretionary time unused at the end of the school year is paid out in July. The salaries and benefits earned, but unpaid as of June 30, 2014 total \$148,509. Accordingly, the accrued salaries and benefits are reflected as a liability in the accompanying basic financial statements.

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)

Notes to Financial Statements

June 30, 2014

Note 5: Leases

The School began leasing its office and school facilities in July 2005 under an operating lease that originally expired on June 30, 2010 and was extended through June 30, 2011. For the year ended June 30, 2012, the lease was renewed through NASFO and subleased to the School. The School anticipates entering into one-year lease agreements with NASFO under similar terms each year. The total lease expenditures for the year ended June 30, 2014 were \$384,626. The School also leases two copiers under operating leases expiring in 2017 and 2018. Total lease expenditures related to the copiers were \$18,233 for the year ended June 30, 2014.

The future minimum lease payments for the leases are as follows:

Year Ending June 30		
2015	\$	423,228
2016		16,187
2017		14,813
2018		5,036
Total	\$	459,264

Note 6: Risk Management

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School carries commercial insurance for risks of loss, including liability, property, errors and omissions, and workers' compensation. Settled claims resulting from these risks have not exceeded the School's insurance coverage for the past three fiscal years.

Note 7: Contingent Liabilities

Article X, Section 20 of the Colorado Constitution (TABOR Amendment) requires state and local governments to establish an emergency reserve, limits spending to a predefined benchmark and places restrictions on multiple fiscal year debt.

The TABOR Amendment is subject to judicial interpretation; however, the School believes it is currently in compliance with the requirements of the TABOR Amendment.

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)

Notes to Financial Statements

June 30, 2014

Note 8: Defined Benefit Pension Plan

Plan Description

The School contributes to the Combined State and School Division Trust Fund (CSSDTF), a cost-sharing multiple-employer defined benefit pension plan administered by the Public Employees' Retirement Association of Colorado (PERA). CSSDTF provides retirement and disability, annual increases, and death benefits for members or their beneficiaries. All employees of the School are members of CSSDTF. Title 24, Article 51 of the Colorado Revised Statutes (CRS,) as amended, assigns the authority to establish benefit provisions to the Colorado State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for CSSDTF. That report may be obtained by writing to PERA of Colorado, 1300 Logan Street, Denver, Colorado 80203 or by calling PERA at 303.832.9550 or 1.800.759.7372.

Basis of Accounting for CSSDTF

The financial statements of CSSDTF are prepared using the accrual basis of accounting. Plan member contributions are recognized in the period in which the contributions are due. Benefits and refunds are recognized when due and payable in accordance with the terms of the plan. CSSDTF plan investments are presented at fair value except for short-term investments, which are recorded at cost, which approximates fair value.

Funding Policy

Plan members and the School are required to contribute to CSSDTF at a rate set by state statute. The contribution requirements of plan members and the School are established under Title 24, Article 51, Part 4 of the CRS, as amended. For the fiscal years ended June 30, 2014, 2013, and 2012 the contribution rate for members was 8.00%. The contribution rate for the School was 17.45% effective January 1, 2014 through June 30, 2014, 16.55% effective January 1, 2013 to December 31, 2013 and 15.65% effective January 1, 2012 to December 31, 2012. The School's contributions to CSSDTF for the years ended June 30, 2014, 2013, and 2012 were \$228,107, \$228,654, and \$200,549, respectively, which equaled the required contributions.

New America School - Aurora
(A Component Unit of the Joint School District No. 28-J of the
Counties of Adams and Arapahoe, Colorado)

Notes to Financial Statements

June 30, 2014

Note 9: Postemployment Healthcare Benefits

Plan Description

The School contributes to the Health Care Trust Fund (HCTF), a cost-sharing multiple-employer postemployment healthcare plan administered by PERA. The HCTF provides a health care premium subsidy to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the CRS, as amended, assigns the authority to establish the HCTF benefit provisions to the Colorado State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for the HCTF. That report may be obtained by writing to PERA of Colorado, 1300 Logan Street, Denver, Colorado 80203 or by calling PERA at 303.832.9550 or 1.800.759.7372.

Basis of Accounting for HCTF

The financial statements of HCTF are prepared using the accrual basis of accounting. Member and employer contributions are recognized as revenue in the period in which the employer pays compensation to the member. Benefits and refunds are recognized when due and payable in accordance with the terms of the plan. HCTF plan investments are presented at fair value except for short-term investments, which are recorded at cost, which approximates fair value.

Funding Policy

For the fiscal years ended June 30, 2014, 2013, and 2012 the School was required to contribute at a rate of 1.02% for all PERA members as set by statute. No member contributions are required. The contribution requirements for the School are established under Title 24, Article 51, Part 4 of the CRS, as amended. The apportionment of the contribution to HCTF is established under Title 24, Article 51, Section 208 of the CRS, as amended. The School's contributions to HCTF for the years ended June 30, 2014, 2013, and 2012 were \$13,736, \$14,501, and \$13,474, respectively, which equaled the required contributions.

Note 10: Subsequent Events

Subsequent to year-end, New America Charter School entered into an agreement with State Charter School Institute, and ended their contract with the Aurora Public Schools beginning July 1, 2014.

**Independent Auditor's Report on Internal Control Over
Financial Reporting and on Compliance and Other Matters
Based on an Audit of the Financial Statements Performed
in Accordance with *Government Auditing Standards***

Board of Directors
New America School – Aurora
and Board of Education
Joint School District No. 28-J of the Counties
of Adams and Arapahoe, Colorado
Aurora, Colorado

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the basic financial statements of the governmental activities and the major fund of New America School – Aurora (the School) (a component unit of the Joint School District No. 28-J of the Counties of Adams and Arapahoe, Colorado), as of June 30, 2014, and the related notes to the basic financial statements, and have issued our report thereon dated September 17, 2014.

Internal Control Over Financial Reporting

Management of the School is responsible for establishing and maintaining effective internal control over financial reporting (internal control). In planning and performing our audit, we considered the School's internal control to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses as defined above. However, material weaknesses may exist that have not been identified.

Board of Directors
New America School – Aurora
and Board of Education
Joint School District No. 28-J of the Counties
of Adams and Arapahoe, Colorado

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, including the Colorado Department of Education's *Financial Policies and Procedures Handbook*, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

BKD, LLP

Denver, Colorado
September 17, 2014

NEW AMERICA SCHOOL - LOWRY

BASIC FINANCIAL STATEMENTS

June 30, 2015

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FINANCIAL SECTION



**JOHN CUTLER
& ASSOCIATES**

Board of Directors
New America School - Lowry
Aurora, Colorado

INDEPENDENT AUDITORS' REPORT

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of New America School - Lowry, as of and for the year ended, June 30, 2015, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of New America School – Lowry, as of and for the year ended June 30, 2015, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the budgetary comparison information, schedule of the school's proportionate share, and schedule of the school's contributions on pages 23-25 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

John Luttrell & Associates, LLC

October 14, 2015

New America School - Lowry

Management's Discussion and Analysis

As of and for the Year Ended June 30, 2015

As management of New America School – Lowry (the School), we offer readers of the School's basic financial statements this narrative and analysis of the financial activities of the School as of and for the year ended June 30, 2015. We encourage readers to consider the information presented here in conjunction with additional information provided in the basic financial statements.

Financial Highlights

The year ended June 30, 2015, is the tenth year of operations for the School. As of June 30, 2015, net position amounted to (\$3,510,529) based on a new GASB regulation 68 whereby governmental organizations are required to reported future pension liabilities. More information can be found in note 6 of the financials.

The operations of the School are funded primarily by tax revenue received under the State School Finance Act (the Act). State categorical revenue for the year was \$3,379,978. The School operated within budget and had one budget amendment during the year.

Overview of Basic Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. These basic financial statements are composed of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

Government-wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances in a manner similar to a private-sector business. The statement of net position presents information on all of the School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flow changes only in future fiscal periods (for example, benefits earned but unpaid as of year-end).

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. The School maintains one governmental fund—the General Fund.

New America School - Lowry
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2015

The School adopts an annual budget (which may be amended). A budgetary comparison has been provided for the General Fund in the statements to demonstrate compliance with the budget.

Notes to Basic Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the basic financial statements.

Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of the School's financial position. In the case of New America School – Aurora, as of June 30, 2015, assets decreased to (\$3,510,529) based on the implementation of GASB 68. The following table provides a comparative analysis of net position as of June 30, 2015 and 2014.

	June 30, 2015	June 30, 2014
ASSETS		
Current assets	1,067,459	503,511
Capital assets	29,059	12,047
TOTAL ASSETS	1,096,518	515,558
DEFERRED OUTFLOWS OF RESOURCES		
Related to Pensions	207,192	-
LIABILITIES		
Accounts payable	76,691	8,927
Accrued salaries and benefits	123,807	148,509
Unearned grant revenue	35,683	3,413
Due to related party	64,544	-
Noncurrent Liabilities		
Compensated Absences	27,201	-
Net Pension Liability	4,350,867	-
TOTAL LIABILITIES	4,678,793	158,296
DEFERRED INFLOWS OF RESOURCES		
Related to Pensions	135,446	-
NET POSITION		
Net investment in capital assets	-	12,047
Restricted for Tabor	103,293	98,698
Unrestricted	(3,613,822)	246,517
TOTAL NET POSITION	(3,510,529)	357,262

New America School - Lowry
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2015

The following table provides a comparative analysis of changes in net position for the years ended June 30, 2015 and June 30, 2014.

	June 30, 2015	June 30, 2014
REVENUES		
Program revenues		
Operating grants and contributions	738,706	265,670
Charges for services	2,641	-
Capital grants and contributions	76,690	40,191
Total program revenues	818,037	305,861
General revenues		
State categorical revenue	3,379,978	3,034,119
Revenue from local sources	37,795	221,755
Total general revenues	3,417,773	3,255,874
TOTAL REVENUES	4,235,810	3,561,735
EXPENDITURES		
Current		
Instruction	1,347,298	1,563,107
Supporting	2,333,014	2,007,921
TOTAL EXPENSES	3,680,312	3,571,028
CHANGE IN NET POSITION	555,498	(9,293)
Net Position, Beginning of Year-RESTATED	(4,066,027)	366,555
Net Position, End of Year	(3,510,529)	357,262

State categorical revenue increased from the prior year due to an increase in the student count and state funding. Program revenues increased as a result of increase in grant activity and contributions.

Financial Analysis of the School's Funds

The School has one governmental fund, the General Fund. The General Fund is considered a major fund and is used to account for the School's general operations. During the tenth year of operations, the School increased its General Fund's fund balance by \$392,053. Of the General Fund's fund balance, \$618,679 is unassigned at June 30, 2015.

General Fund Budgetary Highlights

The School budgeted General Fund expenditures of \$3,982,827 for the year ended June 30, 2015. Actual expenditures for the year were \$3,843,757. There was one budget amendment during the year.

New America School - Lowry
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2015

Capital Assets

The School rents its facilities under an operating lease. Annual rent payments under the lease were \$404,195 for the year ended June 30, 2015.

Debt Administration

The School has no long-term obligations as of June 30, 2015.

Economic Factors and Next Year's Budget

The primary factor driving the budget for the School is student enrollment. Funded Pupil Count (FPC) for the 2014 - 2015 school year was 453. The FPC projected for the 2015 - 2016 school year is 450. This is a major factor used in preparing the School's budget for the fiscal year 2015 - 2016.

Request for Information

This financial report is designed to provide a general overview of the School's finances for all those with an interest in the School. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

New America School – Aurora
925 Niagara Street, Suite 140
Denver, Colorado 80224

BASIC FINANCIAL STATEMENTS

NEW AMERICA SCHOOL - LOWRY

STATEMENT OF NET POSITION
As of June 30, 2015

	<u>Governmental Activities</u>
ASSETS	
Cash and Investments	\$ 539,050
Accounts Receivable	483,647
Prepaid Items	44,762
Capital Assets, Net of Accumulated Depreciation	<u>29,059</u>
TOTAL ASSETS	<u>1,096,518</u>
DEFERRED OUTFLOWS OF RESOURCES	
Related to Pensions	<u>207,192</u>
LIABILITIES	
Accounts Payable	76,691
Due to New America Schools	64,544
Accrued Salaries	123,807
Unearned Revenue	35,683
Noncurrent Liabilities	
Compensated Absences	27,201
Net Pension Liability	<u>4,350,867</u>
TOTAL LIABILITIES	<u>4,678,793</u>
DEFERRED INFLOWS OF RESOURCES	
Related to Pensions	<u>135,446</u>
NET POSITION	
Restricted for Emergencies	103,293
Unrestricted	<u>(3,613,822)</u>
TOTAL NET POSITION	<u><u>\$ (3,510,529)</u></u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - LOWRY

STATEMENT OF ACTIVITIES

Year Ended June 30, 2015

FUNCTIONS/PROGRAMS	EXPENSES	PROGRAM REVENUES			NET (EXPENSE) REVENUE AND CHANGE IN NET POSITION Governmental Activities
		CHARGES FOR SERVICES	OPERATING GRANTS AND CONTRIBUTIONS	CAPITAL GRANTS	
PRIMARY GOVERNMENT					
Governmental Activities					
Instruction	\$ 1,347,298	\$ 2,641	\$ 339,941	\$ -	\$ (1,004,716)
Supporting Services	2,333,014	-	398,765	76,690	(1,857,559)
Total Governmental Activities	<u>\$ 3,680,312</u>	<u>\$ 2,641</u>	<u>\$ 738,706</u>	<u>\$ 76,690</u>	<u>(2,862,275)</u>
		GENERAL REVENUES			
					Per Pupil Revenue 3,379,978
					Other 37,795
					<u>TOTAL GENERAL REVENUES 3,417,773</u>
					CHANGE IN NET POSITION 555,498
					NET POSITION, Beginning, As Restated <u>(4,066,027)</u>
					<u>NET POSITION, Ending \$ (3,510,529)</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - LOWRY

BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2015

	<u>GENERAL FUND</u>
ASSETS	
Cash and Investments	\$ 539,050
Accounts Receivable	483,647
Prepaid Items	<u>44,762</u>
TOTAL ASSETS	<u>\$ 1,067,459</u>
LIABILITIES AND FUND BALANCE	
LIABILITIES	
Accounts Payable	\$ 76,691
Due to New America School	64,544
Accrued Salaries	123,807
Unearned Revenue	<u>35,683</u>
TOTAL LIABILITIES	<u>300,725</u>
FUND BALANCES	
Nonspendable	44,762
Restricted for Emergencies	103,293
Unassigned	<u>618,679</u>
TOTAL FUND BALANCE	<u>766,734</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 1,067,459</u>
Amounts reported for governmental activities in the statement of net position are different because:	
Fund Balance	\$ 766,734
Long-term liabilities are not due and payable in the current period and are not reported in the funds. This liability relates to uncompensated absenses.	(27,201)
Long-term liabilities and related assets are not due and payable in the current period and, therefore, are not reported in the funds. This liability includes net pension liability of (\$4,350,867), deferred outflows related to pensions of \$207,192, and deferred inflows related to pensions of (\$135,446).	<u>(4,279,121)</u>
Net position of governmental activities	<u>\$ (3,510,529)</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - LOWRY

STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
Year Ended June 30, 2015

	<u>GENERAL FUND</u>
REVENUES	
Local Sources	\$ 3,420,714
State Sources	475,810
Federal Sources	<u>339,286</u>
TOTAL REVENUES	<u>4,235,810</u>
EXPENDITURES	
Instruction	1,414,773
Supporting Services	<u>2,428,984</u>
TOTAL EXPENDITURES	<u>3,843,757</u>
NET CHANGE IN FUND BALANCE	392,053
FUND BALANCE, Beginning	<u>374,681</u>
FUND BALANCE, Ending	<u><u>\$ 766,734</u></u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - LOWRY

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
Year Ended June 30, 2015

Amounts Reported for Governmental Activities in the Statement of Activities
are Different Because:

Net Changes in Fund Balances - Total Governmental Funds	\$ 392,053
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlay \$20,768 exceeded depreciation expense (\$3,756) for the current year.	17,012
Some expenses reported in the statement of activities do not require current financial resources and are not reported in the funds. This is the decrease in compensated absences.	2,265
Deferred Charges related to pension are not recognized in the governmental funds. However, for the government-wide funds that amount is capitalized and amortized.	<u>144,168</u>
Change in Net Position of Governmental Activities	<u>\$ 555,498</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

New America School – Lowry (the “School”) was organized in 2005 pursuant to the Colorado Charter Schools Act to form and operate a charter. The School receives its State funding from the Charter School Institute (the “Institute”).

The accounting policies of the School conform to generally accepted accounting principles as applicable to governmental units. Following is a summary of the more significant policies.

Reporting Entity

The financial reporting entity consists of the School and organizations for which the School is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the School. In addition, any legally separate organizations for which the School is financially accountable are considered part of the reporting entity. Financial accountability exists if the School appoints a voting majority of the organization’s governing board and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on the School.

Based upon the application of these criteria, no additional organizations are included in the School’s reporting entity.

Government-Wide and Fund Financial Statements

The School financial statements (i.e., the statement of net position and the statement of activities) report information on all of the activities of the School. For the most part, the effect of interfund activity has been removed from these statements. Governmental activities, which normally are supported by intergovernmental revenues, are reported in a single column.

The statement of activities demonstrates the degree to which the direct expenses of the given function or segment, are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students or others who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Unrestricted intergovernmental revenues not properly included among program revenues are reported instead as general revenues.

Major individual governmental funds are reported in separate columns in the fund financial statements.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collected within the current period or soon enough thereafter to pay liabilities of the current period, not to exceed 60 days. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures are recorded only when payment is due.

Intergovernmental revenues, grants, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash is received by the School.

Internally dedicated resources are reported as general revenues rather than as program revenues.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and the unrestricted resources as they are needed.

The School reports the following major governmental fund:

General Fund— This fund is the general operating fund of the School. It is used to account for all financial resources.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position and balance sheets will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position and fund balance that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Deferred Outflows/Inflows of Resources (Continued)

In addition to the liabilities, the statement of financial position and balance sheets will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position and fund balance that applies to a futures period(s) and so will not be recognized as an inflow of resources (revenue) until that time.

Assets, Liabilities and Fund Balance/Net Position

Capital Assets – Capital assets, which include property and equipment, are reported in the governmental activities column in the government-wide financial statements. Capital assets are defined by the School as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation.

Depreciation of exhaustible capital assets is charged as an expense against operations, and accumulated depreciation is reported on the statement of net position in the government-wide financial statements. Depreciation has been provided over the following estimated useful lives of the capital assets using the straight-line method: building improvements, 30 years, machinery and equipment 5 years.

Long-term Debt – In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. Issuance costs are recognized in the current period. In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as current expenditures.

The School had no long-term debt at June 30, 2015.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

Net Position— The government-wide and business-type fund financial statements utilize a net position presentation. Net position is categorized as investment in capital assets, restricted, and unrestricted.

- Investment in Capital Assets is intended to reflect the portion of net position which are associated with non-liquid, capital assets less outstanding capital asset related debt. The net related debt is the debt less the outstanding liquid assets and any associated unamortized cost.
- Restricted Net Position are liquid assets, which have third party limitations on their use.
- Unrestricted Net Position represents assets that do not have any third party limitation on their use. While School management may have categorized and segmented portion for various purposes, the School Board has the unrestricted right to revisit or alter these managerial decisions.

Fund Balance Classification – The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the School is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

- Nonspendable – This classification includes amounts that cannot be spent because they are either not in a spendable form (such as deposits and prepaid amounts) or are legally or contractually required to be maintained intact. The School reports its prepaid amounts as nonspendable as of June 30, 2015.
- Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. The School has classified Emergency Reserves as being restricted because their use is restricted by State Statute for declared emergencies.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

- Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Directors. These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action (ordinance or resolution) that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The School did not have any committed resources as of June 30, 2015.
- Unassigned – This classification includes the residual fund balance for the General Fund. The Unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The School would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned.

Compensated Absences

School employees are entitled to certain compensated absences based on length of employment. Upon termination, employees will be reimbursed for any unused compensated absences at rates depending on length of service.

These compensated absences are recognized as current salary costs when due in the governmental fund types. A liability in the amount of \$27,201 has been recorded in the government-wide financial statements for the accrued compensated absences.

Risk Management

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School carries commercial coverage for these risks of loss. Settled claims have not exceeded insurance coverage in the last three years.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 2: STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

Budgets and Budgetary Accounting

A budget is adopted for the general fund on a basis consistent with generally accepted accounting principles. School management submits to the Board of Directors a proposed budget for the fiscal year commencing the following July 1. The budget is adopted by the Board of Directors prior to June 30. Expenditures may not legally exceed appropriations at the fund level. Revisions must be approved by the Board of Directors. The budget includes proposed expenditures and the means of financing them. All appropriations lapse at fiscal year end.

NOTE 3: CASH AND INVESTMENTS

A reconciliation of the cash and investment components on the balance sheet to the cash and investment categories in this footnote are as follows:

Cash	\$	500
Deposits		<u>538,550</u>
Total	\$	<u>539,050</u>

Deposits

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. At June 30, 2015, State regulatory commissioners have indicated that all financial institutions holding deposits for the School are eligible public depositories. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held.

The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits. The School has no policy regarding custodial credit risk for deposits.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 3: *CASH AND INVESTMENTS* (Continued)

At June 30, 2015, the School had deposits with financial institutions with a carrying amount of \$538,550. The bank balances with the financial institutions were \$550,754. Of these balances, \$250,000 was covered by federal depository insurance and \$300,754 was covered by collateral held by authorized escrow agents in the financial institutions name (PDPA).

Investments

Interest Rate Risk

The School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Colorado statutes specify in which instruments units of local government may invest, which include:

- Obligations of the United States and certain U.S. Government Agency securities
- General obligation and revenue bonds of U.S. local government entities
- Bankers' acceptances of certain banks
- Local government investment pools
- Written repurchase agreements collateralized by certain authorized securities
- Certain money market funds
- Guaranteed investment contracts

The School had no investments as of June 30, 2015.

The School has no policy for managing credit risk or interest rate risk.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 4: CAPITAL ASSETS

Capital Assets activity for the year ended June 30, 2015, is summarized below.

	Balance <u>June 30, 2014</u>	<u>Additions</u>	<u>Deletions</u>	Balance <u>June 30, 2015</u>
Governmental Activities				
Capital Asset, depreciated				
Leasehold Improvements	\$ -	\$ 20,768	-	\$ 20,768
Equipment	<u>37,271</u>	<u>-</u>	<u>-</u>	<u>37,271</u>
	<u>37,271</u>	<u>20,768</u>	<u>-</u>	<u>58,039</u>
Accumulated Depreciation				
Equipment	<u>25,224</u>	<u>3,756</u>	<u>-</u>	<u>28,980</u>
Total Capital Assets, Net	<u>\$ 12,047</u>	<u>\$ 17,012</u>	<u>\$ -</u>	<u>\$ 29,059</u>

Depreciation has been charged to supporting services program of the School.

NOTE 5: ACCRUED SALARIES AND BENEFITS

Salaries and retirement benefits of certain contractually employed personnel are paid over a twelve month period from August to July, but are earned during a school year of approximately nine to ten months. The salaries and benefits earned, but unpaid, as of June 30, 2015, were \$123,807. Accordingly, the accrued compensation is reflected as a liability in the accompanying financial statements of the General Fund.

NOTE 6: DEFINED BENEFIT PENSION PLAN

Pensions. The School participates in the School Division Trust Fund (SCHDTF), a cost-sharing multiple-employer defined benefit pension fund administered by the Public Employees' Retirement Association of Colorado ("PERA"). The net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position and additions to/deductions from the fiduciary net position of the SCHDTF have been determined using the economic resources measurement focus and the accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

NEW AMERICA SCHOOL - LOWRY
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 6: **DEFINED BENEFIT PENSION PLAN** (Continued)

General Information about the Pension Plan

Plan description. Eligible employees of the School are provided with pensions through the School Division Trust Fund (SCHDTF)—a cost-sharing multiple-employer defined benefit pension plan administered by PERA. Plan benefits are specified in Title 24, Article 51 of the Colorado Revised Statutes (C.R.S.), administrative rules set forth at 8 C.C.R. 1502-1, and applicable provisions of the federal Internal Revenue Code. Colorado State law provisions may be amended from time to time by the Colorado General Assembly. PERA issues a publicly available comprehensive annual financial report that can be obtained at www.copera.org/investments/pera-financial-reports.

Benefits provided. PERA provides retirement, disability, and survivor benefits. Retirement benefits are determined by the amount of service credit earned and/or purchased, highest average salary, the benefit structure(s) under which the member retires, the benefit option selected at retirement, and age at retirement. Retirement eligibility is specified in tables set forth at C.R.S. § 24-51-602, 604, 1713, and 1714.

The lifetime retirement benefit for all eligible retiring employees under the PERA Benefit Structure is the greater of the:

- Highest average salary multiplied by 2.5 percent and then multiplied by years of service credit
- The value of the retiring employee's member contribution account plus a 100 percent match on eligible amounts as of the retirement date. This amount is then annuitized into a monthly benefit based on life expectancy and other actuarial factors.

In all cases the service retirement benefit is limited to 100 percent of highest average salary and also cannot exceed the maximum benefit allowed by federal Internal Revenue Code.

Members may elect to withdraw their member contribution accounts upon termination of employment with all PERA employers; waiving rights to any lifetime retirement benefits earned.

If eligible, the member may receive a match of either 50 percent or 100 percent on eligible amounts depending on when contributions were remitted to PERA, the date employment was terminated, whether 5 years of service credit has been obtained and the benefit structure under which contributions were made.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 6: **DEFINED BENEFIT PENSION PLAN** (Continued)

General Information about the Pension Plan (Continued)

Benefit recipients who elect to receive a lifetime retirement benefit are generally eligible to receive post-retirement cost-of-living adjustments (COLAs), referred to as annual increases in the C.R.S. Benefit recipients under the PERA benefit structure who began eligible employment before January 1, 2007 and all benefit recipients of the DPS benefit structure receive an annual increase of 2 percent, unless PERA has a negative investment year, in which case the annual increase for the next three years is the lesser of 2 percent or the average of the Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W) for the prior calendar year. Benefit recipients under the PERA benefit structure who began eligible employment after January 1, 2007 receive an annual increase of the lesser of 2 percent or the average CPI-W for the prior calendar year, not to exceed 10 percent of PERA's Annual Increase Reserve for the SCHDTF.

Disability benefits are available for eligible employees once they reach five years of earned service credit and are determined to meet the definition of disability. The disability benefit amount is based on the retirement benefit formula shown above considering a minimum 20 years of service credit, if deemed disabled. Survivor benefits are determined by several factors, which include the amount of earned service credit, highest average salary of the deceased, the benefit structure(s) under which service credit was obtained, and the qualified survivor(s) who will receive the benefits.

Contributions. Eligible employees and the School are required to contribute to the SCHDTF at a rate set by Colorado statute. The contribution requirements are established under C.R.S. § 24-51-401, *et seq.* Eligible employees are required to contribute 8 percent of their PERA-includable salary. The employer contribution requirements are summarized in the table below:

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

General Information about the Pension Plan (Continued)

	For the Year Ended December 31, 2014	For the Year Ended December 31, 2015
Employer Contribution Rate ¹	10.15%	10.15%
Amount of Employer Contribution apportioned to the Health Care Trust Fund as specified in C.R.S. § 24-51-208(1)(f) ¹	(1.02)%	(1.02)%
Amount Apportioned to the SCHDTF ¹	9.13%	9.13%
Amortization Equalization Disbursement (AED) as specified in C.R.S. § 24-51-411 ¹	3.80%	4.20%
Supplemental Amortization Equalization Disbursement (SAED) as specified in C.R.S. § 24-51-411 ¹	3.50%	4.00%
Total Employer Contribution Rate to the SCHDTF ¹	16.43%	17.33%

¹Rates are expressed as a percentage of salary as defined in C.R.S. § 24-51-101(42).

Employer contributions are recognized by the SCHDTF in the period in which the compensation becomes payable to the member and the School is statutorily committed to pay the contributions to the SCHDTF. Employer contributions recognized by the SCHDTF School were \$260,942 for the year ended June 30, 2015.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2015 the School reported a liability of \$4,350,867 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2014, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2013. Standard update procedures were used to roll forward the total pension liability to December 31, 2014. The School's proportion of the net pension liability was based on the School's contributions to the SCHDTF for the calendar year 2014 relative to the total contributions of participating employers to the SCHDTF.

At December 31, 2014, the School's proportion was 0.03210%, which was a decrease of 0.00342% from its proportion measured as of December 31, 2013.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

For the year ended June 30, 2015 the School recognized pension expense of \$116,774. At June 30, 2015, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	N/A	\$ 244
Net difference between projected and actual earnings on pension plan investments	\$ 75,042	N/A
Changes in proportion and differences between contributions recognized and proportionate share of contributions	N/A	\$135,202
Contributions subsequent to the measurement date	\$ 132,150	N/A
Total	\$ 207,192	\$ 135,446

\$132,150 reported as deferred outflows of resources related to pensions, resulting from contributions subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30, 2015	
2016	\$20,135
2017	\$20,134
2018	\$20,134

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Actuarial assumptions. The total pension liability in the December 31, 2013 actuarial valuation was determined using the following actuarial assumptions and other inputs:

Price inflation	2.80%	
Real wage growth	1.10%	
Wage inflation	3.90%	
Salary increases, including wage inflation	3.90%-10.10%	
Long-term investment Rate of Return, net of pension plan investment expenses, including price inflation	7.50%	
Future post-retirement benefit increases:		
PERA Benefit Structure hired prior to 1/1/07; and DPS Benefit Structure (automatic)	2.00%	
PERA Benefit Structure hired after 12/31/06 (ad hoc, substantively automatic)		Financed by the Annual Increase Reserve

Mortality rates were based on the RP-2000 Combined Mortality Table for Males or Females, as appropriate, with adjustments for mortality improvements based on a projection of Scale AA to 2020 with Males set back 1 year, and Females set back 2 years.

The actuarial assumptions used in the December 31, 2013 valuation were based on the results of an actuarial experience study for the period January 1, 2008 through December 31, 2011, adopted by PERA's Board on November 13, 2012, and an economic assumption study, adopted by PERA's Board on November 15, 2013 and January 17, 2014.

The SCHDTF's long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and then adding expected inflation.

As of the most recent analysis of the long-term expected rate of return, presented to the PERA Board on November 15, 2013, the target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Asset Class	Target Allocation	10 Year Expected Geometric Real Rate of Return
U.S. Equity – Large Cap	26.76%	5.00%
U.S. Equity – Small Cap	4.40%	5.19%
Non U.S. Equity – Developed	22.06%	5.29%
Non U.S. Equity – Emerging	6.24%	6.76%
Core Fixed Income	24.05%	0.98%
High Yield	1.53%	2.64%
Long Duration Gov't/Credit	0.53%	1.57%
Emerging Market Bonds	0.43%	3.04%
Real Estate	7.00%	5.09%
Private Equity	7.00%	7.15%
Total	100.00%	

* In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term expected rate of return assumption of 7.50%.

Discount rate. The discount rate used to measure the total pension liability was 7.50 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the fixed statutory rates specified in law, including current and future AED and SAED, until the Actuarial Value Funding Ratio reaches 103 percent, at which point, the AED and SAED will each drop 0.50 percent every year until they are zero. Based on those assumptions, the SCHDTF's fiduciary net position was projected to be available to make all projected future benefit payments of current members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The discount rate determination does not use the Municipal Bond Index Rate. There was no change in the discount rate from the prior measurement date.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate. The following presents the proportionate share of the net pension liability calculated using the discount rate of 7.50%, as well as what the proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.50 percent) or 1-percentage-point higher (8.50 percent) than the current rate:

	1% Decrease (6.50%)	Current Discount Rate (7.50%)	1% Increase (8.50%)
Proportionate share of the net pension liability	\$ 5,737,016	\$ 4,350,867	\$ 3,190,637

Pension plan fiduciary net position. Detailed information about the SCHDTF's fiduciary net position is available in PERA's comprehensive annual financial report which can be obtained at www.copera.org/investments/pera-financial-reports.

Other Post-Employment Benefits

Health Care Trust Fund

Plan Description – The School contributes to the Health Care Trust Fund ("HCTF"), a cost-sharing multiple-employer healthcare trust administered by PERA. The HCTF benefit provides a health care premium subsidy and health care programs (known as PERACare) to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the C.R.S., as amended, establishes the HCTF and sets forth a framework that grants authority to the PERA Board to contract, self-insure and authorize disbursements necessary in order to carry out the purposes of the PERACare program, including the administration of health care subsidies. PERA issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for the HCTF. That report can be obtained at www.copera.org/investments/pera-financial-reports.

Funding Policy – The School is required to contribute at a rate of 1.02 percent of PERA-includable salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the School are established under Title 24, Article 51, Part 4 of the C.R.S., as amended. The apportionment of the contributions to the HCTF is established under Title 24, Article 51, Section 208(1)(f) of the C.R.S., as amended. For the years ending June 30, 2015, 2014 and 2013, the School's employer contribution to the HCTF was \$14,874, \$13,736 and \$14,501, respectively, equal to their required contribution for the year.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 7: COMMITMENTS AND CONTINGENCIES

Management Agreement

New America School – Lowry is operated by New America Schools (“NAS”), a Colorado nonprofit corporation. NAS provides certain legal, management, accounting, and advertising services to the School. The School has agreed to pay management fees to NAS for these services at a rate of 12.5% of per pupil revenues. For the year ended June 30, 2015, the School paid \$432,083 to NAS under the terms of this agreement. In addition, the School had a payable to NAS of \$64,544.

Operating Leases

The School began leasing its office and school facilities in July 2005 under an operating lease that originally expired on June 30, 2010 and was extended through June 30, 2011. For the year ended June 30, 2012, the lease was renewed and the School anticipates entering into one-year lease agreements under similar terms each year.

The School paid \$402,595 of rent expense during the year ended June 30, 2015.

Claims and Judgments

The School participates in state programs that are fully or partially funded by grants received from other governmental units. Expenditures financed by grants are subject to audit by the appropriate grantor government. If expenditures are disallowed due to noncompliance with grant program regulations, the School may be required to reimburse the grantor government. As of June 30, 2015, significant amounts of grant expenditures have not been audited, but the School believes that disallowed expenditures, if any, based on subsequent audits will not have a material effect on the overall financial position of the School.

Tabor Amendment

In November 1992, Colorado voters passed the Tabor Amendment to the State Constitution, which limits state and local government tax powers and imposes spending limitations. Fiscal year 1993 provides the basis for limits in future years to which may be applied allowable increases for inflation and student enrollment. Revenue received in excess of the limitations may be required to be refunded. The School believes it has complied with the Amendment. As required by the Amendment, the School has established a reserve for emergencies. At June 30, 2015, the reserve of \$103,293 was recorded as a reservation of fund balance in the General Fund.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 8: RESTATEMENT OF NET POSITION

The Beginning Net Position of the Government Type Activities was decreased by \$4,423,289 to (\$4,066,027) as the School implemented Governmental Accounting Standards Board Statement (GASB) No. 68.

NOTE 9: DEFICIT NET POSITION

The Net Position of the government type activities is in a deficit position of \$3,510,529 due to the School including the Net Pension Liability per GASB No. 68.

REQUIRED SUPPLEMENTARY INFORMATION

NEW AMERICA SCHOOL - LOWRY

GENERAL FUND
 BUDGETARY COMPARISON STATEMENT
 Year Ended June 30, 2015

	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	VARIANCE Positive (Negative)
REVENUES				
Local Sources				
Per Pupil Operating Revenue	\$ 3,247,389	\$ 3,405,738	\$ 3,379,978	\$ (25,760)
Tuition and Fees	-	-	2,641	2,641
Grants and Donations	-	-	300	300
Other	29,454	59,454	37,795	(21,659)
State Sources				
Grants and Donations	361,810	478,180	475,810	(2,370)
Federal Sources				
Grants and Donations	-	309,187	339,286	30,099
 TOTAL REVENUES	 <u>3,638,653</u>	 <u>4,252,559</u>	 <u>4,235,810</u>	 <u>(16,749)</u>
EXPENDITURES				
Salaries	1,510,631	1,659,121	1,514,344	144,777
Employee Benefits	455,915	518,543	469,914	48,629
Purchased Services	1,411,760	1,527,092	1,587,402	(60,310)
Supplies and Materials	119,850	124,350	124,708	(358)
Property and Equipment	18,921	118,721	109,505	9,216
Other	19,502	35,000	37,884	(2,884)
 TOTAL EXPENDITURES	 <u>3,536,579</u>	 <u>3,982,827</u>	 <u>3,843,757</u>	 <u>139,070</u>
 NET CHANGE IN FUND BALANCE	 102,074	 269,732	 392,053	 122,321
FUND BALANCE, Beginning	<u>349,040</u>	<u>349,040</u>	<u>374,681</u>	<u>25,641</u>
FUND BALANCE, Ending	<u>\$ 451,114</u>	<u>\$ 618,772</u>	<u>\$ 766,734</u>	<u>\$ 147,962</u>

See the accompanying independent auditor's report.

NEW AMERICA SCHOOL - LOWRY

SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE
SCHOOL DISTRICT TRUST FUND

Years Ended December 31,

	<u>2013</u>	<u>2014</u>
School's proportionate share of the Net Pension Liability	0.036%	0.032%
School's proportionate share of the Net Pension Liability	\$ 4,531,136	\$ 4,350,867
School's covered-employee payroll	\$ 1,241,407	\$ 1,189,529
School's proportionate share of the Net Pension Liability as a percentage of its covered-employee payroll	365.0%	365.8%
Plan fiduciary net position as a percentage of the total pension liability	64.1%	62.8%

See the accompanying independent auditors' report.

NEW AMERICA SCHOOL - LOWRY
 SCHEDULE OF THE SCHOOL'S CONTRIBUTIONS
 SCHOOL DISTRICT TRUST FUND

Years Ended June 30,

	2014	2015
Statutorily required contributions	\$ 169,414	\$ 239,105
Contributions in relation to the Statutorily required contributions	169,414	239,105
Contribution deficiency (excess)	\$ -	\$ -
School's covered-employee payroll	\$ 998,191	\$ 1,338,405
Contributions as a percentage of covered-employee payroll	16.97%	17.86%

See the accompanying independent auditors' report.

NEW AMERICA SCHOOL - LOWRY
BASIC FINANCIAL STATEMENTS
June 30, 2016

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FINANCIAL SECTION



JOHN CUTLER & ASSOCIATES

Board of Directors
New America School - Lowry
Aurora, Colorado

INDEPENDENT AUDITORS' REPORT

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of New America School - Lowry, as of and for the year ended, June 30, 2016, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of New America School – Lowry, as of and for the year ended June 30, 2016, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the budgetary comparison information, schedule of the school's proportionate share, and schedule of the school's contributions on pages 24-26 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

John Luttrell & Associates, LLC

October 13, 2016

New America School - Lowry Management's Discussion and Analysis

As management of New America School - Lowry (NAS-L or the School), we offer readers of New America School - Lowry's financial statements our narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2016.

Financial Highlights

The year ended June 30, 2016 is the eleventh year of operations for NAS-L. As of June 30, 2016, net position decreased by \$(323,093) to \$(3,833,622). This negative balance is the result of the implementation of regulations under the Governmental Accounting Standards Board Statement (GASB) Number 68. Further information about GASB 68 is provided in Note 6 of the financial statements.

The operations of the School are funded primarily by tax revenue received under the Colorado School Finance Act in Per Pupil Revenue. Such revenue for the year was \$3,442,069. At the close of the fiscal year, New America School - Lowry's governmental funds reported a combined ending fund balance of \$735,516, a decrease of \$(31,218) from prior year. This decrease is the result of one-time spending on carpet, tile, and painting to improve the school environment.

Overview of Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of School's finances, in a manner similar to a private-sector business.

The statement of net position presents information on all of the School's assets, liabilities, and deferred inflows and outflows, with the difference reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. uncollected grant expenses and earned but unpaid salary and benefits).

The government-wide statement of activities distinguishes functions/programs of the school supported primarily by Per Pupil Revenue or other revenues passed through from the authorizer (Colorado Charter School Institute). The governmental activities of the School include instruction and supporting services.

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other governmental units or schools, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds. The school has one governmental fund. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The school adopts annually appropriated budgets for any governmental funds. A budgetary comparison schedule for each governmental fund has been provided herein.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements. This information is provided in pages 6-23.

Government-Wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of the School's financial position. In the case of New America School - Lowry, liabilities exceeded assets resulting in a net position of \$(3,833,622) in FY 2015-2016. Again, this is directly related to the new pension liability reporting requirement under GASB 68. Of the School's total net position, \$105,617 is restricted to comply with Article X, Section 20 of the Colorado Constitution, known as the TABOR Amendment. Accordingly, these funds are not available to satisfy the school's general operating expenses.

**New America School - Lowry's Net Position
Governmental Activities**

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
ASSETS		
Cash and Investments	\$ 437,469	\$ 539,050
Accounts and Grants Receivable	474,414	483,647
Due from New America Schools	5,118	-
Prepaid Items	37,593	44,762
Capital Assets, Net of Accum Depreciation	35,290	29,059
Total Assets	989,884	1,096,518
DEFERRED OUTFLOWS OF RESOURCES		
Related to Pensions	984,455	207,192
LIABILITIES		
Accounts Payable	28,471	76,691
Due to New America Schools	6,530	64,544
Accrued Salaries & Benefits	176,786	123,807
Unearned Revenue	7,291	35,683
Noncurrent Liabilities		
Compensated Absences	9,392	27,201
Net Pension Liability	5,501,516	4,350,867
Total Liabilities	5,729,986	4,678,793
DEFERRED INFLOWS OF RESOURCES		
Related to Pensions	77,975	135,446
NET POSITION		
Investment in Capital Assets	35,290	29,059
Restricted for Emergencies	105,617	103,293
Unrestricted	(3,974,529)	(3,642,881)
Total Net Position	\$ (3,833,622)	\$ (3,510,529)

The largest portion of the School's assets is in account receivable, at 46% of total assets in 2016. This is primarily reimbursement for grants that were receivable at 6/30/16 but have been received within 60 days.

**New America School - Lowry's Change in Net Position
Governmental Activities**

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Program Revenue:		
Charges for Services	\$ -	\$ 2,641
Operating Grants and Contributions	726,429	738,706
Capital Grants and Contributions	117,226	76,690
Total Program Revenue	843,655	818,037
General Revenue:		
Per Pupil Revenue	3,442,069	3,379,978
Other Income	1,780	37,795
Total General Revenue	3,443,849	3,417,773
Total Revenue	4,287,504	4,235,810
Expenses:		
Current:		
Instruction	1,612,141	1,347,298
Supporting Services	2,998,456	2,333,014
Total Expenses	4,610,597	3,680,312
Increase/(Decrease) in Net Position	(323,093)	555,498
Net Position, Beginning	(3,510,529)	(4,066,027)
Net Position, Ending	\$ (3,833,622)	\$ (3,510,529)

The largest portion of the School's revenues came from per pupil revenue – 80%, respectively in 2016.

Financial Analysis of the Government's Funds

As noted earlier, the School uses fund accounting to ensure and demonstrate compliance with finance related legal requirements.

Governmental Funds. The focus of the School's governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements.

In particular, unreserved fund balance may serve as a useful measure of the School's net resources available for spending at the end of the fiscal year.

As of the end of the current fiscal year, the School's General Fund reported an ending fund balance of \$735,516, a decrease of \$(31,218) from prior year.

General Fund Budgetary Highlights

The School approves a final general fund budget in May based on enrollment projections for the school year. In October, after enrollment stabilizes, adjustments are made to the budget. At year-end, the school had some variances between its final budgeted and actual activities. Overall, the school recognized \$(86,902) less revenue than expected and spent \$189,464 less than planned, when compared to the final budget. Three budget amendments were made during FY 2015-2016.

Capital Assets & Long-Term Debt

The School has invested in capital assets in the form of leasehold improvements and equipment purchased in support of the school's educational program. Depreciation expenses for capital assets are booked under the Supporting expenses of the School's operations.

The School has long term obligations related to compensated absences. With employment contract terms from August 1 to July 31, the School provides opportunities for employees to carry all unused vacation days through July and up to five days may be carried into the next school year. This commitment makes it possible for employees to use vacation that has been earned throughout the school year. The liability for compensated absences payable as of June 30, 2016 is \$9,392

Economic Factors and Next Year's Budget

The primary factor driving the budget for New America School - Lowry is student enrollment. Enrollment for the 2015-2016 school year was 452.50 funded students. This information was analyzed as part of the 2016-2017 budget which is projecting a 450.00 funded student count.

Requests for Information

This financial report is designed to provide a general overview of New America School - Lowry's finances for all those with an interest in the School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the School:

New America School - Lowry
925 Niagara Street, Suite 140
Denver, Colorado 80224

BASIC FINANCIAL STATEMENTS

NEW AMERICA SCHOOL - LOWRY

STATEMENT OF NET POSITION
As of June 30, 2016

	Governmental Activities	
	2016	2015
ASSETS		
Cash and Investments	\$ 437,469	\$ 539,050
Accounts Receivable	445,937	483,647
Grants Receivable	28,477	-
Due from New America Schools	5,118	-
Prepaid Items	37,593	44,762
Capital Assets, Net of Accumulated Depreciation	35,290	29,059
TOTAL ASSETS	989,884	1,096,518
DEFERRED OUTFLOWS OF RESOURCES		
Related to Pensions	984,455	207,192
LIABILITIES		
Accounts Payable	28,471	76,691
Due to New America Schools	6,530	64,544
Accrued Salaries	176,786	123,807
Unearned Revenue	7,291	35,683
Noncurrent Liabilities		
Compensated Absences	9,392	27,201
Net Pension Liability	5,501,516	4,350,867
TOTAL LIABILITIES	5,729,986	4,678,793
DEFERRED INFLOWS OF RESOURCES		
Related to Pensions	77,975	135,446
NET POSITION		
Investment in Capital Assets	35,290	29,059
Restricted for Emergencies	105,617	103,293
Unrestricted	(3,974,529)	(3,642,881)
TOTAL NET POSITION	\$ (3,833,622)	\$ (3,510,529)

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - LOWRY

BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2016

	<u>TOTAL</u>	
	<u>2015</u>	<u>2015</u>
ASSETS		
Cash and Investments	\$ 437,469	\$ 539,050
Accounts Receivable	445,937	483,647
Grants Receivable	28,477	-
Due from New America School	5,118	-
Prepaid Items	<u>37,593</u>	<u>44,762</u>
TOTAL ASSETS	<u><u>\$ 954,594</u></u>	<u><u>\$ 1,067,459</u></u>
LIABILITIES AND FUND BALANCE		
LIABILITIES		
Accounts Payable	\$ 28,471	76,691
Due to New America School	6,530	64,544
Accrued Salaries	176,786	123,807
Unearned Revenue	<u>7,291</u>	<u>35,683</u>
TOTAL LIABILITIES	<u>219,078</u>	<u>300,725</u>
FUND BALANCES		
Nonspendable	37,593	44,762
Restricted for Emergencies	105,617	103,293
Unassigned	<u>592,306</u>	<u>618,679</u>
TOTAL FUND BALANCES	735,516	766,734
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used in governmental activities are not financial resources and, therefore, are not in the funds.	35,290	29,059
Long-term liabilities are not due and payable in the current period and are not reported in the funds. This liability relates to compensated absenses.	(9,392)	(27,201)
Long-term liabilities and related assets are not due and payable in the current period and, therefore, are not reported in the funds. This liability includes net pension liability of (\$5,501,516), deferred outflows related to pensions of \$984,455, and deferred inflows related to pensions of (\$77,975).	<u>(4,595,036)</u>	<u>(4,279,121)</u>
Net position of governmental activities	<u><u>\$ (3,833,622)</u></u>	<u><u>\$ (3,510,529)</u></u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - LOWRY

STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
Year Ended June 30, 2016

	TOTAL	
	2016	2015
REVENUES		
Local Sources	\$ 3,444,149	\$ 3,420,714
State Sources	250,085	475,810
Federal Sources	593,270	339,286
	<u>4,287,504</u>	<u>4,235,810</u>
TOTAL REVENUES		
EXPENDITURES		
Instruction	1,414,773	1,414,773
Supporting Services	2,903,949	2,428,984
	<u>4,318,722</u>	<u>3,843,757</u>
TOTAL EXPENDITURES		
NET CHANGE IN FUND BALANCE	(31,218)	392,053
FUND BALANCE, Beginning	<u>766,734</u>	<u>374,681</u>
FUND BALANCE, Ending	<u>\$ 735,516</u>	<u>\$ 766,734</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - LOWRY

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
Year Ended June 30, 2016

Amounts Reported for Governmental Activities in the Statement of Activities
are Different Because:

Net Changes in Fund Balances - Total Governmental Funds	\$ (31,218)
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlay \$19,326 exceeded depreciation expense (\$13,095) for the current year.	6,231
Some expenses reported in the statement of activities do not require current financial resources and are not reported in the funds. This is the decrease in compensated absences.	17,809
Deferred Charges related to pension are not recognized in the governmental funds. However, for the government-wide funds that amount is capitalized and amortized.	<u>(315,915)</u>
Change in Net Position of Governmental Activities	<u>\$ (323,093)</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

New America School – Lowry (the “School”) was organized in 2005 pursuant to the Colorado Charter Schools Act to form and operate a charter. The School receives its State funding from the Charter School Institute (the “Institute”).

The accounting policies of the School conform to generally accepted accounting principles as applicable to governmental units. Following is a summary of the more significant policies.

Reporting Entity

The financial reporting entity consists of the School and organizations for which the School is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the School. In addition, any legally separate organizations for which the School is financially accountable are considered part of the reporting entity. Financial accountability exists if the School appoints a voting majority of the organization’s governing board and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on the School.

Based upon the application of these criteria, no additional organizations are included in the School’s reporting entity.

Government-Wide and Fund Financial Statements

The School financial statements (i.e., the statement of net position and the statement of activities) report information on all of the activities of the School. For the most part, the effect of interfund activity has been removed from these statements. Governmental activities, which normally are supported by intergovernmental revenues, are reported in a single column.

The statement of activities demonstrates the degree to which the direct expenses of the given function or segment, are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students or others who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Unrestricted intergovernmental revenues not properly included among program revenues are reported instead as general revenues.

Major individual governmental funds are reported in separate columns in the fund financial statements.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collected within the current period or soon enough thereafter to pay liabilities of the current period, not to exceed 60 days. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures are recorded only when payment is due.

Intergovernmental revenues, grants, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash is received by the School.

Internally dedicated resources are reported as general revenues rather than as program revenues.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and the unrestricted resources as they are needed.

The School reports the following major governmental fund:

General Fund— This fund is the general operating fund of the School. It is used to account for all financial resources.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position and balance sheets will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position and fund balance that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Deferred Outflows/Inflows of Resources (Continued)

In addition to the liabilities, the statement of financial position and balance sheets will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position and fund balance that applies to a futures period(s) and so will not be recognized as an inflow of resources (revenue) until that time.

Assets, Liabilities and Fund Balance/Net Position

Capital Assets – Capital assets, which include property and equipment, are reported in the governmental activities column in the government-wide financial statements. Capital assets are defined by the School as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation.

Depreciation of exhaustible capital assets is charged as an expense against operations, and accumulated depreciation is reported on the statement of net position in the government-wide financial statements. Depreciation has been provided over the following estimated useful lives of the capital assets using the straight-line method: building improvements, 30 years, machinery and equipment 5 years.

Long-term Debt – In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. Issuance costs are recognized in the current period. In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as current expenditures.

The School had no long-term debt at June 30, 2016.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

Net Position— The government-wide and business-type fund financial statements utilize a net position presentation. Net position is categorized as investment in capital assets, restricted, and unrestricted.

- Investment in Capital Assets is intended to reflect the portion of net position which are associated with non-liquid, capital assets less outstanding capital asset related debt. The net related debt is the debt less the outstanding liquid assets and any associated unamortized cost.
- Restricted Net Position are liquid assets, which have third party limitations on their use.
- Unrestricted Net Position represents assets that do not have any third party limitation on their use. While School management may have categorized and segmented portion for various purposes, the School Board has the unrestricted right to revisit or alter these managerial decisions.

Fund Balance Classification – The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the School is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

- Nonspendable – This classification includes amounts that cannot be spent because they are either not in a spendable form (such as deposits and prepaid amounts) or are legally or contractually required to be maintained intact. The School reports its prepaid amounts as nonspendable as of June 30, 2016.
- Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. The School has classified Emergency Reserves as being restricted because their use is restricted by State Statute for declared emergencies.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

- Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Directors. These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action (ordinance or resolution) that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The School did not have any committed resources as of June 30, 2016.
- Unassigned – This classification includes the residual fund balance for the General Fund. The Unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The School would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned.

Compensated Absences

School employees are entitled to certain compensated absences based on length of employment. Upon termination, employees will be reimbursed for any unused compensated absences at rates depending on length of service.

These compensated absences are recognized as current salary costs when due in the governmental fund types. A liability in the amount of \$9,392 has been recorded in the government-wide financial statements for the accrued compensated absences.

Risk Management

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School carries commercial coverage for these risks of loss. Settled claims have not exceeded insurance coverage in the last three years.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 2: STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

Budgets and Budgetary Accounting

A budget is adopted for the general fund on a basis consistent with generally accepted accounting principles. School management submits to the Board of Directors a proposed budget for the fiscal year commencing the following July 1. The budget is adopted by the Board of Directors prior to June 30. Expenditures may not legally exceed appropriations at the fund level. Revisions must be approved by the Board of Directors. The budget includes proposed expenditures and the means of financing them. All appropriations lapse at fiscal year-end.

NOTE 3: CASH AND INVESTMENTS

A reconciliation of the cash and investment components on the balance sheet to the cash and investment categories in this footnote are as follows:

Cash	\$	500
Deposits		<u>436,969</u>
Total	\$	<u>437,469</u>

Deposits

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. At June 30, 2016, State regulatory commissioners have indicated that all financial institutions holding deposits for the School are eligible public depositories. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held.

The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits. The School has no policy regarding custodial credit risk for deposits.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 3: CASH AND INVESTMENTS (Continued)

At June 30, 2016, the School had deposits with financial institutions with a carrying amount of \$436,969. The bank balances with the financial institutions were \$454,421. Of these balances, \$250,000 was covered by federal depository insurance and \$204,421 was covered by collateral held by authorized escrow agents in the financial institutions name (PDPA).

Investments

Interest Rate Risk

The School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk

Colorado statutes specify in which instruments units of local government may invest, which include:

- Obligations of the United States and certain U.S. Government Agency securities
- General obligation and revenue bonds of U.S. local government entities
- Bankers' acceptances of certain banks
- Local government investment pools
- Written repurchase agreements collateralized by certain authorized securities
- Certain money market funds
- Guaranteed investment contracts

The School had no investments as of June 30, 2016.

The School has no policy for managing credit risk or interest rate risk.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 4: CAPITAL ASSETS

Capital Assets activity for the year ended June 30, 2016, is summarized below.

	Balance <u>June 30, 2015</u>	<u>Additions</u>	<u>Deletions</u>	Balance <u>June 30, 2016</u>
Governmental Activities				
Capital Asset, depreciated				
Leasehold Improvements	\$ 20,768	\$ -	-	\$ 20,768
Equipment	<u>37,271</u>	<u>19,326</u>	<u>-</u>	<u>56,597</u>
	<u>58,039</u>	<u>19,326</u>	<u>-</u>	<u>77,365</u>
Accumulated Depreciation				
Leasehold Improvements	\$ -	\$ 6,923	-	\$ 6,923
Equipment	<u>28,980</u>	<u>6,172</u>	<u>-</u>	<u>35,152</u>
	<u>28,980</u>	<u>13,095</u>	<u>-</u>	<u>42,075</u>
Total Capital Assets, Net	<u>\$ 29,059</u>	<u>\$ 6,231</u>	<u>\$ -</u>	<u>\$ 35,290</u>

Depreciation has been charged to supporting services program of the School.

NOTE 5: ACCRUED SALARIES AND BENEFITS

Salaries and retirement benefits of certain contractually employed personnel are paid over a twelve-month period from August to July, but are earned during a school year of approximately nine to ten months. The salaries and benefits earned, but unpaid, as of June 30, 2016, were \$176,786. Accordingly, the accrued compensation is reflected as a liability in the accompanying financial statements of the General Fund.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN

Pensions. The School participates in the School Division Trust Fund (SCHDTF), a cost-sharing multiple-employer defined benefit pension fund administered by the Public Employees' Retirement Association of Colorado ("PERA"). The net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position and additions to/deductions from the fiduciary net position of the SCHDTF have been determined using the economic resources measurement focus and the accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

General Information about the Pension Plan

Plan description. Eligible employees of the School are provided with pensions through the School Division Trust Fund (SCHDTF)—a cost-sharing multiple-employer defined benefit pension plan administered by PERA. Plan benefits are specified in Title 24, Article 51 of the Colorado Revised Statutes (C.R.S.), administrative rules set forth at 8 C.C.R. 1502-1, and applicable provisions of the federal Internal Revenue Code. Colorado State law provisions may be amended from time to time by the Colorado General Assembly. PERA issues a publicly available comprehensive annual financial report that can be obtained at www.copera.org/investments/pera-financial-reports.

Benefits provided. PERA provides retirement, disability, and survivor benefits. Retirement benefits are determined by the amount of service credit earned and/or purchased, highest average salary, the benefit structure(s) under which the member retires, the benefit option selected at retirement, and age at retirement. Retirement eligibility is specified in tables set forth at C.R.S. § 24-51-602, 604, 1713, and 1714.

The lifetime retirement benefit for all eligible retiring employees under the PERA Benefit Structure is the greater of the:

- Highest average salary multiplied by 2.5 percent and then multiplied by years of service credit
- The value of the retiring employee's member contribution account plus a 100 percent match on eligible amounts as of the retirement date. This amount is then annuitized into a monthly benefit based on life expectancy and other actuarial factors.

In all cases the service retirement benefit is limited to 100 percent of highest average salary and also cannot exceed the maximum benefit allowed by federal Internal Revenue Code.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 6: **DEFINED BENEFIT PENSION PLAN** (Continued)

General Information about the Pension Plan (Continued)

Members may elect to withdraw their member contribution accounts upon termination of employment with all PERA employers; waiving rights to any lifetime retirement benefits earned.

If eligible, the member may receive a match of either 50 percent or 100 percent on eligible amounts depending on when contributions were remitted to PERA, the date employment was terminated, whether 5 years of service credit has been obtained and the benefit structure under which contributions were made.

Benefit recipients who elect to receive a lifetime retirement benefit are generally eligible to receive post-retirement cost-of-living adjustments (COLAs), referred to as annual increases in the C.R.S. Benefit recipients under the PERA benefit structure who began eligible employment before January 1, 2007 and all benefit recipients of the DPS benefit structure receive an annual increase of 2 percent, unless PERA has a negative investment year, in which case the annual increase for the next three years is the lesser of 2 percent or the average of the Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W) for the prior calendar year. Benefit recipients under the PERA benefit structure who began eligible employment after January 1, 2007 receive an annual increase of the lesser of 2 percent or the average CPI-W for the prior calendar year, not to exceed 10 percent of PERA's Annual Increase Reserve for the SCHDTF.

Disability benefits are available for eligible employees once they reach five years of earned service credit and are determined to meet the definition of disability. The disability benefit amount is based on the retirement benefit formula shown above considering a minimum 20 years of service credit, if deemed disabled. Survivor benefits are determined by several factors, which include the amount of earned service credit, highest average salary of the deceased, the benefit structure(s) under which service credit was obtained, and the qualified survivor(s) who will receive the benefits.

Contributions. Eligible employees and the School are required to contribute to the SCHDTF at a rate set by Colorado statute. The contribution requirements are established under C.R.S. § 24-51-401, *et seq.* Eligible employees are required to contribute 8 percent of their PERA-includable salary. The employer contribution requirements are summarized in the table below:

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

General Information about the Pension Plan (Continued)

	For the Year Ended December 31, 2015	For the Year Ended December 31, 2016
Employer Contribution Rate ¹	10.15%	10.15%
Amount of Employer Contribution apportioned to the Health Care Trust Fund as specified in C.R.S. § 24-51-208(1)(f) ¹	(1.02)%	(1.02)%
Amount Apportioned to the SCHDTF ¹	9.13%	9.13%
Amortization Equalization Disbursement (AED) as specified in C.R.S. § 24-51-411 ¹	4.20%	4.50%
Supplemental Amortization Equalization Disbursement (SAED) as specified in C.R.S. § 24-51-411 ¹	4.00%	4.50%
Total Employer Contribution Rate to the SCHDTF ¹	17.33%	18.13%

¹Rates are expressed as a percentage of salary as defined in C.R.S. § 24-51-101(42).

Employer contributions are recognized by the SCHDTF in the period in which the compensation becomes payable to the member and the School is statutorily committed to pay the contributions to the SCHDTF. Employer contributions recognized by the SCHDTF School were \$308,821 for the year ended June 30, 2016.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2016 the School reported a liability of \$5,501,516 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2015, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2014. Standard update procedures were used to roll forward the total pension liability to December 31, 2015. The School's proportion of the net pension liability was based on the School's contributions to the SCHDTF for the calendar year 2015 relative to the total contributions of participating employers to the SCHDTF.

At December 31, 2015, the School's proportion was 0.03597%, which was an increase of 0.00387% from its proportion measured as of December 31, 2014.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

For the year ended June 30, 2016 the School recognized pension expense of \$624,736. At June 30, 2016, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ 72,648	\$ 229
Net difference between projected and actual earnings on pension plan investments	\$ 467,783	N/A
Changes in proportion and differences between contributions recognized and proportionate share of contributions	\$ 290,212	N/A
Changes in assumptions and other inputs	N/A	\$ 77,746
Contributions subsequent to the measurement date	\$ 153,812	N/A
Total	\$ 984,455	\$ 77,975

\$153,812 reported as deferred outflows of resources related to pensions, resulting from contributions subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30, 2016	
2017	\$220,891
2018	\$220,931
2019	\$214,921
2020	\$ 95,925

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Actuarial assumptions. The total pension liability in the December 31, 2014 actuarial valuation was determined using the following actuarial assumptions and other inputs:

Price inflation	2.80%	
Real wage growth	1.10%	
Wage inflation	3.90%	
Salary increases, including wage inflation	3.90%-10.10%	
Long-term investment Rate of Return, net of pension plan investment expenses, including price inflation	7.50%	
Future post-retirement benefit increases:		
PERA Benefit Structure hired prior to 1/1/07; and DPS Benefit Structure (automatic)	2.00%	
PERA Benefit Structure hired after 12/31/06 (ad hoc, substantively automatic)		Financed by the Annual Increase Reserve

Mortality rates were based on the RP-2000 Combined Mortality Table for Males or Females, as appropriate, with adjustments for mortality improvements based on a projection of Scale AA to 2020 with Males set back 1 year, and Females set back 2 years.

The actuarial assumptions used in the December 31, 2014 valuation were based on the results of an actuarial experience study for the period January 1, 2008 through December 31, 2011, adopted by PERA's Board on November 13, 2012, and an economic assumption study, adopted by PERA's Board on November 15, 2013 and January 17, 2014.

Changes to assumptions or other inputs since the December 31, 2013 actuarial valuation are as follows:

The following programming changes were made:

- Valuation of the full survivor benefit without any reduction for possible remarriage.
- Reflection of the employer match on separation benefits for all eligible years.
- Reflection of one year of service eligibility for survivor annuity benefit.
- Refinement of the 18 month annual increase timing.
- Refinements to directly value certain and life, modified cash refund and pop-up benefit forms.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

The following methodology changes were made:

- Recognition of merit salary increases in the first projection year.
- Elimination of the assumption that 35% of future disabled members elect to receive a refund.
- Removal of the negative value adjustment for liabilities associated with refunds of future terminating members.
- Adjustments to the timing of the normal cost and unfunded actuarial accrued liability payment calculations to reflect contributions throughout the year.

The SCHDTF's long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and then adding expected inflation.

As of the November 15, 2013 adoption of the long-term expected rate of return by the PERA Board, the target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	10 Year Expected Geometric Real Rate of Return
U.S. Equity – Large Cap	26.76%	5.00%
U.S. Equity – Small Cap	4.40%	5.19%
Non U.S. Equity – Developed	22.06%	5.29%
Non U.S. Equity – Emerging	6.24%	6.76%
Core Fixed Income	24.05%	0.98%
High Yield	1.53%	2.64%
Long Duration Gov't/Credit	0.53%	1.57%
Emerging Market Bonds	0.43%	3.04%
Real Estate	7.00%	5.09%
Private Equity	7.00%	7.15%
Total	100.00%	

* In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term expected rate of return assumption of 7.50%.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Discount rate. The discount rate used to measure the total pension liability was 7.50 percent. The projection of cash flows used to determine the discount rate applied the actuarial cost method and assumptions shown above. In addition, the following methods and assumptions were used in the projection of cash flows:

- Total covered payroll for the initial projection year consists of the covered payroll of the active membership present on the valuation date and the covered payroll of future plan members assumed to be hired during the year. In subsequent projection years, total covered payroll was assumed to increase annually at a rate of 3.90%.
- Employee contributions were assumed to be made at the current member contribution rate. Employee contributions for future plan members were used to reduce the estimated amount of total service costs for future plan members.
- Employer contributions were assumed to be made at rates equal to the fixed statutory rates specified in law, including current and estimated future AED and SAED, until the Actuarial Value Funding Ratio reaches 103%, at which point, the AED and SAED will each drop 0.50% every year until they are zero. Additionally, estimated employer contributions included reductions for the funding of the AIR and retiree health care benefits. For future plan members, employer contributions were further reduced by the estimated amount of total service costs for future plan members not financed by their member contributions.
- Employer contributions and the amount of total service costs for future plan members were based upon a process used by the plan to estimate future actuarially determined contributions assuming an analogous future plan member growth rate.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

- The AIR balance was excluded from the initial fiduciary net position, as, per statute, AIR amounts cannot be used to pay benefits until transferred to either the retirement benefits reserve or the survivor benefits reserve, as appropriate. As the ad hoc post-retirement benefit increases financed by the AIR are defined to have a present value at the long-term expected rate of return on plan investments equal to the amount transferred for their future payment, AIR transfers to the fiduciary net position and the subsequent AIR benefit payments have no impact on the Single Equivalent Interest Rate (SEIR) determination process when the timing of AIR cash flows is not a factor (i.e., the plan's fiduciary net position is not projected to be depleted). When AIR cash flow timing is a factor in the SEIR determination process (i.e., the plan's fiduciary net position is projected to be depleted), AIR transfers to the fiduciary net position and the subsequent AIR benefit payments were estimated and included in the projections.
- Benefit payments and contributions were assumed to be made at the end of the month.

Based on the above actuarial cost method and assumptions, the SCHDTF's fiduciary net position was projected to be available to make all projected future benefit payments of current members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The discount rate determination does not use the Municipal Bond Index Rate. There was no change in the discount rate from the prior measurement date.

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate. The following presents the proportionate share of the net pension liability calculated using the discount rate of 7.50%, as well as what the proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.50 percent) or 1-percentage-point higher (8.50 percent) than the current rate:

	1% Decrease (6.50%)	Current Discount Rate (7.50%)	1% Increase (8.50%)
Proportionate share of the net pension liability	\$7,131,573	\$5,501,516	\$4,145,613

Pension plan fiduciary net position. Detailed information about the SCHDTF's fiduciary net position is available in PERA's comprehensive annual financial report which can be obtained at www.copera.org/investments/pera-financial-reports.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 6: DEFINED BENEFIT PENSION PLAN (Continued)

Other Post-Employment Benefits

Health Care Trust Fund

Plan Description – The School contributes to the Health Care Trust Fund ("HCTF"), a cost-sharing multiple-employer healthcare trust administered by PERA. The HCTF benefit provides a health care premium subsidy and health care programs (known as PERACare) to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the C.R.S., as amended, establishes the HCTF and sets forth a framework that grants authority to the PERA Board to contract, self-insure and authorize disbursements necessary in order to carry out the purposes of the PERACare program, including the administration of health care subsidies. PERA issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for the HCTF. That report can be obtained at www.copera.org/investments/pera-financial-reports.

Funding Policy – The School is required to contribute at a rate of 1.02 percent of PERA-includable salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the School are established under Title 24, Article 51, Part 4 of the C.R.S., as amended. The apportionment of the contributions to the HCTF is established under Title 24, Article 51, Section 208(1)(f) of the C.R.S., as amended. For the years ending June 30, 2016, 2015 and 2014, the School's employer contribution to the HCTF was \$16,809, \$14,874 and \$13,736, respectively, equal to their required contribution for the year.

NOTE 7: COMMITMENTS AND CONTINGENCIES

Management Agreement

New America School – Lowry is operated by New America Schools ("NAS"), a Colorado nonprofit corporation. NAS provides certain legal, management, accounting, and advertising services to the School. The School has agreed to pay management fees to NAS for these services at a rate of 12.5% of per pupil revenues. For the year ended June 30, 2016, the School paid \$443,355 to NAS under the terms of this agreement. In addition, the School had a payable to NAS of \$6,530 and NAS owed the School \$23,502.

NEW AMERICA SCHOOL - LOWRY

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 7: **COMMITMENTS AND CONTINGENCIES** (Continued)

Operating Leases

The School began leasing its office and school facilities in July 2005 under an operating lease that originally expired on June 30, 2010 and was extended through June 30, 2011. For the year ended June 30, 2012, the lease was renewed and the School anticipates entering into one-year lease agreements under similar terms each year.

The School paid \$422,837 of rent expense during the year ended June 30, 2016.

Claims and Judgments

The School participates in state programs that are fully or partially funded by grants received from other governmental units. Expenditures financed by grants are subject to audit by the appropriate grantor government. If expenditures are disallowed due to noncompliance with grant program regulations, the School may be required to reimburse the grantor government. As of June 30, 2016, significant amounts of grant expenditures have not been audited, but the School believes that disallowed expenditures, if any, based on subsequent audits will not have a material effect on the overall financial position of the School.

Tabor Amendment

In November 1992, Colorado voters passed the Tabor Amendment to the State Constitution, which limits state and local government tax powers and imposes spending limitations. Fiscal year 1993 provides the basis for limits in future years to which may be applied allowable increases for inflation and student enrollment. Revenue received in excess of the limitations may be required to be refunded. The School believes it has complied with the Amendment. As required by the Amendment, the School has established a reserve for emergencies. At June 30, 2016, the reserve of \$105,617 was recorded as a reservation of fund balance in the General Fund.

NOTE 8: **DEFICIT NET POSITION**

The Net Position of the government type activities is in a deficit position of \$3,833,622 due to the School including the Net Pension Liability per GASB No. 68.

REQUIRED SUPPLEMENTARY INFORMATION

NEW AMERICA SCHOOL - LOWRY

GENERAL FUND
BUDGETARY COMPARISON STATEMENT
Year Ended June 30, 2016

	2016			VARIANCE	2015
	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	Positive (Negative)	ACTUAL
REVENUES					
Local Sources					
Per Pupil Operating Revenue	\$ 3,329,141	\$ 3,445,902	\$ 3,442,069	\$ (3,833)	\$ 3,379,978
Tuition and Fees	-	-	-	-	2,641
Grants and Donations	-	-	300	300	300
Other	14,000	51,980	1,780	(50,200)	37,795
State Sources					
Grants and Donations	227,675	245,624	250,085	4,461	475,810
Federal Sources					
Grants and Donations	542,436	630,900	593,270	(37,630)	339,286
TOTAL REVENUES	4,113,252	4,374,406	4,287,504	(86,902)	4,235,810
EXPENDITURES					
Salaries	1,544,785	1,888,895	1,768,163	120,732	1,514,344
Employee Benefits	495,727	592,748	558,682	34,066	469,914
Purchased Services	1,661,078	1,540,086	1,660,996	(120,910)	1,587,402
Supplies and Materials	126,837	216,222	201,926	14,296	124,708
Property and Equipment	15,402	70,946	71,133	(187)	109,505
Other	265,802	56,300	57,822	(1,522)	37,884
Reserves	-	142,989	-	142,989	-
TOTAL EXPENDITURES	4,109,631	4,508,186	4,318,722	189,464	3,843,757
NET CHANGE IN FUND BALANCE	3,621	(133,780)	(31,218)	102,562	392,053
FUND BALANCE, Beginning	774,509	766,734	766,734	-	374,681
FUND BALANCE, Ending	\$ 778,130	\$ 632,954	\$ 735,516	\$ 102,562	\$ 766,734

See the accompanying independent auditor's report.

NEW AMERICA SCHOOL - LOWRY

SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE
SCHOOL DISTRICT TRUST FUND

Years Ended December 31,

	<u>2013</u>	<u>2014</u>	<u>2015</u>
School's proportionate share of the Net Pension Liability	0.036%	0.032%	0.036%
School's proportionate share of the Net Pension Liability	\$ 4,531,136	\$ 4,350,867	\$ 5,501,516
School's covered-employee payroll	\$ 1,241,407	\$ 1,189,529	\$ 1,567,608
School's proportionate share of the Net Pension Liability as a percentage of its covered-employee payroll	365.0%	365.8%	350.9%
Plan fiduciary net position as a percentage of the total pension liability	64.1%	62.8%	59.2%

See the accompanying independent auditors' report.

NEW AMERICA SCHOOL - LOWRY

SCHEDULE OF THE SCHOOL'S CONTRIBUTIONS
SCHOOL DISTRICT TRUST FUND

Years Ended June 30,

	<u>2014</u>	<u>2015</u>	<u>2016</u>
Statutorily required contributions	\$ 169,414	\$ 239,105	\$ 308,822
Contributions in relation to the Statutorily required contributions	<u>169,414</u>	<u>239,105</u>	<u>308,822</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered-employee payroll	\$ 998,191	\$ 1,338,405	\$ 1,647,936
Contributions as a percentage of covered-employee payroll	16.97%	17.86%	18.74%

See the accompanying independent auditors' report.

NEW AMERICA SCHOOL - THORNTON

BASIC FINANCIAL STATEMENTS

June 30, 2014

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FINANCIAL SECTION



**JOHN CUTLER
& ASSOCIATES**

Board of Directors
New America School - Thornton
Thornton, Colorado

INDEPENDENT AUDITORS' REPORT

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of New America School - Thornton, as of and for the year ended, June 30, 2014, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of New America School – Thornton, as of and for the year ended June 30, 2014, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required budgetary information on page 17 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

John Luttler & Associates, LLC

October 14, 2014

**New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2014**

As management of New America School – Thornton (the School), we offer readers of the School's basic financial statements this narrative and analysis of the financial activities of the School as of and for the year ended June 30, 2014. We encourage readers to consider the information presented here in conjunction with additional information provided in the basic financial statements.

Financial Highlights

The year ended June 30, 2014 was the tenth year of operations for the School. On July 1, 2014, the school became chartered under the Charter School Institute (CSI). As of June 30, 2014, the School's net position amounted to \$285,845. The operations of the School are funded primarily by tax revenue received under the State School Finance Act (the Act). State categorical revenue for the year was \$2,104,475. The school operated within budget and had one budget amendment during the year.

Overview of Basic Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. These basic financial statements are comprised of three components: 1) government-wide financial statements. 2) fund financial statements, and 3) notes to the financial statements.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The statement of net position (formerly titled, "Net Assets") presents information on all of the School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenue and expenses are reported in this statement for some items that will only result in cash flow changes in future fiscal periods (for example, salaries and benefits earned but unpaid as of yearend).

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. The school maintains one governmental fund – the General Fund.

**New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2014**

Overview of Basic Financial Statements (continued)

Fund Financial Statements (continued)

The school adopts an annual budget for its fund (which may be amended, as was the case during the year ended June 30, 2014). Budgetary comparisons have been provided for the general fund in the basic financial statements to demonstrate compliance with these budgets.

Notes to Basic Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the basic financial statements.

Government-Wide Financial Analysis

As noted previously, net position may serve over time as a useful indicator of the School's financial position. As of June 30, 2014, the School's net position exceeded liabilities by \$285,845. \$78,000 of these funds is restricted to comply with Article X, Section 20 of the Colorado Constitution, known as the TABOR amendment. Accordingly, these funds are not available to satisfy general operating expenses of the School. The remaining \$207,845 is unrestricted and available to meet the School's ongoing financial obligations.

Net Position

Assets	<u>June 30, 2014</u>	<u>June 30, 2013</u>
Cash	\$ 44,592	\$ 475,493
Receivables, and other current assets	277,554	103,183
Prepaid expenses	59,231	42,326
Due from New America School	17,513	-
Capital assets, net of accum depreciation	-	<u>2,900</u>
Total assets	\$ 398,890	\$ 605,902
 Liabilities		
Accounts payable	8,329	21,765
Due to New America Schools	-	54,773
Accrued expenses	-	-
Unearned revenue	2,789	-
Accrued salaries and benefits	79,499	84,906
Compensated absences	<u>22,428</u>	<u>17,819</u>
Total liabilities	<u>113,045</u>	<u>179,263</u>
 Net position		
Invested in capital assets	-	2,900
Restricted for emergencies	78,000	82,070
Unrestricted	<u>207,845</u>	<u>341,669</u>
Total net position	<u>\$ 285,845</u>	<u>\$ 426,639</u>

**New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2014**

Change in Net Position

Revenues	<u>June 30, 2014</u>	<u>June 30, 2013</u>
State categorical revenue	\$ 2,104,475	\$ 2,704,929
Capital construction Grant	-	318,542
Operating grants & contributions	457,258	-
Other	<u>28,474</u>	<u>7,866</u>
Total revenues	2,590,207	3,031,337
 Expenditures		
Instruction	926,136	1,105,908
Supporting	<u>1,804,865</u>	<u>1,682,760</u>
Total expenses	<u>2,731,001</u>	<u>2,788,668</u>
 Increase/(Decrease) in Net Position	(140,794)	242,669
 Net Position, beginning of year	426,639	183,970
 Net Position, end of year	<u>\$ 285,845</u>	<u>\$ 426,639</u>

Financial Analysis of the School's Funds

The General Fund is considered a major fund and is used to account for the School's general operations. During the tenth year of operations, the School's general fund balance is \$308,273. Approximately \$171,042 of the general fund balance is unassigned. The School received \$6,900 for each FTE (305 FTE's during the year) for a total of \$2,104,475.

**New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2014**

General Fund Budgetary Highlights

The School budgeted General Fund expenditures of \$2,831,791 for the year ended June 30, 2014. Actual expenditures for the year were \$2,723,492. There was one budget amendment during the year in the General Fund.

Capital Assets and Long-Term Debt

The school rented its facilities under an operating lease that was revised July 1, 2013. In December 2013 the school moved to a new facility under an operating lease effective January 1, 2014. Annual rent payments under the two leases were \$304,407 for the year ended June 30, 2014.

With employment contract terms from August 1 to July 31, the School provides opportunities for employees to carry all unused vacation days through July and up to five days may be carried into the next school year. This commitment makes it possible for employees to use vacation that has been earned throughout the school year. The liability for compensated absences payable as of June 30, 2014 is \$22,428 due within one year.

Economic Factors and Next Year's Budget

The primary factor driving the budget for the School is student enrollment. Funded Pupil Count (FPC) for the 2013-2014 school year was 305. The FPC projected for the 2014-2015 school year is 375. This is a major factor used in preparing the School's budget for the fiscal year 2014-2015.

Request for Information

This financial report is designed to provide a general overview of the School's finances for all those with an interest in the School. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

New America School
925 S. Niagara Street, No. 140
Denver, CO 80224

BASIC FINANCIAL STATEMENTS

NEW AMERICAN SCHOOL - THORNTON

STATEMENT OF NET POSITION

As of June 30, 2014

	<u>Governmental Activities</u>
ASSETS	
Cash and Investments	\$ 44,592
Accounts Receivable	277,554
Due From New America Schools	17,513
Prepaid Items	<u>59,231</u>
 TOTAL ASSETS	 <u>398,890</u>
LIABILITIES	
Accounts Payable	8,329
Accrued Salaries	79,499
Unearned Revenue	2,789
Compensated Absences	<u>22,428</u>
 TOTAL LIABILITIES	 <u>113,045</u>
NET POSITION	
Restricted for Emergencies	78,000
Unrestricted	<u>207,845</u>
 TOTAL NET POSITION	 <u>\$ 285,845</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - THORNTON

STATEMENT OF ACTIVITIES
Year Ended June 30, 2014

FUNCTIONS/PROGRAMS	EXPENSES	PROGRAM REVENUES		NET (EXPENSE)
		CHARGES FOR SERVICES	OPERATING GRANTS AND CONTRIBUTIONS	REVENUE AND CHANGE IN NET POSITION
PRIMARY GOVERNMENT				
Governmental Activities				Governmental Activities
Instruction	\$ 926,136	\$ -	\$ 428,313	\$ (497,823)
Supporting Services	1,804,865	-	28,945	(1,775,920)
Total Governmental Activities	<u>\$ 2,731,001</u>	<u>\$ -</u>	<u>\$ 457,258</u>	<u>(2,273,743)</u>
		GENERAL REVENUES		
			Per Pupil Revenue	2,104,475
			Other	28,474
			TOTAL GENERAL REVENUES	<u>2,132,949</u>
			CHANGE IN NET POSITION	(140,794)
			NET POSITION, Beginning	<u>426,639</u>
			NET POSITION, Ending	<u>\$ 285,845</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - THORNTON

BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2014

ASSETS

Cash and Investments	\$ 44,592
Accounts Receivable	277,554
Due From New America Schools	17,513
Prepaid Items	<u>59,231</u>
 TOTAL ASSETS	 <u><u>\$ 398,890</u></u>

LIABILITIES AND FUND BALANCE

LIABILITIES

Accounts Payable	\$ 8,329
Accrued Salaries	79,499
Unearned Revenue	<u>2,789</u>
 TOTAL LIABILITIES	 <u>90,617</u>

FUND BALANCES

Nonspendable	59,231
Restricted for Emergencies	78,000
Unassigned	<u>171,042</u>
 TOTAL FUND BALANCE	 <u>308,273</u>

TOTAL LIABILITIES AND FUND BALANCE	<u><u>\$ 398,890</u></u>
------------------------------------	--------------------------

Amounts reported for governmental activities in the statement of net position are different because:

Fund Balance	\$ 308,273
 Long-term liabilities are not due and payable in the current period and are not reported in the funds.	 <u>(22,428)</u>
Net position of governmental activities	<u><u>\$ 285,845</u></u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - THORNTON

STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
Year Ended June 30, 2014

REVENUES	
Local Sources	\$ 2,132,949
State Sources	167,711
Federal Sources	<u>289,547</u>
TOTAL REVENUES	<u>2,590,207</u>
EXPENDITURES	
Instruction	926,136
Supporting Services	<u>1,797,356</u>
TOTAL EXPENDITURES	<u>2,723,492</u>
NET CHANGE IN FUND BALANCE	(133,285)
FUND BALANCE, Beginning	<u>441,558</u>
FUND BALANCE, Ending	<u><u>\$ 308,273</u></u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - THORNTON

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
Year Ended June 30, 2014

Amounts Reported for Governmental Activities in the Statement of Activities
are Different Because:

Net Changes in Fund Balances - Total Governmental Funds	\$ (133,285)
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount of depreciation expense for the current year.	(2,900)
Some expenses reported in the statement of activities do not require current financial resources and are not reported in the funds. This is the increase in compensated absences.	<u>(4,609)</u>
Change in Net Position of Governmental Activities	<u><u>\$ (140,794)</u></u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

New America School – Thornton (the “School”) was organized in 2003 pursuant to the Colorado Charter Schools Act to form and operate a charter. The School receives its State funding from the Charter School Institute (the “Institute”).

The accounting policies of the School conform to generally accepted accounting principles as applicable to governmental units. Following is a summary of the more significant policies.

Reporting Entity

The financial reporting entity consists of the School and organizations for which the School is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the School. In addition, any legally separate organizations for which the School is financially accountable are considered part of the reporting entity. Financial accountability exists if the School appoints a voting majority of the organization’s governing board and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on the School.

Based upon the application of these criteria, no additional organizations are included in the School’s reporting entity.

Government-Wide and Fund Financial Statements

The School financial statements (i.e., the statement of net position and the statement of activities) report information on all of the activities of the School. For the most part, the effect of interfund activity has been removed from these statements. Governmental activities, which normally are supported by intergovernmental revenues, are reported in a single column.

The statement of activities demonstrates the degree to which the direct expenses of the given function or segment, are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students or others who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Unrestricted intergovernmental revenues not properly included among program revenues are reported instead as general revenues.

Major individual governmental funds are reported in separate columns in the fund financial statements.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014

NOTE 1: **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collected within the current period or soon enough thereafter to pay liabilities of the current period, not to exceed 60 days. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures are recorded only when payment is due.

Intergovernmental revenues, grants, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash is received by the School.

Internally dedicated resources are reported as general revenues rather than as program revenues.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and the unrestricted resources as they are needed.

The School reports the following major governmental fund:

General Fund – This fund is the general operating fund of the School. It is used to account for all financial resources.

Assets, Liabilities and Fund Balance/Net Position

Capital Assets – Capital assets, which include property and equipment, are reported in the governmental activities column in the government-wide financial statements. Capital assets are defined by the School as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

Depreciation of exhaustible capital assets is charged as an expense against operations, and accumulated depreciation is reported on the statement of net position in the government-wide financial statements. Depreciation has been provided over the following estimated useful lives of the capital assets using the straight-line method: building improvements, 7 years, machinery and equipment 5 years.

Long-term Debt – In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. Issuance costs are recognized in the current period. In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as current expenditures.

Net Position– The government-wide and business-type fund financial statements utilize a net position presentation. Net position is categorized as investment in capital assets, restricted, and unrestricted.

- Investment in Capital Assets is intended to reflect the portion of net position which are associated with non-liquid, capital assets less outstanding capital asset related debt. The net related debt is the debt less the outstanding liquid assets and any associated unamortized cost.
- Restricted Net Position are liquid assets, which have third party limitations on their use.
- Unrestricted Net Position represents assets that do not have any third party limitation on their use. While School management may have categorized and segmented portion for various purposes, the School Board has the unrestricted right to revisit or alter these managerial decisions.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

Fund Balance Classification – The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the School is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

- Nonspendable – This classification includes amounts that cannot be spent because they are either not in a spendable form (such as deposits and prepaid amounts) or are legally or contractually required to be maintained intact. The School reports its prepaid amounts as nonspendable as of June 30, 2014.
- Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. The School has classified Emergency Reserves as being restricted because their use is restricted by State Statute for declared emergencies.
- Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Directors. These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action (ordinance or resolution) that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The School did not have any committed resources as of June 30, 2014.
- Unassigned – This classification includes the residual fund balance for the General Fund. The Unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The School would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

Compensated Absences

School employees are entitled to certain compensated absences based on length of employment. Upon termination, employees will be reimbursed for any unused compensated absences at rates depending on length of service.

These compensated absences are recognized as current salary costs when due in the governmental fund types. A liability has been recorded in the government-wide financial statements for the accrued compensated absences.

Risk Management

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School carries commercial coverage for these risks of loss. Settled claims have not exceeded insurance coverage in the last three years.

NOTE 2: STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

Budgets and Budgetary Accounting

A budget is adopted for the general fund on a basis consistent with generally accepted accounting principles. School management submits to the Board of Directors a proposed budget for the fiscal year commencing the following July 1. The budget is adopted by the Board of Directors prior to June 30. Expenditures may not legally exceed appropriations at the fund level. Revisions must be approved by the Board of Directors. The budget includes proposed expenditures and the means of financing them. All appropriations lapse at fiscal year end.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014

NOTE 3: CASH AND INVESTMENTS

A reconciliation of the cash and investment components on the balance sheet to the cash and investment categories in this footnote are as follows:

Cash Deposits	<u>\$ 44,592</u>
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Deposits

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. At June 30, 2014, State regulatory commissioners have indicated that all financial institutions holding deposits for the School are eligible public depositories. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held.

The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits. The School has no policy regarding custodial credit risk for deposits.

At June 30, 2014, the School had deposits with financial institutions with a carrying amount of \$44,592. The bank balances with the financial institutions were \$81,531, which was covered by federal depository insurance.

Investments

Interest Rate Risk

The School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

NEW AMERICA SCHOOL - THORNTON
 NOTES TO THE FINANCIAL STATEMENTS
 June 30, 2014

NOTE 3: CASH AND INVESTMENTS (Continued)

Credit Risk

Colorado statutes specify in which instruments units of local government may invest, which include:

- Obligations of the United States and certain U.S. Government Agency securities
- General obligation and revenue bonds of U.S. local government entities
- Bankers' acceptances of certain banks
- Local government investment pools
- Written repurchase agreements collateralized by certain authorized securities
- Certain money market funds
- Guaranteed investment contracts

The School had no investments as of June 30, 2014.

The School has no policy for managing credit risk or interest rate risk.

NOTE 4: CAPITAL ASSETS

Capital Assets activity for the year ended June 30, 2014, is summarized below.

	Balance <u>June 30, 2013</u>	<u>Additions</u>	<u>Deletions</u>	Balance <u>June 30, 2014</u>
Governmental Activities				
Capital Asset, depreciated Equipment	\$ 16,745	\$ -	\$ -	\$ 16,745
Accumulated Depreciation Equipment	13,845	2900	-	16,745
Total Capital Assets, Net	<u>\$ 2,900</u>	<u>\$ (2,900)</u>	<u>\$ -</u>	<u>\$ -</u>

Depreciation has been charged to supporting services program of the School.

NEW AMERICA SCHOOL - THORNTON
 NOTES TO THE FINANCIAL STATEMENTS
 June 30, 2014

NOTE 5: LONG TERM DEBT

Following is a summary of long-term debt transactions for the governmental activities for the year ended June 30, 2014.

	<u>Balance</u> <u>06/30/2013</u>	<u>Additions</u>	<u>Decreases</u>	<u>Balance</u> <u>06/30/2014</u>	<u>Due In</u> <u>One Year</u>
Compensated Absences	\$ <u>17,819</u>	\$ <u>4,609</u>	\$ <u>-</u>	\$ <u>22,428</u>	\$ <u>-</u>

Accrued Compensated Absences are being paid from resources generated by the General Fund.

NOTE 6: ACCRUED SALARIES AND BENEFITS

Salaries and retirement benefits of certain contractually employed personnel are paid over a twelve month period from August to July, but are earned during a school year of approximately nine to ten months. The salaries and benefits earned, but unpaid, as of June 30, 2014, were \$79,499. Accordingly, the accrued compensation is reflected as a liability in the accompanying financial statements of the General Fund.

NOTE 7: DEFINED BENEFIT PENSION PLAN

Plan Description. The School contributes to the School Division Trust Fund (SDTF), a cost-sharing multiple-employer defined benefit pension plan administered by the Public Employees' Retirement Association of Colorado (PERA). The SDTF provides retirement and disability, post-retirement annual increases, and death benefits for members or their beneficiaries. All employees of the School are members of the SDTF. Title 24, Article 51 of the Colorado Revised Statutes (CRS), as amended, assigns the authority to establish benefit provisions to the State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for the SDTF. That report may be obtained online at www.copera.org or by writing to Colorado PERA, 1300 Logan Street, Denver, Colorado 80203 or by calling PERA at 303-832-9550 or 1-800-759-PERA (7372).

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014

NOTE 7: **DEFINED BENEFIT PENSION PLAN** (Continued)

Funding Policy. The School is required to contribute member and employer contributions to PERA at a rate set by statute. The contribution requirements of plan members and the School are established under Title 24, Article 51, Part 4 of the CRS, as amended. The contribution rate for members is 8.0 % and for the School it is 10.15 % of covered salary. A portion of the School's contribution (1.02 % of covered salary) is allocated to the Health Care Trust Fund (See Note 8). If the School rehires a PERA retiree as an employee or under any other work arrangement, it is required to report and pay employer contributions on the amounts paid for the retiree, the member must contribute 8% of covered salary. The School is also required to pay an amortization equalization disbursement equal to 7.3% of the total payroll for the calendar year 2014, (6.4% of total payroll for the calendar year 2013). For the year ended June 30, 2014, the School's employer contribution for the SDTF was \$169,414, equal to their required contribution for the year.

NOTE 8: **POSTEMPLOYMENT HEALTHCARE BENEFITS**

Plan Description. The School contributes to the Health Care Trust Fund (HCTF), a cost-sharing multiple-employer postemployment healthcare plan administered by PERA. The HCTF provides a health care premium subsidy to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the CRS, as amended, assigns the authority to establish the HCTF benefit provisions to the State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for the HCTF. That report may be obtained online at www.copera.org or by writing to Colorado PERA, 1300 Logan Street, Denver, Colorado 80203 or by calling PERA at 303-832-9550 or 1-800-759-PERA (7372).

Funding Policy. The School is required to contribute at a rate of 1.02% of covered salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the School are established under Title 24, Article 51, Part 4 of the CRS, as amended. The apportionment of the contribution to the HCTF is established under Title 24, Article 51, Section 208 of the Colorado Revised Statutes, as amended. For the year ended June 30, 2014, the School's employer contribution to the HCTF was \$10,182, equal to their required contribution for the year.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014

NOTE 9: COMMITMENTS AND CONTINGENCIES

Management Agreement

New America School – Thornton is operated by New America Schools (“NAS”), a Colorado nonprofit corporation. NAS provides certain legal, management, accounting, and advertising services to the School. The School has agreed to pay management fees to NAS for these services at a rate of 12.5% of per pupil revenues. For the year ended June 30, 2014, the School paid \$268,447 to NAS under the terms of this agreement. In addition, the School had a receivable from NAS of \$17,513.

Operating Leases

On July 2013, the School entered into a sublease with NAS Facilities Organization, LLC (“NASFO”) for the facility which the School occupied through December 31, 2013. Per the agreement, the School was liable for monthly rent expense of \$14,955 through December 2013.

On December 2013, the School entered into a sublease with NAS Facilities Organization, LLC (“NASFO”) for a new facility which the School occupied in January 2014. Per the agreement, the School is liable for monthly rent expense ranging from \$36,226 to \$38,238. This sublease will be effective through June 30, 2014.

The School paid \$304,407 of rent expense during the year ended June 30, 2014.

Claims and Judgments

The School participates in state programs that are fully or partially funded by grants received from other governmental units. Expenditures financed by grants are subject to audit by the appropriate grantor government. If expenditures are disallowed due to noncompliance with grant program regulations, the School may be required to reimburse the grantor government. As of June 30, 2014, significant amounts of grant expenditures have not been audited, but the School believes that disallowed expenditures, if any, based on subsequent audits will not have a material effect on the overall financial position of the School.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014

NOTE 9: **COMMITMENTS AND CONTINGENCIES** (Continued)

Tabor Amendment

In November 1992, Colorado voters passed the Tabor Amendment to the State Constitution, which limits state and local government tax powers and imposes spending limitations. Fiscal year 1993 provides the basis for limits in future years to which may be applied allowable increases for inflation and student enrollment. Revenue received in excess of the limitations may be required to be refunded. The School believes it has complied with the Amendment. As required by the Amendment, the School has established a reserve for emergencies. At June 30, 2014, the reserve of \$78,000 was recorded as a reservation of fund balance in the General Fund.

REQUIRED SUPPLEMENTARY INFORMATION

NEW AMERICAN SCHOOL - THORNTON

GENERAL FUND
 BUDGETARY COMPARISON STATEMENT
 Year Ended June 30, 2014

	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	VARIANCE Positive (Negative)
REVENUES				
Local Sources				
Per Pupil Operating Revenue	\$ 2,892,125	\$ 2,108,819	\$ 2,104,475	\$ (4,344)
Grants and Donations	108,842	48,495	-	(48,495)
Other	40,000	40,000	28,474	(11,526)
State Sources				
Grants and Donations	96,524	96,257	167,711	71,454
Federal Sources				
Grants and Donations	251,390	343,326	289,547	(53,779)
TOTAL REVENUES	3,388,881	2,636,897	2,590,207	(46,690)
EXPENDITURES				
Salaries	1,335,690	1,147,287	1,001,863	145,424
Employee Benefits	349,107	325,394	327,027	(1,633)
Purchased Services	1,361,387	1,107,512	1,232,603	(125,091)
Supplies and Materials	152,980	121,330	86,073	35,257
Property and Equipment	30,000	33,349	44,627	(11,278)
Other	32,500	32,500	31,299	1,201
Reserves	88,206	64,419	-	64,419
TOTAL EXPENDITURES	3,349,870	2,831,791	2,723,492	108,299
NET CHANGE IN FUND BALANCE	39,011	(194,894)	(133,285)	61,609
FUND BALANCE, Beginning	202,031	431,609	441,558	9,949
FUND BALANCE, Ending	\$ 241,042	\$ 236,715	\$ 308,273	\$ 71,558

See the accompanying independent auditor's report.

NEW AMERICA SCHOOL - THORNTON

BASIC FINANCIAL STATEMENTS

June 30, 2015

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FINANCIAL SECTION



**JOHN CUTLER
& ASSOCIATES**

Board of Directors
New America School - Thornton
Thornton, Colorado

INDEPENDENT AUDITORS' REPORT

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of New America School - Thornton, as of and for the year ended, June 30, 2015, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of New America School – Thornton, as of and for the year ended June 30, 2015, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the budgetary comparison information, schedule of the school's proportionate share, and schedule of the school's contributions on pages 24-26 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

John Luttrell & Associates, LLC

October 14, 2015

New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2015

As management of New America School – Thornton (the School), we offer readers of the School's basic financial statements this narrative and analysis of the financial activities of the School as of and for the year ended June 30, 2015. We encourage readers to consider the information presented here in conjunction with additional information provided in the basic financial statements.

Financial Highlights

The year ended June 30, 2015 was the eleventh year of operations for the School and it is currently chartered with the Charter School Institute (CSI). As of June 30, 2015, net position decreased to (\$2,523,631) based on the implementation of new regulations under the Governmental Accounting Standards Board Statement (GASB) Number 68. Based on the timing of implementing the regulation in 2014, the Beginning Net Position of the Government Type Activities was restated for FY2015. Further information about GASB 68 is provided in Note 7 of the financial statements.

The operations of the School are funded primarily by tax revenue received under the State School Finance Act (the Act). State categorical revenue for the year was \$2,925,437. The school operated within budget and had one budget amendment during the year.

Overview of Basic Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. These basic financial statements are comprised of three components: 1) government-wide financial statements. 2) fund financial statements, and 3) notes to the financial statements.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The statement of net position (formerly titled, "Net Assets") presents information on all of the School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenue and expenses are reported in this statement for some items that will only result in cash flow changes in future fiscal periods (for example, salaries and benefits earned but unpaid as of yearend).

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. The school maintains one governmental fund – the General Fund.

New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2015

The school adopts an annual budget for its fund (which may be amended, as was the case during the year ended June 30, 2015). Budgetary comparisons have been provided for the general fund in the basic financial statements to demonstrate compliance with these budgets.

Notes to Basic Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the basic financial statements.

Government-Wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of the School's financial position. In the case of New America School - Thornton, liabilities exceeded assets resulting in a Net Position of (\$2,523,631) in FY 2014-2015. Again, this is directly related to the new pension liability reporting requirement under GASB 68. \$89,000 of these funds is restricted to comply with Article X, Section 20 of the Colorado Constitution, known as the TABOR amendment. Accordingly, these funds are not available to satisfy general operating expenses of the School.

NET POSITION:

Assets	<u>June 30, 2015</u>	<u>June 30, 2014</u>
Cash	\$ 436,348	\$ 44,592
Receivables, and other current assets	383,342	277,554
Prepaid expenses	40,472	59,231
Due from New America School	-	17,513
Capital assets, net of accum depreciation	<u>5,578</u>	<u>-</u>
Total assets	\$ 865,740	\$ 398,890
Deferred Outflows of Resources		
Related to Pensions	234,980	-
Liabilities		
Accounts payable	12,886	8,329
Due to New America Schools	50,307	-
Unearned revenue	63,362	2,789
Accrued salaries and benefits	103,558	79,499
Compensated absences	23,265	22,428
Net Pension Liability	<u>3,370,784</u>	<u>-</u>
Total liabilities	<u>3,624,162</u>	<u>113,045</u>
Deferred Inflows of Resources		
Related to Pensions	<u>189</u>	<u>-</u>
Net position		
Invested in capital assets	-	-
Restricted for emergencies	89,000	78,000
Unrestricted	<u>(2,612,631)</u>	<u>207,845</u>
Total net position	<u>\$ (2,523,631)</u>	<u>\$ 285,845</u>

**New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2015**

CHANGE IN NET POSITION:

Revenues	<u>June 30, 2015</u>	<u>June 30, 2014</u>
State categorical revenue	\$ 2,925,437	\$ 2,104,475
Capital construction Grant	68,817	-
Operating grants & contributions	543,080	457,258
Other	<u>35,334</u>	<u>28,474</u>
Total revenues	3,572,668	2,590,207
Expenditures		
Instruction	791,532	926,136
Supporting	<u>2,387,810</u>	<u>1,804,865</u>
Total expenses	<u>3,179,342</u>	<u>2,731,001</u>
Increase/(Decrease) in Net Position	393,326	(140,794)
Net Position, beginning, as restated	(2,916,957)	426,639
Net Position, end of year	<u>\$ (2,523,631)</u>	<u>\$ 285,845</u>

Financial Analysis of the School's Funds

The General Fund is considered a major fund and is used to account for the School's general operations. During the eleventh year of operations, the School's general fund balance is \$630,049. Approximately \$500,577 of the general fund balance is unassigned. The School received \$7,196.65 for each FTE (406.5 FTE's during the year) for a total of \$2,925,437.

**New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2015**

**New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2015**

General Fund Budgetary Highlights

The School budgeted General Fund expenditures of \$3,560,990 for the year ended June 30, 2015. Actual expenditures for the year were \$3,250,892. There was one budget amendment during the year in the General Fund.

Capital Assets and Long-Term Debt

The school rented its facilities under an operating lease that was revised July 1, 2014. Annual rent payments under the lease were \$467,978 for the year ended June 30, 2015.

With employment contract terms from August 1 to July 31, the School provides opportunities for employees to carry all unused vacation days through July and up to five days may be carried into the next school year. This commitment makes it possible for employees to use vacation that has been earned throughout the school year. The liability for compensated absences payable as of June 30, 2015 is \$23,265.

Economic Factors and Next Year's Budget

The primary factor driving the budget for the School is student enrollment. Funded Pupil Count (FPC) for the 2014-2015 school year was 406.5. The FPC projected for the 2015-2016 school year is 405. This is a major factor used in preparing the School's budget for the fiscal year 2015-2016.

Request for Information

This financial report is designed to provide a general overview of the School's finances for all those with an interest in the School. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

New America School
925 S. Niagara Street, No. 140
Denver, CO 80224

BASIC FINANCIAL STATEMENTS

NEW AMERICAN SCHOOL - THORNTON

STATEMENT OF NET POSITION

As of June 30, 2015

	Governmental Activities	
	2015	2014
ASSETS		
Cash and Investments	\$ 436,348	\$ 44,592
Accounts Receivable	383,342	277,554
Due From New America Schools	-	17,513
Prepaid Items	40,472	59,231
Capital Assets, Net of Accumulated Depreciation	5,578	-
TOTAL ASSETS	865,740	398,890
DEFERRED OUTFLOWS OF RESOURCES		
Related to Pensions	234,980	-
LIABILITIES		
Accounts Payable	12,886	8,329
Accrued Salaries	103,558	79,499
Due Due New America Schools	50,307	-
Unearned Revenue	63,362	2,789
Noncurrent Liabilities		
Compensated Absences	23,265	22,428
Net Pension Liability	3,370,784	-
TOTAL LIABILITIES	3,624,162	113,045
DEFERRED INFLOWS OF RESOURCES		
Related to Pensions	189	-
NET POSITION		
Restricted for Emergencies	89,000	78,000
Unrestricted	(2,612,631)	207,845
TOTAL NET POSITION	\$ (2,523,631)	\$ 285,845

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - THORNTON

STATEMENT OF ACTIVITIES
Year Ended June 30, 2015

FUNCTIONS/PROGRAMS	EXPENSES	PROGRAM REVENUES			Net Expense (Revenue) and Changes in Net Position	
		CHARGES FOR SERVICES	OPERATING GRANTS AND CONTRIBUTIONS	CAPITAL GRANTS	Governmental Activities	
					2015	2014
PRIMARY GOVERNMENT						
Governmental Activities						
Instruction	\$ 791,532	\$ -	\$ 221,781	\$ -	\$ (569,751)	\$ (497,823)
Supporting Services	2,387,810	-	321,299	68,817	(1,997,694)	(1,775,920)
Total Governmental Activities	<u>\$ 3,179,342</u>	<u>\$ -</u>	<u>\$ 543,080</u>	<u>\$ 68,817</u>	<u>(2,567,445)</u>	<u>(2,273,743)</u>
GENERAL REVENUES						
					2,925,437	2,104,475
					35,334	28,474
					<u>2,960,771</u>	<u>2,132,949</u>
					393,326	(140,794)
					(2,916,957)	426,639
					<u>\$ (2,523,631)</u>	<u>\$ 285,845</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - THORNTON

BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2015

	GENERAL FUND	
	2015	2014
ASSETS		
Cash and Investments	\$ 436,348	\$ 44,592
Accounts Receivable	383,342	277,554
Due From New America Schools	-	17,513
Prepaid Expenses	40,472	59,231
TOTAL ASSETS	\$ 860,162	398,890
LIABILITIES AND FUND BALANCE		
LIABILITIES		
Accounts Payable	\$ 12,886	8,329
Accrued Salaries	103,558	79,499
Due To New America Schools	50,307	-
Unearned Revenue	63,362	2,789
TOTAL LIABILITIES	230,113	90,617
FUND BALANCES		
Nonspendable	40,472	59,231
Restricted for Emergencies	89,000	78,000
Unassigned	500,577	171,042
TOTAL FUND BALANCE	630,049	308,273
TOTAL LIABILITIES AND FUND BALANCE	\$ 860,162	\$ 398,890
Amounts reported for governmental activities in the statement of net position are different because:		
Fund Balance	\$ 630,049	\$ 308,273
Long-term liabilities are not due and payable in the current period and are not reported in the funds. This liability relates to compensated absences.	(23,265)	(22,428)
Long-term liabilities and related assets are not due and payable in the current period and, therefore, are not reported in the funds. This liability includes net pension liability of (\$3,370,784), deferred outflows related to pensions of \$234,980, and deferred inflows related to pensions of (\$189).	(3,135,993)	-
Net position of governmental activities	\$ (2,523,631)	\$ 288,745

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - THORNTON

STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
Year Ended June 30, 2015

	GENERAL FUND	
	2015	2014
REVENUES		
Local Sources	\$ 2,965,271	\$ 2,132,949
State Sources	148,246	167,711
Federal Sources	459,151	289,547
TOTAL REVENUES	<u>3,572,668</u>	<u>2,590,207</u>
EXPENDITURES		
Instruction	1,131,591	926,136
Supporting Services	2,119,301	1,797,356
TOTAL EXPENDITURES	<u>3,250,892</u>	<u>2,723,492</u>
NET CHANGE IN FUND BALANCE	321,776	(133,285)
FUND BALANCE, Beginning	<u>308,273</u>	<u>441,558</u>
FUND BALANCE, Ending	<u>\$ 630,049</u>	<u>\$ 308,273</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - THORNTON

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
Year Ended June 30, 2015

Amounts Reported for Governmental Activities in the Statement of Activities
are Different Because:

Net Changes in Fund Balances - Total Governmental Funds	\$ 321,776
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlay \$6,830 exceeded depreciation expense (\$1,252) for the year.	5,578
Some expenses reported in the statement of activities do not require current financial resources and are not reported in the funds. This is the increase in compensated absences.	(837)
Deferred Charges related to pension are not recognized in the governmental funds. However, for the government-wide funds that amount is capitalized and amortized.	<u>66,809</u>
Change in Net Position of Governmental Activities	<u><u>\$ 393,326</u></u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

New America School – Thornton (the “School”) was organized in 2003 pursuant to the Colorado Charter Schools Act to form and operate a charter. The School receives its State funding from the Charter School Institute (the “Institute”).

The accounting policies of the School conform to generally accepted accounting principles as applicable to governmental units. Following is a summary of the more significant policies.

Reporting Entity

The financial reporting entity consists of the School and organizations for which the School is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the School. In addition, any legally separate organizations for which the School is financially accountable are considered part of the reporting entity. Financial accountability exists if the School appoints a voting majority of the organization’s governing board and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on the School.

Based upon the application of these criteria, no additional organizations are included in the School’s reporting entity.

Government-Wide and Fund Financial Statements

The School financial statements (i.e., the statement of net position and the statement of activities) report information on all of the activities of the School. For the most part, the effect of interfund activity has been removed from these statements. Governmental activities, which normally are supported by intergovernmental revenues, are reported in a single column.

The statement of activities demonstrates the degree to which the direct expenses of the given function or segment, are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students or others who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Unrestricted intergovernmental revenues not properly included among program revenues are reported instead as general revenues.

Major individual governmental funds are reported in separate columns in the fund financial statements.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collected within the current period or soon enough thereafter to pay liabilities of the current period, not to exceed 60 days. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures are recorded only when payment is due.

Intergovernmental revenues, grants, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash is received by the School.

Internally dedicated resources are reported as general revenues rather than as program revenues.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and the unrestricted resources as they are needed.

The School reports the following major governmental fund:

General Fund—This fund is the general operating fund of the School. It is used to account for all financial resources.

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position and balance sheets will sometimes report a separate section for deferred outflows or resources. This separate financial statement element, deferred outflow of resources, represents a consumption of net position and fund balance that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position and balance sheets will sometimes report a separate section for deferred inflows or resources. This separate financial statement element, deferred inflow of resources, represents an acquisition of net position and fund balance that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time.

Assets, Liabilities and Fund Balance/Net Position

Receivables – Receivables are reported at their gross value, and, where appropriate, are reduced by the estimated portion that is expected to be uncollectable.

Capital Assets – Capital assets, which include property and equipment, are reported in the governmental activities column in the government-wide financial statements. Capital assets are defined by the School as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation.

Depreciation of exhaustible capital assets is charged as an expense against operations, and accumulated depreciation is reported on the statement of net position in the government-wide financial statements. Depreciation has been provided over the following estimated useful lives of the capital assets using the straight-line method: building improvements, 7 years, machinery and equipment 5 years.

Long-term Debt – In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. Issuance costs are recognized in the current period. In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as current expenditures.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

Net Position— The government-wide and business-type fund financial statements utilize a net position presentation. Net position is categorized as investment in capital assets, restricted, and unrestricted.

- Investment in Capital Assets is intended to reflect the portion of net position which are associated with non-liquid, capital assets less outstanding capital asset related debt. The net related debt is the debt less the outstanding liquid assets and any associated unamortized cost.
- Restricted Net Position are liquid assets, which have third party limitations on their use.
- Unrestricted Net Position represents assets that do not have any third party limitation on their use. While School management may have categorized and segmented portion for various purposes, the School Board has the unrestricted right to revisit or alter these managerial decisions.

Fund Balance Classification – The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the School is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

- Nonspendable – This classification includes amounts that cannot be spent because they are either not in a spendable form (such as deposits and prepaid amounts) or are legally or contractually required to be maintained intact. The School reports its prepaid amounts as nonspendable as of June 30, 2015.
- Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. The School has classified Emergency Reserves as being restricted because their use is restricted by State Statute for declared emergencies.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

- Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Directors. These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action (ordinance or resolution) that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The School did not have any committed resources as of June 30, 2015.
- Unassigned – This classification includes the residual fund balance for the General Fund. The Unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The School would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned.

Compensated Absences

School employees are entitled to certain compensated absences based on length of employment. Upon termination, employees will be reimbursed for any unused compensated absences at rates depending on length of service.

These compensated absences are recognized as current salary costs when due in the governmental fund types. A liability has been recorded in the government-wide financial statements for the accrued compensated absences.

Risk Management

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School carries commercial coverage for these risks of loss. Settled claims have not exceeded insurance coverage in the last three years.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Comparative Data

Comparative total data for the prior year has been presented in the accompanying financial statements in order to provide an understanding of changes in the School's financial position and operations. However, complete comparative data in accordance with generally accepted accounting principles has not been presented since its inclusion would make the financial statements unduly complex and difficult to read.

Data in these columns do not present financial position or results of operations in conformity with generally accepted accounting principles. Neither is such data comparable to a consolidation. Interfund eliminations have not been made in the aggregation of this data.

NOTE 2: STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

Budgets and Budgetary Accounting

A budget is adopted for the general fund on a basis consistent with generally accepted accounting principles. School management submits to the Board of Directors a proposed budget for the fiscal year commencing the following July 1. The budget is adopted by the Board of Directors prior to June 30. Expenditures may not legally exceed appropriations at the fund level. Revisions must be approved by the Board of Directors. The budget includes proposed expenditures and the means of financing them. All appropriations lapse at fiscal year end.

NOTE 3: CASH AND INVESTMENTS

A reconciliation of the cash and investment components on the balance sheet to the cash and investment categories in this footnote are as follows:

Cash Deposits	<u>\$ 436,348</u>
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NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 3: **CASH AND INVESTMENTS** (Continued)

Deposits

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. At June 30, 2015, State regulatory commissioners have indicated that all financial institutions holding deposits for the School are eligible public depositories. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held.

The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits. The School has no policy regarding custodial credit risk for deposits.

At June 30, 2015, the School had deposits with financial institutions with a carrying amount of \$436,348. The bank balances with the financial institutions were \$441,232. Of these balances, \$250,000 was covered by federal depository insurance and \$191,232 was covered by collateral held by authorized escrow agents in the financial institutions name (PDPA).

Investments

Interest Rate Risk

The School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

NEW AMERICA SCHOOL - THORNTON
 NOTES TO THE FINANCIAL STATEMENTS
 June 30, 2015

NOTE 3: CASH AND INVESTMENTS (Continued)

Credit Risk

Colorado statutes specify in which instruments units of local government may invest, which include:

- Obligations of the United States and certain U.S. Government Agency securities
- General obligation and revenue bonds of U.S. local government entities
- Bankers' acceptances of certain banks
- Local government investment pools
- Written repurchase agreements collateralized by certain authorized securities
- Certain money market funds
- Guaranteed investment contracts

The School had no investments as of June 30, 2015.

The School has no policy for managing credit risk or interest rate risk.

NOTE 4: CAPITAL ASSETS

Capital Assets activity for the year ended June 30, 2015, is summarized below.

	Balance <u>June 30, 2014</u>	<u>Additions</u>	<u>Deletions</u>	Balance <u>June 30, 2015</u>
Governmental Activities				
Capital Asset, depreciated Equipment	\$ 16,745	\$ 6,830	\$ -	\$ 23,575
Accumulated Depreciation Equipment	16,745	1,252	-	17,997
Total Capital Assets, Net	<u>\$ -</u>	<u>\$ 5,578</u>	<u>\$ -</u>	<u>\$ 5,578</u>

Depreciation has been charged to supporting services program of the School.

NEW AMERICA SCHOOL - THORNTON
 NOTES TO THE FINANCIAL STATEMENTS
 June 30, 2015

NOTE 5: LONG TERM DEBT

Following is a summary of long-term debt transactions for the governmental activities for the year ended June 30, 2015.

	<u>Balance</u> <u>06/30/2014</u>	<u>Additions</u>	<u>Decreases</u>	<u>Balance</u> <u>06/30/2015</u>	<u>Due In</u> <u>One Year</u>
Compensated Absences	\$ <u>22,428</u>	\$ <u>837</u>	\$ <u>-</u>	\$ <u>23,265</u>	\$ <u>-</u>

Accrued Compensated Absences are being paid from resources generated by the General Fund.

NOTE 6: ACCRUED SALARIES AND BENEFITS

Salaries and retirement benefits of certain contractually employed personnel are paid over a twelve month period from August to July, but are earned during a school year of approximately nine to ten months. The salaries and benefits earned, but unpaid, as of June 30, 2015, were \$103,558. Accordingly, the accrued compensation is reflected as a liability in the accompanying financial statements of the General Fund.

NOTE 7: DEFINED BENEFIT PENSION PLAN

Pensions. The School participates in the School Division Trust Fund (SCHDTF), a cost-sharing multiple-employer defined benefit pension fund administered by the Public Employees' Retirement Association of Colorado ("PERA"). The net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position and additions to/deductions from the fiduciary net position of the SCHDTF have been determined using the economic resources measurement focus and the accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

General Information about the Pension Plan

Plan description. Eligible employees of the School are provided with pensions through the School Division Trust Fund (SCHDTF)—a cost-sharing multiple-employer defined benefit pension plan administered by PERA. Plan benefits are specified in Title 24, Article 51 of the Colorado Revised Statutes (C.R.S.), administrative rules set forth at 8 C.C.R. 1502-1, and applicable provisions of the federal Internal Revenue Code. Colorado State law provisions may be amended from time to time by the Colorado General Assembly. PERA issues a publicly available comprehensive annual financial report that can be obtained at www.copera.org/investments/pera-financial-reports.

Benefits provided. PERA provides retirement, disability, and survivor benefits. Retirement benefits are determined by the amount of service credit earned and/or purchased, highest average salary, the benefit structure(s) under which the member retires, the benefit option selected at retirement, and age at retirement. Retirement eligibility is specified in tables set forth at C.R.S. § 24-51-602, 604, 1713, and 1714.

The lifetime retirement benefit for all eligible retiring employees under the PERA Benefit Structure is the greater of the:

- Highest average salary multiplied by 2.5 percent and then multiplied by years of service credit
- The value of the retiring employee's member contribution account plus a 100 percent match on eligible amounts as of the retirement date. This amount is then annuitized into a monthly benefit based on life expectancy and other actuarial factors.

In all cases the service retirement benefit is limited to 100 percent of highest average salary and also cannot exceed the maximum benefit allowed by federal Internal Revenue Code.

Members may elect to withdraw their member contribution accounts upon termination of employment with all PERA employers; waiving rights to any lifetime retirement benefits earned.

If eligible, the member may receive a match of either 50 percent or 100 percent on eligible amounts depending on when contributions were remitted to PERA, the date employment was terminated, whether 5 years of service credit has been obtained and the benefit structure under which contributions were made.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

General Information about the Pension Plan (Continued)

Benefit recipients who elect to receive a lifetime retirement benefit are generally eligible to receive post-retirement cost-of-living adjustments (COLAs), referred to as annual increases in the C.R.S. Benefit recipients under the PERA benefit structure who began eligible employment before January 1, 2007 and all benefit recipients of the DPS benefit structure receive an annual increase of 2 percent, unless PERA has a negative investment year, in which case the annual increase for the next three years is the lesser of 2 percent or the average of the Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W) for the prior calendar year. Benefit recipients under the PERA benefit structure who began eligible employment after January 1, 2007 receive an annual increase of the lesser of 2 percent or the average CPI-W for the prior calendar year, not to exceed 10 percent of PERA's Annual Increase Reserve for the SCHDTF.

Disability benefits are available for eligible employees once they reach five years of earned service credit and are determined to meet the definition of disability. The disability benefit amount is based on the retirement benefit formula shown above considering a minimum 20 years of service credit, if deemed disabled. Survivor benefits are determined by several factors, which include the amount of earned service credit, highest average salary of the deceased, the benefit structure(s) under which service credit was obtained, and the qualified survivor(s) who will receive the benefits.

Contributions. Eligible employees and the School are required to contribute to the SCHDTF at a rate set by Colorado statute. The contribution requirements are established under C.R.S. § 24-51-401, *et seq.* Eligible employees are required to contribute 8 percent of their PERA-includable salary. The employer contribution requirements are summarized in the table below:

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

General Information about the Pension Plan (Continued)

	For the Year Ended December 31, 2014	For the Year Ended December 31, 2015
Employer Contribution Rate ¹	10.15%	10.15%
Amount of Employer Contribution apportioned to the Health Care Trust Fund as specified in C.R.S. § 24-51-208(1)(f) ¹	(1.02)%	(1.02)%
Amount Apportioned to the SCHDTF ¹	9.13%	9.13%
Amortization Equalization Disbursement (AED) as specified in C.R.S. § 24-51-411 ¹	3.80%	4.20%
Supplemental Amortization Equalization Disbursement (SAED) as specified in C.R.S. § 24-51-411 ¹	3.50%	4.00%
Total Employer Contribution Rate to the SCHDTF ¹	16.43%	17.33%

¹Rates are expressed as a percentage of salary as defined in C.R.S. § 24-51-101(42).

Employer contributions are recognized by the SCHDTF in the period in which the compensation becomes payable to the member and the School is statutorily committed to pay the contributions to the SCHDTF. Employer contributions recognized by the SCHDTF School were \$212,240 for the year ended June 30, 2015.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2015 the School reported a liability of \$3,370,784 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2014, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2013. Standard update procedures were used to roll forward the total pension liability to December 31, 2014. The School's proportion of the net pension liability was based on the School's contributions to the SCHDTF for the calendar year 2014 relative to the total contributions of participating employers to the SCHDTF.

At December 31, 2014, the School's proportion was 0.02487%, which was a decrease of 0.00088% from its proportion measured as of December 31, 2013.

For the year ended June 30, 2015 the School recognized pension expense of \$145,432. At June 30, 2015, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

NEW AMERICA SCHOOL - THORNTON
 NOTES TO THE FINANCIAL STATEMENTS
 June 30, 2015

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	N/A	\$ 189
Net difference between projected and actual earnings on pension plan investments	\$58,138	N/A
Changes in proportion and differences between contributions recognized and proportionate share of contributions	\$64,711	N/A
Contributions subsequent to the measurement date	\$112,131	N/A
Total	\$ 234,980	\$ 189

\$112,131 reported as deferred outflows of resources related to pensions, resulting from contributions subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30, 2015	
2016	\$40,887
2017	\$40,886
2018	\$40,886

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Actuarial assumptions. The total pension liability in the December 31, 2013 actuarial valuation was determined using the following actuarial assumptions and other inputs:

Price inflation	2.80%	
Real wage growth	1.10%	
Wage inflation	3.90%	
Salary increases, including wage inflation	3.90%-10.10%	
Long-term investment Rate of Return, net of pension plan investment expenses, including price inflation	7.50%	
Future post-retirement benefit increases:		
PERA Benefit Structure hired prior to 1/1/07; and DPS Benefit Structure (automatic)	2.00%	
PERA Benefit Structure hired after 12/31/06 (ad hoc, substantively automatic)		Financed by the Annual Increase Reserve

Mortality rates were based on the RP-2000 Combined Mortality Table for Males or Females, as appropriate, with adjustments for mortality improvements based on a projection of Scale AA to 2020 with Males set back 1 year, and Females set back 2 years.

The actuarial assumptions used in the December 31, 2013 valuation were based on the results of an actuarial experience study for the period January 1, 2008 through December 31, 2011, adopted by PERA’s Board on November 13, 2012, and an economic assumption study, adopted by PERA’s Board on November 15, 2013 and January 17, 2014.

The SCHDTF’s long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and then adding expected inflation.

As of the most recent analysis of the long-term expected rate of return, presented to the PERA Board on November 15, 2013, the target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Asset Class	Target Allocation	10 Year Expected Geometric Real Rate of Return
U.S. Equity – Large Cap	26.76%	5.00%
U.S. Equity – Small Cap	4.40%	5.19%
Non U.S. Equity – Developed	22.06%	5.29%
Non U.S. Equity – Emerging	6.24%	6.76%
Core Fixed Income	24.05%	0.98%
High Yield	1.53%	2.64%
Long Duration Gov't/Credit	0.53%	1.57%
Emerging Market Bonds	0.43%	3.04%
Real Estate	7.00%	5.09%
Private Equity	7.00%	7.15%
Total	100.00%	

* In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term expected rate of return assumption of 7.50%.

Discount rate. The discount rate used to measure the total pension liability was 7.50 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the fixed statutory rates specified in law, including current and future AED and SAED, until the Actuarial Value Funding Ratio reaches 103 percent, at which point, the AED and SAED will each drop 0.50 percent every year until they are zero. Based on those assumptions, the SCHDTF's fiduciary net position was projected to be available to make all projected future benefit payments of current members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The discount rate determination does not use the Municipal Bond Index Rate. There was no change in the discount rate from the prior measurement date.

NEW AMERICA SCHOOL - THORNTON
 NOTES TO THE FINANCIAL STATEMENTS
 June 30, 2015

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate. The following presents the proportionate share of the net pension liability calculated using the discount rate of 7.50%, as well as what the proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.50 percent) or 1-percentage-point higher (8.50 percent) than the current rate:

	1% Decrease (6.50%)	Current Discount Rate (7.50%)	1% Increase (8.50%)
Proportionate share of the net pension liability	\$ 4,444,686	\$ 3,370,784	\$ 2,471,909

Pension plan fiduciary net position. Detailed information about the SCHDTF's fiduciary net position is available in PERA's comprehensive annual financial report which can be obtained at www.copera.org/investments/pera-financial-reports.

Other Post-Employment Benefits

Health Care Trust Fund

Plan Description – The School contributes to the Health Care Trust Fund ("HCTF"), a cost-sharing multiple-employer healthcare trust administered by PERA. The HCTF benefit provides a health care premium subsidy and health care programs (known as PERACare) to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the C.R.S., as amended, establishes the HCTF and sets forth a framework that grants authority to the PERA Board to contract, self-insure and authorize disbursements necessary in order to carry out the purposes of the PERACare program, including the administration of health care subsidies. PERA issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for the HCTF. That report can be obtained at www.copera.org/investments/pera-financial-reports.

Funding Policy – The School is required to contribute at a rate of 1.02 percent of PERA-includable salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the School are established under Title 24, Article 51, Part 4 of the C.R.S., as amended. The apportionment of the contributions to the HCTF is established under Title 24, Article 51, Section 208(1)(f) of the C.R.S., as amended. For the years ending June 30, 2015, and 2014, the School's employer contribution to the HCTF was \$12,085, and \$10,182, respectively, equal to their required contribution for the year.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015

NOTE 8: COMMITMENTS AND CONTINGENCIES

Management Agreement

New America School – Thornton is operated by New America Schools (“NAS”), a Colorado nonprofit corporation. NAS provides certain legal, management, accounting, and advertising services to the School. The School has agreed to pay management fees to NAS for these services at a rate of 12.5% of per pupil revenues. For the year ended June 30, 2015, the School paid \$374,282 to NAS under the terms of this agreement. In addition, the School had a payable to NAS of \$50,307.

Operating Leases

On December 2013, the School entered into a sublease with NAS Facilities Organization, LLC (“NASFO”) for a new facility which the School occupied in January 2014. Per the agreement, the School is liable for monthly rent expense ranging from \$36,226 to \$38,238. This sublease will be effective through June 30, 2015.

The School paid \$467,978 of rent expense during the year ended June 30, 2015.

Claims and Judgments

The School participates in state programs that are fully or partially funded by grants received from other governmental units. Expenditures financed by grants are subject to audit by the appropriate grantor government. If expenditures are disallowed due to noncompliance with grant program regulations, the School may be required to reimburse the grantor government. As of June 30, 2015, significant amounts of grant expenditures have not been audited, but the School believes that disallowed expenditures, if any, based on subsequent audits will not have a material effect on the overall financial position of the School.

Tabor Amendment

In November 1992, Colorado voters passed the Tabor Amendment to the State Constitution, which limits state and local government tax powers and imposes spending limitations. Fiscal year 1993 provides the basis for limits in future years to which may be applied allowable increases for inflation and student enrollment. Revenue received in excess of the limitations may be required to be refunded. The School believes it has complied with the Amendment. As required by the Amendment, the School has established a reserve for emergencies. At June 30, 2015, the reserve of \$89,000 was recorded as a reservation of fund balance in the General Fund.

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015

NOTE 9: RESTATEMENT OF NET POSITION

The Beginning Net Position of the Government Type Activities was decreased by \$3,202,802 to (\$2,916,957) as the School implement Governmental Accounting Standards Board Statement (GASB) No. 68.

NOTE 10: DEFICIT NET POSITION

The Net Position of the government type activities is in a deficit position of \$2,523,631 due to the School including the Net Pension Liability per GASB No. 68.

REQUIRED SUPPLEMENTARY INFORMATION

NEW AMERICAN SCHOOL - THORNTON

GENERAL FUND
BUDGETARY COMPARISON STATEMENT
Year Ended June 30, 2015

	2015			VARIANCE Positive (Negative)	2014 ACTUAL
	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL		
REVENUES					
Local Sources					
Per Pupil Operating Revenue	\$ 2,568,300	\$ 2,997,045	\$ 2,925,437	\$ (71,608)	\$ 2,104,475
Tuition and Fees	-	-	331	331	-
Grants and Donations	-	-	4,500	4,500	-
Other	29,454	29,454	35,003	5,549	28,474
State Sources					
Grants and Donations	61,919	162,788	148,246	(14,542)	167,711
Federal Sources					
Grants and Donations	428,480	464,209	459,151	(5,058)	289,547
TOTAL REVENUES	3,088,153	3,653,496	3,572,668	(80,828)	2,590,207
EXPENDITURES					
Salaries	1,297,670	1,366,984	1,203,741	163,243	1,001,863
Employee Benefits	372,559	412,742	406,380	6,362	327,027
Purchased Services	1,383,401	1,564,157	1,455,721	108,436	1,232,603
Supplies and Materials	123,757	140,341	113,538	26,803	86,073
Property and Equipment	34,016	43,616	40,778	2,838	44,627
Other	33,150	33,150	30,734	2,416	31,299
TOTAL EXPENDITURES	3,244,553	3,560,990	3,250,892	310,098	2,723,492
NET CHANGE IN FUND BALANCE	(156,400)	92,506	321,776	229,270	(133,285)
FUND BALANCE, Beginning	423,739	423,739	308,273	(115,466)	441,558
FUND BALANCE, Ending	\$ 267,339	\$ 516,245	\$ 630,049	\$ 113,804	\$ 308,273

See the accompanying independent auditor's report.

NEW AMERICAN SCHOOL - THORNTON

SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE
SCHOOL DISTRICT TRUST FUND

Years Ended December 31,

	<u>2013</u>	<u>2014</u>
School's proportionate share of the Net Pension Liability	0.026%	0.025%
School's proportionate share of the Net Pension Liability	\$ 3,284,503	\$ 3,370,784
School's covered-employee payroll	\$ 1,016,160	\$ 1,041,895
School's proportionate share of the Net Pension Liability as a percentage of its covered-employee payroll	323.2%	323.5%
Plan fiduciary net position as a percentage of the total pension liability	64.1%	62.8%

See the accompanying independent auditors' report.

NEW AMERICAN SCHOOL - THORNTON

SCHEDULE OF THE SCHOOL'S CONTRIBUTIONS
SCHOOL DISTRICT TRUST FUND

Years Ended June 30,

	<u>2014</u>	<u>2015</u>
Statutorily required contributions	\$ 169,414	\$ 212,240
Contributions in relation to the Statutorily required contributions	<u>169,414</u>	<u>212,240</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
School's covered-employee payroll	\$ 998,191	\$ 1,184,758
Contributions as a percentage of covered-employee payroll	16.97%	17.91%

See the accompanying independent auditors' report.

NEW AMERICA SCHOOL - THORNTON

BASIC FINANCIAL STATEMENTS

June 30, 2016

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FINANCIAL SECTION



JOHN CUTLER & ASSOCIATES

Board of Directors
New America School - Thornton
Thornton, Colorado

INDEPENDENT AUDITORS' REPORT

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of New America School - Thornton, as of and for the year ended, June 30, 2016, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of New America School – Thornton, as of and for the year ended June 30, 2016, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the budgetary comparison information, schedule of the school's proportionate share, and schedule of the school's contributions on pages 25-27 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

John Luttrell & Associates, LLC

October 11, 2016

New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2016

As management of New America School – Thornton (the School), we offer readers of the School's basic financial statements this narrative and analysis of the financial activities of the School as of and for the year ended June 30, 2016. We encourage readers to consider the information presented here in conjunction with additional information provided in the basic financial statements.

Financial Highlights

The year ended June 30, 2016 was the twelfth year of operations for the School and it is currently chartered with the Charter School Institute (CSI). As of June 30, 2016, net position increased by \$8,801 to (\$2,514,830). This negative balance is the result of the implementation of regulations under the Governmental Accounting Standards Board Statement (GASB) Number 68 that went into effect in 2014. Further information about GASB 68 is provided in Note 7 of the financial statements.

The operations of the School are funded primarily by tax revenue received under the Colorado School Finance Act (the Act) in Per Pupil Revenue. Such revenue for the year was \$2,977,976. The school operated within budget and had two budget amendments during the year.

Overview of Basic Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. These basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The statement of net position (formerly titled, "Net Assets") presents information on all of the School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenue and expenses are reported in this statement for some items that will only result in cash flow changes in future fiscal periods (for example, salaries and benefits earned but unpaid as of yearend).

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements.

**New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2016**

The school maintains one governmental fund – the General Fund. The school adopts an annual budget for its fund (which may be amended, as was the case during the year ended June 30, 2016). Budgetary comparisons have been provided for the General Fund in the basic financial statements to demonstrate compliance with these budgets (see page 25).

Notes to Basic Financial Statements

The notes, contained on pages 6 through 24, provide additional information that is essential to a full understanding of the data provided in the basic financial statements.

Government-Wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of the School's financial position. In the case of New America School - Thornton, liabilities exceeded assets resulting in a Net Position of (\$2,514,830) in FY 2015-2016. Again, this negative balance is directly related to the new pension liability reporting requirement under GASB 68. Of the school's total Net Position, \$88,326 is restricted to comply with Article X, Section 20 of the Colorado Constitution, known as the TABOR Amendment. Accordingly, these funds are not available to satisfy general operating expenses of the School.

**New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2016**

**New America School-Thornton's Net Position
Governmental Activities**

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
ASSETS		
Cash and investments	\$1,010,170	\$436,348
Accounts Receivable	197,918	383,342
Due from New America Schools	294,379	-
Prepaid Expenses	43,136	40,472
Capital Assets, Net of Accum Depreciation	4,212	5,578
Total Assets	1,549,815	865,740
DEFERRED OUTFLOWS OF RESOURCES		
Related to Pensions	917,219	234,980
LIABILITIES		
Accounts Payable	11,021	12,886
Accrued Salaries	95,137	103,558
Due to New America Schools	441,601	50,307
Unearned Revenue	24,426	63,362
Noncurrent Liabilities		
Compensated Absences	25,001	23,265
Net Pension Liability	4,323,401	3,370,784
Total Liabilities	4,920,587	3,624,162
DEFERRED INFLOWS OF RESOURCES		
Related to Pensions	61,277	189
NET POSITION		
Net Investment in Capital Assets	4,212	5,578
Restricted for Emergencies	88,326	89,000
Unrestricted	(2,607,368)	(2,618,209)
Total Net Position	(\$2,514,830)	(\$2,523,631)

**New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2016**

**New America School-Thornton's Change in Net Position
Governmental Activities**

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Program Revenue:		
Charges for Services	\$ -	\$ -
Operating Grants and Contributions	661,681	543,080
Capital Grants and Contributions	104,948	68,817
Total Program Revenue	766,629	611,897
 General Revenue:		
Per Pupil Revenue	2,977,976	2,925,437
Other Income	174	35,334
Total General Revenue	2,978,150	2,960,771
Total Revenue	3,744,779	3,572,668
 Expenses:		
Current:		
Instruction	1,373,267	791,532
Supporting Services	2,362,711	2,387,810
Total Expenses	3,735,978	3,179,342
Increase/(Decrease) in Net Position	8,801	393,326
Net Position, Beginning	(2,523,631)	(2,916,957)
Net Position, Ending	(\$2,514,830)	(\$2,523,631)

Financial Analysis of the School's Funds

The General Fund is considered a major fund and is used to account for the School's general operations. As of the twelfth year of operations, the School's general fund balance is \$973,418. Of this balance, \$657,733 is unassigned. The School received \$7,334.92 in Per Pupil Revenue, the main source of the School's funding, for each FTE (406 FTE) for a total of \$2,977,976.

**New America School - Thornton
Management's Discussion and Analysis
As of and for the Year Ended June 30, 2016**

General Fund Budgetary Highlights

The School budgeted General Fund expenditures of \$3,886,218 for the year ended June 30, 2016. Actual expenditures for the year were \$3,401,410, for a savings of \$484,808. There were two budget amendments during the year in the General Fund.

Capital Assets and Long-Term Debt

The school rented its facilities under an operating lease that was revised January 1, 2014. Annual rent payments under the lease were \$470,973 for the year ended June 30, 2016.

With employment contract terms from August 1 to July 31, the School provides opportunities for employees to carry all unused vacation days through July and up to five days may be carried into the next school year. This commitment makes it possible for employees to use vacation that has been earned throughout the school year. The liability for compensated absences payable as of June 30, 2016 is \$25,001.

Economic Factors and Next Year's Budget

The primary factor driving the budget for the School is student enrollment. Funded Pupil Count (FPC) for the 2015-2016 school year was 406. The FPC projected for the 2016-2017 school year is 400. This is a major factor used in preparing the School's budget for the fiscal year 2016-2017.

Request for Information

This financial report is designed to provide a general overview of the School's finances for all those with an interest in the School. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

New America School
925 S. Niagara Street, No. 140
Denver, CO 80224

BASIC FINANCIAL STATEMENTS

NEW AMERICAN SCHOOL - THORNTON

STATEMENT OF NET POSITION

As of June 30, 2016

	Governmental Activities	
	2016	2015
ASSETS		
Cash and Investments	\$ 1,010,170	\$ 436,348
Accounts Receivable	197,918	383,342
Due From New America Schools	294,379	-
Prepaid Items	43,136	40,472
Capital Assets, Net of Accumulated Depreciation	4,212	5,578
TOTAL ASSETS	1,549,815	865,740
DEFERRED OUTFLOWS OF RESOURCES		
Related to Pensions	917,219	234,980
LIABILITIES		
Accounts Payable	11,021	12,886
Accrued Salaries	95,137	103,558
Due To New America Schools	441,601	50,307
Unearned Revenue	24,426	63,362
Noncurrent Liabilities		
Compensated Absences	25,001	23,265
Net Pension Liability	4,323,401	3,370,784
TOTAL LIABILITIES	4,920,587	3,624,162
DEFERRED INFLOWS OF RESOURCES		
Related to Pensions	61,277	189
NET POSITION		
Net Investment in Capital Assets	4,212	5,578
Restricted for Emergencies	88,326	89,000
Unrestricted	(2,607,368)	(2,618,209)
TOTAL NET POSITION	\$ (2,514,830)	\$ (2,523,631)

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - THORNTON

STATEMENT OF ACTIVITIES
Year Ended June 30, 2016

FUNCTIONS/PROGRAMS	EXPENSES	PROGRAM REVENUES			Net Expense (Revenue) and Changes in Net Position	
		CHARGES FOR SERVICES	GRANTS AND CONTRIBUTIONS	CAPITAL GRANTS	Governmental Activities	
					2016	2015
PRIMARY GOVERNMENT						
Governmental Activities						
Instruction	\$ 1,373,267	\$ -	\$ 274,434	\$ -	\$ (1,098,833)	\$ (569,751)
Supporting Services	2,362,711	-	387,247	104,948	(1,870,516)	(1,997,694)
Total Governmental Activities	<u>\$ 3,735,978</u>	<u>\$ -</u>	<u>\$ 661,681</u>	<u>\$ 104,948</u>	(2,969,349)	(2,567,445)
GENERAL REVENUES						
					2,977,976	2,925,437
					174	35,334
					<u>2,978,150</u>	<u>2,960,771</u>
					8,801	393,326
					<u>(2,523,631)</u>	<u>(2,916,957)</u>
					<u>\$ (2,514,830)</u>	<u>\$ (2,523,631)</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - THORNTON

BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2016

	<u>GENERAL FUND</u>	
	<u>2016</u>	<u>2015</u>
ASSETS		
Cash and Investments	\$ 1,010,170	\$ 436,348
Accounts Receivable	197,918	383,342
Due From New America Schools	294,379	-
Prepaid Expenses	43,136	40,472
TOTAL ASSETS	<u><u>\$ 1,545,603</u></u>	<u><u>860,162</u></u>
LIABILITIES AND FUND BALANCE		
LIABILITIES		
Accounts Payable	\$ 11,021	\$ 12,886
Accrued Salaries	95,137	103,558
Due To New America Schools	441,601	50,307
Unearned Revenue	24,426	63,362
TOTAL LIABILITIES	<u><u>572,185</u></u>	<u><u>230,113</u></u>
FUND BALANCES		
Nonspendable	43,136	40,472
Restricted for Emergencies	88,326	89,000
Assigned	184,223	-
Unassigned	657,733	500,577
TOTAL FUND BALANCE	<u><u>973,418</u></u>	<u><u>630,049</u></u>
TOTAL LIABILITIES AND FUND BALANCE	<u><u>\$ 1,545,603</u></u>	<u><u>\$ 860,162</u></u>
Amounts reported for governmental activities in the statement of net position are different because:		
Fund Balance	\$ 973,418	\$ 630,049
Capital assets used in governmental activities are not financial resources and, therefore, are not in the funds.	4,212	5,578
Long-term liabilities are not due and payable in the current period and are not reported in the funds. This liability relates to compensated absences.	(25,001)	(23,265)
Long-term liabilities and related assets are not due and payable in the current period and, therefore, are not reported in the funds. This liability includes net pension liability of (\$4,323,401), deferred outflows related to pensions of \$917,219, and deferred inflows related to pensions of (\$61,277).	<u>(3,467,459)</u>	<u>(3,135,993)</u>
Net position of governmental activities	<u><u>\$ (2,514,830)</u></u>	<u><u>\$ (2,523,631)</u></u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - THORNTON

STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
Year Ended June 30, 2016

	<u>GENERAL FUND</u>	
	<u>2016</u>	<u>2015</u>
REVENUES		
Local Sources	\$ 2,982,850	\$ 2,965,271
State Sources	232,648	148,246
Federal Sources	<u>529,281</u>	<u>459,151</u>
TOTAL REVENUES	<u>3,744,779</u>	<u>3,572,668</u>
EXPENDITURES		
Instruction	1,159,682	1,131,591
Supporting Services	<u>2,241,728</u>	<u>2,119,301</u>
TOTAL EXPENDITURES	<u>3,401,410</u>	<u>3,250,892</u>
NET CHANGE IN FUND BALANCE	343,369	321,776
FUND BALANCE, Beginning	<u>630,049</u>	<u>308,273</u>
FUND BALANCE, Ending	<u>\$ 973,418</u>	<u>\$ 630,049</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICAN SCHOOL - THORNTON

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
Year Ended June 30, 2016

Amounts Reported for Governmental Activities in the Statement of Activities
are Different Because:

Net Changes in Fund Balances - Total Governmental Funds	\$ 343,369
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount of depreciation for the year.	(1,366)
Some expenses reported in the statement of activities do not require current financial resources and are not reported in the funds. This is the increase in compensated absences.	(1,736)
Deferred Charges related to pension are not recognized in the governmental funds. However, for the government-wide funds that amount is capitalized and amortized.	<u>(331,466)</u>
Change in Net Position of Governmental Activities	<u>\$ 8,801</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

New America School – Thornton (the “School”) was organized in 2003 pursuant to the Colorado Charter Schools Act to form and operate a charter. The School receives its State funding from the Charter School Institute (the “Institute”).

The accounting policies of the School conform to generally accepted accounting principles as applicable to governmental units. Following is a summary of the more significant policies.

Reporting Entity

The financial reporting entity consists of the School and organizations for which the School is financially accountable. All funds, organizations, institutions, agencies, departments and offices that are not legally separate are part of the School. In addition, any legally separate organizations for which the School is financially accountable are considered part of the reporting entity. Financial accountability exists if the School appoints a voting majority of the organization’s governing board and is able to impose its will on the organization, or if the organization provides benefits to, or imposes financial burdens on the School.

Based upon the application of these criteria, no additional organizations are included in the School’s reporting entity.

Government-Wide and Fund Financial Statements

The School financial statements (i.e., the statement of net position and the statement of activities) report information on all of the activities of the School. For the most part, the effect of interfund activity has been removed from these statements. Governmental activities, which normally are supported by intergovernmental revenues, are reported in a single column.

The statement of activities demonstrates the degree to which the direct expenses of the given function or segment, are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students or others who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Unrestricted intergovernmental revenues not properly included among program revenues are reported instead as general revenues.

Major individual governmental funds are reported in separate columns in the fund financial statements.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 1: **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collected within the current period or soon enough thereafter to pay liabilities of the current period, not to exceed 60 days. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures are recorded only when payment is due.

Intergovernmental revenues, grants, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash is received by the School.

Internally dedicated resources are reported as general revenues rather than as program revenues.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and the unrestricted resources as they are needed.

The School reports the following major governmental fund:

General Fund— This fund is the general operating fund of the School. It is used to account for all financial resources.

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position and balance sheets will sometimes report a separate section for deferred outflows or resources. This separate financial statement element, deferred outflow of resources, represents a consumption of net position and fund balance that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position and balance sheets will sometimes report a separate section for deferred inflows or resources. This separate financial statement element, deferred inflow of resources, represents an acquisition of net position and fund balance that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time.

Assets, Liabilities and Fund Balance/Net Position

Receivables – Receivables are reported at their gross value, and, where appropriate, are reduced by the estimated portion that is expected to be uncollectable.

Capital Assets – Capital assets, which include property and equipment, are reported in the governmental activities column in the government-wide financial statements. Capital assets are defined by the School as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation.

Depreciation of exhaustible capital assets is charged as an expense against operations, and accumulated depreciation is reported on the statement of net position in the government-wide financial statements. Depreciation has been provided over the following estimated useful lives of the capital assets using the straight-line method: building improvements, 7 years, machinery and equipment 5 years.

Long-term Debt – In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. Issuance costs are recognized in the current period. In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as current expenditures.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

Net Position— The government-wide and business-type fund financial statements utilize a net position presentation. Net position is categorized as investment in capital assets, restricted, and unrestricted.

- Investment in Capital Assets is intended to reflect the portion of net position which are associated with non-liquid, capital assets less outstanding capital asset related debt. The net related debt is the debt less the outstanding liquid assets and any associated unamortized cost.
- Restricted Net Position are liquid assets, which have third party limitations on their use.
- Unrestricted Net Position represents assets that do not have any third party limitation on their use. While School management may have categorized and segmented portion for various purposes, the School Board has the unrestricted right to revisit or alter these managerial decisions.

Fund Balance Classification – The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the School is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

- Nonspendable – This classification includes amounts that cannot be spent because they are either not in a spendable form (such as deposits and prepaid amounts) or are legally or contractually required to be maintained intact. The School reports its prepaid amounts as nonspendable as of June 30, 2016.
- Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. The School has classified Emergency Reserves as being restricted because their use is restricted by State Statute for declared emergencies.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Assets, Liabilities and Fund Balance/Net Position (Continued)

- Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Directors. These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action (ordinance or resolution) that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The School did not have any committed resources as of June 30, 2016.
- Assigned – Amounts in the assigned fund balance classification are intended to be used by the School for specific purposes but do not meet the criteria to be classified as restricted or committed. In the General Fund, assigned amounts represent intended uses established by Board of Directors or a School official delegated that Town by Town Charter or ordinance. The School has assigned a portion of its fund balance for future expenditures as of June 30, 2016.
- Unassigned – This classification includes the residual fund balance for the General Fund. The Unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The School would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned.

Compensated Absences

School employees are entitled to certain compensated absences based on length of employment. Upon termination, employees will be reimbursed for any unused compensated absences at rates depending on length of service.

These compensated absences are recognized as current salary costs when due in the governmental fund types. A liability has been recorded in the government-wide financial statements for the accrued compensated absences.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 1: **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Risk Management

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School carries commercial coverage for these risks of loss. Settled claims have not exceeded insurance coverage in the last three years.

Comparative Data

Comparative total data for the prior year has been presented in the accompanying financial statements in order to provide an understanding of changes in the School's financial position and operations. However, complete comparative data in accordance with generally accepted accounting principles has not been presented since its inclusion would make the financial statements unduly complex and difficult to read.

Data in these columns do not present financial position or results of operations in conformity with generally accepted accounting principles. Neither is such data comparable to a consolidation. Interfund eliminations have not been made in the aggregation of this data.

NOTE 2: **STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY**

Budgets and Budgetary Accounting

A budget is adopted for the general fund on a basis consistent with generally accepted accounting principles. School management submits to the Board of Directors a proposed budget for the fiscal year commencing the following July 1. The budget is adopted by the Board of Directors prior to June 30. Expenditures may not legally exceed appropriations at the fund level. Revisions must be approved by the Board of Directors. The budget includes proposed expenditures and the means of financing them. All appropriations lapse at fiscal year end.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 3: CASH AND INVESTMENTS

Deposits

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. At June 30, 2016, State regulatory commissioners have indicated that all financial institutions holding deposits for the School are eligible public depositories. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held.

The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits. The School has no policy regarding custodial credit risk for deposits.

At June 30, 2016, the School had deposits with financial institutions with a carrying amount of \$1,010,170. The bank balances with the financial institutions were \$1,056,573. Of these balances, \$250,000 was covered by federal depository insurance and \$806,573 was covered by collateral held by authorized escrow agents in the financial institutions name (PDPA).

Investments

Interest Rate Risk

The School does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

NEW AMERICA SCHOOL - THORNTON
 NOTES TO THE FINANCIAL STATEMENTS
 June 30, 2016

NOTE 3: CASH AND INVESTMENTS (Continued)

Credit Risk

Colorado statutes specify in which instruments units of local government may invest, which include:

- Obligations of the United States and certain U.S. Government Agency securities
- General obligation and revenue bonds of U.S. local government entities
- Bankers' acceptances of certain banks
- Local government investment pools
- Written repurchase agreements collateralized by certain authorized securities
- Certain money market funds
- Guaranteed investment contracts

The School had no investments as of June 30, 2016.

The School has no policy for managing credit risk or interest rate risk.

NOTE 4: CAPITAL ASSETS

Capital Assets activity for the year ended June 30, 2016, is summarized below.

	Balance <u>June 30, 2015</u>	<u>Additions</u>	<u>Deletions</u>	Balance <u>June 30, 2016</u>
Governmental Activities				
Capital Asset, depreciated Equipment	\$ 23,575	\$ -	\$ 10,007	\$ 13,568
Accumulated Depreciation Equipment	17,997	1,366	10,007	9,356
Total Capital Assets, Net	<u>\$ 5,578</u>	<u>\$ (1,366)</u>	<u>\$ -</u>	<u>\$ 4,212</u>

Depreciation has been charged to supporting services program of the School.

NEW AMERICA SCHOOL - THORNTON
 NOTES TO THE FINANCIAL STATEMENTS
 June 30, 2016

NOTE 5: LONG TERM DEBT

Following is a summary of long-term debt transactions for the governmental activities for the year ended June 30, 2016.

	<u>Balance</u> <u>06/30/2015</u>	<u>Additions</u>	<u>Decreases</u>	<u>Balance</u> <u>06/30/2016</u>	<u>Due In</u> <u>One Year</u>
Compensated Absences	\$ <u>23,265</u>	\$ <u>1,736</u>	\$ <u>-</u>	\$ <u>25,001</u>	\$ <u>-</u>

Accrued Compensated Absences are being paid from resources generated by the General Fund.

NOTE 6: ACCRUED SALARIES AND BENEFITS

Salaries and retirement benefits of certain contractually employed personnel are paid over a twelve month period from August to July, but are earned during a school year of approximately nine to ten months. The salaries and benefits earned, but unpaid, as of June 30, 2016, were \$95,137. Accordingly, the accrued compensation is reflected as a liability in the accompanying financial statements of the General Fund.

NOTE 7: DEFINED BENEFIT PENSION PLAN

Pensions. The School participates in the School Division Trust Fund (SCHDTF), a cost-sharing multiple-employer defined benefit pension fund administered by the Public Employees' Retirement Association of Colorado ("PERA"). The net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position and additions to/deductions from the fiduciary net position of the SCHDTF have been determined using the economic resources measurement focus and the accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

General Information about the Pension Plan

Plan description. Eligible employees of the School are provided with pensions through the School Division Trust Fund (SCHDTF)—a cost-sharing multiple-employer defined benefit pension plan administered by PERA. Plan benefits are specified in Title 24, Article 51 of the Colorado Revised Statutes (C.R.S.), administrative rules set forth at 8 C.C.R. 1502-1, and applicable provisions of the federal Internal Revenue Code. Colorado State law provisions may be amended from time to time by the Colorado General Assembly. PERA issues a publicly available comprehensive annual financial report that can be obtained at www.copera.org/investments/pera-financial-reports.

Benefits provided. PERA provides retirement, disability, and survivor benefits. Retirement benefits are determined by the amount of service credit earned and/or purchased, highest average salary, the benefit structure(s) under which the member retires, the benefit option selected at retirement, and age at retirement. Retirement eligibility is specified in tables set forth at C.R.S. § 24-51-602, 604, 1713, and 1714.

The lifetime retirement benefit for all eligible retiring employees under the PERA Benefit Structure is the greater of the:

- Highest average salary multiplied by 2.5 percent and then multiplied by years of service credit
- The value of the retiring employee's member contribution account plus a 100 percent match on eligible amounts as of the retirement date. This amount is then annuitized into a monthly benefit based on life expectancy and other actuarial factors.

In all cases the service retirement benefit is limited to 100 percent of highest average salary and also cannot exceed the maximum benefit allowed by federal Internal Revenue Code.

Members may elect to withdraw their member contribution accounts upon termination of employment with all PERA employers; waiving rights to any lifetime retirement benefits earned.

If eligible, the member may receive a match of either 50 percent or 100 percent on eligible amounts depending on when contributions were remitted to PERA, the date employment was terminated, whether 5 years of service credit has been obtained and the benefit structure under which contributions were made.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

General Information about the Pension Plan (Continued)

Benefit recipients who elect to receive a lifetime retirement benefit are generally eligible to receive post-retirement cost-of-living adjustments (COLAs), referred to as annual increases in the C.R.S. Benefit recipients under the PERA benefit structure who began eligible employment before January 1, 2007 and all benefit recipients of the DPS benefit structure receive an annual increase of 2 percent, unless PERA has a negative investment year, in which case the annual increase for the next three years is the lesser of 2 percent or the average of the Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W) for the prior calendar year. Benefit recipients under the PERA benefit structure who began eligible employment after January 1, 2007 receive an annual increase of the lesser of 2 percent or the average CPI-W for the prior calendar year, not to exceed 10 percent of PERA's Annual Increase Reserve for the SCHDTF.

Disability benefits are available for eligible employees once they reach five years of earned service credit and are determined to meet the definition of disability. The disability benefit amount is based on the retirement benefit formula shown above considering a minimum 20 years of service credit, if deemed disabled. Survivor benefits are determined by several factors, which include the amount of earned service credit, highest average salary of the deceased, the benefit structure(s) under which service credit was obtained, and the qualified survivor(s) who will receive the benefits.

Contributions. Eligible employees and the School are required to contribute to the SCHDTF at a rate set by Colorado statute. The contribution requirements are established under C.R.S. § 24-51-401, *et seq.* Eligible employees are required to contribute 8 percent of their PERA-includable salary. The employer contribution requirements are summarized in the table below:

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

General Information about the Pension Plan (Continued)

	For the Year Ended December 31, 2015	For the Year Ended December 31, 2016
Employer Contribution Rate ¹	10.15%	10.15%
Amount of Employer Contribution apportioned to the Health Care Trust Fund as specified in C.R.S. § 24-51-208(1)(f) ¹	(1.02)%	(1.02)%
Amount Apportioned to the SCHDTF ¹	9.13%	9.13%
Amortization Equalization Disbursement (AED) as specified in C.R.S. § 24-51-411 ¹	4.20%	4.50%
Supplemental Amortization Equalization Disbursement (SAED) as specified in C.R.S. § 24-51-411 ¹	4.00%	4.50%
Total Employer Contribution Rate to the SCHDTF ¹	17.33%	18.13%

¹Rates are expressed as a percentage of salary as defined in C.R.S. § 24-51-101(42).

Employer contributions are recognized by the SCHDTF in the period in which the compensation becomes payable to the member and the School is statutorily committed to pay the contributions to the SCHDTF. Employer contributions recognized by the SCHDTF School were \$229,322 for the year ended June 30, 2016.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2016 the School reported a liability of \$4,323,401 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2015, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2014. Standard update procedures were used to roll forward the total pension liability to December 31, 2015. The School's proportion of the net pension liability was based on the School's contributions to the SCHDTF for the calendar year 2015 relative to the total contributions of participating employers to the SCHDTF.

At December 31, 2015, the School's proportion was 0.02827%, which was an increase of 0.00340% from its proportion measured as of December 31, 2014.

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

For the year ended June 30, 2016 the School recognized pension expense of \$560,788. At June 30, 2016, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$57,091	\$ 180
Net difference between projected and actual earnings on pension plan investments	\$367,610	N/A
Changes in proportion and differences between contributions recognized and proportionate share of contributions	\$377,122	N/A
Changes in assumptions and other inputs	N/A	\$61,097
Contributions subsequent to the measurement date	\$115,396	N/A
Total	\$ 917,219	\$ 61,277

\$115,396 reported as deferred outflows of resources related to pensions, resulting from contributions subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30, 2016	
2017	\$243,863
2018	\$243,896
2019	\$177,402
2020	\$ 75,385

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Actuarial assumptions. The total pension liability in the December 31, 2014 actuarial valuation was determined using the following actuarial assumptions and other inputs:

Price inflation	2.80%	
Real wage growth	1.10%	
Wage inflation	3.90%	
Salary increases, including wage inflation	3.90%-10.10%	
Long-term investment Rate of Return, net of pension plan investment expenses, including price inflation	7.50%	
Future post-retirement benefit increases:		
PERA Benefit Structure hired prior to 1/1/07; and DPS Benefit Structure (automatic)	2.00%	
PERA Benefit Structure hired after 12/31/06 (ad hoc, substantively automatic)		Financed by the Annual Increase Reserve

Mortality rates were based on the RP-2000 Combined Mortality Table for Males or Females, as appropriate, with adjustments for mortality improvements based on a projection of Scale AA to 2020 with Males set back 1 year, and Females set back 2 years.

The actuarial assumptions used in the December 31, 2014 valuation were based on the results of an actuarial experience study for the period January 1, 2008 through December 31, 2011, adopted by PERA’s Board on November 13, 2012, and an economic assumption study, adopted by PERA’s Board on November 15, 2013 and January 17, 2014.

Changes to assumptions or other inputs since the December 31, 2013 actuarial valuation are as follows:

The following programming changes were made:

- Valuation of the full survivor benefit without any reduction for possible remarriage.
- Reflection of the employer match on separation benefits for all eligible years.
- Reflection of one year of service eligibility for survivor annuity benefit.
- Refinement of the 18 month annual increase timing.
- Refinements to directly value certain and life, modified cash refund and pop-up benefit forms.

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

The following methodology changes were made:

- Recognition of merit salary increases in the first projection year.
- Elimination of the assumption that 35% of future disabled members elect to receive a refund.
- Removal of the negative value adjustment for liabilities associated with refunds of future terminating members.
- Adjustments to the timing of the normal cost and unfunded actuarial accrued liability payment calculations to reflect contributions throughout the year.

The SCHDTF's long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and then adding expected inflation.

As of the November 15, 2013 adoption of the long-term expected rate of return by the PERA Board, the target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	10 Year Expected Geometric Real Rate of Return
U.S. Equity – Large Cap	26.76%	5.00%
U.S. Equity – Small Cap	4.40%	5.19%
Non U.S. Equity – Developed	22.06%	5.29%
Non U.S. Equity – Emerging	6.24%	6.76%
Core Fixed Income	24.05%	0.98%
High Yield	1.53%	2.64%
Long Duration Gov't/Credit	0.53%	1.57%
Emerging Market Bonds	0.43%	3.04%
Real Estate	7.00%	5.09%
Private Equity	7.00%	7.15%
Total	100.00%	

* In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term expected rate of return assumption of 7.50%.

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2016

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Discount rate. The discount rate used to measure the total pension liability was 7.50 percent. The projection of cash flows used to determine the discount rate applied the actuarial cost method and assumptions shown above. In addition, the following methods and assumptions were used in the projection of cash flows:

- Total covered payroll for the initial projection year consists of the covered payroll of the active membership present on the valuation date and the covered payroll of future plan members assumed to be hired during the year. In subsequent projection years, total covered payroll was assumed to increase annually at a rate of 3.90%.
- Employee contributions were assumed to be made at the current member contribution rate. Employee contributions for future plan members were used to reduce the estimated amount of total service costs for future plan members.
- Employer contributions were assumed to be made at rates equal to the fixed statutory rates specified in law, including current and estimated future AED and SAED, until the Actuarial Value Funding Ratio reaches 103%, at which point, the AED and SAED will each drop 0.50% every year until they are zero. Additionally, estimated employer contributions included reductions for the funding of the AIR and retiree health care benefits. For future plan members, employer contributions were further reduced by the estimated amount of total service costs for future plan members not financed by their member contributions.
- Employer contributions and the amount of total service costs for future plan members were based upon a process used by the plan to estimate future actuarially determined contributions assuming an analogous future plan member growth rate.
- The AIR balance was excluded from the initial fiduciary net position, as, per statute, AIR amounts cannot be used to pay benefits until transferred to either the retirement benefits reserve or the survivor benefits reserve, as appropriate. As the ad hoc post-retirement benefit increases financed by the AIR are defined to have a present value at the long-term expected rate of return on plan investments equal to the amount transferred for their future payment, AIR transfers to the fiduciary net position and the subsequent AIR benefit payments have no impact on the Single Equivalent Interest Rate (SEIR) determination process when the timing of AIR cash flows is not a factor (i.e., the plan's fiduciary net position is not projected to be depleted).

NEW AMERICA SCHOOL - THORNTON

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

When AIR cash flow timing is a factor in the SEIR determination process (i.e., the plan’s fiduciary net position is projected to be depleted), AIR transfers to the fiduciary net position and the subsequent AIR benefit payments were estimated and included in the projections.

- Benefit payments and contributions were assumed to be made at the end of the month.

Based on the above actuarial cost method and assumptions, the SCHDTF’s fiduciary net position was projected to be available to make all projected future benefit payments of current members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The discount rate determination does not use the Municipal Bond Index Rate. There was no change in the discount rate from the prior measurement date.

Sensitivity of the School’s proportionate share of the net pension liability to changes in the discount rate. The following presents the proportionate share of the net pension liability calculated using the discount rate of 7.50%, as well as what the proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.50 percent) or 1-percentage-point higher (8.50 percent) than the current rate:

	1% Decrease (6.50%)	Current Discount Rate (7.50%)	1% Increase (8.50%)
Proportionate share of the net pension liability	\$ 5,604,391	\$ 4,323,401	\$ 3,257,856

Pension plan fiduciary net position. Detailed information about the SCHDTF’s fiduciary net position is available in PERA’s comprehensive annual financial report which can be obtained at www.copera.org/investments/pera-financial-reports.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 7: DEFINED BENEFIT PENSION PLAN (Continued)

Other Post-Employment Benefits

Health Care Trust Fund

Plan Description – The School contributes to the Health Care Trust Fund ("HCTF"), a cost-sharing multiple-employer healthcare trust administered by PERA. The HCTF benefit provides a health care premium subsidy and health care programs (known as PERACare) to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the C.R.S., as amended, establishes the HCTF and sets forth a framework that grants authority to the PERA Board to contract, self-insure and authorize disbursements necessary in order to carry out the purposes of the PERACare program, including the administration of health care subsidies. PERA issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for the HCTF. That report can be obtained at www.copera.org/investments/pera-financial-reports.

Funding Policy – The School is required to contribute at a rate of 1.02 percent of PERA-includable salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the School are established under Title 24, Article 51, Part 4 of the C.R.S., as amended. The apportionment of the contributions to the HCTF is established under Title 24, Article 51, Section 208(1)(f) of the C.R.S., as amended. For the years ending June 30, 2016, 2015, and 2014, the School's employer contribution to the HCTF was \$12,479, \$12,085, and \$10,182, respectively, equal to their required contribution for the year.

NOTE 8: COMMITMENTS AND CONTINGENCIES

Management Agreement

New America School – Thornton is operated by New America Schools ("NAS"), a Colorado nonprofit corporation. NAS provides certain legal, management, accounting, and advertising services to the School. The School has agreed to pay management fees to NAS for these services at a rate of 12.5% of per pupil revenues. For the year ended June 30, 2016, the School paid \$385,009 to NAS under the terms of this agreement. In addition, the School had a payable to NAS of \$77,369.

NEW AMERICA SCHOOL - THORNTON
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016

NOTE 8: **COMMITMENTS AND CONTINGENCIES** (Continued)

Operating Leases

On December 2013, the School entered into a sublease with NAS Facilities Organization, LLC (“NASFO”) for a new facility which the School occupied in January 2014. Per the agreement, the School is liable for monthly rent expense ranging from \$38,238 to \$40,252. This sublease will be effective through June 30, 2016.

The School paid \$470,973 of rent expense during the year ended June 30, 2016.

Claims and Judgments

The School participates in state programs that are fully or partially funded by grants received from other governmental units. Expenditures financed by grants are subject to audit by the appropriate grantor government. If expenditures are disallowed due to noncompliance with grant program regulations, the School may be required to reimburse the grantor government. As of June 30, 2016, significant amounts of grant expenditures have not been audited, but the School believes that disallowed expenditures, if any, based on subsequent audits will not have a material effect on the overall financial position of the School.

Tabor Amendment

In November 1992, Colorado voters passed the Tabor Amendment to the State Constitution, which limits state and local government tax powers and imposes spending limitations. Fiscal year 1993 provides the basis for limits in future years to which may be applied allowable increases for inflation and student enrollment. Revenue received in excess of the limitations may be required to be refunded. The School believes it has complied with the Amendment. As required by the Amendment, the School has established a reserve for emergencies. At June 30, 2016, the reserve of \$88,326 was recorded as a reservation of fund balance in the General Fund.

NOTE 9: **DEFICIT NET POSITION**

The Net Position of the government type activities is in a deficit position of \$2,514,830 due to the School including the Net Pension Liability per GASB No. 68.

REQUIRED SUPPLEMENTARY INFORMATION

NEW AMERICAN SCHOOL - THORNTON

GENERAL FUND
BUDGETARY COMPARISON STATEMENT
Year Ended June 30, 2016

	2016			VARIANCE	2015 ACTUAL
	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	Positive (Negative)	
REVENUES					
Local Sources					
Per Pupil Operating Revenue	\$ 2,959,499	\$ 2,959,499	\$ 2,977,976	\$ 18,477	\$ 2,925,437
Tuition and Fees				-	331
Grants and Donations	300	300	4,700	4,400	4,500
Other	14,000	14,070	174	(13,896)	35,003
State Sources					
Grants and Donations	230,683	235,272	232,648	(2,624)	148,246
Federal Sources					
Grants and Donations	492,220	539,356	529,281	(10,075)	459,151
TOTAL REVENUES	3,696,702	3,748,497	3,744,779	(3,718)	3,572,668
EXPENDITURES					
Salaries	1,407,994	1,407,994	1,227,176	180,818	1,203,741
Employee Benefits	464,873	464,873	437,625	27,248	406,380
Purchased Services	1,434,300	1,423,737	1,520,949	(97,212)	1,455,721
Supplies and Materials	143,148	148,439	154,222	(5,783)	113,538
Property and Equipment	43,616	43,616	17,973	25,643	40,778
Other	122,137	132,966	43,465	89,501	30,734
Reserves	-	264,593	-	264,593	-
TOTAL EXPENDITURES	3,616,068	3,886,218	3,401,410	484,808	3,250,892
NET CHANGE IN FUND BALANCE	80,634	(137,721)	343,369	481,090	321,776
FUND BALANCE, Beginning	630,049	630,049	630,049	-	308,273
FUND BALANCE, Ending	\$ 710,683	\$ 492,328	\$ 973,418	\$ 481,090	\$ 630,049

See the accompanying independent auditor's report.

NEW AMERICAN SCHOOL - THORNTON

SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE
SCHOOL DISTRICT TRUST FUND

Years Ended December 31,

	<u>2013</u>	<u>2014</u>	<u>2015</u>
School's proportionate share of the Net Pension Liability	0.026%	0.025%	0.028%
School's proportionate share of the Net Pension Liability	\$ 3,284,503	\$ 3,370,784	\$ 4,323,401
School's covered-employee payroll	\$ 1,016,160	\$ 1,041,895	\$ 1,231,918
School's proportionate share of the Net Pension Liability as a percentage of its covered-employee payroll	323.2%	323.5%	350.9%
Plan fiduciary net position as a percentage of the total pension liability	64.1%	62.8%	59.2%

See the accompanying independent auditors' report.

NEW AMERICAN SCHOOL - THORNTON

SCHEDULE OF THE SCHOOL'S CONTRIBUTIONS
SCHOOL DISTRICT TRUST FUND

Years Ended June 30,

	<u>2014</u>	<u>2015</u>	<u>2016</u>
Statutorily required contributions	\$ 169,414	\$ 212,240	\$ 229,322
Contributions in relation to the Statutorily required contributions	<u>169,414</u>	<u>212,240</u>	<u>229,322</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered-employee payroll	\$ 998,191	\$ 1,184,758	\$ 1,223,440
Contributions as a percentage of covered-employee payroll	16.97%	17.91%	18.74%

See the accompanying independent auditors' report.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
STATEMENT OF NET POSITION
JUNE 30, 2013

Exhibit A-1

	Governmental Activities
ASSETS	
Cash and cash equivalents	\$ 624,916
Receivables	
Due from other governments	66,703
Total current assets	691,619
Noncurrent assets:	
Capital assets	
Building	2,636,589
Furniture, fixtures and equipment	68,000
Building improvements	50,968
Vehicle	32,593
Less: accumulated depreciation	(243,799)
Total noncurrent assets	2,544,351
Total assets	\$ 3,235,970
LIABILITIES AND NET POSITION	
Accounts Payable	\$ 3,467
Accrued salaries	162,530
Current portion of capital lease obligation	165,183
Total current liabilities	331,180
Noncurrent liabilities:	
Noncurrent portion of capital lease obligation	2,340,499
Total liabilities	\$ 2,671,679
Invested in capital assets, net of related debt	38,669
Restricted	32,049
Unrestricted	493,573
Total net position	564,291
Total liabilities and net position	\$ 3,235,970

The accompanying notes are an integral part of these financial statements
HH-1

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2013

Exhibit A-2

Functions/Programs	Expenses	Program Revenues			Net (Expenses) Revenues and Changes in Net Position
		Charges for Service	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental activities:					
Instruction	\$ 982,968	\$ -	205,833	\$ -	\$ (777,135)
Support services:					
Students	90,810	-	-	-	(90,810)
Instruction	23,394	-	-	-	(23,394)
General Administration	69,473	-	-	-	(69,473)
School Administration	310,492	-	-	-	(310,492)
Central Services	191,261	-	-	-	(191,261)
Operation & Maintenance of Plant	742,231	-	-	-	(742,231)
Operation of Non-Instructional Service	-	-	-	-	-
Student Transportation	9,330	-	-	-	(9,330)
Food Services Operation	113,393	103	119,468	-	6,178
Community Services Operations	-	-	-	-	-
Facilities Materials, Supplies & Other Services	406,107	-	-	275,008	(131,099)
Total governmental activities	\$ 2,939,459	\$ 103	\$ 325,301	\$ 275,008	(2,339,047)
			General Revenues:		
			State Equalization Guarantee		2,458,844
			State Appropriations		20,909
			Miscellaneous		1,534
			Total general revenues		2,481,287
			Change in net position		142,240
			Net position - beginning		422,051
			Net position - ending		\$ 564,291

The accompanying notes are an integral part of these financial statements
HH-2

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
BALANCE SHEET
JUNE 30, 2013

Exhibit B-1
(Page 1 of 3)

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101	IDEA-B Entitlement 24106
ASSETS					
<i>Current Assets</i>					
Cash	\$ 596,017	\$ 25,297	\$ -	\$ -	\$ -
Accounts receivable					
Due from other governments	-	-	16,702	27,516	3,528
Due from other funds	52,670	-	-	-	-
<i>Total assets</i>	<u>648,687</u>	<u>25,297</u>	<u>16,702</u>	<u>27,516</u>	<u>3,528</u>
LIABILITIES AND FUND BALANCES					
<i>Current Liabilities:</i>					
Accounts payable	3,467	-	-	-	-
Accrued salaries	151,647	-	209	10,666	-
Due to other funds	-	-	9,743	16,850	3,528
<i>Total liabilities</i>	<u>155,114</u>	<u>-</u>	<u>9,952</u>	<u>27,516</u>	<u>3,528</u>
<i>Fund balances</i>					
Fund Balance:					
Restricted	-	25,297	6,750	-	-
Assigned	493,573	-	-	-	-
<i>Total fund balance</i>	<u>493,573</u>	<u>25,297</u>	<u>6,750</u>	<u>-</u>	<u>-</u>
<i>Total liabilities and fund balance</i>	<u>\$ 648,687</u>	<u>\$ 25,297</u>	<u>\$ 16,702</u>	<u>\$ 27,516</u>	<u>\$ 3,528</u>

The accompanying notes are an integral part of these financial statements
HH-3

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
BALANCE SHEET
JUNE 30, 2013

Exhibit B-1
(Page 2 of 3)

	English Language Acquisition 24153	Teacher/Principal Training 24154	Public Schools Capital Outlay 31200	Total Primary Government
ASSETS				
<i>Current Assets</i>				
Cash	\$ 3,600	\$ -	\$ 2	\$ 624,916
Accounts receivable				
Due from other governments	8,062	10,895	-	66,703
Due from other funds	-	-	-	52,670
	<u>11,662</u>	<u>10,895</u>	<u>2</u>	<u>744,289</u>
LIABILITIES AND FUND BALANCES				
<i>Current Liabilities:</i>				
Accounts payable	-	-	-	3,467
Accrued salaries	8	-	-	162,530
Due to other funds	11,654	10,895	-	52,670
<i>Total liabilities</i>	<u>11,662</u>	<u>10,895</u>	<u>-</u>	<u>218,667</u>
<i>Fund balances</i>				
<i>Fund Balance:</i>				
Restricted	-	-	2	32,049
Assigned	-	-	-	493,573
	<u>-</u>	<u>-</u>	<u>2</u>	<u>525,622</u>
<i>Total fund balance</i>	<u>-</u>	<u>-</u>	<u>2</u>	<u>525,622</u>
 <i>Total liabilities and fund balance</i>	<u>\$ 11,662</u>	<u>\$ 10,895</u>	<u>\$ 2</u>	<u>\$ 744,289</u>

The accompanying notes are an integral part of these financial statements
HH-4

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
GOVERNMENTAL FUNDS

Exhibit B-1
(Page 3 of 3)

RECONCILIATION OF THE BALANCE SHEET TO THE STATEMENT OF NET POSITION
JUNE 30, 2013

	<u>Governmental Funds</u>
Amounts reported for governmental activities in the statement of net position are different because:	
Fund balances - total governmental funds	\$ 525,622
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	2,544,351
Long Term Liabilities are not due and payable in the current period and therefore are not reported in the fund	(2,505,682)
Net Position-total Governmental Activities	<u>\$ 564,291</u>

The accompanying notes are an integral part of these financial statements
HH-5

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2013

Exhibit B-2
(Page 1 of 3)

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101	IDEA-B Entitlement 24106
<i>Revenues:</i>					
Local and county grant	\$ 3,914	\$ -	\$ -	\$ -	\$ -
Charges for services	-	-	103	-	-
State grant	2,479,753	25,891	-	-	-
Federal grant	-	-	119,468	112,463	44,608
Miscellaneous income	1,534	-	-	-	-
<i>Total revenues</i>	<u>2,485,201</u>	<u>25,891</u>	<u>119,571</u>	<u>112,463</u>	<u>44,608</u>
<i>Expenditures:</i>					
<i>Current:</i>					
Instruction	799,676	22,544	-	112,463	32,112
Support Services					
Students	78,314	-	-	-	12,496
Instruction	23,394	-	-	-	-
General Administration	69,473	-	-	-	-
School Administration	305,880	-	-	-	-
Central Services	191,261	-	-	-	-
Operation & Maintenance of Plant	864,542	-	-	-	-
Student Transportation	2,811	-	-	-	-
Other Support Services	-	-	-	-	-
Operation of Non-Instructional Service	-	-	-	-	-
Community Services Operations	-	-	-	-	-
Food Services Operations	45	-	113,348	-	-
Capital outlay	2,636,589	-	-	-	-
<i>Total expenditures</i>	<u>4,971,985</u>	<u>22,544</u>	<u>113,348</u>	<u>112,463</u>	<u>44,608</u>
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<u>(2,486,784)</u>	<u>3,347</u>	<u>6,223</u>	<u>-</u>	<u>-</u>
<i>Other financing sources (uses):</i>					
Other financing sources	2,636,589	-	-	-	-
Operating transfers	-	-	-	-	-
<i>Total other financing sources (uses)</i>	<u>2,636,589</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<i>Net changes in fund balances</i>	<u>149,805</u>	<u>3,347</u>	<u>6,223</u>	<u>-</u>	<u>-</u>
<i>Fund balances - beginning of year</i>	<u>343,768</u>	<u>21,950</u>	<u>527</u>	<u>-</u>	<u>-</u>
<i>Fund balances - end of year</i>	<u>\$ 493,573</u>	<u>\$ 25,297</u>	<u>\$ 6,750</u>	<u>\$ -</u>	<u>\$ -</u>

The accompanying notes are an integral part of these financial statements
HH-6

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2013

Exhibit B-2
(Page 2 of 3)

	English Language Acquisition 24153	Teacher Principal Training 24154	Public Schools Capital Outlay 31200	Total Primary Government
<i>Revenues:</i>				
Local and county grant	\$ -	\$ -	\$ -	\$ 3,914
Charges for services	-	-	-	103
State grant	-	-	275,008	2,780,652
Federal grant	8,062	10,895	-	295,496
Miscellaneous income	-	-	-	1,534
<i>Total revenues</i>	<u>8,062</u>	<u>10,895</u>	<u>275,008</u>	<u>3,081,699</u>
<i>Expenditures:</i>				
<i>Current:</i>				
Instruction	5,431	8,914	-	981,140
Support Services				
Students	-	-	-	90,810
Instruction	-	-	-	23,394
General Administration	-	-	-	69,473
School Administration	2,631	1,981	-	310,492
Central Services	-	-	-	191,261
Operation & Maintenance of Plant	-	-	-	864,542
Student Transportation	-	-	-	2,811
Other Support Services	-	-	-	-
Operation of Non-Instructional Service	-	-	-	-
Community Services Operations	-	-	-	-
Food Services Operations	-	-	-	113,393
Capital outlay	-	-	275,006	2,911,595
<i>Total expenditures</i>	<u>8,062</u>	<u>10,895</u>	<u>275,006</u>	<u>5,558,911</u>
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<u>-</u>	<u>-</u>	<u>2</u>	<u>(2,477,212)</u>
<i>Other financing sources (uses):</i>				
Other financing sources	-	-	-	2,636,589
Operating transfers	-	-	-	-
<i>Total other financing sources (uses)</i>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,636,589</u>
<i>Net changes in fund balances</i>	<u>-</u>	<u>-</u>	<u>2</u>	<u>159,377</u>
<i>Fund balances - beginning of year</i>	<u>-</u>	<u>-</u>	<u>-</u>	<u>366,245</u>
<i>Fund balances - end of year</i>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 2</u>	<u>\$ 525,622</u>

The accompanying notes are an integral part of these financial statements
HH-7

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2013

Exhibit B-2
 (Page 3 of 3)

	Governmental Funds
Amounts reported for governmental activities in the statement of activities are different because:	
Net change in fund balances - total governmental funds	\$ 159,377
Capital Outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, for governmental activities those costs are shown in the statement of net position and allocated over their estimated useful lives as annual depreciation expenses in the statement of activities. This is the amount by which depreciation exceeds capital outlays for the period.	
Depreciation expense	(148,044)
Capital assets acquired by capital leases are shown as an expenditure and other financing source in the governmental funds. The other financing source must be removed from the statement of activities; principal payments are applied to the lease liability	
	<u>130,907</u>
Change in Net Position-total Governmental Activities	<u>\$ 142,240</u>

The accompanying notes are an integral part of these financial statements
 HH-8

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
AGENCY FUNDS
STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES
JUNE 30, 2013

Exhibit C-1

	<u>Total Agency Funds</u>
ASSETS	
<i>Current Assets</i>	
Cash	<u>\$ 1,397</u>
<i>Total assets</i>	<u><u>1,397</u></u>
 LIABILITIES	
<i>Current Liabilities</i>	
Deposits held in trust for others	<u>1,397</u>
<i>Total liabilities</i>	<u><u>\$ 1,397</u></u>

The accompanying notes are an integral part of these financial statements
HH-9

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
AGENCY FUNDS
SCHEDULE OF CHANGES IN ASSETS AND LIABILITIES
FOR THE YEAR ENDED JUNE 30, 2013

Exhibit C-2

	<u>Balance</u> <u>July 1, 2012</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance</u> <u>June 30, 2013</u>
ASSETS				
Cash in bank	\$ 4,577	6,503	9,683	\$ 1,397
Total assets	<u>\$ 4,577</u>	<u>\$ 6,503</u>	<u>\$ 9,683</u>	<u>\$ 1,397</u>
 LIABILITIES				
Deposits held for others	\$ 4,577	6,503	9,683	\$ 1,397
Total liabilities	<u>\$ 4,577</u>	<u>\$ 6,503</u>	<u>\$ 9,683</u>	<u>\$ 1,397</u>

The accompanying notes are an integral part of these financial statements
 HH-10

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
SCHEDULE OF CASH ACCOUNTS
JUNE 30, 2013

Schedule II

Bank Account Type	Wells Fargo Bank
Checking - Operational	\$ 665,371
Checking - Activities	\$ 1,397
Total On Deposit	666,768
Reconciling Items	(40,455)
Reconciled Balance June 30, 2013	\$ 626,313
Less Agency Funds	1,397
Total Cash	\$ 624,916

The accompanying notes are an integral part of these financial statements.

HH-11

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
CASH RECONCILIATION
JUNE 30, 2013

Schedule III
(Page 1 of 2)

	Operational Account 11000	Instructional Materials 14000	Food Services 21000	Activity Account 23000	Federal Projects Account 24000
Cash, June 30, 2012	\$ 286,617	\$ 21,950	\$ -	\$ 300	\$ 41,196
Add:					
2012-13 revenues	2,485,200	25,891	106,190	-	150,583
Loans from other funds	18,900	-	2,783	-	-
Total cash available	2,790,717	47,841	108,973	300	191,779
Less:					
2012-13 expenditures	(2,328,328)	(22,544)	(113,348)	(300)	(179,628)
Prior year outstanding loans	(18,900)	-	(2,783)	-	-
Total outstanding loans	(52,724)	-	9,744	-	42,980
Receivables/Payables	208,852	-	(2,586)	-	(55,131)
Cash, June 30, 2013	599,617	25,297	-	-	-
Fund Balance Reconciliation to GAAP Basis:					
Audit reclassifications to cash	-	-	-	1,397	-
Cash per Books	\$ 599,617	\$ 25,297	\$ -	\$ 1,397	\$ -
Fund Balance Reconciliation to GAAP Basis:					
Modified Accrual Adjustments	(106,044)	-	6,750	-	-
Fund Balance, Modified Accrual Basis	\$ 493,573	\$ 25,297	\$ 6,750	\$ -	\$ -

The accompanying notes are an integral part of these financial statements
HH-12

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
CASH RECONCILIATION
JUNE 30, 2013

Schedule III
(Page 2 of 2)

State Flow Through Fund 27000	Public School Capital Outlay 31200	Capital Improv. SB9 31700	Total
\$ -	\$ -	\$ -	\$ 350,063
3,642	275,008	12,276	3,058,790
3,840	-	12,276	37,799
7,482	275,008	24,552	3,446,652
-	(275,006)	-	(2,919,154)
(3,840)	-	(12,276)	(37,799)
-	-	-	-
(3,642)	-	(12,276)	135,217
-	2	-	624,916
-	-	-	1,397
\$ -	\$ 2	\$ -	\$ 626,313
		Less Activity Fund	1,397
		Exhibit B-1	\$ 624,916
-	-	-	(99,294)
\$ -	\$ 2	\$ -	\$ 525,622

The accompanying notes are an integral part of these financial statements
HH-13

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Statement of Net Position
June 30, 2014

ASSETS

Current assets:

Cash	\$	594,879
Receivables		
Due from Other Governments		172,161
Total Current Assets		<u>767,040</u>

Noncurrent Assets:

Capital Assets		
Building		2,636,589
Furniture, Fixtures, and Equipment		68,000
Building Improvements		50,968
Vehicle		32,593
Less: Accumulated Depreciation		(435,544)
Total Noncurrent Assets		<u>2,352,606</u>

Total Assets		<u>3,119,646</u>
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LIABILITIES

Current Liabilities:

Accounts Payable		9,280
Accrued Liabilities		120,443
Current Portion of Capital Lease Obligation		167,705
Total Current Liabilities		<u>297,428</u>

Noncurrent liabilities:

Noncurrent Portion of Capital Lease Obligation		2,191,331
Total Noncurrent liabilities		<u>2,191,331</u>

Total Liabilities		<u>2,488,759</u>
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NET POSITION

Restricted		165,212
Unrestricted		465,675

Total Net Position	\$	<u>630,887</u>
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The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Statement of Activities
For The Year Ended June 30, 2014

Functions/Programs	Expenses	Program Revenues			Net (Expenses) Revenues and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental Activities:					
Instruction	\$ 953,650	1,171	178,932	-	(773,547)
Support services:					
Students	119,674	-	-	-	(119,674)
Instruction	20,485	-	-	-	(20,485)
General Administration	80,876	-	-	-	(80,876)
School Administration	354,831	-	-	-	(354,831)
Central Services	187,742	-	-	-	(187,742)
Operation & Maintenance of Plant	835,731	-	-	116,908	(718,823)
Student Transportation	8,139	-	-	-	(8,139)
Food Service Operations	90,994	466	73,959	-	(16,569)
Facilities Materials, Supplies & Other Services	318,548	-	-	318,546	(2)
Total Governmental Activities	\$ 2,970,670	1,637	252,891	435,454	(2,280,688)
			General Revenues:		
			State Equalization Guarantee	\$ 2,270,978	
			Miscellaneous	76,306	
			Total General Revenues	2,347,284	
			Change in Net Position	66,596	
			Net Position-Beginning	564,291	
			Net Position-Ending	\$ 630,887	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Balance Sheets - Governmental Funds
June 30, 2014

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101	IDEA-B Entitlement 24106
ASSETS					
Cash and Cash Equivalents	\$ 429,667	41,841	6,463	-	-
Accounts receivable					
Due from other governments	10,994	-	-	41,939	24,019
Due from other funds	148,901	-	-	-	-
<i>Total Assets</i>	<u>\$ 589,562</u>	<u>41,841</u>	<u>6,463</u>	<u>41,939</u>	<u>24,019</u>
LIABILITIES AND FUND BALANCES					
<i>Liabilities:</i>					
Accounts payable	\$ 9,280	-	-	-	-
Accrued expenses	108,177	-	-	9,660	2,606
Due to other funds	-	-	-	32,279	21,413
<i>Total Liabilities</i>	<u>117,457</u>	<u>-</u>	<u>-</u>	<u>41,939</u>	<u>24,019</u>
<i>Fund Balances</i>					
Fund Balance:					
Restricted for:					
Student Instruction	-	41,841	-	-	-
Food Services	-	-	6,463	-	-
Capital Improvements	-	-	-	-	-
Assigned to:					
Subsequent Years Expenditure and Other Programs	472,105	-	-	-	-
<i>Total Fund Balance</i>	<u>472,105</u>	<u>41,841</u>	<u>6,463</u>	<u>-</u>	<u>-</u>
<i>Total Liabilities and Fund Balance</i>	<u>\$ 589,562</u>	<u>41,841</u>	<u>6,463</u>	<u>41,939</u>	<u>24,019</u>

The accompanying notes are an integral part of these financial statements

English Language Acquisition 24153	Teacher and Principal Training 24154	Next Generation Assessments 27185	Public Schools Capital Outlay 31200	Capital Improvements SB-9 31700	Total
-	-	-	-	116,908	594,879
7,743	3,029	4,802	79,635	-	172,161
-	-	-	-	-	148,901
<u>7,743</u>	<u>3,029</u>	<u>4,802</u>	<u>79,635</u>	<u>116,908</u>	<u>915,941</u>
-	-	-	-	-	9,280
-	-	-	-	-	120,443
7,743	3,029	4,802	79,635	-	148,901
<u>7,743</u>	<u>3,029</u>	<u>4,802</u>	<u>79,635</u>	<u>-</u>	<u>278,624</u>
-	-	-	-	-	41,841
-	-	-	-	-	6,463
-	-	-	-	116,908	116,908
-	-	-	-	-	472,105
-	-	-	-	116,908	637,317
<u>7,743</u>	<u>3,029</u>	<u>4,802</u>	<u>79,635</u>	<u>116,908</u>	<u>915,941</u>

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Reconciliation of the Balance Sheet of Governmental Funds to
the Statement of Net Position
June 30, 2014

Fund Balances - Total Governmental Funds **\$ 637,317**

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.

Capital assets	2,788,150	
Accumulated depreciation	(435,544)	
	2,352,606	2,352,606

Long-term liabilities are not due in the current period and, therefore, are not reported in the funds.

Capital lease obligation	(2,359,036)	
	(2,359,036)	(2,359,036)

Net Position-Total Governmental Activities **\$ 630,887**

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Statement of Revenues, Expenditures, And Changes In Fund Balances
Governmental Funds
For The Year Ended June 30, 2014

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101	IDEA-B Entitlement 24106
Revenues:					
Local & County Grant	\$ 4,919	-	-	-	-
State grant	2,270,978	30,025	-	-	-
Federal grant	-	-	73,959	104,395	24,019
Charges for services	-	-	466	-	-
Miscellaneous income	77,477	-	-	-	-
Total Revenues	<u>2,353,374</u>	<u>30,025</u>	<u>74,425</u>	<u>104,395</u>	<u>24,019</u>
Expenditures:					
Current:					
Instruction	825,280	13,481	-	104,395	922
Support Services:					
Students	96,577	-	-	-	23,097
Instruction	15,683	-	-	-	-
General Administration	80,876	-	-	-	-
School Administration	351,802	-	-	-	-
Central Services	187,742	-	-	-	-
Operation & Maintenance of Plant	798,980	-	-	-	-
Student Transportation	1,620	-	-	-	-
Food Services Operations	16,282	-	74,712	-	-
Capital outlay	-	-	-	-	-
Total Expenditures	<u>2,374,842</u>	<u>13,481</u>	<u>74,712</u>	<u>104,395</u>	<u>24,019</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>(21,468)</u>	<u>16,544</u>	<u>(287)</u>	<u>-</u>	<u>-</u>
Net Changes in Fund Balances	<u>(21,468)</u>	<u>16,544</u>	<u>(287)</u>	<u>-</u>	<u>-</u>
Fund Balances - Beginning of Year	<u>493,573</u>	<u>25,297</u>	<u>6,750</u>	<u>-</u>	<u>-</u>
Fund Balances - End of Year	<u>\$ 472,105</u>	<u>41,841</u>	<u>6,463</u>	<u>-</u>	<u>-</u>

English Language Acquisition 24153	Teacher and Principal Training 24154	Next Generation Assessments 27185	Public Schools Capital Outlay 31200	Capital Improvements SB-9 31700	Total
-	-	-	-	116,908	121,827
-	-	4,802	318,546	-	2,624,351
7,743	3,029	-	-	-	213,145
-	-	-	-	-	466
-	-	-	-	-	77,477
<u>7,743</u>	<u>3,029</u>	<u>4,802</u>	<u>318,546</u>	<u>116,908</u>	<u>3,037,266</u>
7,743	-	-	-	-	951,821
-	-	-	-	-	119,674
-	-	4,802	-	-	20,485
-	-	-	-	-	80,876
-	3,029	-	-	-	354,831
-	-	-	-	-	187,742
-	-	-	-	-	798,980
-	-	-	-	-	1,620
-	-	-	-	-	90,994
-	-	-	318,548	-	318,548
<u>7,743</u>	<u>3,029</u>	<u>4,802</u>	<u>318,548</u>	<u>-</u>	<u>2,925,571</u>
-	-	-	(2)	116,908	111,695
-	-	-	(2)	116,908	111,695
-	-	-	2	-	525,622
-	-	-	-	116,908	637,317

**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Reconciliation of the Statement of Revenues, Expenditures, and Changes
in Fund Balances for Governmental Funds to the Statement of Activities
For the Year Ended June 30, 2014**

Net Change in Fund Balances-Total Governmental Funds **\$ 111,695**

Amounts reported for governmental activities in the statement of activities are different because:

The issuance of long-term debt (e.g., bonds, notes, capital leases) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. This is the amount of principal payments applied to the lease liability.

146,646

Capital Outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, for governmental activities those costs are shown in the statement of net position and allocated over their estimated useful lives as annual depreciation expenses in the statement of activities. This is the amount by which capital outlay exceeds depreciation for the period

Capital Outlays

-

Depreciation expense

(191,745)

(191,745)

Change in Net Position-Total Governmental Activities

\$ 66,596

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Statement of Fiduciary Assets and Liabilities- Agency Funds
June 30, 2014

	<u>Agency Funds</u>
ASSETS	
Cash in Bank	<u>\$ 732</u>
Total Assets	<u><u>\$ 732</u></u>
LIABILITIES	
Deposits Held for Others	<u>\$ 732</u>
Total Liabilities	<u><u>\$ 732</u></u>

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Schedule of Changes in Assets and Liabilities - Agency Funds
For The Year Ended June 30, 2014

	<u>Balance July 1, 2013</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance June 30, 2014</u>
ASSETS				
Cash in bank	\$ 1,397	7,032	7,697	732
Total Assets	<u>\$ 1,397</u>	<u>7,032</u>	<u>7,697</u>	<u>732</u>
LIABILITIES				
Deposits held for others	\$ 1,397	7,032	7,697	732
Total Liabilities	<u>\$ 1,397</u>	<u>7,032</u>	<u>7,697</u>	<u>732</u>

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Capital Assets. Capital Assets purchased or acquired are carried at historical cost or estimated historical cost. Contributed assets are recorded at the fair market values as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. The New America School's (NAS) capitalization policy (i.e., the dollar value above which the asset acquisitions are added to the capital accounts) is \$5,000. The NAS does not capitalize any interest with regard to its capital assets.

Depreciation on all assets is provided on the straight-line basis over the estimated useful lives with no salvage value. The NAS utilizes Internal Revenue Service guidelines to estimate the useful lives on capital assets as follows:

Furniture, Fixtures and Equipment	3 years
Building	15 years
Building Improvements	3-5 years
Vehicles	5 years

Capital assets for the NAS unit are recorded in the Statement of Net Position.

NOTE 2. CAPITAL ASSETS

A summary of capital assets and changes occurring during the year ended June 30, 2014 follows:

	Balance			Balance
	June 30, 2013	Additions	Deletions	June 30, 2014
<i>Capital Assets being Depreciated:</i>				
Furniture, Fixtures and Equipment	\$ 68,000	-	-	68,000
Building	2,636,589	-	-	2,636,589
Buildings Improvements	50,968	-	-	50,968
Vehicles	32,593	-	-	32,593
<i>Total</i>	<u>2,788,150</u>	-	-	<u>2,788,150</u>
<i>Less: Accumulated Depreciation</i>				
Furniture, Fixtures and Equipment	(68,000)	-	-	(68,000)
Building	(131,101)	(174,801)	-	(305,902)
Buildings Improvements	(24,598)	(10,425)	-	(35,023)
Vehicles	(20,100)	(6,519)	-	(26,619)
<i>Total</i>	<u>(243,799)</u>	<u>(191,745)</u>	-	<u>(435,544)</u>
Net Capital Assets	<u>\$ 2,544,351</u>	<u>(191,745)</u>	-	<u>2,352,606</u>

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014

NOTE 2. CAPITAL ASSETS (Continued)

Depreciation expensed for the year ended June 30, 2014 was expensed to the following functions:

Instruction	\$	1,829
Operations/Plant Maintenance		183,397
Student Transportation		6,519
Total	\$	191,745

NOTE 3. COMMITMENTS AND CONTINGENCIES

A. Leases

Beginning September 2012, the NAS converted the operating lease for the building to a capital lease with the landlord, CSDCPC NAS, LLC. The lease passes title to the School at the end of the lease term and there is a bargain purchase option. The following is an analysis of the leased property under capital leases by major class:

<u>Classes of Property</u>		<u>Asset Balance</u>
Building	\$	2,636,589
Less: Accumulated amortization		(305,902)
	\$	2,330,687

The following is a schedule by years of future minimum lease payments under capital leases together with the present value of the net minimum lease payments as of June 30, 2014.

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2015	\$ 167,705	251,810	419,515
2016	164,320	233,985	398,305
2017	183,426	214,879	398,305
2018	133,245	195,825	329,070
2019	110,969	183,484	294,453
2020- 2024	781,131	691,136	1,472,267
2025- 2029	818,240	163,717	981,957
Total	\$ 2,359,036	1,934,836	4,293,872

The total outstanding principal balance under this capital lease is reflected on the Statement of Net Position as current and noncurrent portions of long-term debt of \$167,705 and \$2,191,331, respectively.

NOTE 4. RELATED PARTIES

The business manager services are performed by the Vigil Group which performs services for multiple state charter schools.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Schedule of Budgetary Comparisons - Budgetary Basis
Operational 11000
For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Local & County Grant	\$ -	3,452	4,919	1,467
State Grant	2,270,979	2,270,979	2,270,979	-
Miscellaneous Income	-	64,593	66,483	1,890
Total Revenues	<u>2,270,979</u>	<u>2,339,024</u>	<u>2,342,381</u>	<u>3,357</u>
Expenditures:				
Current:				
Instruction	991,547	1,059,592	828,747	230,845
Support Services:				
Students	67,530	97,390	96,577	813
Instruction	25,000	19,366	15,683	3,683
General Administration	65,010	103,543	80,875	22,668
School Administration	360,292	364,786	351,802	12,984
Central Services	181,753	212,030	187,742	24,288
Operation & Maintenance of Plant	945,697	906,863	789,700	117,163
Student Transportation	2,454	2,454	1,620	834
Food Services Operations	4,135	16,489	16,283	206
Total Expenditures	<u>2,643,418</u>	<u>2,782,513</u>	<u>2,369,029</u>	<u>413,484</u>
Deficiency of Revenues Under Expenditures	<u>(372,439)</u>	<u>(443,489)</u>	<u>(26,648)</u>	<u>416,841</u>
Other Financing Sources (Uses):				
Operating Transfers	-	-	-	-
Designated Cash	372,439	443,489	-	(443,489)
Total Other Financing Sources (Uses):	<u>372,439</u>	<u>443,489</u>	<u>-</u>	<u>(443,489)</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(26,648)</u>	<u>(26,648)</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>493,573</u>	<u>493,573</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>466,925</u>	<u>466,925</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			10,993	
Adjustments to Expenditures			(5,813)	
NET CHANGE IN FUND BALANCE			<u>\$ (21,468)</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Schedule of Budgetary Comparisons - Budgetary Basis
Instructional Materials 14000
For The Year Ended June 30, 2014

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
State Grant	\$ -	22,723	30,025	7,302
Total Revenues	-	22,723	30,025	7,302
Expenditures:				
Current:				
Instruction	-	48,020	13,481	34,539
Total Expenditures	-	48,020	13,481	34,539
Excess (Deficiency) of Revenues Over (Under) Expenditures	-	(25,297)	16,544	41,841
Other Financing Sources (Uses):				
Designated Cash	-	25,297	-	(25,297)
Total Other Financing Sources (Uses):	-	25,297	-	(25,297)
Net Changes in Fund Balances	-	-	16,544	16,544
Cash or Fund Balances - Beginning of Year	-	-	25,297	25,297
Cash or Fund Balances - End of Year	\$ -	-	41,841	41,841
Reconciliation to GAAP Basis:				
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			\$ 16,544	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Schedule of Budgetary Comparisons - Budgetary Basis
Food Services 21000
For The Year Ended June 30, 2014

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
Federal Grant	\$ 115,500	76,240	90,660	14,420
Fees	-	-	467	467
Total Revenues	<u>115,500</u>	<u>76,240</u>	<u>91,127</u>	<u>14,887</u>
Expenditures:				
Current:				
Food Services Operations	115,500	76,240	74,712	1,528
Total Expenditures	<u>115,500</u>	<u>76,240</u>	<u>74,712</u>	<u>1,528</u>
Excess of Revenues Over Expenditures	-	-	16,415	16,415
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>16,415</u>	<u>16,415</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>(9,952)</u>	<u>(9,952)</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>6,463</u>	<u>6,463</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			(16,702)	
NET CHANGE IN FUND BALANCE			<u>\$ (287)</u>	

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 The New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 Title I IASA 24101
 For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Federal Grant	\$ 91,728	123,517	89,972	(33,545)
Charges for Services	-	-	-	-
Total Revenues	<u>91,728</u>	<u>123,517</u>	<u>89,972</u>	<u>(33,545)</u>
Expenditures:				
Current:				
Instruction	91,728	123,517	104,395	19,122
Total expenditures	<u>91,728</u>	<u>123,517</u>	<u>104,395</u>	<u>19,122</u>
Deficiency of Revenues Under Expenditures	-	-	(14,423)	(14,423)
Net changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(14,423)</u>	<u>(14,423)</u>
Cash or Fund Balance - Beginning of Year	<u>-</u>	<u>-</u>	<u>(27,516)</u>	<u>(27,516)</u>
Cash or Fund Balance - End of Year	<u>\$ -</u>	<u>-</u>	<u>(41,939)</u>	<u>(41,939)</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			14,423	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Schedule of Budgetary Comparisons - Budgetary Basis
IDEA-B Entitlement 24106
For The Year Ended June 30, 2014

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
Federal Grant	\$ -	121,799	3,528	(118,271)
Total Revenues	<u>-</u>	<u>121,799</u>	<u>3,528</u>	<u>(118,271)</u>
Expenditures:				
Current:				
Instruction	-	52,089	922	51,167
Support Services:				
Students	-	69,710	23,097	46,613
Total Expenditures	<u>-</u>	<u>121,799</u>	<u>24,019</u>	<u>97,780</u>
Deficiency of Revenues Under Expenditures	-	-	(20,491)	(20,491)
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(20,491)</u>	<u>(20,491)</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>(3,528)</u>	<u>(3,528)</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>(24,019)</u>	<u>(24,019)</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			20,491	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 The New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 English Language Acquisition 24153
 For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Federal Grant	\$ 11,216	15,561	8,062	(7,499)
Total Revenues	<u>11,216</u>	<u>15,561</u>	<u>8,062</u>	<u>(7,499)</u>
Expenditures:				
Current:				
Instruction	11,216	15,561	7,743	7,818
Total Expenditures	<u>11,216</u>	<u>15,561</u>	<u>7,743</u>	<u>7,818</u>
Excess of Revenues Over Expenditures	-	-	319	319
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>319</u>	<u>319</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>(8,062)</u>	<u>(8,062)</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>(7,743)</u>	<u>(7,743)</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			(319)	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Schedule of Budgetary Comparisons - Budgetary Basis
Teacher and Principal Training 24154
For The Year Ended June 30, 2014

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
Federal Grant	\$ 8,703.00	20,046	10,895	(9,151)
Total Revenues	<u>8,703</u>	<u>20,046</u>	<u>10,895</u>	<u>(9,151)</u>
Expenditures:				
Current:				
Instruction	8,703	12,046	-	12,046
School Administration- Support Services	-	8,000	3,029	4,971
Total Expenditures	<u>8,703</u>	<u>20,046</u>	<u>3,029</u>	<u>17,017</u>
Excess of Revenues Over Expenditures	-	-	7,866	7,866
Net Changes in Fund Balances	-	-	7,866	7,866
Cash or Fund Balances - Beginning of Year	-	-	(10,895)	(10,895)
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>(3,029)</u>	<u>(3,029)</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			(7,866)	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Schedule of Budgetary Comparisons - Budgetary Basis
Next Generation Assessments 27185
For The Year Ended June 30, 2014

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
State Grant	\$ -	16,009	-	(16,009)
Federal Grant	-	-	-	-
Charges for Services	-	-	-	-
Total Revenues	<u>-</u>	<u>16,009</u>	<u>-</u>	<u>(16,009)</u>
Expenditures:				
Current:				
Instruction- Support Services	-	16,009	4,802	11,207
Total Expenditures	<u>-</u>	<u>16,009</u>	<u>4,802</u>	<u>11,207</u>
Deficiency of Revenues Under Expenditures	-	-	(4,802)	(4,802)
Other Financing Sources (Uses):				
Designated Cash	-	2,264	-	(2,264)
Total Other Financing Sources (Uses):	<u>-</u>	<u>2,264</u>	<u>-</u>	<u>(2,264)</u>
Net Changes in Fund Balances	<u>-</u>	<u>2,264</u>	<u>(4,802)</u>	<u>(7,066)</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>2,264</u>	<u>(4,802)</u>	<u>(7,066)</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			4,802	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Schedule of Budgetary Comparisons - Budgetary Basis
Public Schools Capital Outlay 31200
For The Year Ended June 30, 2014

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
State Grant	\$ -	318,548	238,911	(79,637)
Total Revenues	<u>-</u>	<u>318,548</u>	<u>238,911</u>	<u>(79,637)</u>
Expenditures:				
Capital Outlay	-	318,548	318,548	-
Total Expenditures	<u>-</u>	<u>318,548</u>	<u>318,548</u>	<u>-</u>
Deficiency of Revenues Under Expenditures	-	-	(79,637)	(79,637)
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(79,637)</u>	<u>(79,637)</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>2</u>	<u>2</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>(79,635)</u>	<u>(79,635)</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			79,635	
NET CHANGE IN FUND BALANCE			<u>\$ (2)</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Schedule of Budgetary Comparisons - Budgetary Basis
Capital Improvements SB-9 31700
For The Year Ended June 30, 2014

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
Local & County Grant	\$ 132,142	141,904	116,908	(24,996)
Total Revenues	<u>132,142</u>	<u>141,904</u>	<u>116,908</u>	<u>(24,996)</u>
Expenditures:				
Current:				
General Administration- Support Services	1,231	1,231	-	1,231
Capital Outlay	130,911	140,673	-	140,673
Total Expenditures	<u>132,142</u>	<u>141,904</u>	<u>-</u>	<u>141,904</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	-	-	116,908	116,908
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>116,908</u>	<u>116,908</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>116,908</u>	<u>116,908</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ 116,908</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Schedule of Collateral Pledged by Depository for Public Funds
June 30, 2014

<u>Name of Depository</u>	<u>Security Type</u>	<u>CUSIP/ Security Number</u>	<u>Maturity Date</u>	<u>Fair Value June 30, 2014</u>
Wells Fargo Bank	FNMA FNMS	3138W9A34	7/1/2043	\$ 193,260
				<u>\$ 193,260</u>
Total Cash per Schedule of Cash Accounts:				\$ 603,896
Less: FDIC coverage:				<u>(250,000)</u>
Uninsured Public Funds:				353,896
Collateral Requirement:				176,948
Pledged Collateral Held by Pledging Financial Institution:				<u>193,260</u>
Balance Over Collateralized:				<u>\$ 16,312</u>
Balance Uninsured and Uncollateralized at June 30, 2014:				<u>\$ 160,636</u>

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 The New America School
 Schedule of Cash Accounts
 June 30, 2014

<u>Bank Account Type</u>	<u>Wells Fargo</u>
Checking - Operational Account	\$ 603,164
Checking - Activities Account	<u>732</u>
Total on Deposit	603,896
Reconciling Items	<u>(8,285)</u>
Reconciled Balance June 30, 2014	<u>595,611</u>
Less Agency Funds	<u>(732)</u>
Total Cash	<u><u>\$ 594,879</u></u>

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School
Cash Reconciliation
June 30, 2014

	Operational 11000	Instructional Materials 14000	Food Services 21000
Cash, June 30, 2013	\$ 493,573	25,297	6,750
Add:			
2013-14 revenues	<u>2,342,381</u>	<u>30,025</u>	<u>91,127</u>
Total Cash Available	2,835,954	55,322	97,877
Less:			
2013-14 expenditures	(2,369,029)	(13,481)	(74,712)
Receivables/Payables	111,643	-	(16,702)
Outstanding Loans	<u>(148,901)</u>	<u>-</u>	<u>-</u>
Cash June 30, 2014	<u>429,667</u>	<u>41,841</u>	<u>6,463</u>
Fund Balance Reconciliations to GAAP Basis:			
Audit Reclassifications to Cash	<u>-</u>	<u>-</u>	<u>-</u>
Cash Per Books	<u>429,667</u>	<u>41,841</u>	<u>6,463</u>
Fund Balance Reconciliation to GAAP Basis:			
Modified Accrual Adjustments	<u>42,438</u>	<u>-</u>	<u>-</u>
Fund Balance , Modified Accrual Basis	<u>\$ 472,105</u>	<u>41,841</u>	<u>6,463</u>

The accompanying notes are an integral part of these financial statements

Activity Account 23000	Federal Project Accounts 24000	State Flow Through Fund 27000	Public School Capital Outlay 31200	Capital Improvements SB-9 31700	Total
1,397	-	-	2	-	527,019
7,032	112,457	-	238,911	116,908	2,938,841
8,429	112,457	-	238,913	116,908	3,465,860
(7,697)	(139,186)	(4,802)	(318,548)	-	(2,927,455)
-	(37,735)	-	-	-	57,206
-	64,464	4,802	79,635	-	-
732	-	-	-	116,908	595,611
-	-	-	-	-	-
732	-	-	-	116,908	595,611
Less: Activity Funds Per Schedule of Changes in Assets and Liabilities- Agency Fund:					732
Balance Sheets - Governmental Funds:					<u>\$ 594,879</u>
(732)	-	-	-	-	41,706
-	-	-	-	116,908	637,317

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Statement of Net Position
 June 30, 2015

ASSETS AND DEFERRED OUTFLOWS

Current Assets:

Cash and Cash Equivalents	\$ 827,477
Receivables	
Due from Other Governments	73,664
Total Current Assets	<u>901,141</u>

Noncurrent Assets:

Capital Assets	
Building	2,636,589
Furniture, Fixtures, and Equipment	68,000
Building Improvements	85,055
Vehicles	39,507
Less: Accumulated Depreciation	(626,142)
Total Noncurrent Assets	<u>2,203,009</u>

Total Assets	<u>3,104,150</u>
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Deferred Outflows - Pension Related	<u>180,344</u>
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LIABILITIES AND DEFERRED INFLOWS

Current Liabilities:

Accounts Payable	17,998
Accrued Liabilities	141,302
Current portion of capital lease obligation	164,320
Total Current Liabilities	<u>323,620</u>

Noncurrent Liabilities:

Noncurrent portion of capital lease obligation	2,027,011
Net Pension Liability	2,386,698
Total Noncurrent Liabilities	<u>4,413,709</u>

Total Liabilities	<u>4,737,329</u>
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Deferred Inflows - Pension Related	<u>252,520</u>
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NET POSITION

Net Investment in Capital Assets	11,678
Restricted	212,998
Unrestricted Deficit	(1,930,031)
Total Net Position	<u>\$ (1,705,355)</u>

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Statement of Activities
For The Year Ended June 30, 2015

Functions/Programs	Program Revenues			Net (Expenses) Revenues and Changes in Net Position	
	Expenses	Charges for Service	Operating Grants and Contributions		Capital Grants and Contributions
Governmental activities:					
Instruction	\$ 969,373	-	175,687	-	(793,686)
Support Services:					
Students	62,613	-	-	-	(62,613)
Instruction	19,930	-	-	-	(19,930)
General Administration	85,565	-	-	-	(85,565)
School Administration	363,894	-	-	-	(363,894)
Central Services	273,393	-	-	-	(273,393)
Operation & Maintenance of Plant	545,180	-	-	-	(545,180)
Student Transportation	7,439	-	-	-	(7,439)
Food Services	75,718	194	81,523	-	5,999
Facilities Materials, Supplies & Other Services	535,598	-	-	284,143	(251,455)
Total Governmental Activities	\$ 2,938,703	194	257,210	284,143	(2,397,156)
General Revenues:					
Property Taxes				\$	118,664
State Equalization Guarantee					2,353,757
Miscellaneous					27,960
Total General Revenues					2,500,381
Change in Net Position					103,225
Net Position, Beginning					630,887
Restatement Recognized by GASB 68					(2,439,467)
Net position, as Restated					(1,808,580)
Net position, Ending				\$	(1,705,355)

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Balance Sheets - Governmental Funds
June 30, 2015

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101
ASSETS				
Cash and Cash Equivalents	\$ 616,262	29,841	12,714	-
Accounts Receivable				
Due from Government	21,999	-	-	17,336
Due from Other Funds	34,942	-	-	-
Total Assets	\$ 673,203	29,841	12,714	17,336
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts Payable	\$ 17,998	-	-	-
Accrued Expenditures	126,362	-	-	8,159
Due to Other Funds	-	-	-	9,177
Total Liabilities	144,360	-	-	17,336
Fund Balances				
Fund Balance:				
Restricted for:				
Instruction	-	29,841	-	-
Food Services	-	-	12,714	-
Capital Improvements	-	-	-	-
Assigned to:				
Subsequent Years Expenditures and Other Programs	528,843	-	-	-
Total Fund Balance	528,843	29,841	12,714	-
Total Liabilities and Fund Balances	\$ 673,203	29,841	12,714	17,336

The accompanying notes are an integral part of these financial statements

IDEA-B Entitlement 24106	English Language Acquisition 24153	CNM Foundation 26207	Dual Credit Instructional Materials 27103	2012 GO Bond Student Library SB-66 27107	Public School Capital Outlay 31200
-	-	-	-	-	2
17,865	11,223	-	-	3,458	-
-	-	-	-	-	-
<u>17,865</u>	<u>11,223</u>	<u>-</u>	<u>-</u>	<u>3,458</u>	<u>2</u>
-	-	-	-	-	-
6,128	653	-	-	-	-
<u>11,737</u>	<u>10,570</u>	<u>-</u>	<u>-</u>	<u>3,458</u>	<u>-</u>
<u>17,865</u>	<u>11,223</u>	<u>-</u>	<u>-</u>	<u>3,458</u>	<u>-</u>
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	2
-	-	-	-	-	-
-	-	-	-	-	2
<u>17,865</u>	<u>11,223</u>	<u>-</u>	<u>-</u>	<u>3,458</u>	<u>2</u>

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Balance Sheets - Governmental Funds (Continued)
 June 30, 2015

	SB-9 Capital Improvements 31700	Total
ASSETS		
Cash and Cash Equivalents	\$ 168,658	827,477
Accounts Receivable		
Due from Government	1,783	73,664
Due from Other Funds	-	34,942
Total Assets	\$ 170,441	936,083
LIABILITIES AND FUND BALANCES		
<i>Liabilities:</i>		
Accounts Payable	\$ -	17,998
Accrued Expenditures	-	141,302
Due to Other Funds	-	34,942
Total Liabilities	-	194,242
<i>Fund Balances (Deficit)</i>		
Fund Balance:		
Restricted for:		
Instruction	-	29,841
Food Services	-	12,714
Capital Improvements	170,441	170,443
Assigned to:		
Subsequent Years Expenditures and Other Programs	-	528,843
Total Fund Balance (Deficit)	170,441	741,841
Total Liabilities and Fund Balances (Deficit)	\$ 170,441	936,083

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Reconciliation of the Balance Sheets of Governmental Funds to the Statement of Net Position
 June 30, 2015

Fund Balance - Total Governmental Funds **\$ 741,841**

Amounts reported for governmental activities in the Statement of Net Position are different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.

Capital Assets	2,829,151	
Accumulated Depreciation	(626,142)	
	<u>2,203,009</u>	2,203,009

Defined benefit pension plan deferred outflows are not financial resources and, therefore, are not reported in the funds.		180,344
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The capital lease obligation is not due in the current period and, therefore, is not reported in the funds.		(2,191,331)
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Defined benefit pension plan deferred inflows are not due and payable in the current period and, therefore, are not reported in the funds.		(252,520)
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The net pension liability is not due and payable in the current period and, therefore, is not reported in the funds.		<u>(2,386,698)</u>
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Net Position-Total Governmental Activities		<u><u>\$ (1,705,355)</u></u>
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The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Statement of Revenues, Expenditures, and Changes In Fund Balances
Governmental Funds
For The Year Ended June 30, 2015

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101
REVENUES				
Property Taxes	\$ -	-	-	-
Local & County Grant	1,000	-	-	-
State Grant	2,353,757	28,743	-	-
Federal Grant	-	-	81,523	80,292
Charges for Services	-	-	194	-
Miscellaneous Income	16,435	-	-	-
Total Revenues	<u>2,371,192</u>	<u>28,743</u>	<u>81,717</u>	<u>80,292</u>
EXPENDITURES				
Current:				
Instruction	800,959	40,743	-	77,075
Support Services:				
Students	54,119	-	-	-
Instruction	16,472	-	-	-
General Administration	85,565	-	-	-
School Administration	341,036	-	-	3,217
Central Services	271,608	-	-	-
Operation & Maintenance of Plant	702,230	-	-	-
Student Transportation	1,464	-	-	-
Food Services Operations	-	-	75,466	-
Capital Outlay	41,001	-	-	-
Total Expenditures	<u>2,314,454</u>	<u>40,743</u>	<u>75,466</u>	<u>80,292</u>
Net Changes in Fund Balances	<u>56,738</u>	<u>(12,000)</u>	<u>6,251</u>	<u>-</u>
Fund Balances - Beginning of Year	<u>472,105</u>	<u>41,841</u>	<u>6,463</u>	<u>-</u>
Fund Balances - End of Year	<u>\$ 528,843</u>	<u>29,841</u>	<u>12,714</u>	<u>-</u>

The accompanying notes are an integral part of these financial statements

IDEA-B Entitlement 24106	English Language Acquisition 24153	CNM Foundation 26207	Dual Credit Instructional Materials 27103	2012 GO Bond Student Library SB-66 27107	Public School Capital Outlay 31200
-	-	-	-	-	-
-	-	1,000	-	-	-
-	-	-	1,575	3,458	284,143
43,676	15,943	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
<u>43,676</u>	<u>15,943</u>	<u>1,000</u>	<u>1,575</u>	<u>3,458</u>	<u>284,143</u>
35,570	377	1,000	1,575	-	-
8,106	-	-	-	-	-
-	-	-	-	3,458	-
-	-	-	-	-	-
-	15,566	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	284,141
<u>43,676</u>	<u>15,943</u>	<u>1,000</u>	<u>1,575</u>	<u>3,458</u>	<u>284,141</u>
-	-	-	-	-	2
-	-	-	-	-	-
-	-	-	-	-	2

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Statement of Revenues, Expenditures, and Changes In Fund Balances - (Continued)
Governmental Funds
For The Year Ended June 30, 2015

	SB-9 Capital Improvements 31700	Total
REVENUES		
Property Taxes	\$ 118,664	118,664
Local & County Grant	-	2,000
State Grant	-	2,671,676
Federal Grant	-	221,434
Charges for Services	-	194
Miscellaneous Income	11,525	27,960
Total Revenues	<u>130,189</u>	<u>3,041,928</u>
EXPENDITURES		
Current:		
Instruction	-	957,299
Support Services:		
Students	-	62,225
Instruction	-	19,930
General Administration	-	85,565
School Administration	-	359,819
Central Services	-	271,608
Operation & Maintenance of Plant	-	702,230
Student Transportation	-	1,464
Food Services Operations	-	75,466
Capital Outlay	76,656	401,798
Total Expenditures	<u>76,656</u>	<u>2,937,404</u>
Net Changes in Fund Balances	<u>53,533</u>	<u>104,524</u>
Fund Balances - Beginning of Year	<u>116,908</u>	<u>637,317</u>
Fund Balances - End of Year	<u>\$ 170,441</u>	<u>741,841</u>

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Reconciliation of the Statement of Revenues, Expenditures, and Changes
in Fund Balances of Governmental Funds to the Statement of Activities
For the Year Ended June 30, 2015

Net Change in Fund Balances-Total Governmental Funds **\$ 104,524**

Amounts reported for governmental activities in the Statement of Activities are different because:

Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, for governmental activities those costs are shown in the Statement of Net Position and allocated over their estimated useful lives as annual depreciation expenses in the Statement of Activities. This is the amount by which capital outlay exceeds depreciation for the period

Capital Outlays	41,001	
Depreciation Expense	<u>(190,598)</u>	(149,597)

Principal payments of the capital lease obligation		167,705
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Changes in long-term liabilities		
Change in Net Pension Liability	<u>(19,407)</u>	

Change in Net Position-Total Governmental Activities **\$ 103,225**

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Statement of Fiduciary Assets and Liabilities- Agency Funds
 June 30, 2015

	<u>Agency</u>
ASSETS	
Cash in Bank	\$ 2,444
Total Assets	<u>\$ 2,444</u>
 LIABILITIES	
Deposits Held for Others	\$ 2,444
Total Liabilities	<u>\$ 2,444</u>

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Changes in Assets and Liabilities - Agency Funds
 For The Year Ended June 30, 2015

	<u>Balance</u> <u>July 1, 2014</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance</u> <u>June 30, 2015</u>
ASSETS				
Cash in Bank	\$ 732	6,238	(4,526)	2,444
Total Assets	<u>\$ 732</u>	<u>6,238</u>	<u>(4,526)</u>	<u>2,444</u>
LIABILITIES				
Deposits Held for Others	\$ 732	6,238	(4,526)	2,444
Total Liabilities	<u>\$ 732</u>	<u>6,238</u>	<u>(4,526)</u>	<u>2,444</u>

The accompanying notes are an integral part of these financial statements

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Capital Assets. Capital assets purchased or acquired are carried at historical cost or estimated historical cost. Contributed assets are recorded at the fair market values as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. New America School's capitalization policy (i.e., the dollar value above which the asset acquisitions are added to the capital accounts) is \$5,000. New America School does not capitalize any interest with regard to its capital assets.

Depreciation on all assets is provided on the straight-line basis over the estimated useful lives with no salvage value. New America School utilizes Internal Revenue Service guidelines to estimate the useful lives on capital assets as follows:

Furniture, Fixtures and Equipment	3 years
Building	15 years
Buildings and Improvements	3-5 years
Vehicles	5 years

Capital assets for New America School are recorded in the Statement of Net Position.

Pensions. For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expenses, information about the Fiduciary Net Position of the New Mexico Educational Retirement Board (ERB) and additions to/deductions from ERB's Fiduciary Net Position have been determined on the economic resources measurement focus and the accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Notes to the Financial Statements
June 30, 2015

NOTE 2. CAPITAL ASSETS

A summary of capital assets and changes occurring during the year ended June 30, 2015 follows:

	<u>Balance</u> <u>June 30, 2014</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance</u> <u>June 30, 2015</u>
<i>Capital Assets being Depreciated:</i>				
Furniture, Fixtures and Equipment	\$ 68,000	-	-	68,000
Building	2,636,589	-	-	2,636,589
Building Improvements	50,968	34,087	-	85,055
Vehicles	32,593	6,914	-	39,507
<i>Total</i>	<u>2,788,150</u>	<u>41,001</u>	<u>-</u>	<u>2,829,151</u>
<i>Less: Accumulated Depreciation</i>				
Furniture, fixtures and equipment	(68,000)	-	-	(68,000)
Building	(305,902)	(174,801)	-	(480,703)
Building Improvements	(35,023)	(9,793)	-	(44,816)
Vehicles	(26,619)	(6,004)	-	(32,623)
<i>Total</i>	<u>(435,544)</u>	<u>(190,598)</u>	<u>-</u>	<u>(626,142)</u>
Capital Assets, Net	<u>\$ 2,352,606</u>	<u>(149,597)</u>	<u>-</u>	<u>2,203,009</u>

Depreciation expensed for the year ended June 30, 2015 was expensed to the following functions:

Instruction	\$ 914
Operation & Maintenance of Plant	8,908
Student Transportation	5,975
Facilities, Materials, Supplies & Other Services	174,801
Total	<u>\$ 190,598</u>

NOTE 3. COMMITMENTS AND LIABILITIES

Beginning September 2012, New America School converted the operating lease for the building to a capital lease with the landlord, CSDCPC NAS, LLC. The lease passes title to New America School at the end of the lease term and there is a bargain purchase option. The following is an analysis of the leased property under capital leases by major class:

<u>Classes of Property</u>	<u>Asset Balance</u>
Building	\$ 2,636,589
Less: Accumulated amortization	(480,703)
	<u>\$ 2,155,886</u>

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Notes to the Financial Statements
June 30, 2015

NOTE 3. COMMITMENTS AND LIABILITIES (CONTINUED)

The following is a schedule of future minimum lease payments under capital leases together with the present value of the net minimum lease payments as of June 30, 2015:

	Principal	Interest	Total
2016	\$ 164,320	233,985	398,305
2017	183,426	214,879	398,305
2018	133,245	195,825	329,070
2019	110,969	183,484	294,453
2020	123,872	170,581	294,453
2021-2025	871,955	600,313	1,472,268
2026-2030	603,544	83,959	687,503
Total	<u>\$ 2,191,331</u>	<u>1,683,026</u>	<u>3,874,357</u>

The total outstanding principal balance under this capital lease is reflected on the statement of net position as current and noncurrent portions of long-term debt of \$164,320 and \$2,027,011, respectively.

NOTE 4. PENSION PLAN – EDUCATIONAL RETIREMENT BOARD

The information contained within this disclosure represents the pension information specific to New America School and does not include general disclosure information pertaining to the New Mexico Educational Employees’ Retirement Plan. General disclosure information including plan description, benefits provided, applicable actuarial assumptions, and location for additional information about the New Mexico Educational Retirement Boards fiduciary net position can be found within the basic financial statements of the Public Education Department.

Contributions. The contribution requirements of defined benefit plan members and New America School are established in state statute under Chapter 10, Article 11, NMSA 1978. The requirements may be amended by acts of the legislature. For the fiscal year ended June 30, 2014, employers contributed 13.15% of employees’ gross annual salary to the Plan. Employees earning \$20,000 or less contributed 7.90% and employees earning more than \$20,000 contributed 10.10% of their gross annual salary.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Notes to the Financial Statements
June 30, 2015

NOTE 4. PENSION PLAN – EDUCATIONAL RETIREMENT BOARD (CONTINUED)

For fiscal year ended June 30, 2015 employers contributed 13.90% and employees earning \$20,000 or less continued to contribute 7.90% and employees earning more than \$20,000 contributed an increased amount of 10.70% of their gross annual salary. Contributions to the pension plan from New America School were \$154,727 for the year ended June 30, 2015.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions: The total ERB pension liability, net pension liability, and sensitivity information were based on an annual actuarial valuation performed as of June 30, 2013. The total ERB pension liability was rolled forward from the valuation date to the Plan year ending June 30, 2014, using generally accepted actuarial principles. Therefore, the employer’s portion was established as of the measurement date of June 30, 2014. At June 30, 2015, New America School reported a liability of \$2,386,698 for its proportionate share of the net pension liability. New America School’s proportion of the net pension liability is based on the employer contributing entity’s percentage of total employer contributions for the fiscal year ended June 30, 2014. The contribution amounts were defined by Section 22-11-21, NMSA 1978. At June 30, 2014, New America School’s proportion was 0.04183%, which was an increase of 0.00055% from its proportion measured as of June 30, 2013.

For the year ended June 30, 2015, New America School recognized pension expense of \$174,134. At June 30, 2015, New America School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ -	\$ 35,554
Net difference between projected and actual earnings on pension plan investments	-	216,966
Changes in proportion and differences between New America School contributions and proportionate share of contributions	25,617	-
New America School contributions subsequent to the measurement date	<u>154,727</u>	<u>-</u>
Total	<u>\$ 180,344</u>	<u>252,520</u>

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Notes to the Financial Statements
June 30, 2015

NOTE 4. PENSION PLAN – EDUCATIONAL RETIREMENT BOARD (CONTINUED)

The amount of \$154,727 reported as deferred outflows of resources related to pensions resulting from New America School contributions subsequent to the measurement date of June 30, 2014 will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:

2016	\$	57,691
2017		57,691
2018		57,277
2019		<u>54,244</u>
Total	\$	<u>226,903</u>

Sensitivity of New America School’s proportionate share of the net pension liability to changes in the discount rate. The following table shows the sensitivity of the net pension liability to changes in the discount rate as of June 30, 2014. In particular, the table presents the (employer’s) net pension liability under the current single rate assumption, as if it were calculated using a discount rate one percentage point lower (6.75%) or one percentage point higher (8.75%) than the single discount rate.

	1% Decrease (6.75%)	Current Discount Rate (7.75%)	1% Increase (8.75%)
The School’s proportionate share of the net pension liability	<u>\$ 3,247,380</u>	<u>2,386,698</u>	<u>1,667,827</u>

Payables to the pension plan. At June 30, 2015, New America School owed \$40,122 to ERB for fiscal year 2015 contributions.

NOTE 5. RESTATEMENT

As a result of implementation of GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, net position at June 30, 2014 was restated in the amount of ~~\$(2,439,467)~~.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
NEW AMERICA SCHOOL
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
June 30, 2015

New Mexico Educational Retirement Board Pension Plan
Schedule of Ten Year Tracking Data*
(Dollars in Thousands)

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
School's Proportion of the Net Pension Liability (Asset)	0.04%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
School's Proportionate Share of Net Pension Liability (Asset)	\$ 2,387	-	-	-	-	-	-	-	-	-
School's Covered-Employee Payroll	\$ 1,153	-	-	-	-	-	-	-	-	-
School's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of Its Covered-Employee Payroll	207.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	66.54%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

*The amounts presented for each fiscal year were determined as of June 30, 2014

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
NEW AMERICA SCHOOL
SCHEDULE OF SCHOOL CONTRIBUTIONS
June 30, 2015

New Mexico Educational Retirement Board Pension Plan
Schedule of Ten Year Tracking Data
(Dollars in Thousands)

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Contractually Required Contribution	\$ 152	-	-	-	-	-	-	-	-	-
Contributions in Relation to the Contractually Required Contribution	152	-	-	-	-	-	-	-	-	-
Contribution Deficiency (Excess)	\$ -	-	-	-	-	-	-	-	-	-

Year	Total Amount Deferred	Amortization Years	Increase (Decrease) in Pension Expense over Recognition Periods											
			2015	2016	2017	2018	2019	2020	2021	2022	2023	2024		
2014	\$ 227	5	\$ 58	58	58	57	54	-	-	-	-	-	-	-
2015	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2016	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2017	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2018	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2019	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2022	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2023	-	5	-	-	-	-	-	-	-	-	-	-	-	-
	\$ 227		\$ 58	58	58	57	54	-	-	-	-	-	-	-

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Schedule of Budgetary Comparisons - Budgetary Basis
Operational 11000
For The Year Ended June 30, 2015

	Budgeted Amounts		Actual Amount	Variance Positive (Negative)
	Original Budget	Final Budget		
REVENUES				
Local & County Grant	\$ -	-	1,000	1,000
State Grant	2,329,264	2,353,757	2,353,757	-
Miscellaneous	23,000	23,000	27,431	4,431
Total Revenues	2,352,264	2,376,757	2,382,188	5,431
EXPENDITURES				
Current:				
Instruction	1,115,180	1,058,176	802,641	255,535
Support Services:				
Students	80,600	103,183	54,119	49,064
Instruction	12,000	25,767	16,472	9,295
General Administration	66,223	111,029	83,942	27,087
School Administration	340,940	361,566	341,036	20,530
Central Services	268,609	293,738	271,608	22,130
Operation & Maintenance of Plant	834,531	869,817	746,443	123,374
Student Transportation	1,500	2,200	1,464	736
Food Services Operations	18,119	18,855	-	18,855
Capital outlay	-	4,500	3,396	1,104
Total Expenditures	2,737,702	2,848,831	2,321,121	527,710
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	(385,438)	(472,074)	61,067	533,141
Other Financing Sources (Uses):				
Designated Cash	385,438	472,074	-	(472,074)
Total Other Financing Sources (Uses):	385,438	472,074	-	(472,074)
Net Changes in Fund Balances	-	-	61,067	61,067
Cash or Fund Balances - Beginning of Year	-	-	472,105	472,105
Cash or Fund Balances - End of Year	\$ -	-	533,172	533,172
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>				
Adjustments to Revenues			\$ 61,067	
Adjustments to Expenditures			(10,996)	
			6,667	
NET CHANGE IN FUND BALANCE			\$ 56,738	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 Instructional Materials 14000
 For The Year Ended June 30, 2015

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
State Grant	\$ 20,296	23,003	28,743	5,740
Total Revenues	<u>20,296</u>	<u>23,003</u>	<u>28,743</u>	<u>5,740</u>
EXPENDITURES				
Current:				
Instruction	61,258	64,844	40,743	24,101
Total Expenditures	<u>61,258</u>	<u>64,844</u>	<u>40,743</u>	<u>24,101</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>(40,962)</u>	<u>(41,841)</u>	<u>(12,000)</u>	<u>29,841</u>
Other Financing Sources (Uses):				
Designated Cash	40,962	41,841	-	(41,841)
Total Other Financing Sources (Uses):	<u>40,962</u>	<u>41,841</u>	<u>-</u>	<u>(41,841)</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(12,000)</u>	<u>(12,000)</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>41,841</u>	<u>41,841</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>29,841</u>	<u>29,841</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ (12,000)	
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ (12,000)</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 Food Services 21000
 For The Year Ended June 30, 2015

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
Federal Grant	\$ 76,240	92,922	81,523	(11,399)
Charges for Services	-	-	194	194
Total Revenues	<u>76,240</u>	<u>92,922</u>	<u>81,717</u>	<u>(11,205)</u>
EXPENDITURES				
Current:				
Food Services Operations	76,240	92,922	75,466	17,456
Total Expenditures	<u>76,240</u>	<u>92,922</u>	<u>75,466</u>	<u>17,456</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	-	-	6,251	6,251
Net Changes in Fund Balances	-	-	6,251	6,251
Cash or Fund Balances - Beginning of Year	-	-	6,463	6,463
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>12,714</u>	<u>12,714</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ 6,251	
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ 6,251</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 Title I IASA 24101
 For The Year Ended June 30, 2015

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
Federal Grant	\$ 83,319	101,606	104,895	3,289
Total Revenues	<u>83,319</u>	<u>101,606</u>	<u>104,895</u>	<u>3,289</u>
EXPENDITURES				
Current:				
Instruction	83,319	98,344	77,075	21,269
Support Services:				
School Administration	-	3,262	3,217	45
Total Expenditures	<u>83,319</u>	<u>101,606</u>	<u>80,292</u>	<u>21,314</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	-	-	24,603	24,603
Net Changes in Fund Balances	-	-	24,603	24,603
Cash or Fund Balances - Beginning of Year	-	-	-	-
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>24,603</u>	<u>24,603</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ 24,603	
Adjustments to Revenues			(24,603)	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Schedule of Budgetary Comparisons - Budgetary Basis
IDEA-B Entitlement 24106
For The Year Ended June 30, 2015

	Budgeted Amounts		Actual Amount	Variance Positive (Negative)
	Original Budget	Final Budget		
REVENUES				
Federal Grant	\$ -	144,111	49,829	(94,282)
Total Revenues	<u>-</u>	<u>144,111</u>	<u>49,829</u>	<u>(94,282)</u>
EXPENDITURES				
Current:				
Instruction	-	113,111	35,570	77,541
Support Services:				
Students	-	31,000	8,106	22,894
Total Expenditures	<u>-</u>	<u>144,111</u>	<u>43,676</u>	<u>100,435</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>-</u>	<u>6,153</u>	<u>6,153</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>6,153</u>	<u>6,153</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>6,153</u>	<u>6,153</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ 6,153	
Adjustments to Revenues			(6,153)	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 English Language Acquisition 24153
 For The Year Ended June 30, 2015

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
Federal Grant	\$ 17,328	32,532	12,463	(20,069)
Total Revenues	<u>17,328</u>	<u>32,532</u>	<u>12,463</u>	<u>(20,069)</u>
EXPENDITURES				
Current:				
Instruction	17,328	16,966	377	16,589
Support Services:				
School Administration	-	15,566	15,566	-
Total expenditures	<u>17,328</u>	<u>32,532</u>	<u>15,943</u>	<u>16,589</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	-	-	(3,480)	(3,480)
Net changes in Fund Balances	-	-	(3,480)	(3,480)
Cash or Fund Balances - Beginning of Year	-	-	-	-
Cash or Fund Balances (Deficit) - End of Year	<u>\$ -</u>	<u>-</u>	<u>(3,480)</u>	<u>(3,480)</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ (3,480)	
Adjustments to Revenues			3,480	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Schedule of Budgetary Comparisons - Budgetary Basis
CNM Foundation 26207
For The Year Ended June 30, 2015

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
Local & County Grant	\$ -	1,000	1,000	-
Total Revenues	<u>-</u>	<u>1,000</u>	<u>1,000</u>	<u>-</u>
EXPENDITURES				
Current:				
Instruction	-	1,000	1,000	-
Total expenditures	<u>-</u>	<u>1,000</u>	<u>1,000</u>	<u>-</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net changes in Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ -	
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Schedule of Budgetary Comparisons - Budgetary Basis
Dual Credit Instructional Materials 27103
For The Year Ended June 30, 2015

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
State Grant	\$ -	2,083	1,575	(508)
Total Revenues	<u>-</u>	<u>2,083</u>	<u>1,575</u>	<u>(508)</u>
EXPENDITURES				
Current:				
Instruction	-	2,083	1,575	508
Total Expenditures	<u>-</u>	<u>2,083</u>	<u>1,575</u>	<u>508</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ -	
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 2012 GO Bond Student Library SB-66 27107
 For The Year Ended June 30, 2015

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
State Grant	\$ 3,458	3,458	-	(3,458)
Total Revenues	<u>3,458</u>	<u>3,458</u>	<u>-</u>	<u>(3,458)</u>
EXPENDITURES				
Current:				
Support Services:				
Instruction	3,458	3,458	3,458	-
Total Expenditures	<u>3,458</u>	<u>3,458</u>	<u>3,458</u>	<u>-</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>-</u>	<u>(3,458)</u>	<u>(3,458)</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(3,458)</u>	<u>(3,458)</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances (Deficit) - End of Year	<u>\$ -</u>	<u>-</u>	<u>(3,458)</u>	<u>(3,458)</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ (3,458)	
Adjustments to revenues			3,458	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 Public School Capital Outlay 31200
 For The Year Ended June 30, 2015

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
State Grant	\$ -	284,141	363,778	79,637
Total Revenues	<u>-</u>	<u>284,141</u>	<u>363,778</u>	<u>79,637</u>
EXPENDITURES				
Capital Outlay	-	284,141	284,141	-
Total Expenditures	<u>-</u>	<u>284,141</u>	<u>284,141</u>	<u>-</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	-	-	79,637	79,637
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>79,637</u>	<u>79,637</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>79,637</u>	<u>79,637</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ 79,637	
Adjustments to Revenues			(79,635)	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ 2</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Schedule of Budgetary Comparisons - Budgetary Basis
SB-9 Capital Improvements 31700
For The Year Ended June 30, 2015

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
Property Taxes	\$ 136,934	136,934	116,881	(20,053)
State Grant	-	9,386	-	(9,386)
Total Revenues	<u>136,934</u>	<u>146,320</u>	<u>116,881</u>	<u>(29,439)</u>
EXPENDITURES				
Capital Outlay	259,961	269,347	76,656	192,691
Total Expenditures	<u>259,961</u>	<u>269,347</u>	<u>76,656</u>	<u>192,691</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>(123,027)</u>	<u>(123,027)</u>	<u>40,225</u>	<u>163,252</u>
Other financing sources (uses):				
Designated Cash	116,908	116,908	-	(116,908)
Total other financing sources (uses):	<u>116,908</u>	<u>116,908</u>	<u>-</u>	<u>(116,908)</u>
Net Changes in Fund Balances	<u>(6,119)</u>	<u>(6,119)</u>	<u>40,225</u>	<u>46,344</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>116,908</u>	<u>116,908</u>
Cash or Fund Balances (Deficit) - End of Year	<u>\$ (6,119)</u>	<u>(6,119)</u>	<u>157,133</u>	<u>163,252</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ 40,225	
Adjustments to Revenues			13,308	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ 53,533</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Schedule of Collateral Pledged by Depository for Public Funds
June 30, 2015

<u>Name of Depository</u>	<u>Security Type</u>	<u>CUSIP/ Security Number</u>	<u>Maturity Date</u>	<u>Fair Value June 30, 2015</u>
Wells Fargo Bank	FNMA FNMS	3138AMN35	11/1/2041	\$ 5,710
Wells Fargo Bank	FNMA FNMS	3138W7GH1	3/1/2043	23,013
Wells Fargo Bank	FNMA FNMS	3138W9A34	7/1/2043	35,627
Wells Fargo Bank	FNMA FNMS	3138WUUS0	9/1/2043	159,039
Wells Fargo Bank	FNMA FNMS	3138WWBH1	8/1/2043	53,152
Wells Fargo Bank	FNMS 3.00 CL	3138WXSS7	7/1/2043	18,662
Wells Fargo Bank	FNMA FNMS	3138X3XU1	9/1/2043	63,134
Wells Fargo Bank	FNMA FNMS	31417AKP3	11/1/2026	29,232
				\$ 387,569
				\$ 387,569
Total Cash in Bank per Schedule of Cash Accounts:				\$ 834,779
Less: FDIC coverage:				(250,000)
Uninsured Public Funds:				584,779
Collateral Requirement:				292,390
Pledged Collateral Held by Pledging Financial Institution:				387,569
				\$ 95,179
				\$ 95,179
Balance Uninsured and Uncollateralized at June 30, 2015:				\$ 197,210
				\$ 197,210

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Cash Accounts
 June 30, 2015

<u>Bank Account Type</u>	<u>Wells Fargo</u>
Checking - Operational Account	\$ 831,799
Checking - Activity Account	<u>2,980</u>
Total on Deposit	834,779
Reconciling Items	<u>(4,858)</u>
Reconciled Balance June 30, 2015	<u>829,921</u>
Less Agency Funds	<u>(2,444)</u>
Total Cash	<u><u>\$ 827,477</u></u>

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Cash Reconciliation
June 30, 2015

	Operational 11000	Instructional Materials 14000	Food Services 21000	Non-Instruct. Fund 23000
Cash, June 30, 2014	\$ 429,667	41,841	6,463	732
Add:				
2014-15 revenues	<u>2,382,188</u>	<u>28,743</u>	<u>81,717</u>	<u>6,238</u>
Total Cash Available	2,811,855	70,584	88,180	6,970
Less:				
2014-15 expenditures	(2,321,121)	(40,743)	(75,466)	(4,526)
Receivables/Payables	11,569	-	-	-
Outstanding Loans	<u>113,959</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash June 30, 2015	<u>616,262</u>	<u>29,841</u>	<u>12,714</u>	<u>2,444</u>
Fund Balance Reconciliations to GAAP Basis:				
Audit reclassifications to cash	-	-	-	-
Cash Per Books	<u>616,262</u>	<u>29,841</u>	<u>12,714</u>	<u>2,444</u>
Fund Balance Reconciliation to GAAP Basis:				
Modified Accrual Adjustments	<u>(87,419)</u>	<u>-</u>	<u>-</u>	<u>(2,444)</u>
Fund Balance, Modified Accrual Basis	<u>\$ 528,843</u>	<u>29,841</u>	<u>12,714</u>	<u>-</u>

The accompanying notes are an integral part of these financial statements.

Federal Projects Account 24000	Local Grants 26000	State Flow Through 27000	Public School Capital Outlay 31200	SB-9 Capital Improvements 31700	Total
-	-	-	-	116,908	595,611
<u>167,187</u>	<u>1,000</u>	<u>1,575</u>	<u>363,778</u>	<u>116,881</u>	<u>3,149,307</u>
167,187	1,000	1,575	363,778	233,789	3,744,918
(139,911)	(1,000)	(5,033)	(284,141)	(76,656)	(2,948,597)
5,704	-	4,802	-	11,525	33,600
<u>(32,980)</u>	<u>-</u>	<u>(1,344)</u>	<u>(79,635)</u>	<u>-</u>	<u>-</u>
<u>-</u>	<u>-</u>	<u>-</u>	<u>2</u>	<u>168,658</u>	<u>829,921</u>
-	-	-	-	-	-
<u>-</u>	<u>-</u>	<u>-</u>	<u>2</u>	<u>168,658</u>	<u>829,921</u>
				Less - Agency Fund:	<u>(2,444)</u>
					<u>\$ 827,477</u>
<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,783</u>	<u>(88,080)</u>
<u>-</u>	<u>-</u>	<u>-</u>	<u>2</u>	<u>170,441</u>	<u>741,841</u>

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Statement of Net Position
June 30, 2016

ASSETS AND DEFERRED OUTFLOWS

Current Assets:

Cash and Cash Equivalents	\$ 1,043,752
Receivables	
Due from Other Governments	157,675
Total Current Assets	<u>1,201,427</u>

Noncurrent Assets:

Capital Assets	
Building	2,636,589
Furniture, Fixtures, and Equipment	68,000
Building Improvements	85,055
Vehicles	39,507
Less: Accumulated Depreciation	(809,508)
Total Noncurrent Assets	<u>2,019,643</u>

Total Assets	<u>3,221,070</u>
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Deferred Outflows - Pension Related	<u>318,637</u>
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LIABILITIES AND DEFERRED INFLOWS

Current Liabilities:

Accounts Payable	24,841
Accrued Liabilities	141,114
Current portion of capital lease obligation	183,426
Total Current Liabilities	<u>349,381</u>

Noncurrent Liabilities:

Noncurrent portion of capital lease obligation	1,843,585
Net Pension Liability	2,550,747
Total Noncurrent Liabilities	<u>4,394,332</u>

Total Liabilities	<u>4,743,713</u>
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Deferred Inflows - Pension Related	<u>225,051</u>
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NET POSITION

Net Investment in Capital Assets	(7,368)
Restricted	215,382
Unrestricted (deficit)	(1,637,071)
Total Net Position	<u>\$ (1,429,057)</u>

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Statement of Activities
For The Year Ended June 30, 2016

Functions/Programs	Expenses	Program Revenues			Net (Expenses) Revenues and Changes in Net Position
		Charges for Service	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental activities:					
Instruction	\$ 1,061,880	-	309,126	-	(752,754)
Support Services:					
Students	130,512	-	-	-	(130,512)
Instruction	24,166	-	-	-	(24,166)
General Administration	88,084	-	-	-	(88,084)
School Administration	330,449	-	-	-	(330,449)
Central Services	307,043	-	-	-	(307,043)
Operation & Maintenance of Plant	603,569	-	-	-	(603,569)
Student Transportation	-	-	-	-	-
Food Services	75,386	-	71,735	-	(3,651)
Facilities Materials, Supplies & Other Services	559,528	-	-	270,570	(288,958)
Total Governmental Activities	\$ 3,180,617	-	380,861	270,570	(2,529,186)
			General Revenues:		
			Property Taxes	\$ 120,406	
			State Equalization Guarantee	2,662,895	
			Miscellaneous	22,183	
			Total General Revenues	2,805,484	
			Change in Net Position		276,298
			Net Position (deficit), Beginning		(1,705,355)
			Net position (deficit), Ending		\$ (1,429,057)

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Balance Sheets - Governmental Funds
June 30, 2016

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101
ASSETS				
Cash and Cash Equivalents	\$ 829,139	28,899	10,251	-
Accounts Receivable				
Due from Government	8,297	-	-	16,566
Due from Other Funds	130,246	-	-	-
Total Assets	\$ 967,682	28,899	10,251	16,566
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts Payable	\$ 19,477	-	-	-
Accrued Expenditures	128,115	-	1,210	5,743
Due to Other Funds	-	-	-	10,823
Total Liabilities	147,592	-	1,210	16,566
Fund Balances				
Fund Balance:				
Restricted for:				
Instruction	-	28,899	-	-
Food Services	-	-	9,041	-
Capital Improvements	-	-	-	-
Assigned to:				
Subsequent Years Expenditures and Other Programs	820,090	-	-	-
Total Fund Balance	820,090	28,899	9,041	-
Total Liabilities and Fund Balances	\$ 967,682	28,899	10,251	16,566

The accompanying notes are an integral part of these financial statements

IDEA-B Entitlement 24106	English Language Acquisition 24153	Teacher/ Principal Training 24154	CNM Foundation 26207	Dual Credit Instructional Materials 27103	2012 GO Bond Student Library SB-66 27107
-	-	-	750	-	-
24,410	5,314	22,871	-	-	-
-	-	-	-	-	-
<u>24,410</u>	<u>5,314</u>	<u>22,871</u>	<u>750</u>	<u>-</u>	<u>-</u>
-	-	5,364	-	-	-
1,288	1,618	-	-	-	-
<u>23,122</u>	<u>3,696</u>	<u>17,507</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>24,410</u>	<u>5,314</u>	<u>22,871</u>	<u>-</u>	<u>-</u>	<u>-</u>
-	-	-	750	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	750	-	-
<u>24,410</u>	<u>5,314</u>	<u>22,871</u>	<u>750</u>	<u>-</u>	<u>-</u>

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Balance Sheets - Governmental Funds (Continued)
June 30, 2016

	College Advisor Initiative 27189	Public School Capital Outlay 31200	SB-9 Capital Improvements 31700	Total
ASSETS				
Cash and Cash Equivalents	\$ -	-	174,713	1,043,752
Accounts Receivable				
Due from Government	10,595	67,643	1,979	157,675
Due from Other Funds	-	-	-	130,246
Total Assets	\$ 10,595	67,643	\$ 176,692	1,331,673
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts Payable	\$ -	-	-	24,841
Accrued Expenditures	3,140	-	-	141,114
Due to Other Funds	7,455	67,643	-	130,246
Total Liabilities	10,595	67,643	-	296,201
Fund Balances (Deficit)				
Fund Balance:				
Restricted for:				
Instruction	-	-	-	29,649
Food Services	-	-	-	9,041
Capital Improvements	-	-	176,692	176,692
Assigned to:				
Subsequent Years Expenditures and Other Programs	-	-	-	820,090
Total Fund Balance (Deficit)	-	-	176,692	1,035,472
Total Liabilities and Fund Balances (Deficit)	\$ 10,595	67,643	176,692	1,331,673

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Reconciliation of the Balance Sheets of Governmental Funds to the Statement of Net Position
 June 30, 2016

Fund Balance - Total Governmental Funds **\$ 1,035,472**

Amounts reported for governmental activities in the Statement of Net Position are different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.

Capital Assets	2,829,151	
Accumulated Depreciation	(809,508)	
		2,019,643

Defined benefit pension plan deferred outflows are not financial resources and, therefore, are not reported in the funds. 318,637

The capital lease obligation is not due in the current period and, therefore, is not reported in the funds. (2,027,011)

Defined benefit pension plan deferred inflows are not due and payable in the current period and, therefore, are not reported in the funds. (225,051)

The net pension liability is not due and payable in the current period and, therefore, is not reported in the funds. (2,550,747)

Net Position-Total Governmental Activities **\$ (1,429,057)**

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Statement of Revenues, Expenditures, and Changes In Fund Balances
Governmental Funds
For The Year Ended June 30, 2016

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101
REVENUES				
Property Taxes	\$ -	-	-	-
Local & County Grant	-	-	-	-
State Grant	2,662,895	31,168	-	-
Federal Grant	-	-	71,735	91,728
Miscellaneous Income	22,183	-	-	-
Total Revenues	<u>2,685,078</u>	<u>31,168</u>	<u>71,735</u>	<u>91,728</u>
EXPENDITURES				
Current:				
Instruction	830,589	32,110	-	91,728
Support Services:				
Students	64,145	-	-	-
Instruction	20,114	-	-	-
General Administration	88,084	-	-	-
School Administration	324,209	-	-	-
Central Services	307,222	-	-	-
Operation & Maintenance of Plant	759,468	-	-	-
Student Transportation	-	-	-	-
Food Services Operations	-	-	75,408	-
Capital Outlay	-	-	-	-
Total Expenditures	<u>2,393,831</u>	<u>32,110</u>	<u>75,408</u>	<u>91,728</u>
Net Changes in Fund Balances	<u>291,247</u>	<u>(942)</u>	<u>(3,673)</u>	<u>-</u>
Fund Balances - Beginning of Year	<u>528,843</u>	<u>29,841</u>	<u>12,714</u>	<u>-</u>
Fund Balances - End of Year	<u>\$ 820,090</u>	<u>28,899</u>	<u>9,041</u>	<u>-</u>

The accompanying notes are an integral part of these financial statements

IDEA-B Entitlement 24106	English Language Acquisition 24153	Teacher/ Principal Training 24154	CNM Foundation 26207	Dual Credit Instructional Materials 27103	2012 GO Bond Student Library SB-66 27107
-	-	-	-	-	-
-	-	-	2,250	-	-
-	-	-	-	806	4,052
56,804	31,003	28,415	-	-	-
-	-	-	-	-	-
<u>56,804</u>	<u>31,003</u>	<u>28,415</u>	<u>2,250</u>	<u>806</u>	<u>4,052</u>
53,273	31,003	21,850	1,500	806	-
3,531	-	-	-	-	-
-	-	-	-	-	4,052
-	-	-	-	-	-
-	-	6,565	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
<u>56,804</u>	<u>31,003</u>	<u>28,415</u>	<u>1,500</u>	<u>806</u>	<u>4,052</u>
-	-	-	750	-	-
-	-	-	-	-	-
-	-	-	750	-	-
<u>-</u>	<u>-</u>	<u>-</u>	<u>750</u>	<u>-</u>	<u>-</u>

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Statement of Revenues, Expenditures, and Changes In Fund Balances - (Continued)
Governmental Funds
For The Year Ended June 30, 2016

	College Advisor Initiative 27189	Public School Capital Outlay 31200	SB-9 Capital Improvements 31700	Total
REVENUES				
Property Taxes	\$ -	-	120,406	120,406
Local & County Grant	-	-	-	2,250
State Grant	62,900	270,570	-	3,032,391
Federal Grant	-	-	-	279,685
Miscellaneous Income	-	-	-	22,183
Total Revenues	<u>62,900</u>	<u>270,570</u>	<u>120,406</u>	<u>3,456,915</u>
EXPENDITURES				
Current:				
Instruction	-	-	-	1,062,859
Support Services:				
Students	62,900	-	-	130,576
Instruction	-	-	-	24,166
General Administration	-	-	-	88,084
School Administration	-	-	-	330,774
Central Services	-	-	-	307,222
Operation & Maintenance of Plant	-	-	-	759,468
Student Transportation	-	-	-	-
Food Services Operations	-	-	-	75,408
Capital Outlay	-	270,572	114,155	384,727
Total Expenditures	<u>62,900</u>	<u>270,572</u>	<u>114,155</u>	<u>3,163,284</u>
Net Changes in Fund Balances	<u>-</u>	<u>(2)</u>	<u>6,251</u>	<u>293,631</u>
Fund Balances - Beginning of Year	<u>-</u>	<u>2</u>	<u>170,441</u>	<u>741,841</u>
Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>176,692</u>	<u>1,035,472</u>

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Reconciliation of the Statement of Revenues, Expenditures, and Changes
 in Fund Balances of Governmental Funds to the Statement of Activities
 For the Year Ended June 30, 2016

Net Change in Fund Balances-Total Governmental Funds **\$ 293,631**

Amounts reported for governmental activities in the Statement of
 Activities are different because:

Capital outlays to purchase or build capital assets are reported in
 governmental funds as expenditures. However, for governmental activities
 those costs are shown in the Statement of Net Position and allocated over
 their estimated useful lives as annual depreciation expenses in the
 Statement of Activities. This is the amount by which capital outlay exceeds
 depreciation for the period

Capital Outlays	-	
Depreciation Expense	(183,366)	
	(183,366)	(183,366)

Principal payments of the capital lease obligation		164,320
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Changes in long-term liabilities		
Change in Net Pension Liability	1,713	
	1,713	1,713

Change in Net Position-Total Governmental Activities		\$ 276,298
		276,298

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Statement of Fiduciary Assets and Liabilities- Agency Funds
 June 30, 2016

	<u>Agency Funds</u>
ASSETS	
Cash in Bank	\$ 1,231
Total Assets	<u>\$ 1,231</u>
LIABILITIES	
Deposits Held for Others	\$ 1,231
Total Liabilities	<u>\$ 1,231</u>

Unaudited

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Changes in Assets and Liabilities - Agency Funds
 For The Year Ended June 30, 2016

	<u>Balance</u> <u>July 1, 2015</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance</u> <u>June 30, 2016</u>
ASSETS				
Cash in Bank	\$ 2,444	5,370	(6,583)	1,231
Total Assets	<u>\$ 2,444</u>	<u>5,370</u>	<u>(6,583)</u>	<u>1,231</u>
LIABILITIES				
Deposits Held for Others	\$ 2,444	5,370	(6,583)	1,231
Total Liabilities	<u>\$ 2,444</u>	<u>5,370</u>	<u>(6,583)</u>	<u>1,231</u>

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Schedule of Budgetary Comparisons - Budgetary Basis
Operational 11000
For The Year Ended June 30, 2016

	Budgeted Amounts		Actual Amount	Variance Positive (Negative)
	Original Budget	Final Budget		
REVENUES				
Local & County Grant	\$ -	-	-	-
State Grant	2,429,495	2,662,895	2,662,895	-
Miscellaneous	-	13,984	22,183	8,199
Total Revenues	2,429,495	2,676,879	2,685,078	8,199
EXPENDITURES				
Current:				
Instruction	1,155,072	1,420,984	828,644	592,340
Support Services:				
Students	136,688	123,137	64,145	58,992
Instruction	25,000	46,497	20,114	26,383
General Administration	86,500	108,472	85,868	22,604
School Administration	328,394	360,522	324,209	36,313
Central Services	305,315	337,512	306,742	30,770
Operation & Maintenance of Plant	758,350	806,572	749,475	57,097
Food Services Operations	19,300	20,024	-	20,024
Total Expenditures	2,814,619	3,223,720	2,379,197	844,523
Excess (Deficiency) of Revenues Over (Under) Expenditures	(385,124)	(546,841)	305,881	852,722
Other Financing Sources (Uses):				
Designated Cash	385,124	546,841	-	(546,841)
Total Other Financing Sources (Uses):	385,124	546,841	-	(546,841)
Net Changes in Fund Balances	-	-	305,881	305,881
Cash or Fund Balances - Beginning of Year	-	-	528,843	528,843
Cash or Fund Balances - End of Year	\$ -	-	834,724	834,724
Reconciliation to GAAP Basis:				
Excess (Deficiency) of Revenues Over (Under) Expenditures			\$ 305,881	
Adjustments to Revenues			-	
Adjustments to Expenditures			(14,634)	
NET CHANGE IN FUND BALANCE			\$ 291,247	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 Instructional Materials 14000
 For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
State Grant	\$ 22,318	31,168	31,168	-
Total Revenues	<u>22,318</u>	<u>31,168</u>	<u>31,168</u>	<u>-</u>
EXPENDITURES				
Current:				
Instruction	43,589	52,439	32,110	20,329
Total Expenditures	<u>43,589</u>	<u>52,439</u>	<u>32,110</u>	<u>20,329</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>(21,271)</u>	<u>(21,271)</u>	<u>(942)</u>	<u>20,329</u>
Other Financing Sources (Uses):				
Designated Cash	21,271	21,271	-	(21,271)
Total Other Financing Sources (Uses):	<u>21,271</u>	<u>21,271</u>	<u>-</u>	<u>(21,271)</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(942)</u>	<u>(942)</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>29,841</u>	<u>29,841</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>28,899</u>	<u>28,899</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ (942)	
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ (942)</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 Food Services 21000
 For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
Federal Grant	\$ 85,000	85,000	71,735	(13,265)
Charges for Services	-	-	-	-
Total Revenues	<u>85,000</u>	<u>85,000</u>	<u>71,735</u>	<u>(13,265)</u>
EXPENDITURES				
Current:				
Food Services Operations	85,000	97,714	75,408	22,306
Total Expenditures	<u>85,000</u>	<u>97,714</u>	<u>75,408</u>	<u>22,306</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	-	(12,714)	(3,673)	9,041
Other Financing Sources (Uses):				
Designated Cash	-	12,714	-	(12,714)
Total Other Financing Sources (Uses):	<u>-</u>	<u>12,714</u>	<u>-</u>	<u>(12,714)</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(3,673)</u>	<u>(3,673)</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>12,714</u>	<u>12,714</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>9,041</u>	<u>9,041</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ (3,673)	
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ (3,673)</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 Title I IASA 24101
 For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
Federal Grant	\$ 83,318	125,158	75,162	(49,996)
Total Revenues	<u>83,318</u>	<u>125,158</u>	<u>75,162</u>	<u>(49,996)</u>
EXPENDITURES				
Current:				
Instruction	83,318	125,158	91,728	33,430
Total Expenditures	<u>83,318</u>	<u>125,158</u>	<u>91,728</u>	<u>33,430</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	-	-	(16,566)	(16,566)
Net Changes in Fund Balances	-	-	(16,566)	(16,566)
Cash or Fund Balances - Beginning of Year	-	-	-	-
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>(16,566)</u>	<u>(16,566)</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ (16,566)	
Adjustments to Revenues			16,566	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Schedule of Budgetary Comparisons - Budgetary Basis
IDEA-B Entitlement 24106
For The Year Ended June 30, 2016

	Budgeted Amounts		Actual Amount	Variance Positive (Negative)
	Original Budget	Final Budget		
REVENUES				
Federal Grant	\$ 62,608	147,054	32,394	(114,660)
Total Revenues	<u>62,608</u>	<u>147,054</u>	<u>32,394</u>	<u>(114,660)</u>
EXPENDITURES				
Current:				
Instruction	30,000	106,382	53,273	53,109
Support Services:				
Students	32,608	40,672	3,531	37,141
Total Expenditures	<u>62,608</u>	<u>147,054</u>	<u>56,804</u>	<u>90,250</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	-	-	(24,410)	(24,410)
Net Changes in Fund Balances	-	-	(24,410)	(24,410)
Cash or Fund Balances - Beginning of Year	-	-	-	-
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>(24,410)</u>	<u>(24,410)</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ (24,410)	
Adjustments to Revenues			24,410	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 English Language Acquisition 24153
 For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
Federal Grant	\$ 27,143	57,468	25,689	(31,779)
Total Revenues	<u>27,143</u>	<u>57,468</u>	<u>25,689</u>	<u>(31,779)</u>
EXPENDITURES				
Current:				
Instruction	27,143	57,468	31,003	26,465
Total expenditures	<u>27,143</u>	<u>57,468</u>	<u>31,003</u>	<u>26,465</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	-	-	(5,314)	(5,314)
Net changes in Fund Balances	-	-	(5,314)	(5,314)
Cash or Fund Balances - Beginning of Year	-	-	-	-
Cash or Fund Balances (Deficit) - End of Year	\$ -	-	(5,314)	(5,314)
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ (5,314)	
Adjustments to Revenues			5,314	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 Teacher/Principal Training 24154
 For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
Federal Grant	\$ 12,800	29,304	25,689	(3,615)
Total Revenues	<u>12,800</u>	<u>29,304</u>	<u>25,689</u>	<u>(3,615)</u>
EXPENDITURES				
Current:				
Instruction	12,800	17,800	17,115	685
Support Services:				
School Administration	-	11,504	5,935	5,569
Total expenditures	<u>12,800</u>	<u>29,304</u>	<u>23,050</u>	<u>6,254</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	-	-	2,639	2,639
Net changes in Fund Balances	-	-	2,639	2,639
Cash or Fund Balances - Beginning of Year	-	-	-	-
Cash or Fund Balances (Deficit) - End of Year	<u>\$ -</u>	<u>-</u>	<u>2,639</u>	<u>2,639</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ 2,639	
Adjustments to Revenues			2,726	
Adjustments to Expenditures			(5,365)	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 CNM Foundation 26207
 For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
Local & County Grant	\$ -	2,250	2,250	-
Total Revenues	<u>-</u>	<u>2,250</u>	<u>2,250</u>	<u>-</u>
EXPENDITURES				
Current:				
Instruction	-	2,250	1,500	750
Total expenditures	<u>-</u>	<u>2,250</u>	<u>1,500</u>	<u>750</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>-</u>	<u>750</u>	<u>750</u>
Net changes in Fund Balances	<u>-</u>	<u>-</u>	<u>750</u>	<u>750</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>750</u>	<u>750</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ 750	
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ 750</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 Dual Credit Instructional Materials 27103
 For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
State Grant	\$ -	2,339	806	(1,533)
Total Revenues	<u>-</u>	<u>2,339</u>	<u>806</u>	<u>(1,533)</u>
EXPENDITURES				
Current:				
Instruction	-	2,339	806	1,533
Total Expenditures	<u>-</u>	<u>2,339</u>	<u>806</u>	<u>1,533</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ -	
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 2012 GO Bond Student Library SB-66 27107
 For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
State Grant	\$ 4,089	4,089	4,052	(37)
Total Revenues	<u>4,089</u>	<u>4,089</u>	<u>4,052</u>	<u>(37)</u>
EXPENDITURES				
Current:				
Support Services:				
Instruction	4,089	4,089	4,052	37
Total Expenditures	<u>4,089</u>	<u>4,089</u>	<u>4,052</u>	<u>37</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	-	-	-	-
Net Changes in Fund Balances	-	-	-	-
Cash or Fund Balances - Beginning of Year	-	-	-	-
Cash or Fund Balances (Deficit) - End of Year	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ -	
Adjustments to revenues			-	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Schedule of Budgetary Comparisons - Budgetary Basis
College Advisor Initiative 27189
For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
State Grant	\$ -	65,000	52,305	(12,695)
Total Revenues	<u>-</u>	<u>65,000</u>	<u>52,305</u>	<u>(12,695)</u>
EXPENDITURES				
Current:				
Support Services:				
Students	-	65,000	62,900	2,100
Total Expenditures	<u>-</u>	<u>65,000</u>	<u>62,900</u>	<u>2,100</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>-</u>	<u>(10,595)</u>	<u>(10,595)</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(10,595)</u>	<u>(10,595)</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances (Deficit) - End of Year	<u>\$ -</u>	<u>-</u>	<u>(10,595)</u>	<u>(10,595)</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ (10,595)	
Adjustments to revenues			10,595	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Schedule of Budgetary Comparisons - Budgetary Basis
Public School Capital Outlay 31200
For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
State Grant	\$ -	270,572	202,927	(67,645)
Total Revenues	<u>-</u>	<u>270,572</u>	<u>202,927</u>	<u>(67,645)</u>
EXPENDITURES				
Capital Outlay	-	270,572	270,572	-
Total Expenditures	<u>-</u>	<u>270,572</u>	<u>270,572</u>	<u>-</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	-	-	(67,645)	(67,645)
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(67,645)</u>	<u>(67,645)</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>(67,645)</u>	<u>(67,645)</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ (67,645)	
Adjustments to Revenues			67,643	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ (2)</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Budgetary Comparisons - Budgetary Basis
 SB-9 Capital Improvements 31700
 For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>		<u>Actual Amount</u>	<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>		
REVENUES				
Property Taxes	\$ 119,999	119,999	120,210	211
State Grant	16,738	27,183	-	(27,183)
Total Revenues	<u>136,737</u>	<u>147,182</u>	<u>120,210</u>	<u>(26,972)</u>
EXPENDITURES				
Capital Outlay	324,520	317,623	114,155	203,468
Total Expenditures	<u>324,520</u>	<u>317,623</u>	<u>114,155</u>	<u>203,468</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>(187,783)</u>	<u>(170,441)</u>	<u>6,055</u>	<u>176,496</u>
Other financing sources (uses):				
Designated Cash	170,441	170,441	-	(170,441)
Total other financing sources (uses):	<u>170,441</u>	<u>170,441</u>	<u>-</u>	<u>(170,441)</u>
Net Changes in Fund Balances	<u>(17,342)</u>	<u>-</u>	<u>6,055</u>	<u>6,055</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>170,441</u>	<u>170,441</u>
Cash or Fund Balances (Deficit) - End of Year	<u>\$ (17,342)</u>	<u>-</u>	<u>176,496</u>	<u>176,496</u>
Reconciliation to GAAP Basis:				
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>			\$ 6,055	
Adjustments to Revenues			196	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ 6,251</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Cash Accounts
 June 30, 2016

<u>Bank Account Type</u>	<u>Wells Fargo</u>
Checking - Operational Account	\$ 1,083,664
Checking - Activity Account	1,231
Total on Deposit	1,084,895
Reconciling Items	(39,912)
Reconciled Balance June 30, 2016	1,044,983
Less Agency Funds	(1,231)
Total Cash	\$ 1,043,752

Unaudited

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School
 Schedule of Collateral Pledged by Depository for Public Funds
 June 30, 2016

<u>Name of Depository</u>	<u>Security Type</u>	<u>CUSIP/ Security Number</u>	<u>Maturity Date</u>	<u>Fair Value June 30, 2016</u>
Wells Fargo Bank	FNMA FNMS	3138NXD87	1/1/2043	\$ 569,390
				<u>\$ 569,390</u>
Total Cash in Bank per Schedule of Cash Accounts:				\$ 1,084,895
Less: FDIC coverage:				<u>(250,000)</u>
Uninsured Public Funds:				834,895
Collateral Requirement:				417,448
Pledged Collateral Held by Pledging Financial Institution:				<u>569,390</u>
Balance Over Collateralized:				<u>\$ 151,942</u>
Balance Uninsured and Uncollateralized at June 30, 2016:				<u>\$ 265,505</u>

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School
Cash Reconciliation
June 30, 2016

	Operational 11000	Instructional Materials 14000	Food Services 21000	Non-Instruct. Fund 23000
Cash, June 30, 2015	\$ 616,262	29,841	12,714	2,444
Add:				
2015-16 revenues	<u>2,685,078</u>	<u>31,168</u>	<u>71,735</u>	<u>5,370</u>
Total Cash Available	3,301,340	61,009	84,449	7,814
Less:				
2015-16 expenditures	(2,379,197)	(32,110)	(75,408)	(6,583)
Receivables/Payables	2,300	-	1,210	-
Outstanding Loans	<u>(95,304)</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash June 30, 2016	<u>829,139</u>	<u>28,899</u>	<u>10,251</u>	<u>1,231</u>
Fund Balance Reconciliations to GAAP Basis:				
Audit reclassifications to cash	-	-	-	-
Cash Per Books	<u>829,139</u>	<u>28,899</u>	<u>10,251</u>	<u>1,231</u>
Fund Balance Reconciliation to GAAP Basis:				
Modified Accrual Adjustments	<u>(9,049)</u>	<u>-</u>	<u>(1,210)</u>	<u>(1,231)</u>
Fund Balance, Modified Accrual Basis	<u>\$ 820,090</u>	<u>28,899</u>	<u>9,041</u>	<u>-</u>

The accompanying notes are an integral part of these financial statements

Federal Projects Account 24000	Local Grants 26000	State Flow Through 27000	Public School Capital Outlay 31200	SB-9 Capital Improvements 31700	Total
-	-	-	2	168,658	829,921
<u>158,934</u>	<u>2,250</u>	<u>57,163</u>	<u>202,927</u>	<u>120,210</u>	<u>3,334,835</u>
158,934	2,250	57,163	202,929	288,868	4,164,756
(202,585)	(1,500)	(67,758)	(270,572)	(114,155)	(3,149,868)
19,987	-	6,598	-	-	30,095
<u>23,664</u>	<u>-</u>	<u>3,997</u>	<u>67,643</u>	<u>-</u>	<u>-</u>
-	750	-	-	174,713	1,044,983
-	-	-	-	-	-
-	750	-	-	174,713	1,044,983
				Less - Agency Fund:	(1,231)
					<u>\$ 1,043,752</u>
-	-	-	-	1,979	(9,511)
<u>-</u>	<u>750</u>	<u>-</u>	<u>-</u>	<u>176,692</u>	<u>1,035,472</u>

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 NEW AMERICA SCHOOL-LAS CRUCES
 STATEMENT OF NET POSITION
 JUNE 30, 2013

Exhibit A-1

	Governmental Activities
ASSETS	
Cash and cash equivalents	\$ 635,976
Prepays	7,600
Total current assets	643,576
Noncurrent assets:	
Capital assets	
Furniture, fixtures and equipment	5,191
Building improvements	45,716
Less: accumulated depreciation	(4,041)
Total noncurrent assets	46,866
Total assets	\$ 690,442
LIABILITIES AND NET POSITION	
Accounts payable	\$ 32,973
Accrued expenses	83,805
Total current liabilities	116,778
Total liabilities	116,778
Invested in capital assets	46,866
Restricted	33,689
Unrestricted	493,109
Total net position	573,664
Total liabilities and net position	\$ 690,442

The accompanying notes are an integral part of these financial statements

WW-1

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
NEW AMERICA SCHOOL-LAS CRUCES
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2013

Exhibit A-2

Functions/Programs	Program Revenues				Net (Expenses) Revenues and Changes in Net Position
	Expenses	Charges for Service	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental activities:					
Instruction	\$ 735,337	\$ -	\$ 539,085	\$ -	\$ (196,252)
Support services:					
Students	54,574	-	-	-	(54,574)
Instruction	10,638	-	-	-	(10,638)
General Administration	56,979	-	-	-	(56,979)
School Administration	240,266	-	-	-	(240,266)
Central Services	343,776	-	-	-	(343,776)
Operation & Maintenance of Plant	429,483	-	-	-	(429,483)
Student Transportation	-	-	-	-	-
Food Services Operation	-	-	-	-	-
Non-Instructional Support	-	-	-	-	-
Facilities Materials, Supplies & Other Services	110,003	-	-	110,003	-
Total governmental activities	<u>\$ 1,981,056</u>	<u>\$ -</u>	<u>\$ 539,085</u>	<u>\$ 110,003</u>	<u>(1,331,968)</u>
General Revenues:					
State Equalization Guarantee					1,875,283
Total general revenues					1,875,283
Change in net position					543,315
Net position - beginning					30,349
Net position - ending					<u>\$ 573,664</u>

The accompanying notes are an integral part of these financial statements
WW-2

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
NEW AMERICA SCHOOL-LAS CRUCES
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2013

Exhibit B-1
(Page 1 of 2)

	Operational 11000	Instructional Materials 14000	IDEA-B 24106	Federal Charter Planning 24146	Public Schools Capital Outlay 31200	Total Primary Government
ASSETS						
<i>Current Assets</i>						
Cash	\$ 609,887	\$ 9,758	\$ -	\$ 16,331	\$ -	\$ 635,976
Prepaid expenses	-	-	-	7,600	-	7,600
<i>Total assets</i>	<u>609,887</u>	<u>9,758</u>	<u>-</u>	<u>23,931</u>	<u>-</u>	<u>643,576</u>
LIABILITIES AND FUND BALANCES						
<i>Current Liabilities:</i>						
Accounts payable	32,973	-	-	-	-	32,973
Accrued expenses	83,805	-	-	-	-	83,805
<i>Total liabilities</i>	<u>116,778</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>116,778</u>
<i>Fund balances</i>						
<i>Fund Balance:</i>						
Nonspendable	-	-	-	7,600	-	7,600
Restricted	-	9,758	-	16,331	-	26,089
Unassigned	493,109	-	-	-	-	493,109
<i>Total fund balance</i>	<u>493,109</u>	<u>9,758</u>	<u>-</u>	<u>23,931</u>	<u>-</u>	<u>526,798</u>
<i>Total liabilities and fund balance</i>	<u>\$ 609,887</u>	<u>\$ 9,758</u>	<u>\$ -</u>	<u>\$ 23,931</u>	<u>\$ -</u>	<u>\$ 643,576</u>

The accompanying notes are an integral part of these financial statements
WW-3

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 NEW AMERICA SCHOOL-LAS CRUCES
 GOVERNMENTAL FUNDS
 RECONCILIATION OF THE BALANCE SHEET TO THE STATEMENT OF NET POSITION
 JUNE 30, 2013

Exhibit B-1
 (Page 2 of 2)

	Governmental Funds
Amounts reported for governmental activities in the statement of net position are different because:	
Fund balances - total governmental funds	\$ 526,798
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	46,866
Net Position-total Governmental Activities	\$ 573,664

The accompanying notes are an integral part of these financial statements
 WW-4

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
NEW AMERICA SCHOOL-LAS CRUCES
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2013

Exhibit B-2
(Page 1 of 2)

	Operational 11000	Instructional Materials 14000	IDEA B 24106	Federal Charter Planning 24146	Public Schools Capital Outlay 31200	Total Primary Government
<i>Revenues:</i>						
Local and county grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State grant	1,875,283	-	-	-	110,003	1,985,286
Federal grant	-	9,758	37,988	491,339	-	539,085
Miscellaneous income	-	-	-	-	-	-
<i>Total revenues</i>	<u>1,875,283</u>	<u>9,758</u>	<u>37,988</u>	<u>491,339</u>	<u>110,003</u>	<u>2,524,371</u>
<i>Expenditures:</i>						
<i>Current:</i>						
Instruction	480,219	-	37,988	217,130	-	735,337
Support Services						
Students	54,574	-	-	-	-	54,574
Instruction	8,574	-	-	2,064	-	10,638
General Administration	8,245	-	-	48,734	-	56,979
School Administration	212,148	-	-	28,118	-	240,266
Central Services	253,614	-	-	90,162	-	343,776
Operation & Maintenance of Plant	364,860	-	-	111,489	-	476,349
Student Transportation	-	-	-	-	-	-
Other Support Services	-	-	-	-	-	-
Community Services Operations	-	-	-	-	-	-
Food Services Operations	-	-	-	-	-	-
Capital outlay	-	-	-	-	110,003	110,003
<i>Total expenditures</i>	<u>1,382,234</u>	<u>-</u>	<u>37,988</u>	<u>497,697</u>	<u>110,003</u>	<u>2,027,922</u>
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<u>493,049</u>	<u>9,758</u>	<u>-</u>	<u>(6,358)</u>	<u>-</u>	<u>496,449</u>
<i>Other financing sources (uses):</i>						
Operating transfers	-	-	-	-	-	-
<i>Total other financing sources (uses)</i>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<i>Net changes in fund balances</i>	<u>493,049</u>	<u>9,758</u>	<u>-</u>	<u>(6,358)</u>	<u>-</u>	<u>496,449</u>
<i>Fund balances - beginning of year</i>	<u>60</u>	<u>-</u>	<u>-</u>	<u>30,289</u>	<u>-</u>	<u>30,349</u>
<i>Fund balances - end of year</i>	<u>\$ 493,109</u>	<u>\$ 9,758</u>	<u>\$ -</u>	<u>\$ 23,931</u>	<u>\$ -</u>	<u>\$ 526,798</u>

The accompanying notes are an integral part of these financial statements
WW-5

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
NEW AMERICA SCHOOL-LAS CRUCES
GOVERNMENTAL FUNDS
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2013

Exhibit B-2
 (Page 2 of 2)

	Governmental Funds
Amounts reported for governmental activities in the statement of activities are different because:	
Net change in fund balances - total governmental funds	\$ 496,449
<p style="font-size: small;">Capital Outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, for governmental activities those costs are shown in the statement of net position and allocated over their estimated useful lives as annual depreciation expenses in the statement of activities. This is the amount by which capital outlay exceeds depreciation for the period.</p>	
Depreciation expense	(4,041)
Capital outlays	50,907
Excess of capital outlay over depreciation expense	46,866
Change in Net Position-total Governmental Activities	\$ 543,315

The accompanying notes are an integral part of these financial statements
 WW-6

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 NEW AMERICA SCHOOL - LAS CRUCES
 STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES
 FOR THE YEAR ENDED JUNE 30, 2013

Exhibit C-1

	<u>Agency Funds</u>
ASSETS	
Cash and cash equivalents	928
Total Assets	<u>\$ 928</u>
 LIABILITIES	
Deposits held for others	928
Total Liabilities	<u>\$ 928</u>

The accompanying notes are an integral part of these financial statements.

WW-7

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 NEW AMERICA SCHOOL - LAS CRUCES
 AGENCY FUNDS
 SCHEDULE OF CHANGES IN ASSETS AND LIABILITIES
 FOR THE YEAR ENDED JUNE 30, 2013

Exhibit C-2

	<u>Balance</u> <u>July 1, 2012</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance</u> <u>June 30, 2013</u>
ASSETS				
Cash in bank	\$ -	\$ 2,788	1,860	\$ 928
Total assets	<u>\$ -</u>	<u>\$ 2,788</u>	<u>\$ 1,860</u>	<u>\$ 928</u>
 LIABILITIES				
Deposits held for others	\$ -	\$ 2,788	\$ 1,860	\$ 928
Total liabilities	<u>\$ -</u>	<u>\$ 2,788</u>	<u>\$ 1,860</u>	<u>\$ 928</u>

The accompanying notes are an integral part of these financial statements.

WW-8

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 NEW AMERICA SCHOOL - LAS CRUCES
 SCHEDULE OF COLLATERAL PLEDGED BY DEPOSITORY
 FOR PUBLIC FUNDS
 JUNE 30, 2013

Schedule I

Name of Depository	Description of Pledged Collateral	Fair / Par Market Value June 30, 2013
Citizens Bank of Las Cruces	FHLB 313379EE5 1.625% Matures June 14, 2019	\$ 493,879
		<u>\$ 493,879</u>

The accompanying notes are and integral part of these financial statements
 WW-9

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 NEW AMERICA SCHOOL-LAS CRUCES
 SCHEDULE OF CASH ACCOUNTS
 JUNE 30, 2013

Schedule II

Bank Account Type	Citizens Bank of Las Cruces
Total On Deposit	\$ 696,264
Reconciling Items	<u>(60,288)</u>
Reconciled Balance June 30, 2013	<u>\$ 635,976</u>
Agency Funds:	
Total On Deposit	<u>\$ 961</u>
Reconciling Items	<u>(33)</u>
Reconciled Balance June 30, 2013	<u>\$ 928</u>

The accompanying notes are an integral part of these financial statements.

WW-10

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
NEW AMERICA SCHOOL-LAS CRUCES
CASH RECONCILIATION
JUNE 30, 2013

Schedule III

	Operational 11000	Instructional Materials 14000	Federal Projects Account 24000	Public School Capital Outlay 31200	Total
Cash, June 30, 2012	\$ 60	\$ -	\$ 456	\$ -	\$ 516
Add:					
2012-13 revenues	<u>1,875,282</u>	<u>9,758</u>	<u>547,048</u>	<u>100,003</u>	<u>2,532,091</u>
Total cash available	1,875,342	9,758	547,504	100,003	2,532,607
Less:					
2012-13 expenditures	(1,349,260)	-	(531,173)	(100,003)	(1,980,436)
Accounts Payable	<u>83,805</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>83,805</u>
Cash, June 30, 2013	<u>\$ 609,887</u>	<u>\$ 9,758</u>	<u>\$ 16,331</u>	<u>\$ -</u>	<u>\$ 635,976</u>
Fund Balance Reconciliation to GAAP Basis:					
Audit reclassifications to cash	-	-	-	-	-
Cash per Books	<u>\$ 609,887</u>	<u>\$ 9,758</u>	<u>\$ 16,331</u>	<u>\$ -</u>	<u>\$ 635,976</u>
Fund Balance Reconciliation to GAAP Basis:					
Modified Accrual Adjustments	(116,778)	-	7,600	-	(109,178)
Fund Balance, Modified Accrual Basis	<u>\$ 493,109</u>	<u>\$ 9,758</u>	<u>\$ 23,931</u>	<u>\$ -</u>	<u>\$ 526,798</u>

The accompanying notes are an integral part of these financial statements

WW-11

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Statement of Net Position
June 30, 2014

ASSETS

Current Assets:

Cash and Cash Equivalents	\$ 702,907
Receivables	
Due from Other Governments	59,362
Total Current Assets	<u>762,269</u>

Noncurrent Assets:

Capital Assets	
Building and Improvements	45,716
Vehicles	39,604
Furniture, Fixtures, and Equipment	5,191
Less: Accumulated Depreciation	(14,749)
Total Noncurrent Assets	<u>75,762</u>

Total Assets	<u>838,031</u>
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LIABILITIES

Current Liabilities:

Accounts Payable	10,841
Accrued Liabilities	136,139
Total Current Liabilities	<u>146,980</u>

Total Liabilities	<u>146,980</u>
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NET POSITION

Investment in Capital Assets	75,762
Restricted	25,478
Unrestricted	589,811

Total Net Position	<u>\$ 691,051</u>
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The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Statement of Activities
For The Year Ended June 30, 2014

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenues</u>			<u>Net (Expenses) Revenues and Changes in Net Position</u>
		<u>Charges for Service</u>	<u>Operating Grants and Contributions</u>	<u>Capital Grants and Contributions</u>	
Governmental activities:					
Instruction	\$ 845,972	100	73,168	-	(772,704)
Support Services:					
Students	79,499	-	-	-	(79,499)
Instruction	19,863	-	3,183	-	(16,680)
General Administration	49,354	-	12,622	-	(36,732)
School Administration	387,875	-	-	-	(387,875)
Central Services	336,367	-	-	-	(336,367)
Operation & Maintenance of Plant	583,750	-	-	-	(583,750)
Student Transportation	6,254	-	-	-	(6,254)
Food Services	32,457	362	22,399	-	(9,696)
Facilities Materials, Supplies & Other Services	170,189	-	-	170,189	-
Total Governmental Activities	\$ 2,511,580	462	111,372	170,189	(2,229,557)
			General Revenues:		
			State Equalization Guarantee	\$ 2,346,839	
			Miscellaneous	105	
			Total General Revenues	2,346,944	
			Change in Net Position		117,387
			Net Position-Beginning		573,664
			Net Position-Ending	\$ 691,051	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Balance Sheets - Governmental Funds
June 30, 2014

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101	IDEA-B Entitlement 24106
ASSETS					
Cash and Cash Equivalents	\$ 677,429	14,106	-	-	-
Accounts receivable					
Due from Government	-	-	-	-	5,393
Due from other funds	59,806	-	-	-	-
Total Assets	\$ 737,235	14,106	-	-	5,393
LIABILITIES AND FUND BALANCES					
<i>Liabilities:</i>					
Accounts Payable	\$ 10,841	-	-	-	-
Accrued Expenses	136,116	-	-	-	23
Due to Other Funds	-	-	467	-	5,370
Total Liabilities	146,957	-	467	-	5,393
<i>Fund Balances (Deficit)</i>					
Fund Balance (Deficit):					
Restricted for:					
Instruction	-	14,106	-	-	-
Spaceport Grant	-	-	-	-	-
Assigned to:					
Subsequent Years Expenditures and Other Programs	590,278	-	-	-	-
Unassigned (Deficit)	-	-	(467)	-	-
Total Fund Balances	590,278	14,106	(467)	-	-
Total Liabilities and Fund Balances (Deficit)	\$ 737,235	14,106	-	-	5,393

The accompanying notes are an integral part of these financial statements

IDEA-B Risk Pool 24120	Federal Charter School Planning 24146	Teacher Principal Training 24154	Spaceport Grant 26204	2012 SB-66 Student Library 27107	Public School Capital Outlay 31200	Total
-	-	-	11,372	-	-	702,907
506	7,733	-	-	3,183	42,547	59,362
-	-	-	-	-	-	59,806
<u>506</u>	<u>7,733</u>	<u>-</u>	<u>11,372</u>	<u>3,183</u>	<u>42,547</u>	<u>822,075</u>
-	-	-	-	-	-	10,841
-	-	-	-	-	-	136,139
<u>506</u>	<u>7,733</u>	<u>-</u>	<u>-</u>	<u>3,183</u>	<u>42,547</u>	<u>59,806</u>
<u>506</u>	<u>7,733</u>	<u>-</u>	<u>-</u>	<u>3,183</u>	<u>42,547</u>	<u>206,786</u>
-	-	-	-	-	-	14,106
-	-	-	11,372	-	-	11,372
-	-	-	-	-	-	590,278
-	-	-	-	-	-	(467)
-	-	-	11,372	-	-	615,289
<u>506</u>	<u>7,733</u>	<u>-</u>	<u>11,372</u>	<u>3,183</u>	<u>42,547</u>	<u>822,075</u>

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School - Las Cruces
 Reconciliation of the Balance Sheets of Governmental Funds to
 The Statement of Net Position
 June 30, 2014

Fund Balances - Total Governmental Funds **\$ 615,289**

Amounts reported for governmental activities in the Statement of
 Net Position are different because:

Capital assets used in governmental activities are not financial
 resources and, therefore, are not reported in the funds.

Capital Assets	90,511	
Accumulated Depreciation	(14,749)	
	75,762	75,762

Net Position-Total Governmental Activities **\$ 691,051**

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Statement of Revenues, Expenditures, and Changes In Fund Balances (Deficit)
Governmental Funds
For The Year Ended June 30, 2014

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101	IDEA-B Entitlement 24106
Revenues:					
Local & County Grant	\$ -	-	-	-	-
State Grant	2,346,839	26,672	-	-	-
Federal Grant	-	-	14,666	9,218	36,772
Charges for Services	100	-	362	-	-
Miscellaneous Income	105	-	-	-	-
Total Revenues	2,347,044	26,672	15,028	9,218	36,772
Expenditures:					
Current:					
Instruction	759,571	22,324	-	9,218	36,772
Support Services:					
Students	79,499	-	-	-	-
Instruction	16,680	-	-	-	-
General Administration	49,354	-	-	-	-
School Administration	387,875	-	-	-	-
Central Services	336,367	-	-	-	-
Operation & Maintenance of Plant	570,940	-	-	-	-
Student Transportation	40,360	-	-	-	-
Food Services Operations	9,229	-	15,495	-	-
Capital Outlay	-	-	-	-	-
Total Expenditures	2,249,875	22,324	15,495	9,218	36,772
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>97,169</u>	<u>4,348</u>	<u>(467)</u>	<u>-</u>	<u>-</u>
Net Changes in Fund Balances	<u>97,169</u>	<u>4,348</u>	<u>(467)</u>	<u>-</u>	<u>-</u>
Fund Balances - Beginning of Year	<u>493,109</u>	<u>9,758</u>	<u>-</u>	<u>-</u>	<u>-</u>
Fund Balances (Deficit)- End of Year	<u>\$ 590,278</u>	<u>14,106</u>	<u>(467)</u>	<u>-</u>	<u>-</u>

The accompanying notes are an integral part of these financial statements

IDEA-B Risk Pool 24120	Federal Charter School Planning 24146	Teacher Principal Training 24154	Spaceport Grant 26204	2012 SB-66 Student Library 27107	Public School Capital Outlay 31200	Total
-	-	-	11,372	-	-	11,372
-	-	-	-	3,183	170,189	2,546,883
506	7,733	1,250	-	-	-	70,145
-	-	-	-	-	-	462
-	-	-	-	-	-	105
<u>506</u>	<u>7,733</u>	<u>1,250</u>	<u>11,372</u>	<u>3,183</u>	<u>170,189</u>	<u>2,628,967</u>
506	16,331	1,250	-	-	-	845,972
-	-	-	-	-	-	79,499
-	-	-	-	3,183	-	19,863
-	-	-	-	-	-	49,354
-	-	-	-	-	-	387,875
-	-	-	-	-	-	336,367
-	7,600	-	-	-	-	578,540
-	-	-	-	-	-	40,360
-	7,733	-	-	-	-	32,457
-	-	-	-	-	170,189	170,189
<u>506</u>	<u>31,664</u>	<u>1,250</u>	<u>-</u>	<u>3,183</u>	<u>170,189</u>	<u>2,540,476</u>
-	(23,931)	-	11,372	-	-	88,491
-	(23,931)	-	11,372	-	-	88,491
-	23,931	-	-	-	-	526,798
-	-	-	11,372	-	-	615,289

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School - Las Cruces
 Reconciliation of the Statement of Revenues, Expenditures, and Changes
 in Fund Balances of Governmental Funds to the Statement of Activities
 For the Year Ended June 30, 2014

Net Change in Fund Balances-Total Governmental Funds **\$ 88,491**

Amounts reported for governmental activities in the Statement
 of Activities are different because:

Capital outlays to purchase or build capital assets are reported in
 governmental funds as expenditures. However, for governmental
 activities those costs are shown in the Statement of Net Position and
 allocated over their estimated useful lives as annual depreciation
 expenses in the Statement of Activities. This is the amount by which
 depreciation exceeds capital outlay for the period.

Capital Outlays	39,604	
Depreciation Expense	(10,708)	
	28,896	28,896

Change in Net Position-Total Governmental Activities **\$ 117,387**

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Statement of Fiduciary Assets and Liabilities- Agency Funds
June 30, 2014

	<u>Agency Funds</u>
ASSETS	
Cash in Bank	\$ 1,724
Total Assets	<u>\$ 1,724</u>
LIABILITIES	
Deposits Held for Others	\$ 1,724
Total Liabilities	<u>\$ 1,724</u>

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School - Las Cruces
 Schedule of Changes in Assets and Liabilities - Agency Funds
 For The Year Ended June 30, 2014

	<u>Balance July 1, 2013</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance June 30, 2014</u>
ASSETS				
Cash in Bank	\$ 928	4,361	3,565	1,724
Total assets	<u>\$ 928</u>	<u>4,361</u>	<u>3,565</u>	<u>1,724</u>
LIABILITIES				
Deposits Held for Others	\$ 928	4,361	3,565	1,724
Total Liabilities	<u>\$ 928</u>	<u>4,361</u>	<u>3,565</u>	<u>1,724</u>

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
THE NEW AMERICA SCHOOL – LAS CRUCES
Notes to the Financial Statements
June 30, 2014

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Capital Assets. Equipment, software and computer equipment purchases or acquired is carried at historical cost or estimated historical cost. Contributed assets are recorded at the fair market values as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. The New America School- Las Cruces’s (NASLC) capitalization policy (i.e., the dollar value above which the asset acquisitions are added to the capital accounts) is \$5,000. The NASLC does not capitalize any interest with regard to its capital assets.

Depreciation on all assets is provided on the straight-line basis over the estimated useful lives with no salvage value. The NASLC utilizes Internal Revenue Service guidelines to estimate the useful lives on capital assets as follows:

Furniture, Fixtures and Equipment	8 years
Buildings and Improvements	10 years
Vehicles	5 years

Capital assets for the NASLC are recorded in the Statement of Net Position.

NOTE 2. CAPITAL ASSETS

A summary of capital assets and changes occurring during the year ended June 30, 2014 follows:

	Balance			Balance
	June 30, 2013	Additions	Deletions	June 30, 2014
<i>Capital Assets being Depreciated:</i>				
Furniture, Fixtures and Equipment	\$ 5,191	-	-	5,191
Building and Improvements	45,716	-	-	45,716
Vehicles	-	39,604	-	39,604
<i>Total</i>	<u>50,907</u>	<u>39,604</u>	<u>-</u>	<u>90,511</u>
<i>Less: Accumulated Depreciation</i>				
Furniture, Fixtures and Equipment	(43)	(1,038)	-	(1,081)
Buildings and Improvements	(3,998)	(4,172)	-	(8,170)
Vehicles	-	(5,498)	-	(5,498)
<i>Total</i>	<u>(4,041)</u>	<u>(10,708)</u>	<u>-</u>	<u>(14,749)</u>
Net Capital Assets	<u>\$ 46,866</u>	<u>28,896</u>	<u>-</u>	<u>75,762</u>

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 THE NEW AMERICA SCHOOL – LAS CRUCES
 Notes to the Financial Statements
 June 30, 2014

NOTE 2. CAPITAL ASSETS (CONTINUED)

Depreciation expensed for the year ended June 30, 2014 was expensed to the following functions:

Operations/Plant Maintenance	\$	5,210
Student Transportation		<u>5,498</u>
Total	\$	<u>10,708</u>

NOTE 3. COMMITMENTS AND CONTINGENCIES

A. Leases

The school leased facilities under short-term cancelable operating leases. Rental expense for the year ended June 30, 2014 were \$337,785.

The following is a schedule by years of future lease payments under operating leases as of June 30, 2014.

Year Ending June 30:		
2015	\$	371,250
2016		371,250
2017		371,250
2018		371,250
2019		<u>396,000</u>
Total Operating Lease Payments	\$	<u>1,881,000</u>

NOTE 4. RELATED PARTIES

The business manager services are performed by the Vigil Group, which performed services for multiple state charter schools.

NOTE 5. DEFICIT FUND BALANCE

At June 30, 2014, the Food Services fund had a deficit fund balance of \$467. This School plans on collecting more revenues than expenditures in the next fiscal year.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Operational 11000
For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
State Grant	\$ 1,780,778	2,346,841	2,346,839	(2)
Charges for Services	-	-	100	100
Miscellaneous Income	-	-	105	105
Total Revenues	<u>1,780,778</u>	<u>2,346,841</u>	<u>2,347,044</u>	<u>203</u>
Expenditures:				
Current:				
Instruction	756,763	1,023,480	762,518	260,962
Support Services:				
Students	73,057	80,607	79,499	1,108
Instruction	12,500	19,499	16,680	2,819
General Administration	32,000	65,505	52,220	13,285
School Administration	276,842	427,647	387,227	40,420
Central Services	327,396	383,549	344,067	39,482
Operation & Maintenance of Plant	688,295	819,368	580,208	239,160
Student Transportation	-	41,165	40,360	805
Food Services Operations	-	12,103	9,229	2,874
Total Expenditures	<u>2,166,853</u>	<u>2,872,923</u>	<u>2,272,008</u>	<u>600,915</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>(386,075)</u>	<u>(526,082)</u>	<u>75,036</u>	<u>601,118</u>
Other Financing Sources (Uses):				
Designated Cash	386,075	526,082	-	(526,082)
Total Other Financing Sources (Uses):	<u>386,075</u>	<u>526,082</u>	<u>-</u>	<u>(526,082)</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>75,036</u>	<u>75,036</u>
Cash or Fund balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>609,887</u>	<u>609,887</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>684,923</u>	<u>684,923</u>
Reconciliation to GAAP Basis:				
Adjustments to Expenditures			<u>22,133</u>	
NET CHANGE IN FUND BALANCE			<u>\$ 97,169</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Instructional Materials 14000
For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
State Grant	\$ -	12,565	26,671	14,106
Total Revenues	<u>-</u>	<u>12,565</u>	<u>26,671</u>	<u>14,106</u>
Expenditures:				
Current:				
Instruction	-	22,323	22,323	-
Total Expenditures	<u>-</u>	<u>22,323</u>	<u>22,323</u>	<u>-</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>(9,758)</u>	<u>4,348</u>	<u>14,106</u>
Other Financing Sources (Uses):				
Designated Cash	-	9,758	-	(9,758)
Total Other Financing Sources (Uses):	<u>-</u>	<u>9,758</u>	<u>-</u>	<u>(9,758)</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>4,348</u>	<u>4,348</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>9,758</u>	<u>9,758</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>14,106</u>	<u>14,106</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ 4,348</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Food Services 21000
For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Federal Grant	\$ -	17,405	14,666	(2,739)
Charges for Services	-	-	362	362
Total Revenues	<u>-</u>	<u>17,405</u>	<u>15,028</u>	<u>(2,377)</u>
Expenditures:				
Food Services Operations	-	17,405	15,495	1,910
Total Expenditures	<u>-</u>	<u>17,405</u>	<u>15,495</u>	<u>1,910</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>-</u>	<u>(467)</u>	<u>(467)</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(467)</u>	<u>(467)</u>
Cash or Fund balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>(467)</u>	<u>(467)</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ (467)</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 Title I - IASA 24101
 For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Federal Grant	\$ 16,100	45,943	9,218	(36,725)
Total Revenues	<u>16,100</u>	<u>45,943</u>	<u>9,218</u>	<u>(36,725)</u>
Expenditures:				
Current:				
Instruction	16,100	45,943	9,218	36,725
Total Expenditures	<u>16,100</u>	<u>45,943</u>	<u>9,218</u>	<u>36,725</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
IDEA-B Entitlement 24106
For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Federal Grant	\$ 36,476	38,400	31,379	(7,021)
Total Revenues	<u>36,476</u>	<u>38,400</u>	<u>31,379</u>	<u>(7,021)</u>
Expenditures:				
Current:				
Instruction	36,476	38,400	36,772	1,628
Total Expenditures	<u>36,476</u>	<u>38,400</u>	<u>36,772</u>	<u>1,628</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>-</u>	<u>(5,393)</u>	<u>(5,393)</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(5,393)</u>	<u>(5,393)</u>
Cash or Fund balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>(5,393)</u>	<u>(5,393)</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			<u>5,393</u>	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 IDEA-B Risk Pool 24120
 For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Federal Grant	\$ -	506	-	(506)
Total Revenues	<u>-</u>	<u>506</u>	<u>-</u>	<u>(506)</u>
Expenditures:				
Current:				
Instruction	-	506	506	-
Total Expenditures	<u>-</u>	<u>506</u>	<u>506</u>	<u>-</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>-</u>	<u>(506)</u>	<u>(506)</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(506)</u>	<u>(506)</u>
Cash or Fund balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>(506)</u>	<u>(506)</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			<u>506</u>	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Federal Charter School Planning 24146
For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Federal Grant	\$ -	7,734	-	(7,734)
Total Revenues	<u>-</u>	<u>7,734</u>	<u>-</u>	<u>(7,734)</u>
Expenditures:				
Current:				
Instruction	-	16,331	16,331	-
Food Services Operations	-	7,734	7,733	1
Total Expenditures	<u>-</u>	<u>24,065</u>	<u>24,064</u>	<u>1</u>
Deficiency of Revenues Under Expenditures	-	(16,331)	(24,064)	(7,733)
Other Financing Sources (Uses):				
Designated Cash	-	16,331	-	(16,331)
Total other Financing Sources (Uses):	<u>-</u>	<u>16,331</u>	<u>-</u>	<u>(16,331)</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(24,064)</u>	<u>(24,064)</u>
Cash or Fund balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>23,931</u>	<u>23,931</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>(133)</u>	<u>(133)</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			7,733	
Adjustments to Expenditures			(7,600)	
NET CHANGE IN FUND BALANCE			<u>\$ (23,931)</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Teacher Principal Training 24154
For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Federal Grant	\$ 2,003	2,003	1,250	(753)
Total Revenues	<u>2,003</u>	<u>2,003</u>	<u>1,250</u>	<u>(753)</u>
Expenditures:				
Current:				
Instruction	2,003	2,003	1,250	753
Total Expenditures	<u>2,003</u>	<u>2,003</u>	<u>1,250</u>	<u>753</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Spaceport Grant 26204
For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			<u>Variance Positive (Negative)</u>
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Local & County Grant	\$ -	11,372	11,372	-
Total Revenues	<u>-</u>	<u>11,372</u>	<u>11,372</u>	<u>-</u>
Expenditures:				
Current:				
Instruction	-	11,372	-	11,372
Total Expenditures	<u>-</u>	<u>11,372</u>	<u>-</u>	<u>11,372</u>
<i>Excess of Revenues Over Expenditures</i>	<u>-</u>	<u>-</u>	<u>11,372</u>	<u>11,372</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>11,372</u>	<u>11,372</u>
Cash or Fund balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>11,372</u>	<u>11,372</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			-	
Adjustments to Expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ 11,372</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
2012 SB-66 Student Library 27107
For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
State Grant	\$ 3,184	3,184	-	(3,184)
Total Revenues	<u>3,184</u>	<u>3,184</u>	<u>-</u>	<u>(3,184)</u>
Expenditures:				
Current:				
Support Services:				
Instruction	3,184	3,184	3,183	1
Total Expenditures	<u>3,184</u>	<u>3,184</u>	<u>3,183</u>	<u>1</u>
Deficiency of Revenues Under Expenditures	-	-	(3,183)	(3,183)
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(3,183)</u>	<u>(3,183)</u>
Cash or Fund balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>(3,183)</u>	<u>(3,183)</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			3,183	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Public School Capital Outlay 31200
For The Year Ended June 30, 2014

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
State Grant	\$ -	170,189	127,642	(42,547)
Total Revenues	<u>-</u>	<u>170,189</u>	<u>127,642</u>	<u>(42,547)</u>
Expenditures:				
Capital Outlay	-	170,189	170,189	-
Total Expenditures	<u>-</u>	<u>170,189</u>	<u>170,189</u>	<u>-</u>
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>-</u>	<u>-</u>	<u>(42,547)</u>	<u>(42,547)</u>
Net Changes in Fund Balances	<u>-</u>	<u>-</u>	<u>(42,547)</u>	<u>(42,547)</u>
Cash or Fund balances - Beginning of Year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or Fund Balances - End of Year	<u>\$ -</u>	<u>-</u>	<u>(42,547)</u>	<u>(42,547)</u>
Reconciliation to GAAP Basis:				
Adjustments to Revenues			<u>42,547</u>	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School - Las Cruces
 Schedule of Collateral Pledged by Depository For Public Funds
 June 30, 2014

<u>Name of Depository</u>	<u>Security Type</u>	<u>CUSIP/ Security Number</u>	<u>Maturity Date</u>	<u>Fair Value June 30, 2014</u>
Citizens Bank	FHLB	313379EE5	6/14/2019	\$ 495,289
				<u>\$ 495,289</u>

Total Cash per Schedule of Cash Accounts:	\$	721,963
Less: FDIC Coverage:		<u>(250,000)</u>
Uninsured Public Funds:		471,963
Collateral Requirement:		235,982
Pledged Collateral Held by Pledging Financial Institution:		<u>495,289</u>
Balance Over Collateralized:	\$	<u>259,307</u>
Balance Uninsured and Uncollateralized at June 30, 2014:	\$	<u>-</u>

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America School - Las Cruces
 Schedule of Cash Accounts
 June 30, 2014

<u>Bank Account Type</u>	<u>Citizens Bank</u>
Checking - Operational Account	\$ 720,239
Checking - Activity Account	<u>1,724</u>
Total on Deposit	721,963
Reconciling Items	<u>(17,332)</u>
Reconciled Balance June 30, 2014	<u>704,631</u>
Less: Agency Funds	<u>(1,724)</u>
Total Cash	<u><u>\$ 702,907</u></u>

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School - Las Cruces
Cash Reconciliation
June 30, 2014

	<u>Operational 11000</u>	<u>Instructional Materials 14000</u>	<u>Food Services 21000</u>	<u>Non-Instructional Support 23000</u>
Cash, June 30, 2013	\$ 493,109	9,758	-	928
Add:				
2013-14 Revenues	<u>2,347,044</u>	<u>26,672</u>	<u>15,028</u>	<u>4,361</u>
Total Cash Available	2,840,153	36,430	15,028	5,289
Less:				
2013-14 Expenditures	(2,272,008)	(22,324)	(15,495)	(3,565)
Receivables/Payables	<u>169,090</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash June 30, 2014	<u>737,235</u>	<u>14,106</u>	<u>(467)</u>	<u>1,724</u>
Fund Balance Reconciliations to GAAP Basis:				
Audit Reclassifications to Cash	<u>(59,806)</u>	<u>-</u>	<u>467</u>	<u>-</u>
Cash per Books	<u>677,429</u>	<u>14,106</u>	<u>-</u>	<u>1,724</u>
Fund Balance Reconciliation to GAAP Basis:				
Modified Accrual Adjustments	<u>(87,151)</u>	<u>-</u>	<u>(467)</u>	<u>(1,724)</u>
Fund Balance (Deficit), Modified Accrual Basis	<u>\$ 590,278</u>	<u>14,106</u>	<u>(467)</u>	<u>-</u>

The accompanying notes are an integral part of these financial statements

Federal Projects Account 24000	Local Grants Account 26000	State Account 27000	Public School Capital Outlay 31200	Total
23,931	-	-	-	527,726
41,847	11,372	-	127,642	2,573,966
65,778	11,372	-	127,642	3,101,692
(71,810)	-	(3,183)	(170,189)	(2,558,574)
(7,577)	-	-	-	161,513
(13,609)	11,372	(3,183)	(42,547)	704,631
13,609	-	3,183	42,547	-
-	11,372	-	-	704,631
Less: Activity Funds Per Schedule of Changes in Assets and Liabilities- Agency Fund:				(1,724)
Balance Sheets - Governmental Funds:				\$ 702,907
-	-	-	-	(89,342)
-	11,372	-	-	615,289

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Statement of Net Position
June 30, 2015

ASSETS AND DEFERRED OUTFLOWS

Current Assets:

Cash and Cash Equivalents	\$ 1,005,593
Receivables	
Due from Other Governments	60,127
Total Current Assets	<u>1,065,720</u>

Noncurrent Assets:

Capital Assets	
Building and Improvements	45,716
Vehicles	39,604
Furniture, Fixtures, and Equipment	5,191
Less: Accumulated Depreciation	(27,880)
Total Noncurrent Assets	<u>62,631</u>
Total Assets	<u>1,128,351</u>

Deferred Outflow - Pension Related	<u>656,501</u>
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LIABILITIES AND DEFERRED INFLOWS

Current Liabilities:

Accounts Payable	10,651
Accrued Liabilities	143,720
Total Current Liabilities	<u>154,371</u>

Noncurrent Liabilities

Net Pension Liability	2,022,675
Total Noncurrent Liabilities	<u>2,022,675</u>
Total Liabilities	<u>2,177,046</u>

Deferred Inflow - Pension Related	<u>214,016</u>
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NET POSITION

Investment in Capital Assets	62,631
Restricted	137,041
Unrestricted (Deficit)	(805,882)
Total Net Position	<u>\$ (606,210)</u>

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Statement of Activities
For The Year Ended June 30, 2015

Functions/Programs	Expenses	Program Revenues			Net (Expenses) Revenues and Changes in Net Position
		Charges for Service	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental Activities:					
Instruction	\$ 967,226	450	126,929	-	(839,847)
Support Services:					
Students	149,607	-	72,711	-	(76,896)
Instruction	21,390	-	-	-	(21,390)
General Administration	79,111	-	-	-	(79,111)
School Administration	403,860	-	2,000	-	(401,860)
Central Services	330,899	-	-	-	(330,899)
Operation & Maintenance of Plant	561,810	-	-	-	(561,810)
Student Transportation	9,508	-	-	-	(9,508)
Food Services	41,464	42	35,540	-	(5,882)
Facilities Materials, Supplies & Other Services	216,065	-	-	216,065	-
Total governmental activities	<u>\$ 2,780,940</u>	<u>492</u>	<u>237,180</u>	<u>216,065</u>	<u>(2,327,203)</u>
General Revenues:					
Property Taxes				\$	109,065
State Equalization Guarantee					<u>2,333,973</u>
Total General Revenues					<u>2,443,038</u>
Change in Net Position					115,835
Net Position-Beginning					691,051
Restatement					(1,413,096)
Net Position, as Restated					<u>(722,045)</u>
Net Position-Ending				\$	<u>(606,210)</u>

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Balance Sheets - Governmental Funds
June 30, 2015

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101	IDEA-B Entitlement 24106
ASSETS					
Cash and Cash Equivalents	\$ 869,290	13,928	-	-	91
Accounts Receivable					
Due from Government	-	-	-	4,045	5,960
Due from Other Funds	42,200	-	-	-	-
Total Assets	\$ 911,490	13,928	-	4,045	6,051
LIABILITIES AND FUND BALANCES					
Liabilities:					
Accounts Payable	\$ 10,651	-	-	-	-
Accrued Expenses	126,531	-	-	1,278	6,051
Due to Other Funds	-	-	-	2,767	-
Total Liabilities	137,182	-	-	4,045	6,051
Fund Balances					
Fund Balance:					
Restricted for:					
Instruction	-	13,928	-	-	-
Capital Improvements	-	-	-	-	-
Unassigned	774,308	-	-	-	-
Total Fund Balance	774,308	13,928	-	-	-
Total Liabilities and Fund Balance	\$ 911,490	13,928	-	4,045	6,051

The accompanying notes are an integral part of these financial statements.

English Language Acquisition 24153	Teacher Principal Training 24154	Spaceport Grant 26204	College Advisor Initiative 27189	Public School Capital Outlay 31200	HB-33 Capital Improvements 31600	Total Government
-	-	14,048	31	-	108,205	1,005,593
1,712	2,000	-	45,550	-	860	60,127
-	-	-	-	-	-	42,200
1,712	2,000	14,048	45,581	-	109,065	1,107,920
-	-	-	-	-	-	10,651
-	-	-	9,860	-	-	143,720
1,712	2,000	-	35,721	-	-	42,200
1,712	2,000	-	45,581	-	-	196,571
-	-	14,048	-	-	-	27,976
-	-	-	-	-	109,065	109,065
-	-	-	-	-	-	774,308
-	-	14,048	-	-	109,065	911,349
1,712	2,000	14,048	45,581	-	109,065	1,107,920

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STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Position
June 30, 2015

Fund Balances - Total Governmental Funds **\$ 911,349**

Amounts reported for governmental activities in the Statement of Net Position are different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.

Capital Assets	90,511	
Accumulated Depreciation	(27,880)	
	62,631	62,631

Defined benefit pension plan deferred outflows are not financial resources and, therefore, are not reported in the funds.		656,501
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Long-term liabilities are not due in the current period and, therefore, are not reported in the funds.

Net Pension Liability		(2,022,675)
-----------------------	--	-------------

Defined benefit pension plan deferred inflows are not due and payable in the current period and, therefore, are not reported in the funds.		(214,016)
		(214,016)

Net Position-Total Governmental Activities **\$ (606,210)**

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Statement of Revenues, Expenditures, And Changes In Fund Balances
Governmental Funds
For The Year Ended June 30, 2015

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101	IDEA-B Entitlement 24106
REVENUES					
Property Taxes	\$ -	-	-	-	-
Local & County Grant	28,011	-	-	-	-
State Grant	2,333,973	23,194	-	-	-
Federal Grant	-	-	35,540	27,601	39,346
Charges for Services	450	-	42	-	-
Total Revenues	2,362,434	23,194	35,582	27,601	39,346
EXPENDITURES					
Current:					
Instruction	790,567	23,372	-	19,048	39,346
Support Services:					
Students	65,965	-	-	8,553	-
Instruction	20,806	-	-	-	-
General Administration	79,111	-	-	-	-
School Administration	364,309	-	-	-	-
Central Services	311,902	-	-	-	-
Operation & Maintenance of Plant	537,808	-	-	-	-
Student Transportation	1,587	-	-	-	-
Food Services Operations	6,349	-	35,115	-	-
Capital Outlay	-	-	-	-	-
Total Expenditures	2,178,404	23,372	35,115	27,601	39,346
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	184,030	(178)	467	-	-
Net Changes in Fund Balances	184,030	(178)	467	-	-
Fund Balances - Beginning of Year	590,278	14,106	(467)	-	-
Fund Balances - End of Year	\$ 774,308	13,928	-	-	-

The accompanying notes are an integral part of these financial statements.

English Language Acquisition 24153	Teacher Principal Training 24154	Spaceport Grant 26204	College Advisor Initiative 27189	Public School Capital Outlay 31200	HB-33 Capital Improvements 31600	Total Government
-	-	-	-	-	109,065	109,065
-	-	13,918	-	-	-	41,929
-	-	-	64,158	216,065	-	2,637,390
1,712	3,700	-	-	-	-	107,899
-	-	-	-	-	-	492
1,712	3,700	13,918	64,158	216,065	109,065	2,896,775
1,712	1,700	11,242	-	-	-	886,987
-	-	-	64,158	-	-	138,676
-	-	-	-	-	-	20,806
-	-	-	-	-	-	79,111
-	2,000	-	-	-	-	366,309
-	-	-	-	-	-	311,902
-	-	-	-	-	-	537,808
-	-	-	-	-	-	1,587
-	-	-	-	-	-	41,464
-	-	-	-	216,065	-	216,065
1,712	3,700	11,242	64,158	216,065	-	2,600,715
-	-	2,676	-	-	109,065	296,060
-	-	2,676	-	-	109,065	296,060
-	-	11,372	-	-	-	615,289
-	-	14,048	-	-	109,065	911,349

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Reconciliation of the Statement of Revenues, Expenditures, and Changes
in Fund Balances of Governmental Funds to the Statement of Activities
June 30, 2015

Net Change in Fund Balances-Total Governmental Funds **\$ 296,060**

Amounts reported for governmental activities in the Statement of
 Activities are different because:

Capital outlays to purchase or build capital assets are reported in
 governmental funds as expenditures. However, for governmental
 activities those costs are shown in the Statement of Net Position and
 allocated over their estimated useful lives as annual depreciation
 expenses in the Statement of Activities. This is the amount by which
 capital outlay exceeds depreciation for the period

Depreciation Expense	(13,131)	(13,131)
----------------------	----------	----------

The issuance of long-term debt (e.g., bonds, notes, leases) provide
 current financial resources to governmental funds, while the
 repayment of the principal of long-term debt consumes the current
 financial resources of governmental funds. Neither transaction,
 however, has any effect on net position.

Change in Net Pension Liability	(167,094)	
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Change in Net Position-Total Governmental Activities	\$ 115,835	
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The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Statement of Fiduciary Assets and Liabilities-Agency Funds
 June 30, 2015

	<u>Agency Funds</u>
ASSETS	
Cash in Bank	\$ 2,253
Total Assets	<u>\$ 2,253</u>
LIABILITIES	
Deposits Held for Others	\$ 2,253
Total Liabilities	<u>\$ 2,253</u>

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Schedule of Changes in Assets and Liabilities - Agency Funds
For The Year Ended June 30, 2015

	<u>Balance July 1, 2014</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance June 30, 2015</u>
ASSETS				
Cash in Bank	\$ 1,724	6,017	(5,488)	2,253
Total Assets	<u>\$ 1,724</u>	<u>6,017</u>	<u>(5,488)</u>	<u>2,253</u>
LIABILITIES				
Deposits Held for Others	\$ 1,724	6,017	(5,488)	2,253
Total Liabilities	<u>\$ 1,724</u>	<u>6,017</u>	<u>(5,488)</u>	<u>2,253</u>

The accompanying notes are an integral part of these financial statements

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Capital Assets. Capital assets purchased or acquired are carried at historical cost or estimated historical cost. Contributed assets are recorded at the fair market values as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. The New America School–Las Cruces’ capitalization policy (i.e., the dollar value above which the asset acquisitions are added to the capital accounts) is \$5,000. The New America School–Las Cruces does not capitalize any interest with regard to its capital assets.

Depreciation on all assets is provided on the straight-line basis over the estimated useful lives with no salvage value. The New America School–Las Cruces utilizes Internal Revenue Service guidelines to estimate the useful lives on capital assets as follows:

Furniture, Fixtures and Equipment	5 years
Buildings and Improvements	40 years

Capital assets for the New America School–Las Cruces are recorded in the Statement of Net Position.

Pensions. For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expenses, information about the Fiduciary Net Position of the New Mexico Educational Retirement Board (ERB) and additions to/deductions from ERB’s Fiduciary Net Position have been determined on the economic resources measurement focus and accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School – Las Cruces
Notes to the Financial Statements
June 30, 2015

NOTE 2. CAPITAL ASSETS

A summary of capital assets and changes occurring during the year ended June 30, 2015 follows:

	<u>Balance</u> <u>June 30, 2014</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance</u> <u>June 30, 2015</u>
<i>Capital Assets being Depreciated:</i>				
Furniture, Fixtures and Equipment	\$ 5,191	-	-	5,191
Building Improvements	45,716	-	-	45,716
Vehicles	39,604	-	-	39,604
<i>Total</i>	<u>90,511</u>	<u>-</u>	<u>-</u>	<u>90,511</u>
<i>Less: Accumulated Depreciation</i>				
Furniture, fixtures and equipment	(1,081)	(1,038)	-	(2,119)
Building Improvements	(8,170)	(4,172)	-	(12,342)
Vehicles	(5,498)	(7,921)	-	(13,419)
<i>Total</i>	<u>(14,749)</u>	<u>(13,131)</u>	<u>-</u>	<u>(27,880)</u>
Capital Assets, Net	<u>\$ 75,762</u>	<u>(13,131)</u>	<u>-</u>	<u>62,631</u>

Depreciation expensed for the year ended June 30, 2015 was expensed to the following functions:

Operations/Plant Maintenance	\$ 5,210
Student Transportation	<u>7,921</u>
Total	<u><u>\$ 13,131</u></u>

NOTE 3. COMMITMENTS AND LIABILITIES

The New America School–Las Cruces leased equipment and facilities under long-term cancelable operating leases. Rental expense for the year ended June 30, 2015, was \$369,765. The school’s minimum future payments on this lease are as follows:

Year Ending June 30:	
2016	\$ 371,250
2017	371,250
2018	393,938
2019	396,000
2020	396,000
2021	396,000
Total lease payments	<u><u>\$ 2,324,438</u></u>

NOTE 4. RELATED PARTIES

The business manager services are performed by the Vigil Group, which performed services for multiple state charter schools.

NOTE 5. PENSION PLAN - EDUCATIONAL RETIREMENT BOARD

The information contained within this disclosure represents the pension information specific to the New America School-Las Cruces and does not include general disclosure information pertaining to the New Mexico Educational Employees' Retirement Plan. General disclosure information including plan description, benefits provided, applicable actuarial assumptions, and location for additional information about the New Mexico Educational Retirement Boards fiduciary net position can be found within the basic financial statements of the Public Education Department.

Contributions. The contribution requirements of defined benefit plan members and New America School-Las Cruces are established in state statute under Chapter 10, Article 11, NMSA 1978. The requirements may be amended by acts of the legislature. For the fiscal year, ended June 30, 2014 employers contributed 13.15% of employees' gross annual salary to the Plan. Employees earning \$20,000 or less contributed 7.90% and employees earning more than \$20,000 contributed 10.10% of their gross annual salary. For fiscal year, ended June 30, 2015 employers contributed 13.90%, and employees earning \$20,000 or less continued to contribute 7.90% and employees earning more than \$20,000 contributed an increased amount of 10.70% of their gross annual salary. Contributions to the pension plan from New America School-Las Cruces were \$149,133 for the year ended June 30, 2015.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions: The total ERB pension liability, net pension liability, and sensitivity information were based on an annual actuarial valuation performed as of June 30, 2013. The total ERB pension liability was rolled forward from the valuation date to the Plan year ending June 30, 2014, using generally accepted actuarial principles. Therefore, the employer's portion was established as of the measurement date June 30, 2014. At June 30, 2015, New America School-Las Cruces reported a liability of \$2,022,675 for its proportionate share of the net pension liability. New America School-Las Cruces' proportion of the net pension liability is based on the employer contributing entity's percentage of total employer

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
The New America School – Las Cruces
Notes to the Financial Statements
June 30, 2015

NOTE 5. PENSION PLAN - EDUCATIONAL RETIREMENT BOARD (CONTINUED)

contributions for the fiscal year ended June 30, 2014. The contribution amounts were defined by Section 22-11-21, NMSA 1978. At June 30, 2014, New America School-Las Cruces' proportion was 0.03545% percent, which was an increase of 0.01089% from its proportion measured as of June 30, 2013.

For the year ended June 30, 2015, New America School-Las Cruces recognized pension expense of \$316,227. At the June 30, 2015, New America School-Las Cruces reported deferred outflows of resources and deferred inflows or resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actuarial experience	\$ -	30,133
Changes in assumptions	-	-
Net difference between projected and actual earnings on pension plan investments	-	183,883
Changes in proportion and differences between New America School-Las Cruces contributions and proportionate share of contributions	507,368	-
New America School-Las Cruces contributions subsequent to the measurement date	<u>149,133</u>	<u>-</u>
Total	<u>\$ 656,501</u>	<u>214,016</u>

\$149,133 reported as deferred outflows of resources related to pensions resulting from New America School-Las Cruces contributions subsequent to the measurement date June 30, 2014 will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:	
2016	\$ (119,740)
2017	(119,740)
2018	(99,855)
2019	<u>45,983</u>
Total	<u>\$ (293,352)</u>

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 The New America School – Las Cruces
 Notes to the Financial Statements
 June 30, 2015

NOTE 5. PENSION PLAN - EDUCATIONAL RETIREMENT BOARD (CONTINUED)

Sensitivity of New America School-Las Cruces' proportionate share of the net pension liability to changes in the discount rate. The following table shows the sensitivity of the net pension liability to changes in the discount rate as of the fiscal year end 2014. In particular, the table presents the (employer's) net pension liability under the current single rate assumption, as if it were calculated using a discount rate one percentage point lower (6.75%) or one percentage point higher (8.75%) than the single discount rate.

	1% Decrease (6.75%)	Current Discount Rate (7.75%)	1% Increase (8.75%)
New America School-Las Cruces' proportionate share of the net pension liability	\$ 2,752,082	2,022,675	1,413,515

NOTE 6. BUDGETARY OVERAGE

New America School-Las Cruces has expended in excess of the budget in the following funds and functions:

English Language Acquisition (24153) – Instruction	\$1,712
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NOTE 7. RESTATEMENT

As a result of implementation of GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, net position at June 30, 2014 was restated in the amount of \$(1,413,096).

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
NEW AMERICA SCHOOL - LAS CRUCES
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
June 30, 2015

New Mexico Educational Retirement Board Pension Plan
Schedule of Ten Year Tracking Data*
(Dollars in Thousands)

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
School's Proportion of the Net Pension Liability (Asset)	0.04%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
School's Proportionate Share of Net Pension Liability (Asset)	\$ 2,023	-	-	-	-	-	-	-	-	-
School's Covered-Employee Payroll	\$ 977	-	-	-	-	-	-	-	-	-
School's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of Its Covered-Employee Payroll	207.06%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	66.54%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

*The amounts presented for each fiscal year were determined as of June 30, 2014

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
NEW AMERICA SCHOOL - LAS CRUCES
SCHEDULE OF SCHOOL CONTRIBUTIONS
June 30, 2015

New Mexico Educational Retirement Board Pension Plan
Schedule of Ten Year Tracking Data
(Dollars in Thousands)

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Contractually Required Contribution	\$ 129	-	-	-	-	-	-	-	-	-
Contributions in Relation to the Contractually Required Contribution	129	-	-	-	-	-	-	-	-	-
Contribution Deficiency (Excess)	\$ -	-	-	-	-	-	-	-	-	-

Increase (Decrease) in Pension Expense over Recognition Periods

Year	Total Amount Deferred	Amortization Years	Increase (Decrease) in Pension Expense over Recognition Periods											
			2015	2016	2017	2018	2019	2020	2021	2022	2023	2024		
2014	\$ (293)	5	\$ (120)	(120)	(120)	(120)	46	-	-	-	-	-	-	-
2015	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2016	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2017	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2018	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2019	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2022	-	5	-	-	-	-	-	-	-	-	-	-	-	-
2023	-	5	-	-	-	-	-	-	-	-	-	-	-	-
	\$ (293)		\$ (120)	(120)	(120)	(120)	46	-	-	-	-	-	-	-

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Operational 11000
For The Year Ended June 30,2015

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Local & County Grant	\$ -	27,752	28,011	259
State grant	2,249,939	2,333,974	2,333,973	(1)
Charges for services	-	-	450	450
Total Revenues	<u>2,249,939</u>	<u>2,361,726</u>	<u>2,362,434</u>	<u>708</u>
Expenditures:				
Current:				
Instruction	1,006,957	1,143,106	790,567	352,539
Support Services:				
Students	87,548	96,208	65,934	30,274
Instruction	19,760	26,582	20,806	5,776
General Administration	97,500	114,894	78,602	36,292
School Administration	387,611	408,726	364,957	43,769
Central Services	347,880	362,043	315,909	46,134
Operation & Maintenance of Plant	809,669	788,512	536,633	251,879
Student Transportation	1,700	1,914	1,587	327
Food Services Operations	7,440	20,863	3,571	17,292
Total expenditures	<u>2,766,065</u>	<u>2,962,848</u>	<u>2,178,566</u>	<u>784,282</u>
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<u>(516,126)</u>	<u>(601,122)</u>	<u>183,868</u>	<u>784,990</u>
Other financing sources (uses):				
Designated Cash	516,126	601,122	-	(601,122)
Total other financing sources (uses):	<u>516,126</u>	<u>601,122</u>	<u>-</u>	<u>(601,122)</u>
Net changes in fund balances	<u>-</u>	<u>-</u>	<u>183,868</u>	<u>183,868</u>
Cash or fund balances - beginning of year	<u>-</u>	<u>-</u>	<u>590,278</u>	<u>590,278</u>
Cash or fund balances - end of year	<u>\$ -</u>	<u>-</u>	<u>774,146</u>	<u>774,146</u>
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			<u>162</u>	
NET CHANGE IN FUND BALANCE			<u>\$ 184,030</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Instructional Materials 14000
For The Year Ended June 30,2015

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
State grant	\$ 16,004	23,194	23,194	-
Total Revenues	16,004	23,194	23,194	-
Expenditures:				
Current:				
Instruction	24,114	37,300	23,372	13,928
Total expenditures	24,114	37,300	23,372	13,928
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<i>(8,110)</i>	<i>(14,106)</i>	<i>(178)</i>	<i>13,928</i>
Other financing sources (uses):				
Designated Cash	8,110	14,106	-	(14,106)
Total other financing sources (uses):	8,110	14,106	-	(14,106)
Net changes in fund balances	-	-	(178)	(178)
Cash or fund balances - beginning of year	-	-	14,106	14,106
Cash or fund balances - end of year	\$ -	-	13,928	13,928
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			\$ (178)	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Food Services 21000
For The Year Ended June 30,2015

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Federal grant	\$ 17,405	38,882	35,540	(3,342)
Charges for services	-	-	42	42
Total Revenues	<u>17,405</u>	<u>38,882</u>	<u>35,582</u>	<u>(3,300)</u>
Expenditures:				
Current:				
Food Services Operations	17,405	38,882	35,115	3,767
Total expenditures	<u>17,405</u>	<u>38,882</u>	<u>35,115</u>	<u>3,767</u>
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<u>-</u>	<u>-</u>	<u>467</u>	<u>467</u>
Net changes in fund balances	<u>-</u>	<u>-</u>	<u>467</u>	<u>467</u>
Cash or fund balances - beginning of year	<u>-</u>	<u>-</u>	<u>(467)</u>	<u>(467)</u>
Cash or fund balances - end of year	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ 467</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Title I - IASA 24101
For The Year Ended June 30,2015

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Federal grant	\$ 27,778	55,832	27,601	(28,231)
Total Revenues	<u>27,778</u>	<u>55,832</u>	<u>27,601</u>	<u>(28,231)</u>
Expenditures:				
Current:				
Instruction	27,778	46,927	19,048	27,879
Support Services:				
Students	-	8,905	8,553	352
Total expenditures	<u>27,778</u>	<u>55,832</u>	<u>27,601</u>	<u>28,231</u>
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net changes in fund balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - beginning of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - end of year	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 Entitlement IDEA-B 24106
 For The Year Ended June 30,2015

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
Federal grant	\$ 41,712	48,016	39,346	(8,670)
Total Revenues	41,712	48,016	39,346	(8,670)
Expenditures:				
Current:				
Instruction	41,712	48,016	39,346	8,670
Total expenditures	41,712	48,016	39,346	8,670
<i>Excess (deficiency) of revenues over (under) expenditures</i>	-	-	-	-
Net changes in fund balances	-	-	-	-
Cash or fund balances - beginning of year	-	-	-	-
Cash or fund balances - end of year	\$ -	-	-	-
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			\$ -	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 English Language Acquisition 24153
 For The Year Ended June 30,2015

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Federal grant	\$ 5,812	-	1,712	1,712
Total Revenues	5,812	-	1,712	1,712
Expenditures:				
Current:				
Instruction	5,812	-	1,712	(1,712)
Total expenditures	5,812	-	1,712	(1,712)
<i>Excess (deficiency) of revenues over (under) expenditures</i>	-	-	-	-
Net changes in fund balances	-	-	-	-
Cash or fund balances - beginning of year	-	-	-	-
Cash or fund balances - end of year	\$ -	-	-	-
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			\$ -	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Teacher Principal Training 24154
For The Year Ended June 30,2015

	Budgeted Amounts			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Federal grant	\$ 6,364	10,109	3,700	(6,409)
Total Revenues	<u>6,364</u>	<u>10,109</u>	<u>3,700</u>	<u>(6,409)</u>
Expenditures:				
Current:				
Instruction	4,364	8,109	1,700	6,409
Support Services:				
School Administration	2,000	2,000	2,000	-
Total expenditures	<u>6,364</u>	<u>10,109</u>	<u>3,700</u>	<u>6,409</u>
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net changes in fund balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - beginning of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - end of year	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Spaceport Grant 26204
For The Year Ended June 30,2015

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Local & County Grant	\$ -	13,919	13,918	(1)
Total Revenues	<u>-</u>	<u>13,919</u>	<u>13,918</u>	<u>(1)</u>
Expenditures:				
Current:				
Instruction	-	13,919	11,242	2,677
Total expenditures	<u>-</u>	<u>13,919</u>	<u>11,242</u>	<u>2,677</u>
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<u>-</u>	<u>-</u>	<u>2,676</u>	<u>2,676</u>
Net changes in fund balances	<u>-</u>	<u>-</u>	<u>2,676</u>	<u>2,676</u>
Cash or fund balances - beginning of year	<u>-</u>	<u>-</u>	<u>11,372</u>	<u>11,372</u>
Cash or fund balances - end of year	<u>\$ -</u>	<u>-</u>	<u>14,048</u>	<u>14,048</u>
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			<u>-</u>	
NET CHANGE IN FUND BALANCE			<u>\$ 2,676</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
College Advisor Initiative 27189
For The Year Ended June 30,2015

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
State grant	\$ -	65,000	64,158	(842)
Total Revenues	<u>-</u>	<u>65,000</u>	<u>64,158</u>	<u>(842)</u>
Expenditures:				
Current:				
Support Services:				
Students	-	65,000	64,158	842
Total expenditures	<u>-</u>	<u>65,000</u>	<u>64,158</u>	<u>842</u>
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net changes in fund balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - beginning of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - end of year	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
Public School Capital Outlay 31200
For The Year Ended June 30,2015

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
State grant	\$ -	216,065	216,065	-
Total Revenues	-	216,065	216,065	-
Expenditures:				
Capital outlay	-	216,065	216,065	-
Total expenditures	-	216,065	216,065	-
<i>Excess (deficiency) of revenues over (under) expenditures</i>	-	-	-	-
Net changes in fund balances	-	-	-	-
Cash or fund balances - beginning of year	-	-	-	-
Cash or fund balances - end of year	\$ -	-	-	-
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			\$ -	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Schedule of Budgetary Comparisons - Budgetary Basis
HB-33 Capital Improvements 31600
For The Year Ended June 30, 2015

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Property Taxes	\$ -	-	109,065	109,065
Total Revenues	<u>-</u>	<u>-</u>	<u>109,065</u>	<u>109,065</u>
Expenditures:				
Capital outlay	-	-	-	-
Total expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<u>-</u>	<u>-</u>	<u>109,065</u>	<u>109,065</u>
Net changes in fund balances	<u>-</u>	<u>-</u>	<u>109,065</u>	<u>109,065</u>
Cash or fund balances - beginning of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - end of year	<u>\$ -</u>	<u>-</u>	<u>109,065</u>	<u>109,065</u>
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			<u>-</u>	
NET CHANGE IN FUND BALANCE			<u>\$ 109,065</u>	

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Collateral Pledged by Depository for Public Funds
 For Public Funds
 June 30, 2015

<u>Name of Depository</u>	<u>Security Type</u>	<u>CUSIP/ Security Number</u>	<u>Maturity Date</u>	<u>Fair Value June 30, 2015</u>
Citizens Bank	FHLB	313379EE5	6/14/2019	\$ 503,340
				<u>\$ 503,340</u>
Total Cash per Schedule of Cash Accounts:				\$ 1,048,496
Less: FDIC coverage:				<u>(250,000)</u>
Uninsured Public Funds:				798,496
Collateral Requirement:				399,248
Pledged Collateral Held by Pledging Financial Institution:				<u>503,340</u>
Balance Over Collateralized:				<u>\$ 104,092</u>
Balance Uninsured and Uncollateralized at June 30, 2015:				<u>\$ 295,156</u>

The accompanying notes are an integral part of these financial statements

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STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Cash Accounts
 June 30, 2015

<u>Bank Account Type</u>	<u>Citizens Bank</u>
Checking - Operational Account	\$ 1,046,243
Checking - Activity Account	2,253
	<hr/>
<i>Total on Deposit</i>	1,048,496
Reconciling Items	(40,650)
	<hr/>
Reconciled Balance June 30, 2015	1,007,846
	<hr/>
Less Agency Funds	(2,253)
	<hr/>
<i>Total Cash</i>	<u><u>\$ 1,005,593</u></u>

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America Schools - Las Cruces
Cash Reconciliation
June 30, 2015

	Operational 11000	Instructional Materials 14000	Food Services 21000	Federal Projects Account 24000
Cash, June 30, 2014	\$ 677,429	14,106	-	-
Add:				
2014-15 revenues	2,362,434	23,194	35,582	72,359
Total Cash Available	3,039,863	37,300	35,582	72,359
Less:				
2014-15 expenditures	(2,178,566)	(23,372)	(35,115)	(72,359)
Receivables/Payables	126,527	-	-	-
Outstanding Loans	(42,110)	-	-	-
Cash June 30, 2015	945,714	13,928	467	-
Fund Balance Reconciliations to GAAP Basis:				
Audit reclassifications to cash	(76,424)	-	(467)	91
Cash per Books	869,290	13,928	-	91
Fund Balance Reconciliation to GAAP Basis:				
Modified Accrual Adjustments	(94,982)	-	-	(91)
Fund Balance, Modified Accrual Basis	\$ 774,308	13,928	-	-

The accompanying notes are an integral part of these financial statements.

Local Grants Account 26000	State Account 27000	Public School Capital Outlay 31200	HB-33 Capital Improvements 31600	SB-9 Capital Improvements 31700	Total Government
11,372	-	-	-	-	702,907
<u>13,918</u>	<u>64,158</u>	<u>216,065</u>	<u>109,065</u>	<u>-</u>	<u>2,896,775</u>
25,290	64,158	216,065	109,065	-	3,599,682
(11,242)	(64,158)	(216,065)	-	-	(2,600,877)
-	-	-	-	-	126,527
<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(42,110)</u>
<u>14,048</u>	<u>-</u>	<u>-</u>	<u>109,065</u>	<u>-</u>	<u>1,083,222</u>
	31	-	(860)	-	(77,629)
<u>14,048</u>	<u>31</u>	<u>-</u>	<u>108,205</u>	<u>-</u>	<u>1,005,593</u>
-	(31)	-	860	-	(94,244)
<u>14,048</u>	<u>-</u>	<u>-</u>	<u>109,065</u>	<u>-</u>	<u>911,349</u>

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Statement of Net Position
 June 30, 2016

ASSETS AND DEFERRED OUTFLOWS

Current Assets:

Cash and Cash Equivalents	\$	880,380
Receivables		
Due from Other Governments		122,448
Total Current Assets		1,002,828

Noncurrent Assets:

Capital Assets		
Building and Improvements		45,716
Vehicles		39,604
Furniture, Fixtures, and Equipment		12,452
Less: Accumulated Depreciation		(41,072)
Total Noncurrent Assets		56,700
Total Assets		1,059,528

Deferred Outflow - Pension Related		686,387
---	--	----------------

LIABILITIES AND DEFERRED INFLOWS

Current Liabilities:

Accounts Payable		26,809
Accrued Liabilities		166,803
Total Current Liabilities		193,612

Noncurrent Liabilities

Net Pension Liability		2,445,168
Total Noncurrent Liabilities		2,445,168
Total Liabilities		2,638,780

Deferred Inflow - Pension Related		56,337
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NET POSITION

Investment in Capital Assets		56,700
Restricted		263,389
Unrestricted (Deficit)		(1,269,291)
Total Net Position		\$ (949,202)

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Statement of Activities
 For The Year Ended June 30, 2016

Functions/Programs	Expenses	Program Revenues			Net (Expenses) Revenues and Changes in Net Position
		Charges for Service	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental Activities:					
Instruction	\$ 1,109,399	-	204,636	-	(904,763)
Support Services:					
Students	196,713	-	45,454	-	(151,259)
Instruction	21,732	-	-	-	(21,732)
General Administration	100,560	-	-	-	(100,560)
School Administration	457,558	-	-	-	(457,558)
Central Services	328,878	-	-	-	(328,878)
Operation & Maintenance of Plant	604,686	-	-	-	(604,686)
Operation of Non-Instructional Serv	-	-	-	-	-
Community Services Operations	-	-	-	-	-
Other Support Services	-	-	-	-	-
Student Transportation	7,921	-	-	-	(7,921)
Food Services	51,540	13	49,127	-	(2,400)
Facilities Materials, Supplies & Other Services	179,277	-	-	179,277	-
Total governmental activities	\$ 3,058,264	13	299,217	179,277	(2,579,757)

General Revenues:

Property Taxes	\$ 119,658
State Equalization Guarantee	2,117,107
Total General Revenues	2,236,765

Change in Net Position (342,992)

Net Position-Beginning (606,210)

Net Position-Ending \$ (949,202)

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Balance Sheets - Governmental Funds
 June 30, 2016

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101	IDEA-B Entitlement 24106
ASSETS					
Cash and Cash Equivalents	\$ 647,003	6,913	5,828	-	-
Accounts Receivable					
Due from Government	-	-	-	3,520	10,387
Due from Other Funds	79,976	-	-	-	-
Total Assets	\$ 726,979	6,913	5,828	3,520	10,387
LIABILITIES AND FUND BALANCES					
<i>Liabilities:</i>					
Accounts Payable	\$ 26,809	-	-	-	-
Accrued Expenses	154,343	-	160	846	2,451
Due to Other Funds	-	-	-	2,674	7,936
Total Liabilities	181,152	-	160	3,520	10,387
<i>Fund Balances</i>					
Fund Balance:					
Restricted for:					
Instruction	-	6,913	-	-	-
Food Service Operations	-	-	5,668	-	-
Capital Improvements	-	-	-	-	-
Unassigned	545,827	-	-	-	-
Total Fund Balance	545,827	6,913	5,668	-	-
Total Liabilities and Fund Balance	\$ 726,979	6,913	5,828	3,520	10,387

The accompanying notes are an integral part of these financial statements.

UNAUDITED

English Language Acquisition 24153	Teacher Principal Training 24154	USDA Equipment Assistance 24183	Spaceport Grant 26204	Truancy Initiative 27141	College Advisor Initiative 27189	Public School Capital Outlay 31200	HB-33 Capital Improvements 31600	Total Government
-	-	-	22,085	-	-	-	198,551	880,380
1,472	1,563	7,261	-	8,802	14,452	44,819	30,172	122,448
-	-	-	-	-	-	-	-	79,976
1,472	1,563	7,261	22,085	8,802	14,452	44,819	228,723	1,082,804
-	-	-	-	-	-	-	-	26,809
-	-	-	-	5,024	3,979	-	-	166,803
1,472	1,563	7,261	-	3,778	10,473	44,819	-	79,976
1,472	1,563	7,261	-	8,802	14,452	44,819	-	273,588
-	-	-	22,085	-	-	-	-	28,998
-	-	-	-	-	-	-	-	5,668
-	-	-	-	-	-	-	228,723	228,723
-	-	-	-	-	-	-	-	545,827
-	-	-	22,085	-	-	-	228,723	809,216
1,472	1,563	7,261	22,085	8,802	14,452	44,819	228,723	1,082,804

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Position
 June 30, 2016

Fund Balances - Total Governmental Funds	\$ 809,216
<p>Amounts reported for governmental activities in the Statement of Net Position are different because:</p>	
<p>Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.</p>	
Capital Assets	97,772
Accumulated Depreciation	<u>(41,072)</u>
	56,700
<p>Defined benefit pension plan deferred outflows are not financial resources and, therefore, are not reported in the funds.</p>	
	686,387
<p>Long-term liabilities are not due in the current period and, therefore, are not reported in the funds.</p>	
Net Pension Liability	(2,445,168)
<p>Defined benefit pension plan deferred inflows are not due and payable in the current period and, therefore, are not reported in the funds.</p>	
	<u>(56,337)</u>
Net Position-Total Governmental Activities	<u>\$ (949,202)</u>

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Statement of Revenues, Expenditures, And Changes In Fund Balances
 Governmental Funds
 For The Year Ended June 30, 2016

	Operational 11000	Instructional Materials 14000	Food Services 21000	Title I IASA 24101	IDEA-B Entitlement 24106
REVENUES					
Property Taxes	\$ -	-	-	-	-
Local & County Grant	45,602	-	-	-	-
State Grant	2,117,107	23,733	-	-	-
Federal Grant	-	-	49,127	23,029	39,386
Charges for Services	-	-	13	-	-
Total Revenues	2,162,709	23,733	49,140	23,029	39,386
EXPENDITURES					
Current:					
Instruction	901,378	30,748	-	10,075	39,386
Support Services:					
Students	85,521	-	-	12,954	-
Instruction	20,383	-	-	-	-
General Administration	100,560	-	-	-	-
School Administration	405,469	-	-	-	-
Central Services	298,220	-	-	-	-
Operation & Maintenance of Plant	571,295	-	-	-	-
Food Services Operations	8,364	-	43,472	-	-
Capital Outlay	-	-	-	-	-
Total Expenditures	2,391,190	30,748	43,472	23,029	39,386
<i>Excess (Deficiency) of Revenues Over (Under) Expenditures</i>	<u>(228,481)</u>	<u>(7,015)</u>	<u>5,668</u>	<u>-</u>	<u>-</u>
Net Changes in Fund Balances	<u>(228,481)</u>	<u>(7,015)</u>	<u>5,668</u>	<u>-</u>	<u>-</u>
Fund Balances - Beginning of Year	<u>774,308</u>	<u>13,928</u>	<u>-</u>	<u>-</u>	<u>-</u>
Fund Balances - End of Year	<u>\$ 545,827</u>	<u>6,913</u>	<u>5,668</u>	<u>-</u>	<u>-</u>

The accompanying notes are an integral part of these financial statements.

UNAUDITED

English Language Acquisition 24153	Teacher Principal Training 24154	USDA Equipment Assistance 24183	Spaceport Grant 26204	Truancy Initiative 27141	College Advisor Initiative 27189	Public School Capital Outlay 31200	HB-33 Capital Improvements 31600	Total Government
-	-	-	-	-	-	-	119,658	119,658
-	-	-	19,324	-	-	-	-	64,926
-	-	-	-	55,542	32,500	179,277	-	2,408,159
-	3,713	7,261	-	-	-	-	-	122,516
-	-	-	-	-	-	-	-	13
-	3,713	7,261	19,324	55,542	32,500	179,277	119,658	2,715,272
-	3,713	-	11,287	-	-	-	-	996,587
-	-	-	-	55,542	32,500	-	-	186,517
-	-	-	-	-	-	-	-	20,383
-	-	-	-	-	-	-	-	100,560
-	-	-	-	-	-	-	-	405,469
-	-	-	-	-	-	-	-	298,220
-	-	-	-	-	-	-	-	571,295
-	-	7,261	-	-	-	-	-	59,097
-	-	-	-	-	-	179,277	-	179,277
-	3,713	7,261	11,287	55,542	32,500	179,277	-	2,817,405
-	-	-	8,037	-	-	-	119,658	(102,133)
-	-	-	8,037	-	-	-	119,658	(102,133)
-	-	-	14,048	-	-	-	109,065	911,349
-	-	-	22,085	-	-	-	228,723	809,216

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Reconciliation of the Statement of Revenues, Expenditures, and Changes
 in Fund Balances of Governmental Funds to the Statement of Activities
 June 30, 2016

Net Change in Fund Balances-Total Governmental Funds **\$ (102,133)**

Amounts reported for governmental activities in the Statement of
 Activities are different because:

Capital outlays to purchase or build capital assets are reported in
 governmental funds as expenditures. However, for governmental
 activities those costs are shown in the Statement of Net Position and
 allocated over their estimated useful lives as annual depreciation
 expenses in the Statement of Activities. This is the amount by which
 capital outlay exceeds depreciation for the period

Capital Outlays	7,261	
Depreciation Expense	<u>(13,192)</u>	(5,931)

The issuance of long-term debt (e.g., bonds, notes, leases) provide
 current financial resources to governmental funds, while the
 repayment of the principal of long-term debt consumes the current
 financial resources of governmental funds. Neither transaction,
 however, has any effect on net position.

Changes in deferred outflows of resources-pension related, deferred inflows of resources-pension related, and the net pension liability		<u>(234,928)</u>
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Change in Net Position-Total Governmental Activities **\$ (342,992)**

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Statement of Fiduciary Assets and Liabilities-Agency Funds
 June 30, 2016

	<u>Agency Funds</u>
ASSETS	
Cash in Bank	\$ 1,596
Total Assets	<u>\$ 1,596</u>
LIABILITIES	
Deposits Held for Others	\$ 1,596
Total Liabilities	<u>\$ 1,596</u>

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Changes in Assets and Liabilities - Agency Funds
 For The Year Ended June 30, 2016

	<u>Balance</u> <u>July 1, 2015</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance</u> <u>June 30, 2016</u>
ASSETS				
Cash in Bank	\$ 2,253	6,910	(7,567)	1,596
Total Assets	<u>\$ 2,253</u>	<u>6,910</u>	<u>(7,567)</u>	<u>1,596</u>
LIABILITIES				
Deposits Held for Others	\$ 2,253	6,910	(7,567)	1,596
Total Liabilities	<u>\$ 2,253</u>	<u>6,910</u>	<u>(7,567)</u>	<u>1,596</u>

The accompanying notes are an integral part of these financial statements

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Capital Assets. Capital assets purchased or acquired are carried at historical cost or estimated historical cost. Contributed assets are recorded at the fair market values as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. The New America School–Las Cruces’ capitalization policy (i.e., the dollar value above which the asset acquisitions are added to the capital accounts) is \$5,000. The New America School–Las Cruces does not capitalize any interest with regard to its capital assets.

Depreciation on all assets is provided on the straight-line basis over the estimated useful lives with no salvage value. The New America School–Las Cruces utilizes Internal Revenue Service guidelines to estimate the useful lives on capital assets as follows:

Furniture, Fixtures and Equipment	5 years
Buildings and Improvements	40 years

Capital assets for the New America School–Las Cruces are recorded in the Statement of Net Position.

Pensions. For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expenses, information about the Fiduciary Net Position of the New Mexico Educational Retirement Board (ERB) and additions to/deductions from ERB’s Fiduciary Net Position have been determined on the economic resources measurement focus and accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

NOTE 2. CAPITAL ASSETS

A summary of capital assets and changes occurring during the year ended June 30, 2016 follows:

	Balance			Balance
	June 30, 2015	Additions	Deletions	June 30, 2016
<i>Capital Assets being Depreciated:</i>				
Furniture, Fixtures and Equipment	\$ 5,191	7,261	-	12,452
Building Improvements	45,716	-	-	45,716
Vehicles	39,604	-	-	39,604
Total	90,511	7,261	-	97,772
<i>Less: Accumulated Depreciation</i>				
Furniture, fixtures and equipment	(2,119)	(1,099)	-	(3,218)
Building Improvements	(12,342)	(4,172)	-	(16,514)
Vehicles	(13,419)	(7,921)	-	(21,340)
Total	(27,880)	(13,192)	-	(41,072)
Capital Assets, Net	\$ 62,631	(5,931)	-	56,700

Depreciation expensed for the year ended June 30, 2016 was expensed to the following functions:

Operations/Plant Maintenance	\$ 5,210
Student Transportation	7,921
Food Services Operations	61
Total	\$ 13,192

NOTE 3. COMMITMENTS AND LIABILITIES

The New America School–Las Cruces leased equipment and facilities under long-term cancelable operating leases. Rental expense for the year ended June 30, 2016, was \$371,250. The school's minimum future payments on this lease are as follows:

Year Ending June 30:	
2017	\$ 371,250
2018	393,938
2019	396,000
2020	396,000
2021	396,000
Total lease payments	\$ 1,953,188

NOTE 4. RELATED PARTIES

The business manager services are performed by the Vigil Group, which performed services for multiple state charter schools.

NOTE 5. PENSION PLAN - EDUCATIONAL RETIREMENT BOARD

The information contained within this disclosure represents the pension information specific to the New America School-Las Cruces and does not include general disclosure information pertaining to the New Mexico Educational Employees' Retirement Plan. General disclosure information including plan description, benefits provided, applicable actuarial assumptions, and location for additional information about the New Mexico Educational Retirement Boards fiduciary net position can be found within the basic financial statements of the Public Education Department.

Contributions. The contribution requirements of defined benefit plan members and New America School-Las Cruces are established in state statute under Chapter 10, Article 11, NMSA 1978. The requirements may be amended by acts of the legislature. For fiscal years ended June 30, 2016 and 2015, employers contributed 13.90% of employees' gross annual salary to the Plan. Employees earning \$20,000 or less contributed 7.90% and employees earning more than \$20,000 contributed 10.70% of their gross annual salary. Contributions to the pension plan from New America School-Las Cruces were \$163,829 for the year ended June 30, 2016.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions: The total ERB pension liability, net pension liability, and sensitivity information were based on an annual actuarial valuation performed as of June 30, 2015, and the net pension liability was measured as of that date. At June 30, 2016, New America School-Las Cruces reported a liability of \$2,445,168 for its proportionate share of the net pension liability. The New America School-Las Cruces' proportion of the net pension liability is based on the employer contributing entity's percentage of total employer contributions for the fiscal year ended June 30, 2015. The contribution amounts were defined by Section 22-11-21, NMSA 1978. At June 30, 2015, New America School-Las Cruces' proportion was 0.03775%, which was an increase of 0.0023 from its proportion measured as of June 30, 2014.

NOTE 5. PENSION PLAN - EDUCATIONAL RETIREMENT BOARD (CONTINUED)

For the year ended June 30, 2016, New America School-Las Cruces recognized pension expense of \$398,757. At June 30, 2016, New America School-Las Cruces reported deferred outflows of resources and deferred inflows or resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ -	\$ 45,331
Changes in assumptions	84,102	-
Net difference between projected and actual earnings on pension plan investments	-	11,006
Changes in proportion	438,456	-
New America School-Las Cruces contributions subsequent to the measurement date	163,829	-
Total	<u>\$ 686,387</u>	<u>\$ 56,337</u>

\$163,829 reported as deferred outflows of resources related to pensions resulting from New America School-Las Cruces contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:	
2017	\$ 207,223
2018	187,419
2019	37,619
2020	33,960
Total	<u>\$ 466,221</u>

NOTE 5. PENSION PLAN - EDUCATIONAL RETIREMENT BOARD (CONTINUED)

Sensitivity of New America School-Las Cruces' proportionate share of the net pension liability to changes in the discount rate. The following table shows the sensitivity of the net pension liability to changes in the discount rate. In particular, the table presents the (employer's) net pension liability under the current single rate assumption, as if it were calculated using a discount rate one percentage point lower (6.75%) or one percentage point higher (8.75%) than the current single discount rate.

	1% Decrease (6.75%)	Current Discount Rate (7.75%)	1% Increase (8.75%)
New America School-Las Cruces' proportionate share of the net pension liability	\$ 3,290,137	2,445,168	1,735,306

Payables to the pension plan. For the year ending June 30, 2016, New America School-Las Cruces' accrued liability due to ERB was \$49,570 for payroll which was paid in July 2016.

**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School – Las Cruces
Schedule of Findings and Questioned Costs
Year Ended June 30, 2016**

UNAUDITED

None noted

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 NEW AMERICA SCHOOL - LAS CRUCES
 SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
 June 30, 2016

New Mexico Educational Retirement Board Pension Plan
 Schedule of Ten Year Tracking Data*
 (Dollars in Thousands)

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
School's Proportion of the Net Pension Liability (Asset)	0.04%	0.04%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
School's Proportionate Share of Net Pension Liability (Asset)	\$ 2,023	2,445	-	-	-	-	-	-	-	-
School's Covered-Employee Payroll	\$ 977	1,031	-	-	-	-	-	-	-	-
School's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of Its Covered-Employee Payroll	206.99%	237.23%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	66.54%	63.97%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

*The amounts presented for each fiscal year were determined as of June 30 of the preceding year.

UNAUDITED

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 NEW AMERICA SCHOOL - LAS CRUCES
 SCHEDULE OF SCHOOL CONTRIBUTIONS
 June 30, 2016

New Mexico Educational Retirement Board Pension Plan
 Schedule of Ten Year Tracking Data
 (Dollars in Thousands)

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Contractually Required Contribution	\$ 149	164	-	-	-	-	-	-	-	-
Contributions in Relation to the Contractually Required Contribution	149	164	-	-	-	-	-	-	-	-
Contribution Deficiency (Excess)	\$ -	-	-	-	-	-	-	-	-	-

Increase (Decrease) in Pension Expense over Recognition Periods

Year	Total Amount Deferred	Amortization Years	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
2014	\$ 293	5	\$ 120	120	120	99	(46)	-	-	-	-	-
2015	466	5	207	207	187	187	38	34	-	-	-	-
2016	-	5	-	-	-	-	-	-	-	-	-	-
2017	-	5	-	-	-	-	-	-	-	-	-	-
2018	-	5	-	-	-	-	-	-	-	-	-	-
2019	-	5	-	-	-	-	-	-	-	-	-	-
2020	-	5	-	-	-	-	-	-	-	-	-	-
2021	-	5	-	-	-	-	-	-	-	-	-	-
2022	-	5	-	-	-	-	-	-	-	-	-	-
2023	-	5	-	-	-	-	-	-	-	-	-	-
	\$ 759		\$ 120	327	286	(8)	34	-	-	-	-	-

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 Operational 11000
 For The Year Ended June 30, 2016

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
Local & County Grant	\$ 40,000	45,347	45,602	255
State grant	2,084,154	2,117,107	2,117,107	-
Total Revenues	2,124,154	2,162,454	2,162,709	255
Expenditures:				
Current:				
Instruction	1,159,800	1,260,308	860,664	399,644
Support Services:				
Students	133,582	135,374	85,521	49,853
Instruction	25,000	29,545	20,414	9,131
General Administration	105,582	109,758	79,317	30,441
School Administration	394,816	417,638	405,344	12,294
Central Services	319,968	332,298	298,560	33,738
Operation & Maintenance of Plant	605,044	647,664	573,467	74,197
Food Services Operations	8,050	14,828	11,142	3,686
Total expenditures	2,751,842	2,947,413	2,334,429	612,984
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<i>(627,688)</i>	<i>(784,959)</i>	<i>(171,720)</i>	<i>613,239</i>
Other financing sources (uses):				
Designated Cash	627,688	784,959	-	(784,959)
Total other financing sources (uses):	627,688	784,959	-	(784,959)
Net changes in fund balances	-	-	(171,720)	(171,720)
Cash or fund balances - beginning of year	-	-	774,308	774,308
Cash or fund balances - end of year	\$ -	-	602,588	602,588
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures			\$ -	
Adjustments to revenues			(56,761)	
Adjustments to expenditures				
NET CHANGE IN FUND BALANCE			\$ (228,481)	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 Instructional Materials 14000
 For The Year Ended June 30, 2016

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
State grant	\$ 18,033	23,733	23,733	-
Total Revenues	18,033	23,733	23,733	-
Expenditures:				
Current:				
Instruction	31,219	36,919	30,748	6,171
Total expenditures	31,219	36,919	30,748	6,171
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<i>(13,186)</i>	<i>(13,186)</i>	<i>(7,015)</i>	<i>6,171</i>
Other financing sources (uses):				
Designated Cash	13,186	13,186	-	(13,186)
Total other financing sources (uses):	13,186	13,186	-	(13,186)
Net changes in fund balances	-	-	(7,015)	(7,015)
Cash or fund balances - beginning of year	-	-	13,928	13,928
Cash or fund balances - end of year	\$ -	-	6,913	6,913
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			\$ (7,015)	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 Food Services 21000
 For The Year Ended June 30, 2016

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
Federal grant	\$ 34,000	46,443	49,127	2,684
Charges for services	-	-	13	13
Total Revenues	34,000	46,443	49,140	2,697
Expenditures:				
Current:				
Food Services Operations	34,000	46,443	43,472	2,971
Total expenditures	34,000	46,443	43,472	2,971
Net changes in fund balances	-	-	5,668	5,668
Cash or fund balances - beginning of year	-	-	-	-
Cash or fund balances - end of year	\$ -	-	5,668	5,668
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			\$ 5,668	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 Title I - IASA 24101
 For The Year Ended June 30, 2016

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
Federal grant	\$ 27,778	61,946	19,509	(42,437)
Total Revenues	27,778	61,946	19,509	(42,437)
Expenditures:				
Current:				
Instruction	19,371	40,471	10,075	30,396
Support Services:				
Students	8,407	21,475	12,954	8,521
Total expenditures	27,778	61,946	23,029	38,917
Net changes in fund balances	-	-	(3,520)	(3,520)
Cash or fund balances - beginning of year	-	-	-	-
Cash or fund balances - end of year	\$ -	-	(3,520)	(3,520)
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures			\$ 3,520	
Adjustments to revenues			-	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			\$ -	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 Entitlement IDEA-B 24106
 For The Year Ended June 30, 2016

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
Federal grant	\$ 45,053	57,659	28,999	(28,660)
Total Revenues	<u>45,053</u>	<u>57,659</u>	<u>28,999</u>	<u>(28,660)</u>
Expenditures:				
Current:				
Instruction	45,053	57,659	39,386	18,273
Total expenditures	<u>45,053</u>	<u>57,659</u>	<u>39,386</u>	<u>18,273</u>
Net changes in fund balances	<u>-</u>	<u>-</u>	<u>(10,387)</u>	<u>(10,387)</u>
Cash or fund balances - beginning of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - end of year	<u>\$ -</u>	<u>-</u>	<u>(10,387)</u>	<u>(10,387)</u>
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ 10,387	
Adjustments to expenditures			<u>-</u>	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 Teacher Principal Training 24154
 For The Year Ended June 30, 2016

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
Federal grant	\$ -	11,474	2,150	(9,324)
Total Revenues	-	11,474	2,150	(9,324)
Expenditures:				
Current:				
Instruction	-	5,361	3,713	1,648
Support Services:				
School Administration	-	6,113	-	6,113
Total expenditures	-	11,474	3,713	7,761
Net changes in fund balances	-	-	(1,563)	(1,563)
Cash or fund balances - beginning of year	-	-	-	-
Cash or fund balances - end of year	\$ -	-	(1,563)	(1,563)
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures			\$ 1,563	
Adjustments to revenues			-	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			\$ -	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 USDA Equipment Assistance 24183
 For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
Federal grant	\$ -	7,265	-	(7,265)
Total Revenues	<u>-</u>	<u>7,265</u>	<u>-</u>	<u>(7,265)</u>
Expenditures:				
Current:				
Food Services Operations	-	7,265	7,261	4
Total expenditures	<u>-</u>	<u>7,265</u>	<u>7,261</u>	<u>4</u>
Net changes in fund balances	<u>-</u>	<u>-</u>	<u>(7,261)</u>	<u>(7,261)</u>
Cash or fund balances - beginning of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - end of year	<u>\$ -</u>	<u>-</u>	<u>(7,261)</u>	<u>(7,261)</u>
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ 7,261	
Adjustments to expenditures			<u>-</u>	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 Spaceport Grant 26204
 For The Year Ended June 30, 2016

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
Local & County Grant	\$ -	19,324	19,324	-
Total Revenues	-	19,324	19,324	-
Expenditures:				
Current:				
Instruction	14,049	33,373	11,287	22,086
Total expenditures	14,049	33,373	11,287	22,086
<i>Excess (deficiency) of revenues over (under) expenditures</i>	(14,049)	(14,049)	8,037	22,086
Other financing sources (uses):				
Designated Cash	14,049	14,049	-	(14,049)
Total other financing sources (uses):	14,049	14,049	-	(14,049)
Net changes in fund balances	-	-	8,037	8,037
Cash or fund balances - beginning of year	-	-	14,048	14,048
Cash or fund balances - end of year	\$ -	-	22,085	22,085
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			\$ 8,037	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 Truancy Initiative 27141
 For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
State grant	\$ -	60,000	46,740	(13,260)
Total Revenues	<u>-</u>	<u>60,000</u>	<u>46,740</u>	<u>(13,260)</u>
Expenditures:				
Current:				
Support Services:				
Students	-	60,000	55,542	4,458
	<u>-</u>	<u>60,000</u>	<u>55,542</u>	<u>4,458</u>
Net changes in fund balances	<u>-</u>	<u>-</u>	<u>(8,802)</u>	<u>(8,802)</u>
Cash or fund balances - beginning of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - end of year	<u>\$ -</u>	<u>-</u>	<u>(8,802)</u>	<u>(8,802)</u>
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures			\$ 8,802	
Adjustments to revenues			-	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 College Advisor Initiative 27189
 For The Year Ended June 30, 2016

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
State grant	\$ -	32,500	18,048	(14,452)
Total Revenues	<u>-</u>	<u>32,500</u>	<u>18,048</u>	<u>(14,452)</u>
Expenditures:				
Current:				
Support Services:				
Students	-	32,500	32,500	-
Total expenditures	<u>-</u>	<u>32,500</u>	<u>32,500</u>	<u>-</u>
Net changes in fund balances	<u>-</u>	<u>-</u>	<u>(14,452)</u>	<u>(14,452)</u>
Cash or fund balances - beginning of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - end of year	<u>\$ -</u>	<u>-</u>	<u>(14,452)</u>	<u>(14,452)</u>
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ 14,452	
Adjustments to expenditures			<u>-</u>	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 Public School Capital Outlay 31200
 For The Year Ended June 30, 2016

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
State grant	\$ -	179,277	134,458	(44,819)
Total Revenues	<u>-</u>	<u>179,277</u>	<u>134,458</u>	<u>(44,819)</u>
Expenditures:				
Capital outlay	-	179,277	179,277	-
Total expenditures	<u>-</u>	<u>179,277</u>	<u>179,277</u>	<u>-</u>
Net changes in fund balances	<u>-</u>	<u>-</u>	<u>(44,819)</u>	<u>(44,819)</u>
Cash or fund balances - beginning of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - end of year	<u>\$ -</u>	<u>-</u>	<u>(44,819)</u>	<u>(44,819)</u>
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ 44,819	
Adjustments to expenditures			<u>-</u>	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 HB-33 Capital Improvements 31600
 For The Year Ended June 30, 2016

	Budgeted Amounts			Variance Positive (Negative)
	Original Budget	Final Budget	Actual Amount	
Revenues:				
Property Taxes	\$ 119,087	119,087	90,346	(28,741)
Total Revenues	119,087	119,087	90,346	(28,741)
Expenditures:				
Capital outlay	189,372	189,372	-	189,372
Total expenditures	189,372	189,372	-	189,372
<i>Excess (deficiency) of revenues over (under) expenditures</i>	<i>(70,285)</i>	<i>(70,285)</i>	<i>90,346</i>	<i>160,631</i>
Other financing sources (uses):				
Designated Cash	70,285	70,285	-	(70,285)
Total other financing sources (uses):	70,285	70,285	-	(70,285)
Net changes in fund balances	-	-	90,346	90,346
Cash or fund balances - beginning of year	-	-	-	-
Cash or fund balances - end of year	\$ -	-	90,346	90,346
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures			\$ 29,312	
Adjustments to revenues			-	
Adjustments to expenditures			-	
NET CHANGE IN FUND BALANCE			\$ 119,658	

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Budgetary Comparisons - Budgetary Basis
 Capital Improvements SB-9 31700
 For The Year Ended June 30, 2016

	<u>Budgeted Amounts</u>			Variance Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amount</u>	
Revenues:				
State grant	\$ 30,530	47,403	-	(47,403)
Total Revenues	<u>30,530</u>	<u>47,403</u>	<u>-</u>	<u>(47,403)</u>
Expenditures:				
Capital outlay	30,530	47,403	-	47,403
Total expenditures	<u>30,530</u>	<u>47,403</u>	<u>-</u>	<u>47,403</u>
Net changes in fund balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - beginning of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Cash or fund balances - end of year	<u>\$ -</u>	<u>-</u>	<u>-</u>	<u>-</u>
Reconciliation to GAAP Basis:				
Excess revenues over (under) expenditures				
Adjustments to revenues			\$ -	
Adjustments to expenditures			<u>-</u>	
NET CHANGE IN FUND BALANCE			<u>\$ -</u>	

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Collateral Pledged by Depository for Public Funds
 June 30, 2016

Name of Depository	Security Type	CUSIP/ Security Number	Maturity Date	Fair Value June 30, 2016
Citizens Bank	FHLB	313379EE5	6/14/2019	\$ 509,041
				<u>\$ 509,041</u>

	Total Cash per Schedule of Cash Accounts:	\$ 987,570
	Less: FDIC coverage:	<u>(250,000)</u>
	Uninsured Public Funds:	737,570
	Collateral Requirement:	368,785
	Pledged Collateral Held by Pledging Financial Institution:	<u>509,041</u>
	Balance Over Collateralized:	<u>\$ 140,256</u>
Balance Uninsured and Uncollateralized at June 30, 2016:	\$	<u>228,529</u>

The accompanying notes are an integral part of these financial statements

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Schedule of Cash Accounts
 June 30, 2016

<u>Bank Account Type</u>	<u>Citizens Bank</u>
Checking - Operational Account	\$ 985,147
Checking - Activity Account	<u>2,423</u>
Total on Deposit	987,570
Reconciling Items	<u>(105,594)</u>
Reconciled Balance June 30, 2016	<u>881,976</u>
Less Agency Funds	<u>(1,596)</u>
Total Cash	<u><u>\$ 880,380</u></u>

The accompanying notes are an integral part of these financial statements.

STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
 New America Schools - Las Cruces
 Cash Reconciliation
 June 30, 2016

	Operational 11000	Instructional Materials 14000	Food Services 21000	Federal Projects Account 24000
Cash, June 30, 2015	\$ 945,714	13,928	467	-
Add:				
2015-16 revenues	2,162,709	23,733	49,140	50,658
Total Cash Available	3,108,423	37,661	49,607	50,658
Less:				
2015-16 expenditures	(2,334,429)	(30,748)	(43,472)	(66,128)
Receivables/Payables	113,683	-	160	1,826
Outstanding Loans	(79,878)	-	-	20,906
Cash June 30, 2016	807,799	6,913	6,295	7,262
Fund Balance Reconciliations to GAAP Basis:				
Audit reclassifications to cash	(160,796)	-	(467)	(7,262)
Cash per Books	647,003	6,913	5,828	-
Fund Balance Reconciliation to GAAP Basis:				
Modified Accrual Adjustments	(101,176)	-	(160)	-
Fund Balance, Modified Accrual Basis	\$ 545,827	6,913	5,668	-

The accompanying notes are an integral part of these financial statements.

Local Grants Account 26000	State Account 27000	Public School Capital Outlay 31200	Public School HB-33 Capital Improvements 31600	Total Government
14,048	-	-	109,065	1,083,222
<u>19,324</u>	<u>18,048</u>	<u>134,458</u>	<u>90,346</u>	<u>2,548,416</u>
33,372	18,048	134,458	199,411	3,631,638
(11,287)	(32,500)	(179,277)	-	(2,697,841)
-	9,003	-	(860)	123,812
<u>-</u>	<u>-</u>	<u>44,819</u>	<u>-</u>	<u>(14,153)</u>
<u>22,085</u>	<u>(5,449)</u>	<u>-</u>	<u>198,551</u>	<u>1,043,456</u>
-	5,449	-	-	(163,076)
<u>22,085</u>	<u>-</u>	<u>-</u>	<u>198,551</u>	<u>880,380</u>
-	-	-	30,172	(71,164)
<u>22,085</u>	<u>-</u>	<u>-</u>	<u>228,723</u>	<u>809,216</u>

**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School – Las Cruces
Schedule of Findings and Questioned Costs
Year Ended June 30, 2016**

UNAUDITED

None noted

2014-001 Mileage Reimbursements – Modified and Repeated (Compliance)

CONDITION: For the year ended June 30, 2015, auditor noted that the School reimbursed employees for mileage at a rate of fifty-five to fifty-seven and one-half cents per mile. Of the 21 travel items tested that included mileage reimbursements, 95% reimbursed a rate higher than the current statutory rate. Of these 21 items, the total excess reimbursed was \$2,469.68.

CRITERIA: NMAC 2.42.2.11 (B) (1) states public officers and employees of state agencies shall be reimbursed for mileage accrued in the use of a private automobile or aircraft in the official discharge of official duties as follows: “unless the secretary has reduced the rates set for mileage for any class of public officials and for employees of state agencies pursuant to Section 10-8-5 (D) NMSA, 80% of the internal revenue service standard mileage rate set January 1 of the previous year for each mile traveled in a privately owned vehicle.”

EFFECT: The School is not in compliance with New Mexico State Statutes in regards to mileage reimbursement.

CAUSE: The School contends that it is a Local Public Body and not a State Agency. As a Local Public Body, the school contends that it may reimburse mileage at the full amount authorized by the IRS. The New Mexico Public Education Department (PED) has indicated to the auditors that charter schools chartered under PED are a component unit of PED and should reimburse mileage at the rate approved for a State Agency.

RECOMMENDATION: The School should reimburse mileage at 80% of the internal revenue service standard mileage rate set January 1 of the previous year for each mile traveled in a privately owned vehicle.

CURRENT STATUS: This matter has been resolved.

2014-002 Timely Deposits – Modified and Repeated (Non-Compliance in Accordance with the New Mexico State Audit Rule)

CONDITION: During our cash receipts testing, we noted that the school could not provide proof of receipts issued for \$295.86 of the \$4,246.86 deposits tested.

CRITERIA: Per NMAC 6.20.2.14.B states that “the school district shall issue a factory pre-numbered receipt for all money received. Pre-numbered receipts are to be controlled and secured. If a receipt is voided, all copies shall be marked “VOID” and retained in the receipt book.”

EFFECT: The School is not in compliance with State statute and has exposed itself to possible misappropriation of funds.

CAUSE: There is a lack of adequate controls over the issuance and maintenance of cash receipts.

RECOMMENDATION: The School should implement policies and procedures that track and maintain all items relating to cash receipts.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
New America School – Las Cruces
Schedule of Prior Year Findings and Questioned Costs
Year Ended June 30, 2016

UNAUDITED

CURRENT STATUS: This matter has been resolved.

2015-001 Budgetary Conditions – (Compliance)

CONDITION: The School has expenditure functions where actual expenditures exceeded budgetary authority for the following fund:

English Language Acquisition:	
Instruction	\$1,712

CRITERIA: Per NMAC 6.20.2.9, (A) every school district shall follow budget requirements stated in Sections 22-8-5 through 22-8-12.2 NMSA 1978, and procedures of the department in preparing, submitting, maintaining and reporting budgetary information. Budgetary control shall be at the function level. Over-expenditure of a function shall not be allowed.

EFFECT: The School is out of compliance with New Mexico state statute and the control established by the use of budgets has been compromised, which could result in deficit fund balances and unnecessary usage of operating funds to cover the over-expenditures.

CAUSE: Management was not adequately monitoring actual expenditures.

RECOMMENDATION: We recommend the School establish a policy of budgetary review by the governing council or finance committee at the end of each quarter and have the governing council approve the necessary budgetary adjustments to ensure funds are not over expended.

CURRENT STATUS: This matter has been resolved.

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HER INFORMATION

in the yellow cells with any additional notes necessary to explain the data

Please use this space to include any additional information you would like SPCSA to know about the data you are submitting

CO NWEA MAP Results

Alternative Education Campus National Percentile Rankings for NAS Colorado Schools

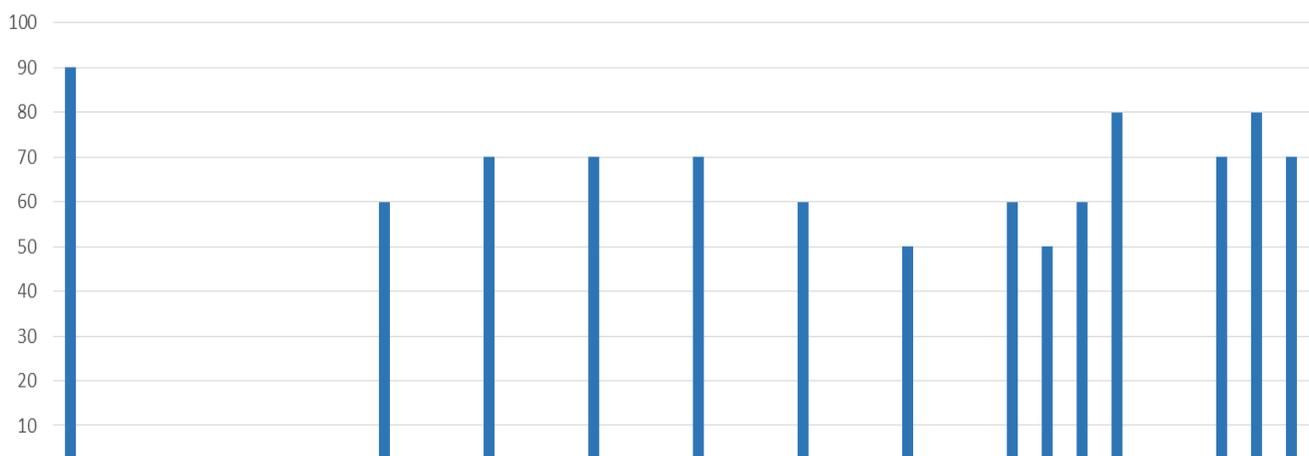
In light of recent research, conducted over the spring and summer of 2016, there is now an understanding into average RIT growth observed in alternative education campuses across the country. Additionally, this research provides percentile rankings based on the observed average RIT growth in each school for each grade level and subject area. Below is an excerpt from Dr. Jody Ernst's research report:

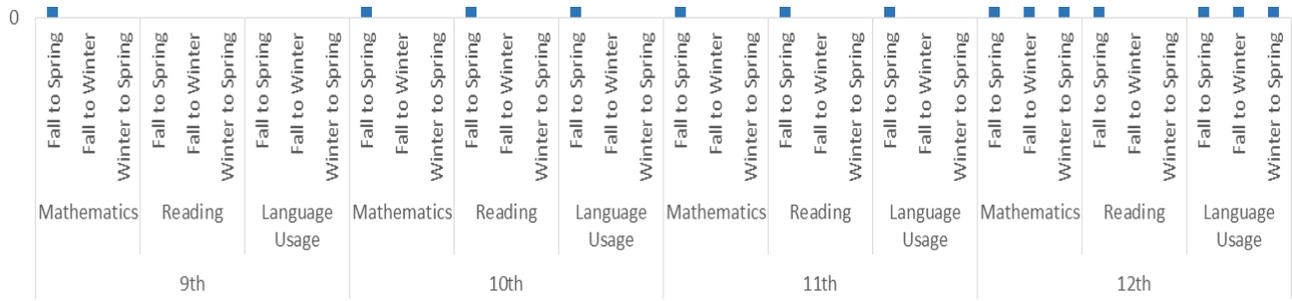
"Recently, Dr. Ernst conducted an updated NWEA alternative norming study, providing a revised set of student norms for grade level RIT and typical RIT growth, as well as average school-level growth outcomes. The 2015 NWEA Alternative Norming Study was conducted by Momentum Strategy & Research in partnership with NWEA4 and utilized NWEA MAP assessment data (for 2011-12 through 2014-15) from more than 300 alternative schools across the country. While the report does include the average grade-level RIT gains observed across over 300 alternative schools, we felt that a rank percentile distribution would provide a more finite tool for alternative schools to compare the growth of their students.

This user's guide provides grade-level rank percentile distributions for grades 6-12, based on actual data from over 300 alternative schools across the country, for the NWEA's reading, mathematics, and language usage assessments. Details regarding how the alternative schools were identified is included in the 2015 NWEA Alternative Norming Study."

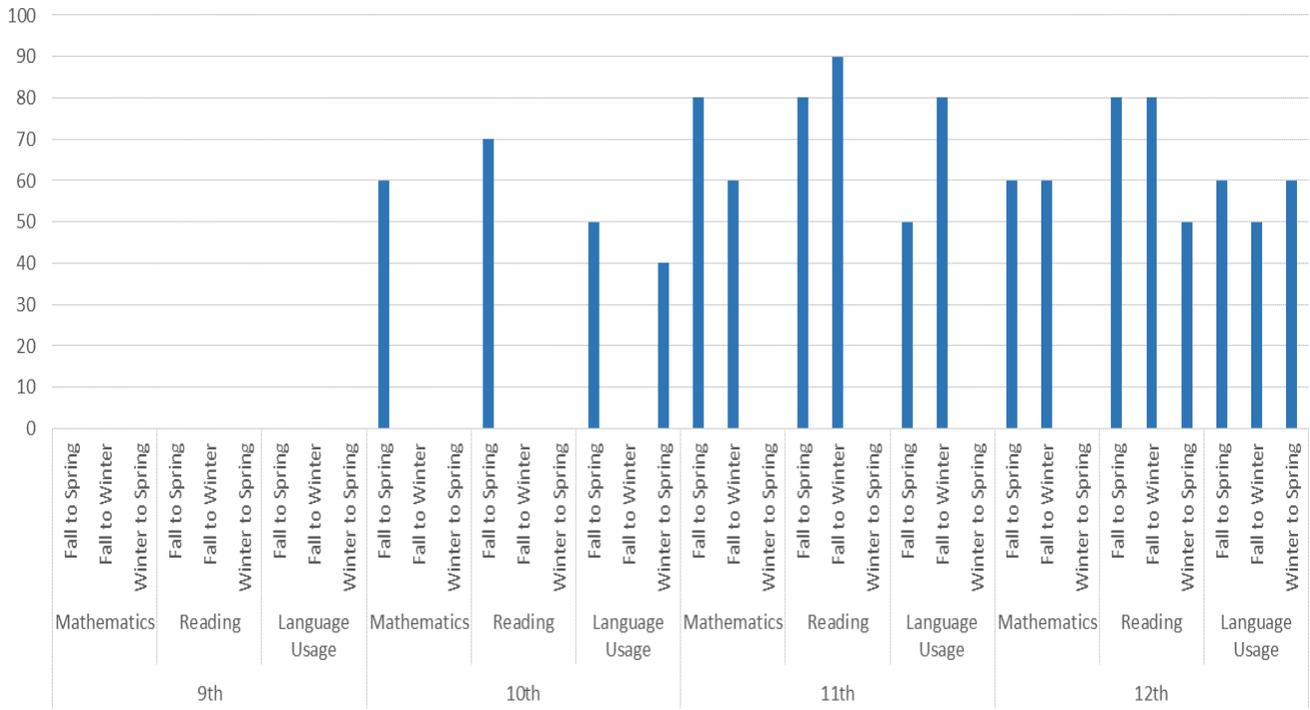
Utilizing the percentile ranking tables, provided in the aforementioned report, revealed that students at NAS-Lowry are seeing growth that ranges on average between the 60th and 90th percentile as compared to the average RIT growth seen by over 300 AECs from across the country. Specifically, on average, the growth seen by students attending NAS-Lowry exceed the growth seen by anywhere from 60 to 90 percent of other high-risk students in other alternative education campuses across the country. More detailed results (for groups

2015-16 NWEA MAP Percentile Ranking
Lowry

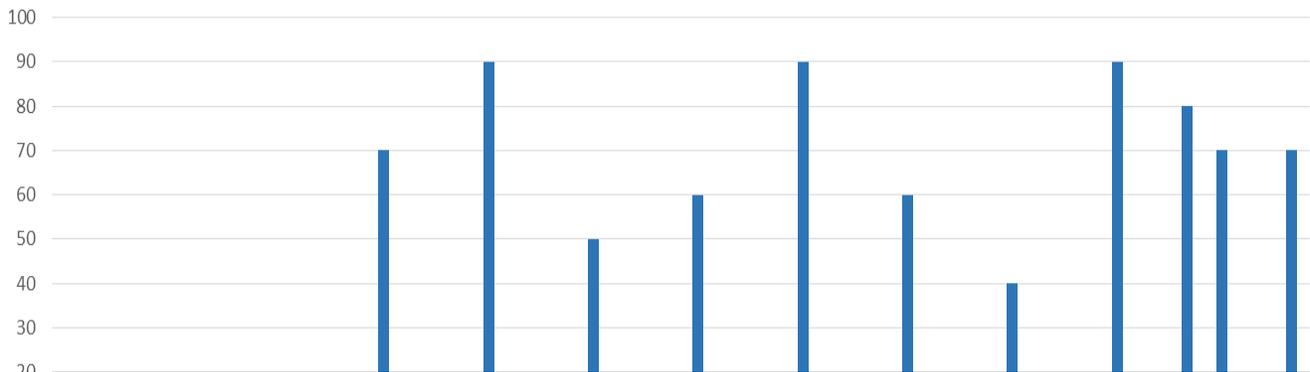


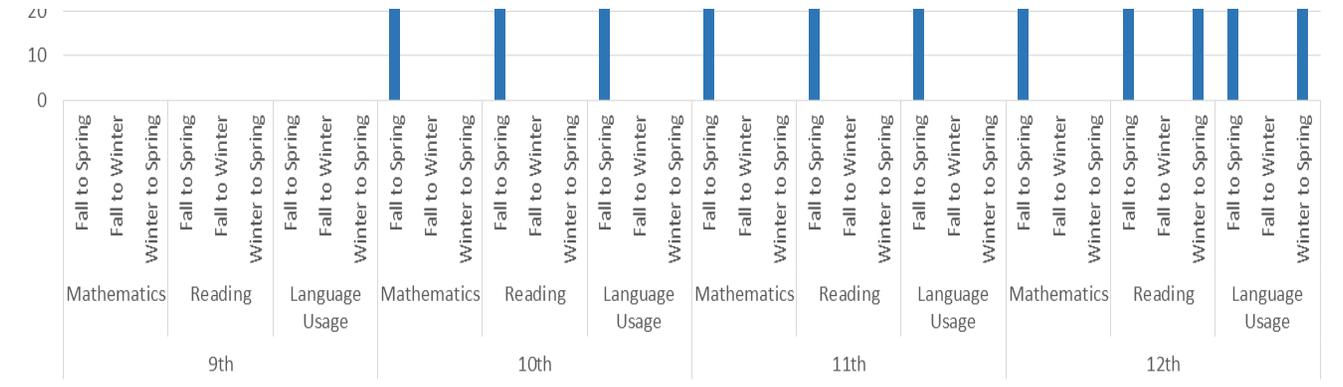


2015-16 NWEA MAP Percentile Rank
Thornton

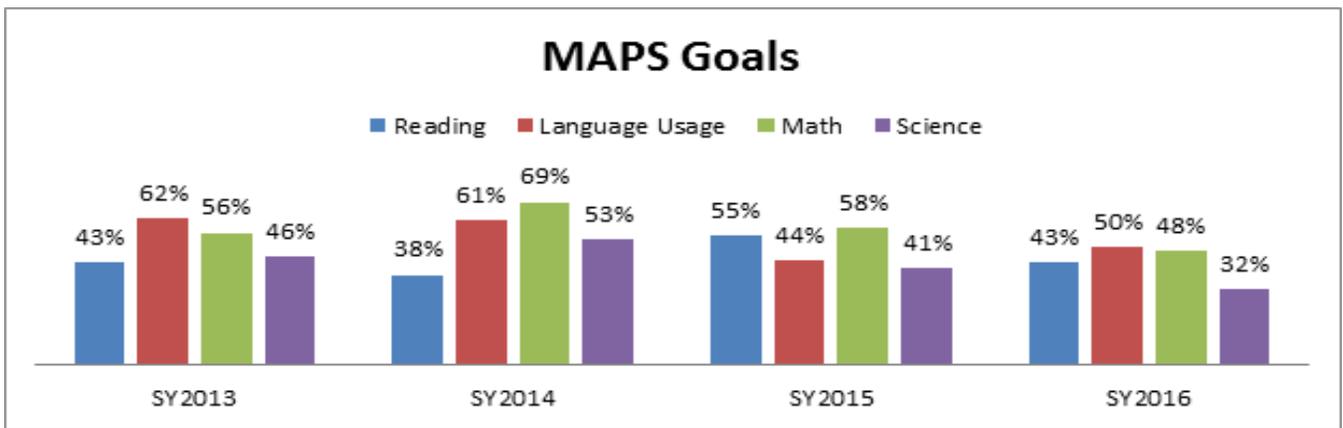


2015-16 NWEA MAP Percentile Ranking
Lakewood

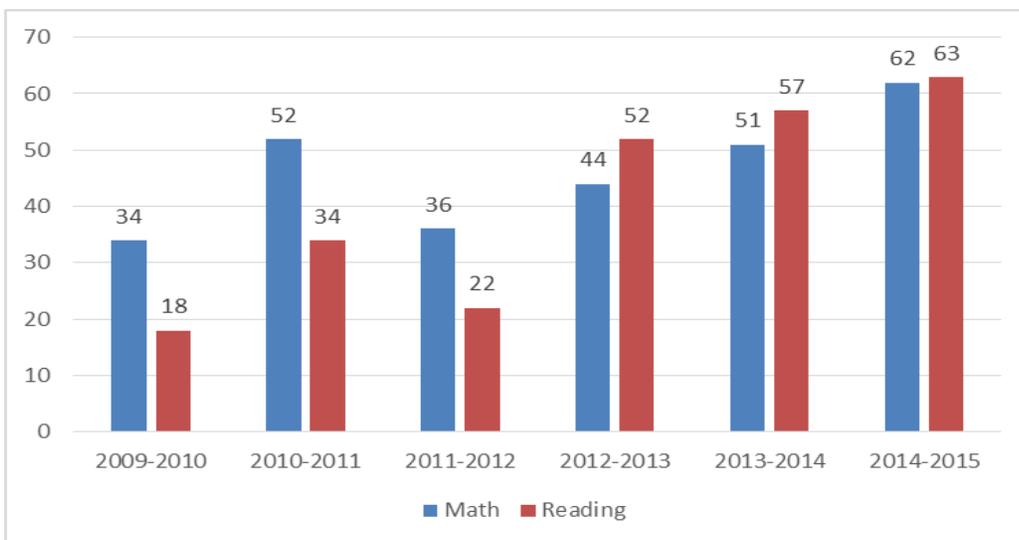




Percent of Students Meeting NWEA MAP Growth Targets - NAS Las Cruces (2013-2016)



Percent of Students Meeting NWEA MAP Growth Targets - NAS Albuquerque (2009-2015)













Attachment 19. Regional Director Resume and/or Job Description

NAS-Las Vegas plans to partner with the NAS Network, a 501(c) 3 nonprofit education management organization headquartered in Denver, Colorado. NAS employs a superintendent and a chief of business operations to oversee all five of the charter schools under the NAS umbrella and the NAS-Las Vegas GC will, through the contract with NAS, have the benefit of this experienced oversight for NAS-Las Vegas. In addition, the NAS network also contracts with a development director, a professional development coordinator and a data analyst from the Colorado nonprofit. This team has been providing support for the other five campuses during the last several years.

At the present time there is no plan to augment this complement. However, if the NAS-Las Vegas charter is successful, there is a plan to replicate 1-2 more schools in the CCDS area and in the Reno-Sparks community. Once a state has 3 or more schools, the Network will select a Regional Superintendent to provide oversight over the NAS schools in the state. It would be an expectation that one or more of the principals in the NAS Nevada system would apply for and be selected for this position. At this stage it is much too early to speculate on this scenario that could be 4-5 years into the future.

As no individual is in the pipeline for this position. A job description at this very early stage is premature and may not reflect the needs or skill sets required in 4-5 years down the road. As such, Attachment 19 is **not applicable**.

Attachment 20. Network Organizational Charts

New America Schools Network Board of Directors

Colorado

- **Polly Baca**, Former State Senator and community leader, Denver, CO
- **Deb Brackney**, Executive Vice President Mountain State Employers Council, Denver CO
- **Gina Nocera**, Executive Director, Jared Polis Foundation, Boulder, CO
- **Tomas Mejia**, State Director, Migrant Education Program, Colorado Department of Education, Denver, CO
- **Jorge Loweree**, Senior Counsel, Immigration Law and Policy, Boulder, CO
- **Dianne Lefly**, Director of Institutional Research and Analytics, Colorado Community College System, Denver, CO

New Mexico

- **Richard Jose Bela, Esq.**, Nonprofit Consultant, Placitas, NM
- **Juan Vigil**, Retired public servant, former White House Fellow, National Urban Fellow and participant in the Aspen Fellowship, Placitas, NM
- **Susie Kimble**, President, Judy Enterprises Strategic Information Group, Las Cruces, NM
- **John Munoz**, Director at Sitel Worldwide Corporation, Las Cruces NM

Nevada

- **Larry P. Mason**, Interim Vice President, Office of Diversity and Cultural Affairs, Community College of Southern Nevada, Las Vegas, NV

Member at Large

- **Frank Riggs**, Business owner (real estate investments), nonprofit CEO & education leader, U.S. Congressman, Scottsdale, AZ

Staff

- **Dominic DiFelice**, Network Superintendent
 - Provide academic oversight
 - Full scope of work is available in the PSA attachment 23
- **Craig Cook**, Network Chief of Business Operations
 - Provide financial and facility oversight
 - Full scope of work is available in the PSA attachment 23

Consultants (scope of work provided in other sections of the application)

- **David Rein**, Development Director and Marketing and Recruitment
- **Jennifer Turnbull**, Senior Data Analyst and Researcher
- **Tracey McCormick**, Professional Development Coordinator
- **Charles Shoemaker**, IT consultant

Authority and Reporting

The three main goals of the Network are to

1. Ensure fidelity to the NAS school model
2. Replicate 9-12 charter high schools in the Southwest US

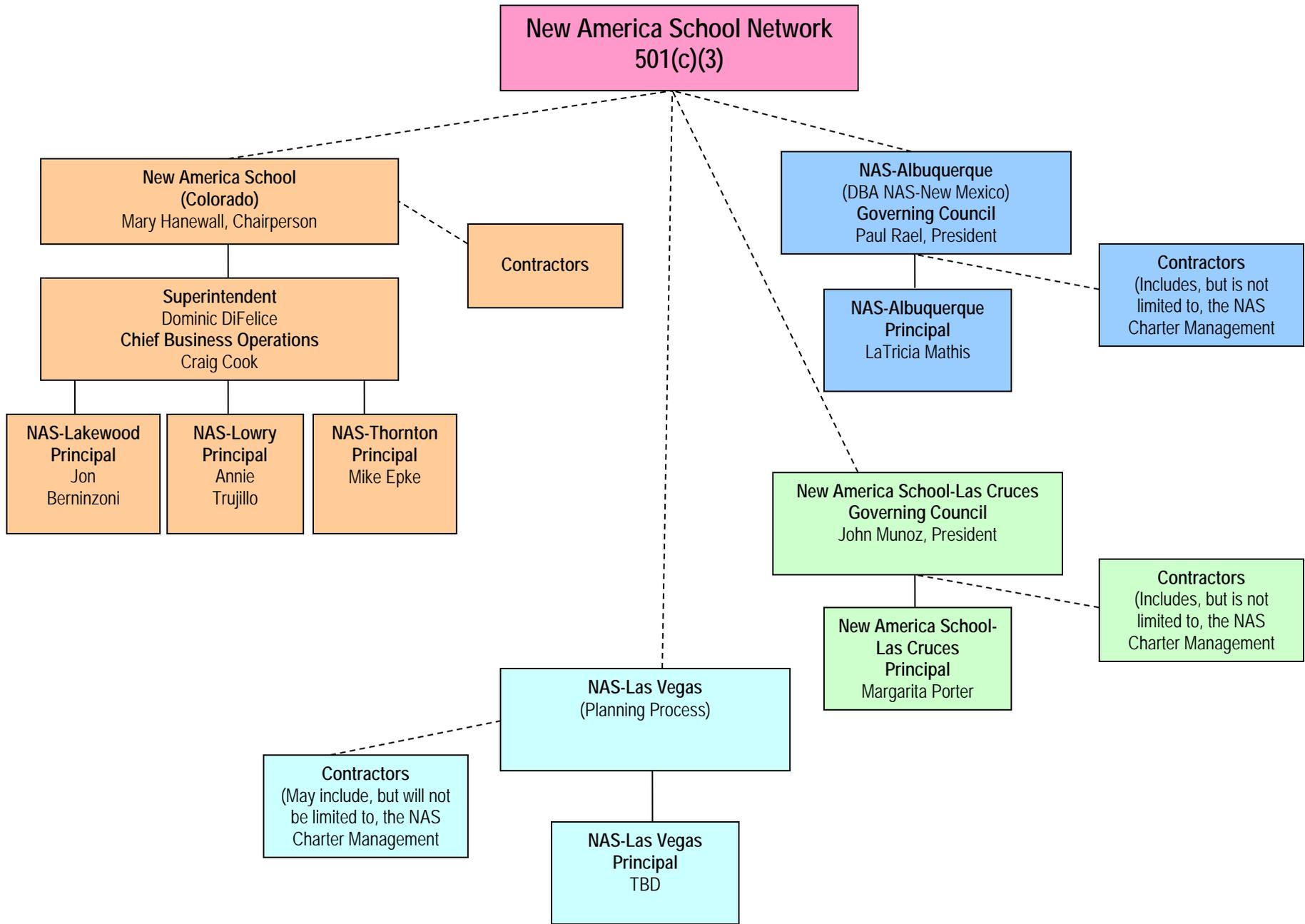
3. Fundraise for replication purposes

Each charter school elects two directors from respective governing bodies annually. Nevada sends the chair of the GC and when a charter is issued a second member will be elected to the Network Board.

All directors and the member at large are voting members. The superintendent and CBO are non-voting members.

The principal from each charter school attends as a guest and provides a school update.

Full governance rests with local Governing Councils for respective charters. In Colorado, the NAS nonprofit board oversees the three Colorado schools. Each school in Albuquerque and Las Cruces has their own GC.



Attachment 21. Budget for the Operator at the Regional Network Level

The EMO will be hired on a consulting basis and will not function as an Operator, therefore this Attachment is **not applicable**.

NEW AMERICA SCHOOL
FINANCIAL STATEMENTS
June 30, 2013 and 2012

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Statement of Activities – June 30, 2013	3
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Combining Statements	
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Combining Statement of Activities	14



JOHN CUTLER & ASSOCIATES

Board of Directors
New America School
Denver, Colorado

Independent Auditors' Report

Report on the Financial Statements

We have audited the accompanying financial statements of the New America School which comprise the statement of financial position as of June 30, 2013 and 2012, and the related statements of activities, and cash flows for the years then ended, and the related notes to the financial statements. We did not audit the financial statements of New America School – Aurora and New America School – Denver.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the New America School as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The combining schedules are presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

John Luthr & Associates, LLC

May 1, 2014

NEW AMERICA SCHOOL

STATEMENT OF FINANCIAL POSITION

June 30, 2013 and 2012

	<u>2013</u>	<u>2012</u>
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$ 1,211,200	\$ 1,139,201
Restricted Cash and Cash Equivalents	64,244	57,114
Accounts Receivable	1,600,407	1,423,277
Prepaid Items	150,949	102,774
Deposits	15,708	15,708
	<u>3,042,508</u>	<u>2,738,074</u>
Noncurrent Assets		
Capital Assets, Net of Accumulated Depreciation	240,532	267,693
	<u>240,532</u>	<u>267,693</u>
	<u>\$ 3,283,040</u>	<u>\$ 3,005,767</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts Payable	\$ 126,486	\$ 304,761
Due to Related Party - District	113,468	-
Accrued Expenses	272,138	287,792
Deferred Grant Revenues	3,849	-
Current Portion of Long Term Debt	11,440	8,331
	<u>527,381</u>	<u>600,884</u>
Long-Term Liabilities		
Compensated Absences	115,801	69,197
Capital Lease	22,880	29,350
	<u>138,681</u>	<u>98,547</u>
	<u>666,062</u>	<u>699,431</u>
NET ASSETS		
Invested in Capital Assets	206,212	230,012
Emergency Reserve	257,253	245,688
Temporarily Restricted	141,141	144,533
Unrestricted	2,012,372	1,686,103
	<u>2,616,978</u>	<u>2,306,336</u>
	<u>\$ 3,283,040</u>	<u>\$ 3,005,767</u>

NEW AMERICA SCHOOL

STATEMENT OF ACTIVITIES

Year Ended June 30, 2013

	Unrestricted	Temporarily Restricted	Total
REVENUES, GAINS AND OTHER SUPPORT			
State Per Pupil Funding	\$ 7,901,355	\$ -	\$ 7,901,355
Tuition from Individuals	-	-	-
Grants and Contributions	952,596	21,000	973,596
Other	497,849	-	497,849
Net Assets Released from Restrictions	24,392	(24,392)	-
TOTAL REVENUES, GAINS AND OTHER SUPPORT	<u>9,376,192</u>	<u>(3,392)</u>	<u>9,372,800</u>
EXPENSES			
Instruction	3,459,425	-	3,459,425
Support	5,523,880	-	5,523,880
Other	78,853	-	78,853
TOTAL EXPENSES	<u>9,062,158</u>	<u>-</u>	<u>9,062,158</u>
CHANGE IN NET ASSETS	314,034	(3,392)	310,642
NET ASSETS, Beginning	<u>2,161,803</u>	<u>144,533</u>	<u>2,306,336</u>
NET ASSETS, Ending	<u>\$ 2,475,837</u>	<u>\$ 141,141</u>	<u>\$ 2,616,978</u>

NEW AMERICA SCHOOL

STATEMENT OF ACTIVITIES

Year Ended June 30, 2012

	Unrestricted	Temporarily Restricted	Total
REVENUES, GAINS AND OTHER SUPPORT			
State Per Pupil Funding	\$ 7,791,147	\$ -	\$ 7,791,147
Tuition from Individuals	33,864	-	33,864
Grants and Contributions	381,868	30,450	412,318
Other	283,794	-	283,794
Net Assets Released from Restrictions	25,326	(25,326)	-
TOTAL REVENUES, GAINS AND OTHER SUPPORT	<u>8,515,999</u>	<u>5,124</u>	<u>8,521,123</u>
EXPENSES			
Instruction	3,205,392	-	3,205,392
Support	5,601,637	-	5,601,637
Other	3,744	-	3,744
TOTAL EXPENSES	<u>8,810,773</u>	<u>-</u>	<u>8,810,773</u>
CHANGE IN NET ASSETS	(294,774)	5,124	(289,650)
NET ASSETS, Beginning	2,322,934	139,409	2,462,343
PRIOR PERIOD ADJUSTMENT	<u>133,643</u>	<u>-</u>	<u>133,643</u>
NET ASSETS, Ending	<u>\$ 2,161,803</u>	<u>\$ 144,533</u>	<u>\$ 2,306,336</u>

NEW AMERICA SCHOOL

STATEMENT OF CASH FLOWS
Years Ended June 30, 2013 and 2012

	<u>2013</u>	<u>2012</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	\$ 310,642	\$ (289,650)
Adjustments to Reconcile Changes in Net Assets to Net Cash Provided by Operating Activities		
Depreciation	54,916	46,119
Disposal of Capital Assets	-	83,042
Changes in Assets and Liabilities		
Accounts Receivable	(177,130)	(375,675)
Prepaid Expenses	(48,175)	(17,971)
Deposits	-	9,900
Accounts Payable and Accrued Liabilities	(193,929)	144,572
Related Party Payables	113,468	-
Deferred Grant Revenues	3,849	-
Compensated Absences	46,604	28,103
	<u>110,245</u>	<u>(371,560)</u>
Net Cash Provided (Used) by Operating Activities		
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Purchase of Capital Assets	(27,755)	(45,527)
Issuance of Capital Lease	8,079	45,377
Principal Payments on Capital Lease	(11,440)	(7,696)
	<u>(31,116)</u>	<u>(7,846)</u>
Net Cash Used by Capital and Related Financing Activities		
NET INCREASE (DECREASE) IN CASH	79,129	(379,406)
CASH AND CASH EQUIVALENTS, Beginning	<u>1,196,315</u>	<u>1,575,721</u>
CASH AND CASH EQUIVALENTS, Ending	<u>\$ 1,275,444</u>	<u>\$ 1,196,315</u>

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2013 and 2012

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization – New America School (the “Organization”) was incorporated in 2003 for the purpose of developing and operating public charter schools. The Organization’s mission is to “empower new immigrants and English language learners with the educational tools and support they need to maximize their potential, succeed, and live their American dream”. The Organization is recognized as a tax-exempt organization under Section 501(c) (3) of the Internal Revenue Code.

The Organization includes three managed charter schools within the Denver area: The New America School – Aurora, component unit of Aurora Public School District, the New America School – Denver, component unit of Mapleton School District No. 1, and the New America School – Lakewood, component unit of Jefferson County School District. The Organization also includes the New America School – International High School and the management operations of the Organization. All significant inter-entity transactions have been eliminated for presentation.

Basis of Reporting – The Organization’s financial statements have been prepared using generally accepted accounting principles for non-profit organizations and the accrual basis of accounting. The charter schools’ separately issued financial statements were prepared using generally accepted accounting principles for governmental entities. The financial information related to the charter schools has been converted to comply with the principals applicable to non-profit organizations.

Cash and Cash Equivalents – For the financial statement purposes, the Organization considers all highly liquid investments with an original maturity of three months or less to be cash equivalents. Cash is restricted in the financial statements to comply with the provisions of the TABOR amendment.

Cash held at charter schools is governed by State Statute. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held. The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits.

The New America School – International High School and management operations of the Organization maintains its cash balances in financial institutions, which at times, may exceed the federally insured limits. The Organization has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on cash and cash equivalents.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2013 and 2012

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accounts Receivable – Accounts Receivable consist of amounts owed by students and affiliates. At June 30, 2013, management has not recorded an allowance for doubtful accounts. The Organization writes off accounts receivable to the allowance account after reasonable collection efforts have been made. Payments subsequently received are recorded as revenue.

Prepaid Items – Prepaid Items consist of payments made to vendors for services that will benefit future periods.

Property and Equipment – The Organization's policy is to capitalize property and equipment with an initial cost of \$5,000 or more and an estimated useful life in excess of one year. Donated property and equipment are recorded at fair value at the date of donation. Depreciation is recorded using the straight line method over estimated useful lives of the assets of five to seven years. Depreciation for leasehold improvements is recorded using the straight line method over the shorter of the lease term or the estimated useful life of the asset.

Accrued Expenses – Accrued expenses consist mainly of salaries and related payroll expenditures.

Revenue Recognition – State per pupil funding is recognized when earned. Grants, contributions, and other revenue are recognized as revenue when received or unconditionally pledged. Revenue and support is considered to be available for unrestricted use unless specifically restricted by the grantor or contributor.

Estimates – Preparation of the Organization's financial statements in conformity with generally accepted accounting principles requires the use of management's estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Subsequent Events – Management has performed an evaluation of subsequent events through May 1, 2014, and has considered any relevant matters in the preparation of the financial statements.

NOTE 2: RESTRICTED CASH

Cash in the amount of \$64,244 and \$57,114 as of June 30, 2013 and 2012 respectively, is restricted to comply with the TABOR amendment for New America School – Lakewood.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2013 and 2012

NOTE 3: CAPITAL ASSETS

Capital assets for the year ended June 30, 2013 and 2012, is summarized below.

	<u>2013</u>	<u>2012</u>
Leasehold Improvements	\$ 240,225	\$ 240,225
Equipment	<u>175,742</u>	<u>147,987</u>
Total	415,967	388,212
Less: Accumulated Depreciation	<u>(175,435)</u>	<u>(120,519)</u>
Net Capital Assets	<u>\$ 240,532</u>	<u>\$ 267,693</u>

NOTE 4: LONG-TERM DEBT

Following is a summary of the Organization's long-term debt transactions for the year ended June 30, 2013 and 2012:

	<u>Balance</u> <u>06/30/2012</u>	<u>Additions</u>	<u>Payments</u>	<u>Balance</u> <u>06/30/2013</u>	<u>Due In</u> <u>One Year</u>
Capital Lease	<u>\$ 37,681</u>	<u>\$ 8,079</u>	<u>\$ 11,440</u>	<u>\$ 34,320</u>	<u>\$ 11,440</u>

Capital Lease

In November 2012, the Organization entered into a \$57,200 capital lease for the purchase of equipment. The lease requires annual payments of \$11,440 of principal and 0% interest. The lease matures November 2015.

Future minimum payments are as follows:

June 30

2014	\$ 11,440
2015	11,440
2016	<u>11,440</u>
Total Minimum lease payments	34,320
Less amounts representing interest	<u>-</u>
Total	<u>\$ 34,320</u>

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2013 and 2012

NOTE 5: LEASE COMMITMENTS

The Organization leases building space and office equipment. One of the building space leases is for both the New America School and New America College, a related party with distinct board of directors. The New America School is the sole lessee for the building lease. New America College reimburses the New America School for its portion of the leased facilities, which is recorded as a reduction of lease expense. New America College reimbursed \$236,400 and \$134,215 of lease expenses for the year ended June 30, 2013 and June 30, 2012. This lease requires monthly payments ranging from \$28,492 to \$29,845 ending in August of 2019.

The Organization paid \$317,584 and \$260,673 for its leases for the years ended June 30, 2013 and June 30, 2012 respectively.

Future minimum lease payments are as follows:

Year ended June 30,

2014	\$ 356,787
2015	358,140
2016	358,140
2017	358,140
2018	358,140
2019-2020	<u>414,830</u>
Total	<u>\$ 2,204,177</u>

NOTE 6: TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets of \$141,141 and \$144,533 as of June 30, 2013 and 2012 respectively, are restricted for scholarships. Net assets of \$24,392 and \$25,326 were released from restriction for the years ended June 30, 2013 and 2012, respectively. These assets were released as their restricted purpose was satisfied.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2013 and 2012

NOTE 7: RETIREMENT PLANS

Retirement Plan

The Organization has established two retirement plans in accordance with Internal Revenue Code 403(b). The plan is available to the employees of the Non Profit and the College that are not subject to PERA and allows them to defer a portion of their salary until future years via payroll contribution. The employees receive a contribution from the Organization in the amount of a percentage of their base pay. This percentage is determined by comparing their employer's rate for PERA minus the employer's rate for FICA. For the current calendar year the rate is 16.55% of an employee's base pay. This rate is adjusted yearly as the PERA rate changes. For the years ended June 30, 2013 and 2012 the Organization contributed \$100,822 and \$78,499 to the employee 403(b) accounts.

Defined Benefit Pension Plan

Plan Description. The charter schools contribute to the School Division Trust Fund (SDTF), a cost-sharing multiple-employer defined benefit pension plan administered by the Public Employees' Retirement Association of Colorado (PERA). The SDTF provides retirement and disability, post-retirement annual increases, and death benefits for members or their beneficiaries. All employees of the charter schools are members of the SDTF. Title 24, Article 51 of the Colorado Revised Statutes (CRS), as amended, assigns the authority to establish benefit provisions to the State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for the SDTF. That report may be obtained online at www.copera.org or by writing to Colorado PERA, 1300 Logan Street, Denver, Colorado 80203 or by calling PERA at 303-832-9550 or 1-800-759-PERA (7372).

Funding Policy. The charter schools are required to contribute member and employer contributions to PERA at a rate set by statute. The contribution requirements of plan members and the School are established under Title 24, Article 51, Part 4 of the CRS, as amended. The contribution rate for members is 8.0 % and for the School it is 10.15 % of covered salary. A portion of the charter schools' contributions (1.02 % of covered salary) are allocated to the Health Care Trust Fund (See Note 8). If the charter schools rehire a PERA retiree as an employee or under any other work arrangement, they are required to report and pay employer contributions on the amounts paid for the retiree, and the retiree is required to contribute 8% of covered salary. The charter schools are also required to pay an amortization equalization disbursement equal to 6.4 % of the total payroll for the calendar year 2013, (5.5 % of total payroll for the calendar years 2012). For the years ending June 30, 2013 and 2012, the charter schools' employer contribution for the SDTF was \$514,443 and \$455,647 respectively, equal to their required contributions for each year.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2013 and 2012

NOTE 8: POSTEMPLOYMENT HEALTHCARE BENEFITS

Plan Description. The charter schools contribute to the Health Care Trust Fund (HCTF), a cost-sharing multiple-employer post employment healthcare plan administered by PERA. The HCTF provides a health care premium subsidy to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the CRS, as amended, assigns the authority to establish the HCTF benefit provisions to the State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for the HCTF. That report may be obtained online at www.copera.org or by writing to Colorado PERA, 1300 Logan Street, Denver, Colorado 80203 or by calling PERA at 303-832-9550 or 1-800-759-PERA (7372).

Funding Policy. The charter schools are required to contribute at a rate of 1.02% of covered salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the charter schools are established under Title 24, Article 51, Part 4 of the CRS, as amended. The apportionment of the contribution to the HCTF is established under Title 24, Article 51, Section 208 of the Colorado Revised Statutes, as amended. For the years ending June 30, 2013 and June 30, 2012, the charter schools' employer contributions to the HCTF were \$32,265 and \$29,978, equal to their required contribution for the year.

NOTE 9: RELATED PARTIES

The Organization has accounts receivable with the New America College (NAC) of \$964,090 and \$863,241 for the years ended June 30, 2013 and 2012 respectively. They also recorded \$61,085 and \$93,661 of management income from the NAC for the years ended June 30, 2013 and 2012.

The Organization also has accounts receivable of \$103,101 and \$232,050 for the years ended June 30, 2013 and 2012 respectively with the New America Schools Facilities Organization, LLC.

The Organization has accounts receivable of \$56,732 and \$56,742 with the New America Schools Foundation for the years ended June 30, 2013 and 2012 respectively.

The Organization has accounts receivable of \$12,097 and \$0 with the New America Schools Network for the years ended June 30, 2013 and 2012 respectively.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2013 and 2012

NOTE 10: COMMITMENT AND CONTINGENCIES

Tabor Amendment

In November 1992, Colorado voters passed the Tabor Amendment to the State Constitution, which limits state and local government tax powers and imposes spending limitations. Fiscal year 1993 provides the basis for limits in future years to which may be applied allowable increases for inflation and student enrollment. Revenue received in excess of the limitations may be required to be refunded. The charter schools are required, through the contracts with the respective school districts, to account for TABOR reserves. Therefore, some of the Organization's cash is restricted for TABOR and some of the Organization's net assets are contractually limited to comply with the TABOR requirements. As of June 30, 2013, the School has reserved \$257,253 of net assets to comply with TABOR.

Transfers

During the years ended June 30, 2013 and 2012, the New America School – Aurora transferred a portion of their fund balance totaling \$100,000 and \$150,000 respectively, to the Organization. This payment has been eliminated for financial statement purposes.

Lease Agreement – New America School – Lakewood

On November 2010, the Organization created NAS Facilities Organization, LLC ("NASFO"). NASFO entered into a lease for a new facility which the school in Lakewood occupied in June 2011. NASFO also entered into a sub-lease for this same agreement with the school. Per the agreement, the school is liable for monthly rent expense and a reimbursement of \$240,000 for tenant improvements to the landlord. NASFO has paid \$50,000 and put an additional \$190,000 in escrow for the school's share of the tenant improvements. The \$240,000 has been billed to the school to reimburse NASFO. This lease will be effective from July 1, 2012 through June 30, 2018.

NOTE 11: PRIOR PERIOD ADJUSTMENT

The beginning net assets at June 30, 2012, were increased by \$133,643 to correctly account for an expense that was incorrectly recorded in the prior year.

COMBINING STATEMENTS

NEW AMERICA SCHOOL

COMBINING STATEMENT OF FINANCIAL POSITION

Year Ended June 30, 2013

	The New America School	New America School Aurora	New America School Denver	New America School Lakewood
ASSETS				
Current Assets				
Cash and Cash Equivalents	\$ 307,374	\$ 397,579	\$ 457,493	\$ 300
Restricted Cash and Cash Equivalents	-	-	-	64,244
Intercompany Receivable	144,077	-	-	-
Accounts Receivable	1,268,544	100,566	103,183	124,122
Prepaid Items	52,648	55,975	42,326	-
Deposits	15,708	-	-	-
Total Current Assets	1,788,351	554,120	603,002	188,666
Noncurrent Assets				
Capital Assets, Net of Accumulated Depreciation	40,145	17,515	2,900	179,972
Total Noncurrent Assets	40,145	17,515	2,900	179,972
TOTAL ASSETS	\$ 1,828,496	\$ 571,635	\$ 605,902	\$ 368,638
LIABILITIES AND NET ASSETS				
Current Liabilities				
Accounts Payable	\$ 92,212	\$ 2,271	\$ 21,765	\$ 10,238
Due to Related Party - District	-	-	-	113,468
Accrued Expenses	19,202	119,642	84,906	48,388
Intercompany Payable	-	53,746	54,773	48,765
Deferred Grant Revenues	-	3,413	-	-
Capital Lease due with in one year	11,440	-	-	-
Total Current Liabilities	122,854	179,072	161,444	220,859
Long-Term Liabilities				
Compensated Absences	71,974	26,008	17,819	-
Capital Lease	22,880	-	-	-
Total Long-Term Liabilities	94,854	26,008	17,819	-
TOTAL LIABILITIES	217,708	205,080	179,263	220,859
NET ASSETS				
Invested in Capital Assets	5,825	17,515	2,900	179,972
Emergency Reserve	-	110,939	82,070	64,244
Unrestricted	1,604,963	238,101	341,669	(96,437)
Total Net Assets	1,610,788	366,555	426,639	147,779
TOTAL LIABILITIES AND NET ASSETS	\$ 1,828,496	\$ 571,635	\$ 605,902	\$ 368,638

New America School International High School	Eliminations	Total
\$ 48,454	\$ -	\$ 1,211,200
-	-	64,244
13,207	(157,284)	-
3,992	-	1,600,407
-	-	150,949
-	-	15,708
<u>65,653</u>	<u>(157,284)</u>	<u>3,042,508</u>
-	-	240,532
-	-	240,532
<u>\$ 65,653</u>	<u>\$ (157,284)</u>	<u>\$ 3,283,040</u>
\$ -	\$ -	\$ 126,486
-	-	113,468
-	-	272,138
-	(157,284)	-
436	-	3,849
-	-	11,440
<u>436</u>	<u>(157,284)</u>	<u>527,381</u>
-	-	115,801
-	-	22,880
-	-	138,681
<u>436</u>	<u>(157,284)</u>	<u>666,062</u>
-	-	206,212
-	-	257,253
<u>65,217</u>	<u>-</u>	<u>2,153,513</u>
<u>65,217</u>	<u>-</u>	<u>2,616,978</u>
<u>\$ 65,653</u>	<u>\$ (157,284)</u>	<u>\$ 3,283,040</u>

NEW AMERICA SCHOOL

COMBINING SCHEDULE OF ACTIVITIES

Year Ended June 30, 2013

	The New America School	New America School Aurora	New America School Denver	New America School Lakewood
REVENUES AND OTHER SUPPORT				
State Per Pupil Funding	\$ -	\$ 3,415,266	\$ 2,704,929	\$ 1,781,160
Tuition from Individuals	-	-	-	-
Grants and Contributions	151,650	287,470	318,542	295,153
Management Income	1,008,392	-	-	-
Other	179,635	245,120	7,866	65,149
TOTAL REVENUES AND OTHER SUPPORT	<u>1,339,677</u>	<u>3,947,856</u>	<u>3,031,337</u>	<u>2,141,462</u>
EXPENSES				
Instruction	-	1,722,416	1,105,908	631,101
Support	1,273,160	2,199,240	1,682,760	1,447,620
Other	78,853	-	-	-
TOTAL EXPENSES	<u>1,352,013</u>	<u>3,921,656</u>	<u>2,788,668</u>	<u>2,078,721</u>
CHANGE IN NET ASSETS	(12,336)	26,200	242,669	62,741
NET ASSETS, Beginning	<u>1,623,124</u>	<u>340,355</u>	<u>183,970</u>	<u>85,038</u>
NET ASSETS, Ending	<u>\$ 1,610,788</u>	<u>\$ 366,555</u>	<u>\$ 426,639</u>	<u>\$ 147,779</u>

New America School International High School	Eliminations	Total
\$ -	\$ -	\$ 7,901,355
-	-	-
20,781	(100,000)	973,596
-	(1,008,392)	-
79	-	497,849
<u>20,860</u>	<u>(1,108,392)</u>	<u>9,372,800</u>
-		3,459,425
29,492	(1,108,392)	5,523,880
-	-	78,853
<u>29,492</u>	<u>(1,108,392)</u>	<u>9,062,158</u>
(8,632)	-	310,642
<u>73,849</u>	<u>-</u>	<u>2,306,336</u>
<u>\$ 65,217</u>	<u>\$ -</u>	<u>\$ 2,616,978</u>

NEW AMERICA SCHOOL
FINANCIAL STATEMENTS
June 30, 2014 and 2013

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JOHN CUTLER & ASSOCIATES

Board of Directors
New America School
Denver, Colorado

Independent Auditors' Report

Report on the Financial Statements

We have audited the accompanying financial statements of the New America School which comprise the statement of financial position as of June 30, 2014 and 2013, and the related statements of activities, and cash flows for the years then ended, and the related notes to the financial statements. We did not audit the financial statements of New America School – Aurora.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the New America School as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The combining schedules are presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

John Luthr & Associates, LLC

May 13, 2015

NEW AMERICA SCHOOL

STATEMENT OF FINANCIAL POSITION

June 30, 2014 and 2013

	<u>2014</u>	<u>2013</u>
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$ 343,697	\$ 1,211,200
Restricted Cash and Cash Equivalents	54,543	64,244
Accounts Receivable	1,062,748	1,600,407
Prepaid Items	140,747	150,949
Deposits	15,708	15,708
	<u>1,617,443</u>	<u>3,042,508</u>
Noncurrent Assets		
Capital Assets, Net of Accumulated Depreciation	185,328	240,532
	<u>185,328</u>	<u>240,532</u>
	<u>\$ 1,802,771</u>	<u>\$ 3,283,040</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts Payable	\$ 155,396	\$ 126,486
Due to Related Party - District	-	113,468
Accrued Expenses	361,934	272,138
Deferred Grant Revenues	3,649	3,849
Current Portion of Long Term Debt	11,440	11,440
	<u>532,419</u>	<u>527,381</u>
Long-Term Liabilities		
Compensated Absences	101,369	115,801
Capital Lease	11,440	22,880
	<u>112,809</u>	<u>138,681</u>
	<u>645,228</u>	<u>666,062</u>
NET ASSETS		
Invested in Capital Assets	162,448	206,212
Emergency Reserve	231,241	257,253
Temporarily Restricted	136,244	141,141
Unrestricted	627,610	2,012,372
	<u>1,157,543</u>	<u>2,616,978</u>
	<u>\$ 1,802,771</u>	<u>\$ 3,283,040</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL

STATEMENT OF ACTIVITIES

Year Ended June 30, 2014

	Unrestricted	Temporarily Restricted	Total
REVENUES, GAINS AND OTHER SUPPORT			
State Per Pupil Funding	\$ 6,678,346	\$ -	\$ 6,678,346
Grants and Contributions	959,550	22,921	982,471
Other	571,999	-	571,999
Net Assets Released from Restrictions	27,818	(27,818)	-
	<u>8,237,713</u>	<u>(4,897)</u>	<u>8,232,816</u>
TOTAL REVENUES, GAINS AND OTHER SUPPORT			
EXPENSES			
Instruction	3,116,679	-	3,116,679
Support	5,611,482	-	5,611,482
Forgiveness of Debt	964,090	-	964,090
	<u>9,692,251</u>	<u>-</u>	<u>9,692,251</u>
TOTAL EXPENSES			
CHANGE IN NET ASSETS	(1,454,538)	(4,897)	(1,459,435)
NET ASSETS, Beginning	<u>2,475,837</u>	<u>141,141</u>	<u>2,616,978</u>
NET ASSETS, Ending	<u>\$ 1,021,299</u>	<u>\$ 136,244</u>	<u>\$ 1,157,543</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL

STATEMENT OF ACTIVITIES

Year Ended June 30, 2013

	Unrestricted	Temporarily Restricted	Total
REVENUES, GAINS AND OTHER SUPPORT			
State Per Pupil Funding	\$ 7,901,355	\$ -	\$ 7,901,355
Grants and Contributions	952,596	21,000	973,596
Other	497,849	-	497,849
Net Assets Released from Restrictions	24,392	(24,392)	-
	<u>9,376,192</u>	<u>(3,392)</u>	<u>9,372,800</u>
TOTAL REVENUES, GAINS AND OTHER SUPPORT			
EXPENSES			
Instruction	3,459,425	-	3,459,425
Support	5,523,880	-	5,523,880
Other	78,853	-	78,853
	<u>9,062,158</u>	<u>-</u>	<u>9,062,158</u>
TOTAL EXPENSES			
CHANGE IN NET ASSETS	314,034	(3,392)	310,642
NET ASSETS, Beginning	<u>2,161,803</u>	<u>144,533</u>	<u>2,306,336</u>
NET ASSETS, Ending	<u>\$ 2,475,837</u>	<u>\$ 141,141</u>	<u>\$ 2,616,978</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL

STATEMENT OF CASH FLOWS
Years Ended June 30, 2014 and 2013

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	\$ (1,459,435)	\$ 310,642
Adjustments to Reconcile Changes in Net Assets to Net Cash Provided by Operating Activities		
Depreciation	55,203	54,916
Changes in Assets and Liabilities		
Accounts Receivable	555,842	(177,130)
Prepaid Expenses	10,202	(48,175)
Accounts Payable and Accrued Liabilities	100,523	(193,929)
Related Party Payables	(113,468)	113,468
Deferred Grant Revenues	(199)	3,849
Compensated Absences	(14,432)	46,604
Net Cash Provided (Used) by Operating Activities	<u>(865,764)</u>	<u>110,245</u>
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Purchase of Capital Assets	-	(27,755)
Issuance of Capital Lease	-	8,079
Principal Payments on Capital Lease	(11,440)	(11,440)
Net Cash Used by Capital and Related Financing Activities	<u>(11,440)</u>	<u>(31,116)</u>
NET INCREASE (DECREASE) IN CASH	(877,204)	79,129
CASH AND CASH EQUIVALENTS, Beginning	<u>1,275,444</u>	<u>1,196,315</u>
CASH AND CASH EQUIVALENTS, Ending	<u>\$ 398,240</u>	<u>\$ 1,275,444</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014 and 2013

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization – New America School (the “Organization”) was incorporated in 2003 for the purpose of developing and operating public charter schools. The Organization’s mission is to “empower new immigrants and English language learners with the educational tools and support they need to maximize their potential, succeed, and live their American dream”. The Organization is recognized as a tax-exempt organization under Section 501(c) (3) of the Internal Revenue Code.

The Organization includes three managed charter schools within the Denver area: The New America School – Aurora, component unit of Aurora Public School District, the New America School – Denver, component unit of Mapleton School District No. 1, and the New America School – Lakewood, component unit of Jefferson County School District. The Organization also includes the New America School – International High School and the management operations of the Organization. All significant inter-entity transactions have been eliminated for presentation.

Basis of Reporting – The Organization’s financial statements have been prepared using generally accepted accounting principles for non-profit organizations and the accrual basis of accounting. The charter schools’ separately issued financial statements were prepared using generally accepted accounting principles for governmental entities. The financial information related to the charter schools has been converted to comply with the principals applicable to non-profit organizations.

Cash and Cash Equivalents – For the financial statement purposes, the Organization considers all highly liquid investments with an original maturity of three months or less to be cash equivalents. Cash is restricted in the financial statements to comply with the provisions of the TABOR amendment.

Cash held at charter schools is governed by State Statute. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held. The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits.

The New America School – International High School and management operations of the Organization maintains its cash balances in financial institutions, which at times, may exceed the federally insured limits. The Organization has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on cash and cash equivalents.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014 and 2013

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accounts Receivable – Accounts Receivable consist of amounts owed by students and affiliates. At June 30, 2014, management has not recorded an allowance for doubtful accounts. The Organization writes off accounts receivable to the allowance account after reasonable collection efforts have been made. Payments subsequently received are recorded as revenue.

Prepaid Items – Prepaid Items consist of payments made to vendors for services that will benefit future periods.

Property and Equipment – The Organization's policy is to capitalize property and equipment with an initial cost of \$5,000 or more and an estimated useful life in excess of one year. Donated property and equipment are recorded at fair value at the date of donation. Depreciation is recorded using the straight line method over estimated useful lives of the assets of five to seven years. Depreciation for leasehold improvements is recorded using the straight line method over the shorter of the lease term or the estimated useful life of the asset.

Accrued Expenses – Accrued expenses consist mainly of salaries and related payroll expenditures.

Revenue Recognition – State per pupil funding is recognized when earned. Grants, contributions, and other revenue are recognized as revenue when received or unconditionally pledged. Revenue and support is considered to be available for unrestricted use unless specifically restricted by the grantor or contributor.

Estimates – Preparation of the Organization's financial statements in conformity with generally accepted accounting principles requires the use of management's estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Subsequent Events – Management has performed an evaluation of subsequent events through May 13, 2015, and has considered any relevant matters in the preparation of the financial statements.

NOTE 2: RESTRICTED CASH

Cash in the amount of \$57,543 and \$64,244 as of June 30, 2014 and 2013 respectively, is restricted to comply with the TABOR amendment for New America School – Lakewood.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2014 and 2013

NOTE 3: CAPITAL ASSETS

Capital assets for the year ended June 30, 2014 and 2013, is summarized below.

	<u>2014</u>	<u>2013</u>
Leasehold Improvements	\$ 240,225	\$ 240,225
Equipment	<u>175,742</u>	<u>175,742</u>
Total	415,967	415,967
Less: Accumulated Depreciation	<u>(230,639)</u>	<u>(175,435)</u>
Net Capital Assets	<u>\$ 185,328</u>	<u>\$ 240,532</u>

NOTE 4: LONG-TERM DEBT

Following is a summary of the Organization's long-term debt transactions for the year ended June 30, 2014 and 2013:

	<u>Balance</u> <u>06/30/2013</u>	<u>Additions</u>	<u>Payments</u>	<u>Balance</u> <u>06/30/2014</u>	<u>Due In</u> <u>One Year</u>
Capital Lease	\$ <u>34,320</u>	\$ <u>-</u>	\$ <u>11,440</u>	\$ <u>22,880</u>	\$ <u>11,440</u>

Capital Lease

In November 2012, the Organization entered into a \$57,200 capital lease for the purchase of equipment. The lease requires annual payments of \$11,440 of principal and 0% interest. The lease matures November 2015.

Future minimum payments are as follows:

June 30

2015	\$ 11,440
2016	<u>11,440</u>
Total Minimum lease payments	22,880
Less amounts representing interest	<u>-</u>
Total	<u>\$ 22,880</u>

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014 and 2013

NOTE 5: LEASE COMMITMENTS

The Organization leases building space and office equipment. One of the building space leases is for both the New America School and New America College, a related party with distinct board of directors. The New America School is the sole lessee for the building lease. New America College reimburses the New America School for its portion of the leased facilities, which is recorded as a reduction of lease expense. New America College reimbursed \$273,965 and \$236,400 of lease expenses for the year ended June 30, 2014 and June 30, 2013. This lease requires monthly payments ranging from \$28,492 to \$29,845 ending in August of 2019.

On November 2011, the New America School – Lakewood entered into a sublease with NAS Facilities Organization, LLC (“NASFO”) for a new facility which the School occupied in June 2012. Per the agreement, the School is liable for monthly rent expense ranging from \$22,209 to \$27,385. This lease will be effective from July 1, 2012 through June 30, 2018.

Future minimum lease payments are as follows:

Year ended June 30,

2015	\$ 686,760
2016	686,760
2017	686,760
2018	686,760
2019	686,760
2020	<u>56,690</u>
Total	<u>\$ 3,490,490</u>

The Organization paid \$591,265 and \$550,062 for its leases for the years ended June 30, 2014 and June 30, 2013 respectively.

NOTE 6: TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets of \$136,244 and \$141,141 as of June 30, 2014 and 2013 respectively, are restricted for scholarships. Net assets of \$27,818 and \$24,392 were released from restriction for the years ended June 30, 2014 and 2013, respectively. These assets were released as their restricted purpose was satisfied.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014 and 2013

NOTE 7: RETIREMENT PLANS

Retirement Plan

The Organization has established two retirement plans in accordance with Internal Revenue Code 403(b). The plan is available to the employees of the Non Profit and the College that are not subject to PERA and allows them to defer a portion of their salary until future years via payroll contribution. The employees receive a contribution from the Organization in the amount of a percentage of their base pay. This percentage is determined by comparing their employer's rate for PERA minus the employer's rate for FICA. For the current calendar year the rate is 16.55% of an employee's base pay. This rate is adjusted yearly as the PERA rate changes. For the years ended June 30, 2014 and 2013 the Organization contributed \$93,678 and \$100,822 to the employee 403(b) accounts.

Defined Benefit Pension Plan

Plan Description. The charter schools contribute to the School Division Trust Fund (SDTF), a cost-sharing multiple-employer defined benefit pension plan administered by the Public Employees' Retirement Association of Colorado (PERA). The SDTF provides retirement and disability, post-retirement annual increases, and death benefits for members or their beneficiaries. All employees of the charter schools are members of the SDTF. Title 24, Article 51 of the Colorado Revised Statutes (CRS), as amended, assigns the authority to establish benefit provisions to the State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for the SDTF. That report may be obtained online at www.copera.org or by writing to Colorado PERA, 1300 Logan Street, Denver, Colorado 80203 or by calling PERA at 303-832-9550 or 1-800-759-PERA (7372).

Funding Policy. The charter schools are required to contribute member and employer contributions to PERA at a rate set by statute. The contribution requirements of plan members and the School are established under Title 24, Article 51, Part 4 of the CRS, as amended. The contribution rate for members is 8.0 % and for the School it is 10.15 % of covered salary. A portion of the charter schools' contributions (1.02 % of covered salary) are allocated to the Health Care Trust Fund (See Note 8). If the charter schools rehire a PERA retiree as an employee or under any other work arrangement, they are required to report and pay employer contributions on the amounts paid for the retiree, and the retiree is required to contribute 8% of covered salary. The charter schools are also required to pay an amortization equalization disbursement equal to 7.3 % of the total payroll for the calendar year 2014, (6.4 % of total payroll for the calendar years 2013). For the years ending June 30, 2014 and 2013, the charter schools' employer contribution for the SDTF was \$533,786 and \$514,443 respectively, equal to their required contributions for each year.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014 and 2013

NOTE 8: POSTEMPLOYMENT HEALTHCARE BENEFITS

Plan Description. The charter schools contribute to the Health Care Trust Fund (HCTF), a cost-sharing multiple-employer post employment healthcare plan administered by PERA. The HCTF provides a health care premium subsidy to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the CRS, as amended, assigns the authority to establish the HCTF benefit provisions to the State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for the HCTF. That report may be obtained online at www.copera.org or by writing to Colorado PERA, 1300 Logan Street, Denver, Colorado 80203 or by calling PERA at 303-832-9550 or 1-800-759-PERA (7372).

Funding Policy. The charter schools are required to contribute at a rate of 1.02% of covered salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the charter schools are established under Title 24, Article 51, Part 4 of the CRS, as amended. The apportionment of the contribution to the HCTF is established under Title 24, Article 51, Section 208 of the Colorado Revised Statutes, as amended. For the years ending June 30, 2014 and June 30, 2013, the charter schools' employer contributions to the HCTF were \$31,700 and \$32,265, equal to their required contribution for the year.

NOTE 9: RELATED PARTIES

The Organization has accounts receivable with the New America College (NAC) of \$964,090 for the year ended June 30, 2013. As of June 30, 2014, the New America College (NAC) Payable in the amount of \$964,090 to New America School, a related party, has been forgiven and no amount is due from the related party. They also recorded \$0 and \$61,085 of management income from the NAC for the years ended June 30, 2014 and 2013.

The Organization also has accounts receivable of \$261,116 and \$103,101 for the years ended June 30, 2014 and 2013 respectively with the New America Schools Facilities Organization, LLC.

The Organization has accounts receivable of \$56,742 and \$56,732 with the New America Schools Foundation for the years ended June 30, 2014 and 2013 respectively.

The Organization has accounts receivable of \$6,482 and \$12,097 with the New America Schools Network for the years ended June 30, 2014 and 2013 respectively.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2014 and 2013

NOTE 10: COMMITMENT AND CONTINGENCIES

Tabor Amendment

In November 1992, Colorado voters passed the Tabor Amendment to the State Constitution, which limits state and local government tax powers and imposes spending limitations. Fiscal year 1993 provides the basis for limits in future years to which may be applied allowable increases for inflation and student enrollment. Revenue received in excess of the limitations may be required to be refunded. The charter schools are required, through the contracts with the respective school districts, to account for TABOR reserves. Therefore, some of the Organization's cash is restricted for TABOR and some of the Organization's net assets are contractually limited to comply with the TABOR requirements. As of June 30, 2014, the School has reserved \$231,241 of net assets to comply with TABOR.

Lease Agreement – New America School – Lakewood

On November 2010, the Organization created NAS Facilities Organization, LLC ("NASFO"). NASFO entered into a lease for a new facility which the school in Lakewood occupied in June 2011. NASFO also entered into a sub-lease for this same agreement with the school. Per the agreement, the school is liable for monthly rent expense and a reimbursement of \$240,000 for tenant improvements to the landlord. NASFO has paid \$50,000 and put an additional \$190,000 in escrow for the school's share of the tenant improvements. The \$240,000 has been billed to the school to reimburse NASFO. This lease will be effective from July 1, 2012 through June 30, 2018.

COMBINING STATEMENTS

NEW AMERICA SCHOOL

COMBINING STATEMENT OF FINANCIAL POSITION
Year Ended June 30, 2014

	The New America School	New America School Aurora	New America School Denver	New America School Lakewood
ASSETS				
Current Assets				
Cash and Cash Equivalents	\$ 132,055	\$ 67,324	\$ 44,592	\$ 195,564
Restricted Cash and Cash Equivalents	-	-	-	54,543
Intercompany Receivable	(336,305)	258,250	17,513	-
Accounts Receivable	645,410	139,784	277,554	-
Prepaid Items	43,363	38,153	59,231	-
Deposits	15,708	-	-	-
Total Current Assets	500,231	503,511	398,890	250,107
Noncurrent Assets				
Capital Assets, Net of Accumulated Depreciation	28,675	12,047	-	144,606
TOTAL ASSETS	\$ 528,906	\$ 515,558	\$ 398,890	\$ 394,713
LIABILITIES AND NET ASSETS				
Current Liabilities				
Accounts Payable	\$ 103,737	\$ 8,927	\$ 8,329	\$ 16,219
Due to Related Party - District	-	-	-	108,325
Accrued Expenses	83,232	148,509	79,499	50,694
Deferred Grant Revenues	-	860	2,789	-
Capital Lease due with in one year	11,440	-	-	-
Total Current Liabilities	198,409	158,296	90,617	175,238
Long-Term Liabilities				
Compensated Absences	78,941	-	22,428	-
Capital Lease	11,440	-	-	-
Total Long-Term Liabilities	90,381	-	22,428	-
TOTAL LIABILITIES	288,790	158,296	113,045	175,238
NET ASSETS				
Invested in Capital Assets	5,795	12,047	-	144,606
Emergency Reserve	-	98,698	78,000	54,543
Unrestricted	234,321	246,517	207,845	20,326
Total Net Assets	240,116	357,262	285,845	219,475
TOTAL LIABILITIES AND NET ASSETS	\$ 528,906	\$ 515,558	\$ 398,890	\$ 394,713

New America School International High School	Eliminations	Total
\$ (95,838)	\$ -	\$ 343,697
-	-	54,543
168,867	(108,325)	-
-	-	1,062,748
-	-	140,747
-	-	15,708
<u>73,029</u>	<u>(108,325)</u>	<u>1,617,443</u>
<u>-</u>	<u>-</u>	<u>185,328</u>
<u>\$ 73,029</u>	<u>\$ (108,325)</u>	<u>\$ 1,802,771</u>
\$ 18,184	\$ -	\$ 155,396
-	(108,325)	-
-	-	361,934
-	-	3,649
-	-	11,440
<u>18,184</u>	<u>(108,325)</u>	<u>532,419</u>
-	-	101,369
-	-	11,440
-	-	112,809
<u>18,184</u>	<u>(108,325)</u>	<u>645,228</u>
-	-	162,448
-	-	231,241
54,845	-	763,854
<u>54,845</u>	<u>-</u>	<u>1,157,543</u>
<u>\$ 73,029</u>	<u>\$ (108,325)</u>	<u>\$ 1,802,771</u>

NEW AMERICA SCHOOL

COMBINING SCHEDULE OF ACTIVITIES

Year Ended June 30, 2014

	The New America School	New America School Aurora	New America School Denver	New America School Lakewood
REVENUES AND OTHER SUPPORT				
State Per Pupil Funding	\$ -	\$ 3,034,119	\$ 2,104,475	\$ 1,539,752
Grants and Contributions	49,661	305,861	457,258	148,007
Management Income	690,628	-	-	-
Other	127,922	221,755	28,474	193,814
TOTAL REVENUES AND OTHER SUPPORT	<u>868,211</u>	<u>3,561,735</u>	<u>2,590,207</u>	<u>1,881,573</u>
EXPENSES				
Instruction	-	1,563,107	926,136	627,436
Support	1,274,793	2,007,921	1,804,865	1,182,441
Other	964,090	-	-	-
TOTAL EXPENSES	<u>2,238,883</u>	<u>3,571,028</u>	<u>2,731,001</u>	<u>1,809,877</u>
CHANGE IN NET ASSETS	(1,370,672)	(9,293)	(140,794)	71,696
NET ASSETS, Beginning	<u>1,610,788</u>	<u>366,555</u>	<u>426,639</u>	<u>147,779</u>
NET ASSETS, Ending	<u>\$ 240,116</u>	<u>\$ 357,262</u>	<u>\$ 285,845</u>	<u>\$ 219,475</u>

New America School International High School	Eliminations	Total
\$ -	\$ -	\$ 6,678,346
21,684	-	982,471
-	(690,628)	-
34	-	571,999
<u>21,718</u>	<u>(690,628)</u>	<u>8,232,816</u>
-		3,116,679
32,090	(690,628)	5,611,482
-	-	964,090
<u>32,090</u>	<u>(690,628)</u>	<u>9,692,251</u>
(10,372)	-	(1,459,435)
<u>65,217</u>	<u>-</u>	<u>2,616,978</u>
<u>\$ 54,845</u>	<u>\$ -</u>	<u>\$ 1,157,543</u>

NEW AMERICA SCHOOL
FINANCIAL STATEMENTS
June 30, 2015 and 2014

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JOHN CUTLER & ASSOCIATES

Board of Directors
New America School
Denver, Colorado

Independent Auditors' Report

Report on the Financial Statements

We have audited the accompanying financial statements of the New America School which comprise the statement of financial position as of June 30, 2015 and 2014, and the related statements of activities, and cash flows for the years then ended, and the related notes to the financial statements. We did not audit the financial statements of New America School – Aurora.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the New America School as of June 30, 2015 and 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The combining schedules are presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

John Luthr & Associates, LLC

July 11, 2016

NEW AMERICA SCHOOL

STATEMENT OF FINANCIAL POSITION

June 30, 2015 and 2014

	<u>2015</u>	<u>2014</u>
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$ 1,937,823	\$ 343,697
Restricted Cash and Cash Equivalents	83,456	54,543
Accounts Receivable	932,824	1,062,748
Prepaid Items	94,339	140,747
Deposits	<u>18,308</u>	<u>15,708</u>
Total Current Assets	<u>3,066,750</u>	<u>1,617,443</u>
Noncurrent Assets		
Capital Assets, Net of Accumulated Depreciation	161,082	185,328
Related to Pensions	<u>555,348</u>	<u>-</u>
Total Noncurrent Assets	<u>716,430</u>	<u>185,328</u>
TOTAL ASSETS	<u>\$ 3,783,180</u>	<u>\$ 1,802,771</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts Payable	\$ 127,897	\$ 155,396
Accrued Expenses	417,078	361,934
Deferred Grant Revenues	99,045	3,649
Current Portion of Long Term Debt	<u>11,440</u>	<u>11,440</u>
Total Current Liabilities	<u>655,460</u>	<u>532,419</u>
Long-Term Liabilities		
Compensated Absences	130,188	101,369
Capital Lease	-	11,440
Net Pension Liability	9,981,720	-
Related to Pension	<u>342,240</u>	<u>-</u>
Total Long-Term Liabilities	<u>10,454,148</u>	<u>112,809</u>
TOTAL LIABILITIES	<u>11,109,608</u>	<u>645,228</u>
NET ASSETS		
Invested in Capital Assets	149,642	162,448
Emergency Reserve	275,749	231,241
Temporarily Restricted	29,513	136,244
Unrestricted	<u>(7,781,332)</u>	<u>627,610</u>
TOTAL NET ASSETS	<u>(7,326,428)</u>	<u>1,157,543</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 3,783,180</u>	<u>\$ 1,802,771</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL

STATEMENT OF ACTIVITIES

Year Ended June 30, 2015

	Unrestricted	Temporarily Restricted	Total
REVENUES, GAINS AND OTHER SUPPORT			
State Per Pupil Funding	\$ 8,507,597	\$ -	\$ 8,507,597
Grants and Contributions	1,737,555	20,000	1,757,555
Other	892,955	48	893,003
Net Assets Released from Restrictions	126,779	(126,779)	-
	<u>11,264,886</u>	<u>(106,731)</u>	<u>11,158,155</u>
TOTAL REVENUES, GAINS AND OTHER SUPPORT			
EXPENSES			
Instruction	2,737,460	-	2,737,460
Support	6,931,344	-	6,931,344
	<u>9,668,804</u>	<u>-</u>	<u>9,668,804</u>
TOTAL EXPENSES			
CHANGE IN NET ASSETS	1,596,082	(106,731)	1,489,351
NET ASSETS, Beginning, Restated	<u>(8,952,023)</u>	<u>136,244</u>	<u>(8,815,779)</u>
NET ASSETS, Ending	<u>\$ (7,355,941)</u>	<u>\$ 29,513</u>	<u>\$ (7,326,428)</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL

STATEMENT OF ACTIVITIES

Year Ended June 30, 2014

	Unrestricted	Temporarily Restricted	Total
REVENUES, GAINS AND OTHER SUPPORT			
State Per Pupil Funding	\$ 6,678,346	\$ -	\$ 6,678,346
Grants and Contributions	959,550	22,921	982,471
Other	571,999	-	571,999
Net Assets Released from Restrictions	27,818	(27,818)	-
	<u>8,237,713</u>	<u>(4,897)</u>	<u>8,232,816</u>
TOTAL REVENUES, GAINS AND OTHER SUPPORT	<u>8,237,713</u>	<u>(4,897)</u>	<u>8,232,816</u>
EXPENSES			
Instruction	3,116,679	-	3,116,679
Support	5,611,482	-	5,611,482
Forgiveness of Debt	964,090	-	964,090
	<u>9,692,251</u>	<u>-</u>	<u>9,692,251</u>
TOTAL EXPENSES	<u>9,692,251</u>	<u>-</u>	<u>9,692,251</u>
CHANGE IN NET ASSETS	(1,454,538)	(4,897)	(1,459,435)
NET ASSETS, Beginning	<u>2,475,837</u>	<u>141,141</u>	<u>2,616,978</u>
NET ASSETS, Ending	<u>\$ 1,021,299</u>	<u>\$ 136,244</u>	<u>\$ 1,157,543</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL

STATEMENT OF CASH FLOWS
Years Ended June 30, 2015 and 2014

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	\$ 1,489,351	\$ (1,459,435)
Adjustments to Reconcile Changes in Net Assets to Net Cash Provided by Operating Activities		
Depreciation	51,844	55,203
Changes in Assets and Liabilities		
Accounts Receivable	129,924	537,659
Prepaid Expenses	46,408	10,202
Accounts Payable and Accrued Liabilities	27,645	118,707
Deposits	(2,600)	-
Related Party Payables	-	(113,468)
Deferred Grant Revenues	95,396	(200)
Pension Related Accounts	(204,710)	-
Compensated Absences	28,819	(14,432)
	<u>1,662,077</u>	<u>(865,764)</u>
Net Cash Provided (Used) by Operating Activities		
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Purchase of Capital Assets	(27,598)	-
Principal Payments on Capital Lease	(11,440)	(11,440)
	<u>(39,038)</u>	<u>(11,440)</u>
Net Cash Used by Capital and Related Financing Activities		
NET INCREASE (DECREASE) IN CASH	1,623,039	(877,204)
CASH AND CASH EQUIVALENTS, Beginning	<u>398,240</u>	<u>1,275,444</u>
CASH AND CASH EQUIVALENTS, Ending	<u>\$ 2,021,279</u>	<u>\$ 398,240</u>

The accompanying notes are an integral part of the financial statements.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015 and 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization – New America School (the “Organization”) was incorporated in 2003 for the purpose of developing and operating public charter schools. The Organization’s mission is to “empower new immigrants and English language learners with the educational tools and support they need to maximize their potential, succeed, and live their American dream”. The Organization is recognized as a tax-exempt organization under Section 501(c) (3) of the Internal Revenue Code.

The Organization includes three managed charter schools within the Denver area: The New America School – Lowry, component unit of Aurora Public School District, the New America School – Thornton, component unit of Mapleton School District No. 1, and the New America School – Lakewood, component unit of Jefferson County School District. The Organization also includes the New America School – International High School and the management operations of the Organization. All significant inter-entity transactions have been eliminated for presentation.

Basis of Reporting – The Organization’s financial statements have been prepared using generally accepted accounting principles for non-profit organizations and the accrual basis of accounting. The charter schools’ separately issued financial statements were prepared using generally accepted accounting principles for governmental entities. The financial information related to the charter schools has been converted to comply with the principals applicable to non-profit organizations.

Cash and Cash Equivalents – For the financial statement purposes, the Organization considers all highly liquid investments with an original maturity of three months or less to be cash equivalents. Cash is restricted in the financial statements to comply with the provisions of the TABOR amendment.

Cash held at charter schools is governed by State Statute. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held. The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits.

The New America School – International High School and management operations of the Organization maintains its cash balances in financial institutions, which at times, may exceed the federally insured limits. The Organization has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on cash and cash equivalents.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015 and 2014

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accounts Receivable – Accounts Receivable consist of amounts owed by students and affiliates. At June 30, 2015 and 2014, management has not recorded an allowance for doubtful accounts. The Organization writes off accounts receivable to the allowance account after reasonable collection efforts have been made. Payments subsequently received are recorded as revenue.

Prepaid Items – Prepaid Items consist of payments made to vendors for services that will benefit future periods.

Property and Equipment – The Organization's policy is to capitalize property and equipment with an initial cost of \$5,000 or more and an estimated useful life in excess of one year. Donated property and equipment are recorded at fair value at the date of donation. Depreciation is recorded using the straight line method over estimated useful lives of the assets of five to seven years. Depreciation for leasehold improvements is recorded using the straight line method over the shorter of the lease term or the estimated useful life of the asset.

Accrued Expenses – Accrued expenses consist mainly of salaries and related payroll expenditures.

Revenue Recognition – State per pupil funding is recognized when earned. Grants, contributions, and other revenue are recognized as revenue when received or unconditionally pledged. Revenue and support is considered to be available for unrestricted use unless specifically restricted by the grantor or contributor.

Estimates – Preparation of the Organization's financial statements in conformity with generally accepted accounting principles requires the use of management's estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Subsequent Events – Management has performed an evaluation of subsequent events through July 11, 2016, and has considered any relevant matters in the preparation of the financial statements.

NOTE 2: RESTRICTED CASH

Cash in the amount of \$83,456 and \$54,543 as of June 30, 2015 and 2014 respectively, is restricted to comply with the TABOR amendment for New America School – Lakewood.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015 and 2014

NOTE 3: CAPITAL ASSETS

Capital assets for the year ended June 30, 2015 and 2014, is summarized below.

	<u>2015</u>	<u>2014</u>
Leasehold Improvements	\$ 260,993	\$ 240,225
Equipment	<u>182,572</u>	<u>175,742</u>
Total	443,565	415,967
Less: Accumulated Depreciation	<u>(282,483)</u>	<u>(230,639)</u>
Net Capital Assets	<u>\$ 161,082</u>	<u>\$ 185,328</u>

NOTE 4: LONG-TERM DEBT

Following is a summary of the Organization's long-term debt transactions for the year ended June 30, 2015 and 2014:

	Balance <u>06/30/2014</u>	<u>Additions</u>	<u>Payments</u>	Balance <u>06/30/2015</u>	Due In <u>One Year</u>
Capital Lease	\$ <u>22,880</u>	\$ <u>-</u>	\$ <u>11,440</u>	\$ <u>11,440</u>	\$ <u>11,440</u>

Capital Lease

In November 2012, the Organization entered into a \$57,200 capital lease for the purchase of equipment. The lease requires annual payments of \$11,440 of principal and 0% interest. The lease matures November 2015.

Future minimum payments are as follows:

June 30

2016	<u>\$ 11,440</u>
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NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015 and 2014

NOTE 5: LEASE COMMITMENTS

The Organization leases building space and office equipment. One of the building space leases is for both the New America School and New America College, a related party with distinct board of directors. The New America School is the sole lessee for the building lease. New America College reimburses the New America School for its portion of the leased facilities, which is recorded as a reduction of lease expense. New America College reimbursed \$294,756 and \$273,965 of lease expenses for the year ended June 30, 2015 and June 30, 2014. This lease requires monthly payments ranging from \$28,492 to \$29,845 ending in August of 2019.

On November 2011, the New America School – Lakewood entered into a sublease with NAS Facilities Organization, LLC (“NASFO”) for a new facility which the School occupied in June 2012. Per the agreement, the School is liable for monthly rent expense ranging from \$22,209 to \$27,385. This lease will be effective from July 1, 2012 through June 30, 2018.

In December 2013, the New America School – Thornton entered into a sublease with NAS Facilities Organization, LLC (“NASFO”) for a new facility which the School occupied beginning in January 2014. Per the agreement, the School is liable for monthly rent expense ranging from \$36,226 to \$38, 238. This sublease was effective through June 30, 2015.

Future minimum lease payments are as follows:

Year ended June 30,

2016	\$ 421,736
2017	421,736
2018	421,736
2019	93,116
2020	<u>14,739</u>
Total	<u>\$ 2,711,655</u>

The Organization paid \$1,338,590 and \$1,001,932 for its leases for the years ended June 30, 2015 and June 30, 2014 respectively.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015 and 2014

NOTE 6: TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets of \$29,413 and \$136,244 as of June 30, 2015 and 2014 respectively, are restricted for scholarships. Net assets of \$126,779 and \$27,818 were released from restriction for the years ended June 30, 2015 and 2014, respectively. These assets were released as their restricted purpose was satisfied.

NOTE 7: RETIREMENT PLANS

Retirement Plan

The Organization has established two retirement plans in accordance with Internal Revenue Code 403(b). The plan is available to the employees of the Non Profit and the College that are not subject to PERA and allows them to defer a portion of their salary until future years via payroll contribution. The employees receive a contribution from the Organization in the amount of a percentage of their base pay. This percentage is determined by comparing their employer's rate for PERA minus the employer's rate for FICA. For the current calendar year the rate is 17.45% of an employee's base pay. This rate is adjusted yearly as the PERA rate changes. For the years ended June 30, 2015 and 2014 the Organization contributed \$114,590 and \$93,678 to the employee 403(b) accounts.

Defined Benefit Pension Plan

Plan Description. The charter schools contribute to the School Division Trust Fund (SDTF), a cost-sharing multiple-employer defined benefit pension plan administered by the Public Employees' Retirement Association of Colorado (PERA). The SDTF provides retirement and disability, post-retirement annual increases, and death benefits for members or their beneficiaries. All employees of the charter schools are members of the SDTF. Title 24, Article 51 of the Colorado Revised Statutes (CRS), as amended, assigns the authority to establish benefit provisions to the State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for the SDTF. That report may be obtained online at www.copera.org or by writing to Colorado PERA, 1300 Logan Street, Denver, Colorado 80203 or by calling PERA at 303-832-9550 or 1-800-759-PERA (7372).

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015 and 2014

NOTE 7: RETIREMENT PLANS (Continued)

Defined Benefit Pension Plan (Continued)

Funding Policy. The charter schools are required to contribute member and employer contributions to PERA at a rate set by statute. The contribution requirements of plan members and the School are established under Title 24, Article 51, Part 4 of the CRS, as amended. The contribution rate for members is 8.0 % and for the School it is 10.15 % of covered salary. A portion of the charter schools' contributions (1.02 % of covered salary) are allocated to the Health Care Trust Fund (See Note 8). If the charter schools rehire a PERA retiree as an employee or under any other work arrangement, they are required to report and pay employer contributions on the amounts paid for the retiree, and the retiree is required to contribute 8% of covered salary. The charter schools are also required to pay an amortization equalization disbursement equal to 8.2 % of the total payroll for the calendar year 2015, (7.3 % of total payroll for the calendar years 2014). For the years ending June 30, 2015 and 2014, the charter schools' employer contribution for the SDTF was \$633,469 and \$533,786 respectively, equal to their required contributions for each year.

NOTE 8: POSTEMPLOYMENT HEALTHCARE BENEFITS

Plan Description. The charter schools contribute to the Health Care Trust Fund (HCTF), a cost-sharing multiple-employer post-employment healthcare plan administered by PERA. The HCTF provides a health care premium subsidy to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the CRS, as amended, assigns the authority to establish the HCTF benefit provisions to the State Legislature. PERA issues a publicly available annual financial report that includes financial statements and required supplementary information for the HCTF. That report may be obtained online at www.copera.org or by writing to Colorado PERA, 1300 Logan Street, Denver, Colorado 80203 or by calling PERA at 303-832-9550 or 1-800-759-PERA (7372).

Funding Policy. The charter schools are required to contribute at a rate of 1.02% of covered salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the charter schools are established under Title 24, Article 51, Part 4 of the CRS, as amended. The apportionment of the contribution to the HCTF is established under Title 24, Article 51, Section 208 of the Colorado Revised Statutes, as amended. For the years ending June 30, 2015 and June 30, 2014, the charter schools' employer contributions to the HCTF were \$35,487 and \$31,700, equal to their required contribution for the year.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2015 and 2014

NOTE 9: RELATED PARTIES

The Organization has accounts payable with the New America College (NAC) of \$22,344 for the year ended June 30, 2015. As of June 30, 2014, the New America College (NAC) Payable in the amount of \$964,090 to New America School, a related party, has been forgiven and no amount is due from the related party. They also recorded \$95,573 and \$0 of management income from the NAC for the years ended June 30, 2015 and 2014.

The Organization also has accounts receivable of \$267,070 and \$261,116 for the years ended June 30, 2015 and 2014 respectively with the New America Schools Facilities Organization, LLC.

The Organization has accounts receivable of \$56,752 and \$56,742 with the New America Schools Foundation for the years ended June 30, 2015 and 2014 respectively.

The Organization has accounts receivable of \$22,050 and \$6,482 with the New America Schools Network for the years ended June 30, 2015 and 2014 respectively.

NOTE 10: COMMITMENT AND CONTINGENCIES

Tabor Amendment

In November 1992, Colorado voters passed the Tabor Amendment to the State Constitution, which limits state and local government tax powers and imposes spending limitations. Fiscal year 1993 provides the basis for limits in future years to which may be applied allowable increases for inflation and student enrollment. Revenue received in excess of the limitations may be required to be refunded. The charter schools are required, through the contracts with the respective school districts, to account for TABOR reserves. Therefore, some of the Organization's cash is restricted for TABOR and some of the Organization's net assets are contractually limited to comply with the TABOR requirements. As of June 30, 2015 and 2014, the Schools have reserved \$275,749 and \$231,241, respectively of net assets to comply with TABOR.

Lease Agreement – New America School – Lakewood

On November 2010, the Organization created NAS Facilities Organization, LLC ("NASFO"). NASFO entered into a lease for a new facility which the school in Lakewood occupied in June 2011. NASFO also entered into a sub-lease for this same agreement with the school. Per the agreement, the School is liable for monthly rent expense and a reimbursement of \$240,000 for tenant improvements to the landlord. NASFO has paid \$50,000 and put an additional \$190,000 in escrow for the school's share of the tenant improvements. The \$240,000 has been billed to the school to reimburse NASFO. This lease will be effective from July 1, 2012 through June 30, 2018.

NEW AMERICA SCHOOL

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2015 and 2014

NOTE 11: RESTATEMENT OF NET ASSETS

The beginning net assets of the charter schools managed by the Organization were decreased as follows as the charter schools were required to implement Governmental Accounting Standards Board (GASB) Statement No. 68:

New America School – Lowry	\$4,423,289
New America School – Thornton	\$3,202,802
New America School – Lakewood	<u>\$2,347,231</u>
Total restatement:	<u>\$9,973,322</u>

NOTE 12: DEFICIT NET ASSETS

For the year ended June 30, 2015, the Organization report deficit net assets in the amount of \$7,326,426. The deficit is due to the charter schools including net pension liabilities per GASB Statement No. 68.

COMBINING STATEMENTS

NEW AMERICA SCHOOL

COMBINING STATEMENT OF FINANCIAL POSITION
Year Ended June 30, 2015

	The New America School	New America School Lowry	New America School Thornton	New America School Lakewood
ASSETS				
Current Assets				
Cash and Cash Equivalents	\$ 512,077	\$ 539,050	\$ 436,348	\$ 433,107
Restricted Cash and Cash Equivalents	-	-	-	83,456
Intercompany Receivable	(549,948)	269,242	-	280,706
Accounts Receivable	324,178	214,405	383,342	5,028
Prepaid Items	9,105	44,762	40,472	-
Deposits	18,308	-	-	-
Total Current Assets	<u>313,720</u>	<u>1,067,459</u>	<u>860,162</u>	<u>802,297</u>
Noncurrent Assets				
Capital Assets, Net of Accumulated Depreciation	17,205	29,059	5,578	109,240
Deferred Outflows Related to Pensions	-	207,192	234,980	113,176
Total Noncurrent Assets	<u>17,205</u>	<u>236,251</u>	<u>240,558</u>	<u>222,416</u>
TOTAL ASSETS	<u>\$ 330,925</u>	<u>\$ 1,303,710</u>	<u>\$ 1,100,720</u>	<u>\$ 1,024,713</u>
LIABILITIES AND NET ASSETS				
Current Liabilities				
Accounts Payable	\$ 13,323	\$ 76,691	\$ 12,886	\$ 24,791
Intercompany Payable	(102,516)	64,544	50,307	52,853
Accrued Expenses	99,340	123,807	103,558	67,399
Deferred Grant Revenues	-	35,683	63,362	-
Capital Lease due with in one year	11,440	-	-	-
Total Current Liabilities	<u>21,587</u>	<u>300,725</u>	<u>230,113</u>	<u>145,043</u>
Long-Term Liabilities				
Compensated Absences	79,722	27,201	23,265	-
Capital Lease	-	-	-	-
Net Pension Liability	-	4,350,867	3,370,784	2,260,069
Deferred Inflows Related to Pensions	-	135,446	189	206,605
Total Long-Term Liabilities	<u>79,722</u>	<u>4,513,514</u>	<u>3,394,238</u>	<u>2,466,674</u>
TOTAL LIABILITIES	<u>101,309</u>	<u>4,814,239</u>	<u>3,624,351</u>	<u>2,611,717</u>
NET ASSETS				
Invested in Capital Assets	5,765	29,059	5,578	109,240
Emergency Reserve	-	103,293	89,000	83,456
Unrestricted	223,851	(3,642,881)	(2,618,209)	(1,779,700)
Total Net Assets	<u>229,616</u>	<u>(3,510,529)</u>	<u>(2,523,631)</u>	<u>(1,587,004)</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 330,925</u>	<u>\$ 1,303,710</u>	<u>\$ 1,100,720</u>	<u>\$ 1,024,713</u>

New America School International High School	Eliminations	Total
\$ 17,241	\$ -	\$ 1,937,823
-	-	83,456
65,188	(65,188)	-
5,871	-	932,824
-	-	94,339
-	-	18,308
<u>88,300</u>	<u>(65,188)</u>	<u>3,066,750</u>
-	-	161,082
-	-	555,348
-	-	716,430
<u>\$ 88,300</u>	<u>\$ (65,188)</u>	<u>\$ 3,783,180</u>
\$ 206	\$ -	\$ 127,897
-	(65,188)	-
22,974	-	417,078
-	-	99,045
-	-	11,440
<u>23,180</u>	<u>(65,188)</u>	<u>655,460</u>
-	-	130,188
-	-	-
-	-	9,981,720
-	-	342,240
-	-	10,454,148
<u>23,180</u>	<u>(65,188)</u>	<u>11,109,608</u>
-	-	149,642
-	-	275,749
65,120	-	(7,751,819)
<u>65,120</u>	<u>-</u>	<u>(7,326,428)</u>
<u>\$ 88,300</u>	<u>\$ (65,188)</u>	<u>\$ 3,783,180</u>

NEW AMERICA SCHOOL

COMBINING SCHEDULE OF ACTIVITIES

Year Ended June 30, 2015

	The New America School	New America School Lowry	New America School Thornton	New America School Lakewood
REVENUES AND OTHER SUPPORT				
State Per Pupil Funding	\$ -	\$ 3,379,978	\$ 2,925,437	\$ 2,202,182
Grants and Contributions	3,637	815,396	611,897	291,467
Management Income	1,225,214	-	-	-
Other	168,324	40,436	35,334	648,861
TOTAL REVENUES AND OTHER SUPPORT	<u>1,397,175</u>	<u>4,235,810</u>	<u>3,572,668</u>	<u>3,142,510</u>
EXPENSES				
Instruction	-	1,347,298	791,532	598,630
Support	1,407,675	2,333,014	2,387,810	2,003,128
TOTAL EXPENSES	<u>1,407,675</u>	<u>3,680,312</u>	<u>3,179,342</u>	<u>2,601,758</u>
CHANGE IN NET ASSETS	(10,500)	555,498	393,326	540,752
NET ASSETS, Beginning, Restated	<u>240,116</u>	<u>(4,066,027)</u>	<u>(2,916,957)</u>	<u>(2,127,756)</u>
NET ASSETS, Ending	<u>\$ 229,616</u>	<u>\$ (3,510,529)</u>	<u>\$ (2,523,631)</u>	<u>\$ (1,587,004)</u>

New America School International High School	Eliminations	Total
\$ -	\$ -	\$ 8,507,597
35,158	-	1,757,555
-	(1,225,214)	-
48	-	893,003
<u>35,206</u>	<u>(1,225,214)</u>	<u>11,158,155</u>
-		2,737,460
<u>24,931</u>	<u>(1,225,214)</u>	<u>6,931,344</u>
<u>24,931</u>	<u>(1,225,214)</u>	<u>9,668,804</u>
10,275	-	1,489,351
<u>54,845</u>	<u>-</u>	<u>(8,815,779)</u>
<u>\$ 65,120</u>	<u>\$ -</u>	<u>\$ (7,326,428)</u>

NEW AMERICA SCHOOL

COMBINING STATEMENT OF FINANCIAL POSITION
Year Ended June 30, 2014

	The New America School	New America School Aurora	New America School Thornton	New America School Lakewood
ASSETS				
Current Assets				
Cash and Cash Equivalents	\$ 132,055	\$ 67,324	\$ 44,592	\$ 195,564
Restricted Cash and Cash Equivalents	-	-	-	54,543
Intercompany Receivable	(336,305)	258,250	17,513	-
Accounts Receivable	645,410	139,784	277,554	-
Prepaid Items	43,363	38,153	59,231	-
Deposits	15,708	-	-	-
Total Current Assets	500,231	503,511	398,890	250,107
Noncurrent Assets				
Capital Assets, Net of Accumulated Depreciation	28,675	12,047	-	144,606
TOTAL ASSETS	\$ 528,906	\$ 515,558	\$ 398,890	\$ 394,713
LIABILITIES AND NET ASSETS				
Current Liabilities				
Accounts Payable	\$ 103,737	\$ 8,927	\$ 8,329	\$ 16,219
Due to Related Party - District	-	-	-	108,325
Accrued Expenses	83,232	148,509	79,499	50,694
Deferred Grant Revenues	-	860	2,789	-
Capital Lease due with in one year	11,440	-	-	-
Total Current Liabilities	198,409	158,296	90,617	175,238
Long-Term Liabilities				
Compensated Absences	78,941	-	22,428	-
Capital Lease	11,440	-	-	-
Total Long-Term Liabilities	90,381	-	22,428	-
TOTAL LIABILITIES	288,790	158,296	113,045	175,238
NET ASSETS				
Invested in Capital Assets	5,795	12,047	-	144,606
Emergency Reserve	-	98,698	78,000	54,543
Unrestricted	234,321	246,517	207,845	20,326
Total Net Assets	240,116	357,262	285,845	219,475
TOTAL LIABILITIES AND NET ASSETS	\$ 528,906	\$ 515,558	\$ 398,890	\$ 394,713

New America School International High School	Eliminations	Total
\$ (95,838)	\$ -	\$ 343,697
-	-	54,543
168,867	(108,325)	-
-	-	1,062,748
-	-	140,747
-	-	15,708
<u>73,029</u>	<u>(108,325)</u>	<u>1,617,443</u>
<u>-</u>	<u>-</u>	<u>185,328</u>
<u>\$ 73,029</u>	<u>\$ (108,325)</u>	<u>\$ 1,802,771</u>
\$ 18,184	\$ -	\$ 155,396
-	(108,325)	-
-	-	361,934
-	-	3,649
-	-	11,440
<u>18,184</u>	<u>(108,325)</u>	<u>532,419</u>
-	-	101,369
-	-	11,440
-	-	112,809
<u>18,184</u>	<u>(108,325)</u>	<u>645,228</u>
-	-	162,448
-	-	231,241
54,845	-	763,854
<u>54,845</u>	<u>-</u>	<u>1,157,543</u>
<u>\$ 73,029</u>	<u>\$ (108,325)</u>	<u>\$ 1,802,771</u>

NEW AMERICA SCHOOL

COMBINING SCHEDULE OF ACTIVITIES

Year Ended June 30, 2014

	The New America School	New America School Aurora	New America School Thornton	New America School Lakewood
REVENUES AND OTHER SUPPORT				
State Per Pupil Funding	\$ -	\$ 3,034,119	\$ 2,104,475	\$ 1,539,752
Grants and Contributions	49,661	305,861	457,258	148,007
Management Income	690,628	-	-	-
Other	127,922	221,755	28,474	193,814
TOTAL REVENUES AND OTHER SUPPORT	<u>868,211</u>	<u>3,561,735</u>	<u>2,590,207</u>	<u>1,881,573</u>
EXPENSES				
Instruction	-	1,563,107	926,136	627,436
Support	1,274,793	2,007,921	1,804,865	1,182,441
Other	964,090	-	-	-
TOTAL EXPENSES	<u>2,238,883</u>	<u>3,571,028</u>	<u>2,731,001</u>	<u>1,809,877</u>
CHANGE IN NET ASSETS	(1,370,672)	(9,293)	(140,794)	71,696
NET ASSETS, Beginning	<u>1,610,788</u>	<u>366,555</u>	<u>426,639</u>	<u>147,779</u>
NET ASSETS, Ending	<u>\$ 240,116</u>	<u>\$ 357,262</u>	<u>\$ 285,845</u>	<u>\$ 219,475</u>

New America School International High School	Eliminations	Total
\$ -	\$ -	\$ 6,678,346
21,684	-	982,471
-	(690,628)	-
34	-	571,999
21,718	(690,628)	8,232,816
-		3,116,679
32,090	(690,628)	5,611,482
-	-	964,090
32,090	(690,628)	9,692,251
(10,372)	-	(1,459,435)
65,217	-	2,616,978
<u>\$ 54,845</u>	<u>\$ -</u>	<u>\$ 1,157,543</u>

SERVICES AGREEMENT

THIS AGREEMENT, with all appendices hereto (“Agreement”) is made this -- day of --- 20-- by and between The New America Schools Network, a Colorado corporation (“The Network”) and The New America School-Las Vegas (“School”), dated effective -----

RECITALS

WHEREAS, the School’s charter was approved by the State Public Charter School Authority on -----; and

WHEREAS, The Network was established to “*create a network of public charter Schools with the mission to empower new immigrants, English Language Learners and academically underserved students with the educational tools and support they need to maximize their potential, succeed and live the American dream*” (“Mission”); and

WHEREAS, the School’s charter provides for a contractual arrangement with The Network for the purpose of ensuring that the School’s mission and vision as described in the charter is implemented successfully, and that all financial and business operations of the School are conducted in compliance with applicable laws and the charter; and

WHEREAS, The Network employs highly successful, experienced educational and financial leaders who were instrumental in the development of the New America School Model™; and

WHEREAS, the School seeks to contract with The Network to advise, assist with oversight, guide, train and support the School and its governing body as well as the School’s leadership and teachers. Said contract shall comply with Nevada’s procurement of services contracting as applicable to the School.

NOW, THEREFORE, in consideration for the mutual promises, agreements and covenants contained herein, IT IS MUTUALLY AGREED BETWEEN the PARTIES:

1. Scope of Work.

The Network shall provide experienced and professional management consulting services (“Scope of Work”) to the School as described in Appendix A attached hereto.

The Network shall at all times adhere to Nevada law and the School’s charter provisions in carrying out the Scope of Work. The primary parties responsible for the Scope of Work are Dominic DiFelice, or his/her successor who shall act as Superintendent, and Craig Cook or his/her successor, who shall be responsible for facilities and business/financial matters. The Network may utilize other personnel as appropriate and necessary.

2. Deliverables.

The Network shall demonstrate compliance with the terms of this agreement according to the deliverables described in Appendix A.

3. Compensation.

- A. Total Fee. The School shall pay to the Network a total sum of \$60,000.00 for each year of this Agreement for consultant services outlined in the Scope of Work attached as Appendix A, including related Reimbursable Expenses, plus applicable sales taxes.
- B. The Network shall invoice the School four times per year (July 1, October 1, January 1, and April 1) in equal installments of \$15,000, plus applicable sales tax (Fifteen Thousand Dollars, plus gross receipts taxes).
- C. Within fifteen (15) days after the date that the School receives written notice from The Network that payment is requested for services, the School shall issue a written certification of complete or partial acceptance or rejection of the services. If the School finds that the services are not acceptable, it shall, within thirty (30) days after the receipt of written notice from The Network that payment is requested, provide to The Network a letter of exception explaining the objection to the services along with details of how The Network may proceed to provide remedial action. Upon certification by the School that the services have been received and accepted, payment shall be tendered to The Network within thirty (30) days after the date of certification. If payment is made by mail, the payment shall be deemed tendered on the date it is postmarked. After the thirtieth day from the date that written certification of acceptance is issued, late payment charges shall be paid on the unpaid balance due on the contract to The Network at the rate of 1.5% per month.

4. Term.

THIS AGREEMENT SHALL NOT BECOME EFFECTIVE UNTIL APPROVED BY the SCHOOL's GOVERNING BODY. This Agreement shall terminate on the last day of the School's fiscal year, unless terminated pursuant to paragraph 5, *infra*, or paragraph 6. Upon agreement of both parties, and contingent upon fiscal funding, this Agreement may be renewed for up to two (2) years, with additional one-year terms if such renewal is found to be in the best interests of the School. The term of any said extension shall be co-extensive with the School's fiscal year. Any such extensions shall be voted upon by the School and communicated in a written document memorializing the extension, signed by both parties.

5. Termination.

A. Termination.

This Agreement may be terminated by either of the parties hereto upon written notice delivered to the other party at least ten (10) business days prior to the intended date of termination. By such termination, neither party may nullify obligations already incurred for performance or failure to perform prior to the date of termination. This Agreement may be terminated immediately with written notice to The Network, if The Network becomes unable to perform the services contracted for, as determined by the School or if, during the term of this Agreement, The Network or any of its officers, employees or agents is indicted for fraud, embezzlement or other crime due to misuse of state funds or due to the Appropriations paragraph herein. THIS PROVISION IS NOT EXCLUSIVE AND DOES NOT WAIVE EITHER PARTY'S OTHER LEGAL RIGHTS AND REMEDIES CAUSED BY THE OTHER PARTY'S DEFAULT/BREACH OF THIS AGREEMENT.

B. Termination Management.

Immediately upon receipt by either the School or The Network of notice of termination of this Agreement, The Network shall: 1) not incur any further obligations for salaries, services or any other expenditure of funds under this Agreement without written approval of the School; 2) comply with all directives issued by the School in the notice of termination as to the performance of work under this Agreement; and 3) take such action the School shall direct for the protection, preservation, retention or transfer of all property titled to the School and client records generated under this Agreement and any non-expendable personal property or equipment purchased by The Network with contract funds shall become property of the School upon termination. On the date the notice of termination is received, The Network shall furnish to the School a complete, detailed inventory of non-expendable personal property purchased with funds provided under the existing and previous School agreements with The Network, the property listed in the inventory report including client records, and a final closing of the financial records and books of accounts which were required to be kept by The Network under the paragraph of this Agreement regarding financial records.

6. Appropriations.

The terms of this Agreement are contingent upon sufficient public or private appropriations and authorizations being made to the School for the performance of this Agreement. If sufficient appropriations and authorizations are not made by the funding entity(ies) and/or the School, this Agreement shall terminate immediately upon written notice being given by the School to The Network. The School's decision as to whether sufficient appropriations are available shall be accepted by The Network and shall be final. If the School proposes an amendment to the Agreement to unilaterally reduce the total amount of this Agreement, The Network shall have the option to terminate the Agreement or agree to the reduced funding, within thirty (30) days of receipt of the proposed amendment.

7. Status of The Network.

The Network and its agents and employees are independent contractors performing professional services for the School and are not employees of the School, its governing body, the School's authorizer or the State of Nevada. The Network and its agents and employees shall not accrue leave, retirement, insurance, bonding, use of the School's vehicles, or any other benefits afforded to employees of the School or the State of Nevada as a result of this Agreement. The Network acknowledges that all sums received hereunder are personally reportable by it for income tax purposes as self-employment or business income and are reportable for self-employment tax.

8. Assignment.

The Network shall not assign or transfer any interest in this Agreement or assign any claims for money due or to become due under this Agreement without the prior written approval of the School.

9. Subcontracting.

The Network shall not subcontract any portion of the services to be performed under this Agreement without the prior written approval of the School.

10. Release.

The Network's acceptance of final payment of the amount due under this Agreement shall operate as a result of the School, its officers and employees, and the State of Nevada from all liabilities, claims and obligations whatsoever arising from or under this Agreement. The Network agrees not to purport to bind the School or the State of Nevada unless The Network has express written authority to do so, and then only within the strict limits of that authority.

11. Confidentiality.

Any confidential information provided to or developed by The Network in the performance of this Agreement shall be kept confidential and shall not be made available to any individual or organization by The Network without the prior written approval of the School. The Network agrees to comply with all federal and state privacy laws relating to records and information maintained by the School, including but not limited to FERPA.

12. Products of Service – Copyright.

Ownership of all materials developed or acquired by The Network under this Agreement shall be determined pursuant to the Licensing Agreement between The Network and the School, unless otherwise contrary to law.

13. Conflict of Interest.

The Network warrants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance or services required under the Agreement or that would result in a violation of any applicable conflict of interest provision of state or federal law or regulation.

14. Amendment.

This Agreement shall not be altered, changed or amended except by instrument in writing executed by the parties hereto.

15. Merger.

This Agreement incorporates all the agreements, covenants and understandings between the parties hereto concerning the subject matter hereof, and all such covenants, agreements and understandings have been merged into this written Agreement. No prior agreement or understanding, oral or otherwise, of the parties or their agents shall be valid or enforceable unless embodied in this Agreement.

16. Penalties.

The Network certifies that it is aware that certain states may have provisions of law applicable to this Agreement that result in imposition of civil and criminal penalties for their violation. In addition, The Network certifies that it is cognizant of applicable state laws prohibiting illegal bribes, gratuities and kickbacks and shall comply with all such laws.

17. Equal Opportunity Compliance.

The Network agrees to abide by all applicable federal and state laws and rules and regulations, and the executive orders pertaining to equal employment opportunity. In accordance with all such laws, The Network agrees to assure that no person in the United States shall, on the grounds of race, religion, color, national origin, ancestry, sex, age or handicap, be excluded from employment with or participation in, be denied the benefits of, or be otherwise subjected to, discrimination under any program or activity performed under this Agreement. If The Network is found not to be in compliance with these requirements during the life of this Agreement, The Network agrees to take appropriate steps to correct these deficiencies.

18. Applicable Law.

The laws of the Nevada shall govern this Agreement.

19. Workers Compensation.

To the extent required by law, The Network agrees to comply with state laws and rules applicable to workers compensation benefits for its employees. Failure to comply with said applicable laws shall constitute grounds for Termination after reasonable notice and an opportunity to cure.

20. Records and Financial Audit.

The Network shall maintain detailed time and expenditure records that indicate the date; time, nature and cost of services rendered during the Agreement's term and effect and retain them for a period of three (3) years from the date of final payment under this Agreement. The detailed time and expenditure records shall be subject to inspection by the School or any entity to which the School is required by law to submit to inspection of its records. The School shall have the right to audit billings both before and after

payment. Payment under this Agreement shall not foreclose the right of the School to recover excessive or illegal payments.

21. Indemnification.

(a) Each party (an “Indemnifying Party”) agrees, to the fullest extent permitted by law, to jointly and severally indemnify and hold harmless the other party, its officers, directors, employees and agents (an “Indemnified Party”) from and against any liabilities, damages and costs (including reasonable attorneys’ fees and costs of defense) (collectively, “Damages”) resulting from any claim or judgment against it arising from a breach of this Agreement by the Indemnifying Party, unless such claims arose by reason of the negligence or malfeasance of the Indemnified Party, or resulting from any act, omission, misrepresentation, or violation of law by the Indemnifying Party or its officers, directors, members, employees or agents in the course of any activity of Indemnifying Party, except to the extent such Damages are caused by any act, omission, misrepresentation, or violation of law by Indemnified Party, or its officers, directors, trustees, shareholders, members, employees or agents. The indemnity obligations set forth in this Section 9 shall survive the termination of this Agreement.

(b) In the event that a third party claim is made or filed against the Indemnified Party, the Indemnified Party shall promptly (but not later than ten (10) days after its receipt or becoming aware of such claim) provide written notice to the Indemnifying Party of the same in writing. The Indemnifying Party shall not compromise and/or settle any claims from third parties without written approval of the Indemnified Party. The Indemnified Party shall cooperate with the Indemnifying Party in its defense, compromise or settlement of any such claims and may participate therein and retain counsel at its own expense.

(c) Any action for indemnification by either party under this paragraph 21 shall not operate as a waiver or abrogate any of either party’s claims of governmental immunity under applicable law.

22. Notices.

All notices, consents or other instruments or communications provided for under this Agreement shall be in writing, signed by the party giving the same, and shall be deemed properly given and received when actually delivered and received, or three (3) business days after mailing, if sent by registered or certified mail, postage prepaid, to the following address, or to such other address as a party may designate by written notice to the other party:

If to The Network: Name: Dominic DiFelice
 Attention: _____
 Address: 925 S Niagara St. Suite 140 Denver CO 80224
 Facsimile: _____
 Email: _____

If to School: Name: TBD
Attention: _____
Address: TBD
Facsimile: _____
Email: _____

23. Disclosures.
The Network agrees to comply with the state's campaign contribution disclosure requirements, if any.
24. Authority.
Each party signing below represents that he/she has all required authority to represent his/her respective organization/entity, and to execute this Agreement on behalf of that organization/entity.

IN WITNESS WHEREOF, parties have executed this Agreement as of the date of signature by the School as stated below.

THE NEW AMERICA SCHOOL NETWORK, a
Colorado nonprofit corporation

Name (printed): _____
Title: _____
Signature: _____
Date: _____

AND

_____, a <<state>>
<ENTITY TYPE>

Name (printed): _____
Title: _____
Signature: _____
Date: _____

APPENDIX A

SCHEDULE OF FEES FOR SERVICES AND MATERIALS

The Network will provide the School the Professional Educational and Management Services described below.

PROFESSIONAL EDUCATIONAL AND MANAGEMENT SERVICES/ DELIVERABLES	
I. GOVERNING COUNCIL ("GC")	
CONSULTING SERVICES & DELIVERABLES:	
A.	<u>GC Support.</u> 1) Superintendent/designee will attend periodic GC meetings; deliver reports on status of contract obligations; 2) Train and oversee School personnel in their support of the GC functions: preparation for board meetings, compliance with Open Meetings Act requirements, document retention, and other administrative functions as needed.
B.	<u>Administrator Selection.</u> 1) Conduct recruiting services for School Principal, screen candidates and make recommendations to the GC.
C.	<u>Administrator Oversight.</u> 1) Develop/revise Principal evaluation model for GC review and adoption; 2) Superintendent will observe and evaluate Principal's educational administrative competency and provide his/her evaluation to the GC on or before March 20-- GC meeting 3) Assist GC in completing Principal's annual evaluation; on or before May 20-- GC meeting 4) Superintendent makes recommendation to GC regarding Principal's contract on or before May 20-- GC meeting
D.	<u>Strategic Planning.</u> Guide and assist GC in developing long and short term strategic plan and assist GC in reviewing strategic plan goals and make recommendations accordingly.
E.	<u>Policy Development.</u> Consult and advise on governing policies for School operations on as needed basis.
F.	<u>Networking Opportunities.</u> Offer informal network of support amongst governing bodies of the NAS Schools regarding similar and common issues.
II. ADMINISTRATION	
CONSULTING SERVICES/DELIVERABLES:	
A.	<u>Principal.</u> 1) Superintendent or designee will meet with the Principal to discuss operational issues, student achievement, student discipline, personnel matters, to monitor School improvement targets, and to address other compliance issues. Meetings may be telephonic or in person.

	<p>Superintendent shall make at least one on campus observation of the Principal each School-year.</p> <p>2) Staff/Teacher Selection:</p> <ul style="list-style-type: none"> • Superintendent/designee will assist Principal in developing processes for recruiting, screening and hiring staff and licensed personnel. • Superintendent/designee will consult with Principal prior to hiring licensed personnel. <p>3) Mentor Principal in ongoing operational and compliance issues including student and personnel matters.</p> <p>4) Assist in the implementation and adoption of School procedures as needed.</p> <p>5) Oversee Principal’s annual evaluation process of School licensed instructors. Advise Principal on evaluation methods, use of adopted evaluation tools and concerning professional improvement.</p> <p>6) Make recommendations regarding annual professional development for both the Principal and licensed staff.</p> <p>7) Guide Principal and Teachers in curriculum development and implementation consistent with the charter’s mission and vision.</p>
<u>B.</u>	<p><u>Teachers/Staff.</u></p> <p>1) NAS shall provide teacher training in NAS educational model.</p>
<u>III. ACADEMICS</u>	
<u>CONSULTING SERVICES/DELIVERABLES</u>	
	<p><u>Academic monitoring.</u></p> <p>1) Consult with academic staff in developing, implementing, and analyzing assessments for School performance.</p> <p>2) Guide Principal in directing academic improvement based on assessment.</p>
<u>IV. FINANCIAL MONITORING</u>	
<u>CONSULTING SERVICES/DELIVERABLES</u>	
	<p><u>Financial Monitoring.</u></p> <p>1) Advise, consult with and train GC on financial management and accounting matters and monitor School’s contract Business Manager’s contract performance for purposes of ensuring compliance with all applicable finance laws and regulations;</p> <p>2) Advise GC and Business Manager on review and development of financial policies and procedures; and</p> <p>3) Advise School personnel on daily financial management of School’s budget.</p>
<u>V. FACILITIES</u>	
<u>CONSULTING SERVICES/DELIVERABLES</u>	
	<p><u>Facilities Oversight.</u></p> <p>1) Provide advice and oversight on implementation of Five Year Facility Plan; and</p> <p>2) Provide ongoing monitoring of School’s facility lease and matters related to the School’s facility operations.</p>

Attachment 23. EMO Services Contract – Smart Goals

SMART GOAL #1-Academic Achievement:

- (a) NAS-Las Vegas students will manifest academic achievement as demonstrated by their NWEA MAP grade level change with students taking the assessment in fall and spring achieving 1 Grade Level Equivalent (GLE) or higher, students taking the assessment in fall and winter achieving .6 GLE or higher, and students taking the assessment in winter and spring achieving .4 GLE or higher.

SMART GOAL #2-Academic Growth:

- (a) NAS-Las Vegas students will manifest academic growth as demonstrated by NWEA MAP GROWTH with the school's national growth percentile ranking for fall to spring, fall to winter, and winter to spring being at the 60th percentile or higher.
- (b) NAS-Las Vegas ELL students will manifest academic growth as determined by ACCESS scores with 50% or more students demonstrating one year's growth in one year's time.

SMART GOAL #3-Student Engagement:

- (a) NAS-Las Vegas students will be engaged in the school as demonstrated by CREDIT ATTAINMENT rates with 40% of students attaining five out of six credits they are scheduled in and 60% of students attaining four or more credits.
- (b) NAS-Las Vegas students will be engaged in the school as demonstrated by a REDUCED RECIDIVISM rate with 10% or less of students with a past history of behavior incidents manifesting a behavior incident during the year.

SMART GOAL #4-Post-secondary and Workforce Readiness:

- (a) NAS-Las Vegas students will manifest post-secondary and workforce readiness as measured by the cohort graduation rate with 60% or more of students within five credits of graduation at the beginning of the school year graduating, completing or earning a GED.
- (b) NAS-Las Vegas students will manifest post-secondary and workforce readiness as measured by the recovered dropout graduation rate with 60% or more students that previously dropped out of school graduating.
- (c) NAS-Las Vegas students will manifest post-secondary and workforce readiness as measured by attainment of a WorkKeys Certificate with 60% or more qualified students earning a bronze certificate or higher.

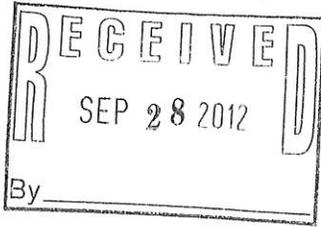
INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **SEP 18 2012**

THE NEW AMERICA SCHOOLS NETWORK
C/O CRAIG COOK
925 S NIAGARA ST STE 140
DENVER, CO 80224

Employer Identification Number:
20-8762456
DLN:
17053058314002
Contact Person:
PAUL F CAPPEL II ID# 31665
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
November 15, 2010
Contribution Deductibility:
Yes
Addendum Applies:
Yes



Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

THE NEW AMERICA SCHOOLS NETWORK

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink that reads "Holly O. Paz". The signature is written in a cursive style with a large, looped "P" at the end.

Holly O. Paz
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

THE NEW AMERICA SCHOOLS NETWORK

ADDENDUM

Based on the information submitted with your application, you meet the requirements for retroactive reinstatement under Notice 2011-43.



NEW AMERICA SCHOOL - LAS VEGAS

Business Entity Information	
Status:	Active
Type:	Domestic Non-Profit Corporation
Qualifying State:	NV
Managed By:	
Foreign Name:	
NV Business ID:	NV20131392907
File Date:	07/01/2013
Entity Number:	E0320882013-0
List of Officers Due:	07/31/2017
Expiration Date:	
On Admin Hold:	No
Business License Exp:	

Additional Information	
	Central Index Key

Registered Agent Information	
Name:	LARRY MASON
Address 1:	1601 ROWAN TREE DRIVE
Address 2:	
City:	LAS VEGAS
State:	NV
Zip Code:	89123
Phone:	
Fax:	
Mailing Address 1:	
Mailing Address 2:	
Mailing City:	
Mailing State:	NV
Mailing Zip Code:	
Agent Type:	Noncommercial Registered Agent
View all business entities under this registered agent ()	

Officers		<input type="checkbox"/> Include Inactive Officers	
Secretary - SANTANA GARCIA			
Address 1:	300 N 13TH STREET	Address 2:	
City:	LAS VEGAS	State:	NV
Zip Code:	89101	Country:	USA
Status:	Active	Email:	
President - LARRY MASON			
Address 1:	300 N 13TH STREET	Address 2:	
City:	LAS VEGAS	State:	NV
Zip Code:	89101	Country:	USA
Status:	Active	Email:	
Director - LARRY MASON			
Address 1:	300 N 13TH STREET	Address 2:	
City:	LAS VEGAS	State:	NV
Zip Code:	89101	Country:	USA
Status:	Active	Email:	
Treasurer - WALTER RUFFLES			
Address 1:	300 N 13TH STREET	Address 2:	
City:	LAS VEGAS	State:	NV
Zip Code:	89101	Country:	USA
Status:	Active	Email:	

Actions\Amendments	
Click here to view 5 actions\amendments associated with this company ()	

Supported Internet Browser versions: Apple iOS 9, Internet Explorer 11, FireFox 45, Google Chrome 49 (available in 2017)

Security error messages: Customers using older browsers may receive error messages if not using TLS 1.1 or TLS 1.2.

Disclaimer



Entity Actions for "NEW AMERICA SCHOOL - LAS VEGAS"

Sort By: Descending Ascending order

1 - 5 of 5 actions

Actions\Amendments			
Action Type:	Annual List		
Document Number:	20160342092-99	# of Pages:	1
File Date:	08/01/2016	Effective Date:	
(No notes for this action)			
Action Type:	Annual List		
Document Number:	20150259229-57	# of Pages:	1
File Date:	06/08/2015	Effective Date:	
(No notes for this action)			
Action Type:	Annual List		
Document Number:	20140775009-15	# of Pages:	1
File Date:	11/24/2014	Effective Date:	
(No notes for this action)			
Action Type:	Initial List		
Document Number:	20130454384-34	# of Pages:	1
File Date:	07/10/2013	Effective Date:	
(No notes for this action)			
Action Type:	Articles of Incorporation		
Document Number:	20130435394-54	# of Pages:	6
File Date:	07/01/2013	Effective Date:	
(No notes for this action)			

Return to Entity Details for "NEW AMERICA SCHOOL - LAS VEGAS"

[New Search](#)



Online Receipt

[Download Documents \(/document?csid=1u1VOG7vRFQ%3D\)](/document?csid=1u1VOG7vRFQ%3D)

Confirmation number: **XTQ4R**

Nevada Business ID: **NV20131392907**

Billed To:

Craig A Cook

925 S NIAGARA SUITE 140, DENVER, CO 80224

Agency	NV Business ID	Item	Qty	Unit Price	Subtotal	Details	Job Number	Payment Date	Payment Status
NV Secretary of State's Office	NV20131392907	Annual List for 'NEW AMERICA SCHOOL - LAS VEGAS'			\$100.00	Your order will be available to print under Documents (https://www.nvsilverflume.gov/document) for 30 days from date of purchase. You will be responsible for additional fees for printing beyond the 30 days. If you need assistance, contact Customer Service at support@nvsilverflume.gov or 775-684-5708 option 9	C20160801-1688	08/01/2016	SUCCESS
		Annual List	1	\$50.00					
		Annual List Late Fee	1	\$50.00					
Total: \$100.00									

*Seventeenth
Cook
APL
MIS-IV
100%
Vegas*