

6630 Surrey Street Las Vegas, NV 89119 P: 702.431.6260 info@theacefoundationnv.org

Dear Nevada State Public Charter School Authority,

I am writing to express my support for the approval of Alaka'i Heritage Academy charter school. I believe that Alaka'i Heritage will be an incredible asset and of great benefit to our children, families, and local community of Las Vegas and Henderson.

Alaka'i Heritage will fill a need in our community for education focused on multi-cultural arts integration. There is an ever-growing demand for greater emphasis on arts disciplines in education and research has shown that students who are introduced to arts integration disciplines can improve their overall academic performance in all subject areas.

In alignment with our mission, the ACE Foundation of Las Vegas will partner with Alaka'i Heritage Academy to enhance educational opportunities for our students and families by providing financial and community-based resources to supplement programs and additional initiatives at the school.

I am happy to support an excellent school of choice, such as Alaka'i Heritage Academy, and know it will be of tremendous benefit for our community.

Sincerely,

Brooke Reeves Executive Director The ACE Foundation



7/7/19

To Whom It May Concern:

I am writing to express my support for the approval of The Alaka'i Heritage Academy. I believe that the Alaka'i Heritage Academy will be a tremendous asset and of great benefit to our children, families, and local community.

The Alaka'i Heritage Academy will fill a need in our community for K-12 education focused on strong Hawaiian values of community, aloha, pride, self-improvement, education, & innovation. There is an ever-growing demand for greater emphasis on arts disciplines in education, and research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

The Alaka'i Heritage Academy will be a great addition to the existing tuition-free, public charter schools in Clark County. The Alaka'i Heritage Academy will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community.

I whole-heartedly support this exciting, new venture, and look forward to the positive impact it will bring to Southern Nevada.

Sincerely,

-K.11

-Alexander K. Nam

Owner Cinnamon's Restaurants

July 8, 2019

To Whom It May Concern:

As a Realtor and Team Lead for the Justin Iwase Group at EasyStreet Realty, I am writing this letter of support for Alaka'i Heritage Academy. The goals of Alaka'i Heritage Academy provide for a systemic approach to raising academic achievement of students in Las Vegas, Nevada. The recent history of Alaka'i Heritage Academy partner schools demonstrates the commitment of school personnel to developing a high quality arts integrated program based on educational research and providing the support necessary to successfully implement these programs. The result has been continuous improvement in the academic achievement of students.

As the Team Lead of The Justin Iwase Group, I highly support Alaka'i Heritage Academy and believe the implementation of this program will provide data that can be used for increasing academic achievement in school districts throughout our country.

Respectfully,

Justin Iwase Realtor/Team Lead, The Justin Iwase Group EasyStreet Realty

ONS & DAY SPAS

Dear Nevada Charter School Authority:

I am writing to show my support for Alaka'i Heritage Academy.

I believe Alaka'i Heritage Academy will greatly benefit my community and am writing to express my full support. They offer a unique vision of service, leadership, arts integration, and multicultural education which are the assets are future generation needs to be creative innovators.

I have known and worked closely with the chair, Eren Martin-Beat, for seven years and feel confident in expressing my full support for the school's success. Eren and I have participated on a board together for a local children's organization and I know the vision of this school will be successful in serving the children of our community.

I understand the purpose is forming a genuine partnership to increase student achievement, a sense of community, and a sense of belonging which are core values Alaka'i Heritage Academy supports. Through this letter, I acknowledge specific roles and responsibilities, I will fulfill in this partnership. Potential areas for partnership include:

- Gratus haircuts for a Back-to-School event
- Participate in School-Supply drive
- Raffle packages for fundraising, staff appreciation, holidays, or as needed events
- Guest speaking for Career Day
- Guest reader for Nevada Reading Week
- Discounts for families, teachers, and staff (appointment necessary)

I look forward to working with Alaka'i Heritage Academy to improve academic achievement in our community and achieving quality arts integration education.

Sincerely

Stephanie Scales Independent Business Owner Euphoria Salon & Day Spa 1000 N Green Valley Pkwy #100, Henderson, NV 89074



Dear Nevada Charter School Authority:

As an independent business owner, I am writing this letter of support for Alaka'i Heritage Academy. Experience tells us that by working together and remaining involved, schools and businesses will both benefit. Alaka'i Heritage Academy is paving the way to form partnership, which connect small businesses owners, like me, in a meaningful ways to schools and the community.

Alaka'i Heritage Academy offers the arts through curriculum integration, leadership, and cultural awareness. They understand children do not all learn the same, but need engaging strategies to learn in a busy and technology savvy world. I wish I had such opportunity to attend a school with this mission and vision during my childhood. This is the reason I want to support this school and see it come into fruition in our community.

I like how Alaka'i Heritage Academy is tailoring my needs to support their school. Since I support the school's mission and vision, I am willing to interact with students and their families through: Donating haircuts for a back-to-school event, assisting with hair up-do's for the school dance, creating a school supply drive in my office, setting up a booth at their school events, providing raffle incentives for any of their needs, volunteering as a guest speaker for Career Day and Nevada Reading Week, as well as offering discounts for the students, families, and staff at Alaka'i Heritage Academy.

I believe Alaka'i Heritage Academy will be wonderful school for children to express themselves through creativity, collaboration, communication, and leadership. Alaka'i Heritage Academy is helping students find their way through leadership and service. This is what it will take to make the world a better place.

Sincerely,

Paige Overton / Independent Business Owner Euphoria Salon & Day Spa 1000 N Green Valley Pkwy #100, Henderson, NV 89074



June 1, 2019

To Whom It May Concern:

My name is Curtis Beat, the Operating Partner of the Freddy's Frozen Custard & Steakburgers franchise in the Las Vegas Valley. I am writing this letter of support for Alaka'i Heritage Academy of Nevada.

The goals of Alaka'i Heritage Academy of Nevada provide for a systemic approach to raising academic achievement of students in Las Vegas, Nevada. The recent history of Alaka'i Heritage Academy, Inc. partner schools demonstrates the commitment of school personnel to developing high quality arts integration programs based on educational research and providing the support necessary to successfully implement these programs. The result has been continuous improvement in the academic achievement of students.

These art integrated programs not only help the students improve their academic achievements, but also nurture a strong creative work ethic and helps empower a student to take initiative to create and complete tasks with minimal supervision. These are all key attributes we employers are looking for in young individuals once they grow up and enter the work force.

As a supporter of our community and schools already, my company will partner up and assist Alaka'i Heritage Academy in numerous capacities. We will assist by setting up fundraising events, both on and off location, by lending support in community events hosted by Alaka'i Heritage Academy, and by lending man power for school functions when needed. As the school grows we would look forward to partnering with the school and offer students work study programs, such as interview and resume building classes that could be used for school credits and skill training. In return, Alaka'i Heritage Academy would promote our restaurants as a proud sponsor of the school by displaying our brand's name/logo on school grounds, uniforms, by allowing us to host school functions and meetings at our locations, and by other means to help promote our partnership.

As the Director of Operations of the Freddy's franchise, I highly support Alaka'i Heritage Academy of Nevada and believe the implementation of this program will provide data that can be used for increasing academic achievement not only in our school district, but districts throughout our country. Please feel free to contact me to answer questions you may have regarding our support of Alaka'i Heritage Academy.

Respectfully,

Curtis Beat Director of Operations GSR Enterprises dba Freddy's Frozen Custard & Steakburgers 702-743-9946 curtis@mpminvest.com



June 27, 2019

To whom it may concern:

It is my pleasure to write this letter of support for Alakai Heritage Academy. I can truly attest to the heritage and culture into which Alakai Heritage Academy will be integrating into their school curriculum. Students will benefit from the facets of what it means to be Ohana (family) and to Live and Love with Aloha. I fully support their efforts into bringing this program into the great state of Nevada and truly believe that this school will flourish, and the students will one day make the lights to this city shine brighter.

Sincerely, C.

David Horswill Owner of Generations Kitchen



7/8/2019

To Whom It May Concern:

I am writing to express my support for the approval of Alaka'i Heritage Academy. I believe that Alaka'i Heritage Academy will be an incredible asset and of great benefit to our children, families, and local community.

Alaka'i Heritage Academy will fill a need in our community for K-6 education focused on a high-quality arts integrated program. There is an ever-growing demand for greater emphasis on arts disciplines in education, and research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Alaka'i Heritage Academy will be a great addition to the existing tuition-free, public charter schools in Clark County. Alaka'i Heritage Academy will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community.

I support Alaka'i Heritage Academy and would be very happy to support an excellent school of choice in our community.

Sincerely,

Tiffanie Zuttermeister Instructor Halau Kaleihoku Kuikanani



To Whom It May Concern:

As the Managing Partner of Intellatek, I am writing on behalf of our organization in support of the newly proposed Alaka'i Heritage Academy charter school. We are happy to support this new school and their commitment to improving quality educational options for our city and raising academic achievement of students in the Las Vegas Valley. We strongly support this school and their focus on a multi-cultural arts integration curriculum and their focus on preparing students for success at the college level as well as career as well.

As an organization, which has provided educational technology and support for over 20 years to charter schools, we recognized that we shared similar values with Alaka'i Heritage. Namely, our commitment to provide quality and proven solutions to the education sector. As a dedicated team of technicians, we represent extensive knowledge of past and present technologies that continue to be used throughout the education sector and currently service more than 32 charter schools across Nevada, Arizona, Colorado, and Hawaii.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. We expect our role with Alaka'i Heritage to include:

 Forming a genuine partnership to increase student achievement in our community by providing quality education technology tools and resources. Representatives from our team would be designated to work on this effort through installation, consultation, and maintenance.

We look forward to working with both Alaka'i Heritag Academy as well as the Nevada State Public Charter School Authority in bringing this school to Las Vegas and in continuing to improve academic achievement for students in our community.

Sincerely,

JJ Christian Managing Partner Intellatek 1378 Paseo Verde Parkway, Suite 200 Henderson, Nevada 89012



Dear Alaka'i Heritage Academy,

My name is Lalo Martinez and I manage several Jersey Mike's Sub franchises in the Las Vegas area. Two of my locations are near the proposed area of your school site. We are a company that seeks to give back to the community. Therefore, we are contacting you for a community partnership to unite our businesses/organizations together.

We support Alaka'i Heritage Academy because students and families are a part of the community we serve. We all do better when kids do better. We like to support your efforts with school fundraising and providing food for teacher in-service days. We are open to other possibilities with our partnership as they arise in the building of your new school.

We are happy to be on your donor list, marketing partnerships, and other school links such as Facebook, website, and other social media. This collaboration helps the community know that we care. We are looking forward to serving and working with you.

Lalo Martinez (Management of Jersey Mikes

28th June 2019

Alaka'i Heritage Academy

To Whom It May Concern:



We are writing to express our support for Alaka'i Heritage Academy of Nevada. We believe Alaka'i Heritage Academy of Nevada will be a great asset and influence to our children, families, and the Las Vegas community.

Our hui has witnessed the importance of arts for our children and their families. Our mission is to heighten awareness of cultural traditions as a lifestyle in a changing modern world by educating communities in 'Ōlelo (language), mo'olelo (history), ho'oma'ama'a (practices), values and traditions through hula. We have seen our students develop confidence, a strong sense of self, a respect for arts and cultural practices, and aloha towards their community. These are significant traits to processes because they grow up in a world continuously evolving for the future generations.

Alaka'i Heritage Academy of Nevada will be a K-8 education focused on arts integration and cultural education. Arts integration, backed by numerous research, allows for traditional and cultural practices to be brought into the classroom through various disciplines like art, music, dance, and theatre. With the growing demand of arts integration, research supports students develop an early interest in these fields and improve their overall performance in all subject areas. By providing arts and cultural immersion into a child's educational career, imagine the impact Alaka'i Heritage Academy can make in student's lives.

We know students will excel in Alaka'i Heritage Academy's hands-on learning environment. They will be a great addition to the existing tuition-free, public charter schools here in Clark County. Alaka'i Heritage Academy will bring a desired and much needed educational approach to Las Vegas, serving a diverse student population reflective of our community.

We support Alaka'i Heritage Academy of Nevada and would be very happy to support a Polynesian- focused arts integrated school of choice in our community.

Sincerely,

R. Mac

Rebecca Kahiki Kay-Akana Founder and Kumu Hula Hui O Nā Lei O Kahikilani 6316 Shadow Glen Lane Las Vegas, NV 89108 (702) 527-0970 huiokahikilani@gmail.com



7165 Rogers Street Las Vegas, NV 89118-5028 gskproductions@cox.net (702)614-1884

July 4, 2019

To Whom It May Concern:

I am the owner and instructor of Hālau Hula 'O Kaleimomi; a school of Hawaiian dance, artistry and language here in the city of Las Vegas. Being a school of the arts, I am excited and anticipate a positive impact Alaka'i Heritage Academy will have in this valley. In addition, Alaka'i Heritage Academy will be a unique educational platform for students to prepare for their academic, social and artistic learning abilities, impacting students lives and embracing their future.

Having a diverse group of students from different lifestyles and culture, our hula school, with an emphasis in arts unifies lives and communties no matter how different we are in this city. A Hawaiian proverb says,"Not all knowledge is learned from one source". I believe Alaka'i Heritage Academy will change the educational paradigm of "one source", "one way" of learning.

Individually, learning for some is received by traditional concepts, others by hands on experience and some through the arts. Collectively, educators can apply the best solution to optimum learning for each student. Alaka'i Heritage Academy can help guide our children through their educational experience and lead them toward a brighter future.

I support Alaka'i Heritage Academy.

Sincerely leamae deen K. Haleamau

Owner/Instructor



July 10, 2019

To Whom It May Concern:

I am writing to show my support for the newly proposed Alaka`i Heritage Academy of Nevada charter school in Las Vegas.

I was born and raised on Maui and have lived in Las Vegas since 1994. As a parent, and the Owner and Editor In Chief of Kama`aina Magazine, a free community publication sharing our culture in the Las Vegas valley, I am a true believer in the importance of educating our children about our culture through arts, and appreciating diversity in our communities. I began the magazine in 2012 with the desire to teach my daughter about her Hawaiian culture—through stories we feature in each issue, by being involved in community events and efforts, and by living out our appreciation for, and love of, Hawai`i. With the ever-growing number of Hawaiians in Las Vegas, I believe that Alaka`i Heritage Academy of Nevada will be an asset to our community.

This year, Kama`aina Magazine has supported the efforts of Alaka`i Heritage Academy of Nevada by running an advertisement for the school at no charge in our Winter 2019 issue, helping to increase the awareness of their ongoing efforts in our community. I am happy to express my support of their efforts to bring this educational option to our community in the near future.

Sincerely,

JUN. Muenit

Jill N. Munemitsu Owner & Editor in Chief Kama`aina Magazine jill@kamaainamagazine.com www.KamaainaMagazine.com

Mailing: 209 S. Stephanie Street, Ste. B310 • Henderson, NV 89012 • (702) 463-7546 • www.KamaainaMagazine.com



LAS VEGAS HAWAIIAN CIVIC CLUB

Kulia E Loa'a Ka Na'auao -- Strive to obtain wisdom P.O. Box 97891, Las Vegas, NV 89193

June 30, 2019

To Whom It May Concern,

As the Pelekekina (President) of the Las Vegas Hawaiian Civic Club, I am writing this letter on behalf of the Club to identify our support for Alaka'i Heritage Academy of Nevada.

As demand grows for greater emphasis on arts disciplines in education providing a systemic approach to raising the academic achievement of students, especially in Las Vegas, is important. Research shows that students who are introduced to arts disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Practicing and perpetuating the traditions, beliefs, customs, language and the arts of the indigenous people of Hawai'i are important and is at the heart of the Las Vegas Hawaiian Civic Club's mission. We believe Alaka'i Heritage Academy will also work to perpetuate the traditional values and culture for the Hawaiian community in Nevada.

To this end, we believe that Alaka'i Heritage Academy will be an incredible asset and provide great benefit to our children, families, and local community. Alaka'i Heritage Academy will fill a definite need in our community for tuition-free, public charter schools K-8 education focused on arts integration.

The Las Vegas Hawaiian Civic Club strongly supports this school. We look forward to continuing to support improved academic achievement in our community and achieving quality arts integration education.

To contact the Club for further questions, email at <u>lasvegashcc@gmail.com</u>, through our mailing address at the top of this letter, or by phone at (702) 907-3667.

Sincerely,

Dorinda Burnet *Pelekekina* Las Vegas Hawaiian Civic Club

To Whom It May Concern:

My name is Jaymie Junsay and I am writing to support Alaka'i Heritage Academy. I am a Certified Travel Consultant for Paycation Travel under our parent company Traverus Global. My company offers services for travel opportunities in air, hotel, and car to destinations around the world.

I am very supportive of Alaka'i Heritage Academy because they are inclusive of multicultural diversity and believe in the connection to one's native roots. I support one of their core values of a Sense of Home because children should know where they come from, share it with others, and be open to learn from another. This creates an inclusion, compassion, and empathy for others - a goal I wish to see cultivated in today's world.

I would like to partner with Alaka'i Heritage Academy to offer our services. Providing milestone trips for students will allow them to be exposed and learn from the world. They will be able to experience cultures outside of their own native roots which is the vision Alaka'i Heritage Academy.

Possible partnership options would include:

- Set up accounts for student milestone trips elementary, middle, and high school levels.
- Book air, hotel, transportation, activities, and excursions for the group
- Informational session with our school Travel Agent for Q&A and account set-up
- Attend school events for an informational booths Back to School, Carnival Night, etc.
- Donating raffle packages or gifts for fundraising, teacher appreciation, etc.
- Offer talent and services at cultural events lei making, bracelets, foods, etc.

In return, I understand Alaka'i Heritage Academy will list me as a sponsor on social media outlets, recognize me on their Ohana (Family) Wall, and invite me to events as priority access. I look forward to our partnership alliance with Alaka'i Heritage Academy.

Sincerely,

Jaymie Junsay Certified Travel Consultant www.oneworldwidegetawayz.traverusglobal.com 702 - 526 - 0493 oneworldwidegetawayz@gmail.com Dear Nevada Charter School Authority:

I am writing to support our approval for Alaka'i Heritage Academy. Their cultural heritage compliments their mission of the school as well as our organization. Alaka'i Heritage Academy and Operation Aloha Action share the same vision and mission which is to enhance the multicultural aspect, leadership cultivation, and a sense of community. They will implement the services of principals and core values that we share such as the Sense of Aloha. We recognize this is an essential piece of building strong connections with the community. The aloha spirit is our giving nature of our culture and organization. The HA principals that our organization shares with the school also supports our efforts to preserve life through humanitarian service opportunities.



We support Alaka'i Heritage Academy mission in delivering learning through arts integration, leadership cultivation, and multicultural education. The arts integration practices provide the same cultural-based delivery that our native teachings have done. This reinforces meaning and relevance to today's world and increases learning retention. The school will facilitate the platform for celebrating our rich Las Vegas multicultural community. Alaka'i Heritage Academy is providing a well rounded curriculum that honors all parts of who they are.

In our efforts to build a Sense of Community and Sense of Belonging, we are going to support each other with the following areas of potential partnerships. This our pledge to Alaka'i Heritage Academy:

- Provide funding for school uniforms for families in need
- Fun Drives for school and extracurricular supplies/support for the arts and Specials
- Scholarships for academic excellence combined with community service
- Offer family events that promote cultural diversity and awareness
- Contributing to workshops for families and Professional Development for staff
- Guest speaking for Career Day
- Guest reader for Nevada Reading Week

Alaka'i Heritage Academy will be recognizing our organization, Operation Aloha Action, at their campus as sponsors. We would be mentioned on their Facebook, website, any sponsored events, and their Ohana Wall. In addition, we asked they volunteer at our community outreach events and offer collection drives for the less fortunate population since their mission promotes leadership. Alaka'i Heritage Academy will join our efforts in implementing "Aloha Friday Challenge" which means students would engage in a selfless act of kindness towards another individual in the school or community.

We look forward to working with Alaka'i Heritage Academy to improve leadership and cultural enhancement in our community.

Sincerely,

sie, Aburn

Desiree Ibarra President Operation: Aloha Action 5812 Sutcliffe Circle, Las Vegas, NV 89110



July 9, 2019

To Whom It Concerns,

I am pleased to provide this letter of support for the approved of support Alaka'i Heritage Academy. I believe that Alaka'i Heritage Academy will be an incredible asset and of great benefit to our children, families, and local community.

With the extensive growth within our community, there is an ever-growing demand for greater emphasis on arts disciplines in education, and research shows that students who are introduced at an earlier age to career disciplines perform well on their overall performances both in school and outside activities. I believe that more arts integration schools are needed in the valley and that it will add significantly to the educational opportunities for a wide range of students through a time-tested and research-based model of education.

From a financial standpoint, Alaka'i Heritage Academy will be a great addition to the existing tuition-free, public charter schools in Clark County.

I look forward to the success of this school and eagerly await for the excellent students that will enhance our community.

Sincerely,

Leah Love President Dear Alaka'i Heritage Academy,

My name is Alfredo Garcia. I manage several Port of Subs restaurants in Las Vegas. We want to support our community and would be willing to offer our assistance to your school. We can do this with rewards for student achievement, sandwich night where some of the proceeds will be donated to the school, and food booths at school events.

I understand that in exchange for this Port of Subs will be on the partnership wall at the school and the website for the school. We will also be mentioned at events and on social media school pages. In addition we understand our business will be given priority as vendors for school events, fundraising, and community functions.

We are happy to work with your school in our community. We look forward to lending you our support as you grow.

Alfredo Garcia

Port of Subs

Webs m





To Whom It May Concern:

As the President of the Pure Aloha Community Development Corporation 501(c)3 Non-Profit & Vizzun Entertainment, Inc., I strongly support the approval for Alaka'i Heritage Academy and there focus on high-quality arts integrated approach to teaching and learning. Alaka'i Heritage Academy will be a great addition to the existing tuition-free, public charter schools in Clark County and will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community.

Potential areas for partnership include:

- Specialized fundraisers directed towards and including families in the community.
- Help create sporting or music events relative to Hawaiian Culture
- Utilize business affiliates for introducing children to basic life skills.

We look forward to supporting Alaka'i Heritage Academy in improving academic achievement and achieving a quality education in our community.

Mahalo,

Sh P. St

Shawn Pauahi Santana (President) Vizzun Entertainment, Inc. Pure Aloha Community Development Corporation 501(c)3 Non-Profit 3871 S. Valley View #75 | Las Vegas, NV 89103 |Ph. (702) 477-0229



May 3 2019

To Whom It May Concern:

I am the owner and President of iRep702 Las Vegas, Nevada, and am writing this letter in support of Alaka'i Heritage Academy of Las Vegas.

I believe Alaka'i Heritage Academy of Las Vegas will be a wonderful asset and greatly benefit the children, families and overall health of our community. I believe Alaka'i Heritage Academy will give children the opportunity to thrive from an early age in this K-& Academy being proposed. By integrating Arts, music, language and other classes the Academy will help our children grow and give them a great base for their future development.

There is an ever-growing demand for greater emphasis on arts disciplines in education and opening the Alaka'i Heritage Academy will help our children find interest in these arts at what I feel is their most impressionable years.

The goals put forth by the applicants are aligned with what I would like to see in our community and I firmly believe in their approach, using a systematic path to raising academic achievements of our youth in Las Vegas, Nevada.

History has demonstrated that Alaka'i Heritage Academy schools have shown true commitment by positioning highly skilled staff and personnel in place to develop high quality arts integration programs based on educational research and providing the support necessary to successfully implement their programs.

Alaka'i Heritage Academy will be a great addition to the existing charter schools in Clark County. Alaka'i Heritage Academy of Las Vegas will bring a proven educational approach to our community and will serve our diverse student population.

As Owner and President of iRep702, I highly support Alaka'i Heritage Academy of Las Vegas and look forward to seeing them encourage positive teachings to our children to learn to thrive and become the best they can be.

any ababon

Larry Ababon Owner and President www.irep702.com 702-227-6435

Dear Nevada Charter State Authority,

My name is Dale Darcas, Executive Director of Serving Our Kids Foundation (SOK). Our organization is a 100% grassroots, non-profit charity in the Vegas Valley that provides weekend food bags to homeless and at-risk children



in the Clark County School District. I am writing this letter to express my support to Eren Martin-Beat and Alaka'i Heritage Academy. Mrs. Beat has been a supporter of our foundation with the organization she had founded. SOK prides itself in our motto of "kids helping kids".

We completely support charter schools in the Vegas Valley for their dedication to teaching and the quality of education they provide. We feel Alaka'i Heritage Academy will be a tremendous asset to the community to be able to offer a focused art-integration and leadership for students to further their education with a multicultural approach. Their leadership focus will support our organization to develop community leaders.

To support the students and families of Alaka'i Heritage Academy, Serving Our Kids Foundation will adopt students who need food, offer Empathy workshop for classes or clubs, provide leadership training, entrepreneurial workshop on "Creating Your Own Mission", guest speaking at leadership events and Career Day, and guest reader at Nevada Reading Week.

In return Alaka'i Heritage Academy will support Serving Our Kids Foundation through community outreach. Alaka'i Heritage Academy will be our community partner by hosting food drives, collecting food donations, volunteering for events, and raising funds.

To date, Serving Our Kids, has partnered with charter schools to teach children about the need among their peers with the knowledge of leadership that Alaka'i Heritage Academy will provide. There is no doubt in my mind that Alaka'i Heritage Academy students would become an integral part of the success of serving others in our community.

I support Mrs. Martin-Beat and Alaka'i Heritage Academy. I would be very happy to support an excellent school of choice and integrity in our community.

Yours sincerely,

al Darcos

Dale Darcas Executive Director - Serving Our Kids Foundation 360 E. Horizon Dr. Henderson, NV 89015 702 - 358 - 1056 admin@servingourkids.org Dear Nevada Charter School Authority:

I am writing to express my support for the approval of Alaka'i Heritage Academy. I believe that Alaka'i Heritage Academy will be an incredible asset and of great benefit to our children, families, and local community.

Alaka'i Heritage Academy will fill a need in our community for K-8 education focused on arts integration and leadership cultivation. There is an ever-growing demand for greater emphasis on arts disciplines in education, and research shows that students who are introduced to arts disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas. Also, children should be given opportunities to serve their people to understand the way of living, enriching their lives beyond financial demands, and increase their sense of belonging which is a core value of Alaka'i Heritage Academy.

Students will thrive in Alaka'i Heritage Academy's hands-on and collaborative learning environment. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners. My formal training as a Dyslexia Specialist and General Education Teacher, illuminated the great importance for each child to receive support for their academic needs that vary from child to child regardless of Special Education designation or not.

Alaka'i Heritage Academy will be a great addition to the existing tuition-free, public charter schools in Clark County.

- Mindful Educator or mindfulness workshops for teachers and staff
- Yoga classes for teachers and staff
- Guest speaker for Career Day
- Guest reader for Nevada Reading Week
- Professional Development workshops for educators (i.e. Dyslexia, ADHD, etc.)
- Book drive to support other community partnerships

I look forward to working with Alaka'i Heritage Academy to improve academic achievement in our community and achieving quality arts integration education.

Sincerely,

Janie Swalley

Jamie Swalley Independent Consultant and Educator SomaMetaCora 700 Carnegie Street, Henderson, NV 89052



To Whom It May Concern:

I am writing to express my support for the approval of Alaka'i Heritage Academy. I believe that Alaka'i Heritage Academy will be an incredible asset and of great benefit to our children, families, and local community.

Alaka'i Heritage Academy will fill a need in our community for K-8 education focused on arts-integration, leadership cultivation, and multicultural education. There is an ever-growing demand for greater emphasis on arts disciplines in education, and research shows that students who are introduced to career disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Alaka'i Heritage Academy will be a great addition in the existing tuition-free, public charter schools in Clark County. Alaka'i Heritage Academy will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community.

Our Carpenters Union Participation Program (CUPP) provides our members to participate in community projects that give back to the community. Our CUPP would allow our members to support Alaka'i Heritage Academy with partnership that would include:

- Back to school drive for backpacks and supplies
- Carpentenary or maintenance work on the school building including renovations to uplift
- Create workshops and classes to foster woodwork art and shop for basic home repairs
- Apprenticeship for students in carpentry that promote female and male opportunities in higher education
- Builded structures for the school garden and nursery

I support Alaka'i Heritage Academy and would be very happy to support an excellent school of choice in our community.

Sincerely,

Phil

Frank Hawk Regional Vice President Southwest Carpenters Union



Alaka'i Heritage Academy,

My name is Hiro Kajiyama, Director of Special Spaces for the Nevada chapter. Our organization helps create dream bedrooms for children who are going through life threatening illness. The space we create aids them during their recuperating process after they come from hospital treatments. Today, I am writing to support Alaka'i Heritage Academy because you offer a unique blend of arts-integration, leadership cultivation, and multicultural education for our children.

We are pleased to form a community partnership with you. I believe our organizations are a good fit because we share the same vision and goals as well as focus on children. Your specialized educational platform will help students build character, compassion, respect, and maintain their connection to their native roots. Your core values of Sense of Community and Sense of Belonging speak to Special Spaces because this is our foundational beliefs.

The services we would like to offer for Alaka'i Heritage Academy are volunteer opportunities for your students to serve on Special Spaces room make-overs. Our projects provide empathy training that only comes through the experience of seeing through another's perspective lens. Your students and families will see how our families experience life threatening illnesses and garnish a future relationship.

We are pleased to form a community partnership with you and support your school in our community.

Sincerely, Hiro Kajiyama

Aushi U

Director of Specials Spaces - Nevada Chapter Las Vegas, NV 702 - 349 - 2725



To Whom It May Concern:

I am writing to express my support for the approval of Alaka'i Heritage Academy of Nevada Charter School Program grant proposal. I believe that Alaka'i Heritage Academy of Nevada will be an incredible asset and of great benefit to our children, families, and local community.

Alaka'i Heritage Academy of Nevada will fill a major need in our community for K-8 education focused on arts integration. There is an ever-growing demand for greater emphasis on arts disciplines in education, and research shows that students who are introduced to arts disciplines before high school can develop early interest in these fields and improve their overall performance in all subject areas.

Students will thrive in Alaka'i Heritage Academy's hands-on and collaborative learning environment. Each student will follow an Individualized Learning Plan tailored to their needs to encourage each child to reach their fullest potential and become lifelong learners.

Alaka'i Heritage Academy will be a wonderful addition to the existing tuition-free, public charter schools in Clark County. Alaka'i Heritage Academy will bring a proven educational approach to Las Vegas, serving a diverse student population reflective of our community.

TP Aerospace America is in full support of Alaka'i Heritage Academy of Nevada and would be very happy to support an excellent school of choice in our community.

Sincerely,

Tyna Baptista

Tyna Baptista Supply Chain Manager, Americas TP Aerospace Americas



28 June 2019

To Whom It May Concern:

As the President of the Las Vegas Chapter of the University of Hawai'i Alumni Association, I am writing this letter of support for Alaka'i Heritage Academy of Nevada.

The goals of Alaka'i Heritage Academy of Nevada provide for a systemic approach to raising academic achievement of students in Las Vegas, Nevada. The recent history of Alaka'i Heritage partner schools demonstrates the commitment of school personnel to developing high quality arts integration programs based on educational research and providing the support necessary to successfully implement these programs. The result has been continuous improvement in the academic achievement of students.

With approximately 100 members, The Las Vegas Chapter is the largest UH alumni chapter outside of Hawai'i. Its size is a direct reflection of the number of people with ties to Hawai'i and other Pacific Islands in Clark County, which the US Census Bureau estimates to be approximately 30,000 as of 2015.

UHAA Las Vegas is highly supportive of the establishment of Alaka'i Heritage Academy of Nevada and believe the implementation of this program will provide data that can be used for increasing academic achievement in school districts throughout the United States.

Sincerely,

David a. Swanson

David A. Swanson, Ph.D.,

President Las Vegas Chapter, University of Hawai'i Alumni Association Dear Alaka'i Heritage Academy,

My Name is Antonio Fargas and I am an actor currently residing in Las Vegas. My friend Michelle O'Brien is one of your Board to Form members and has asked me if I would be willing to lend my support to your efforts to build an arts integrated school which will embrace children of all cultures. As an artist, I know that young people are naturally drawn to the arts and have dreams of careers in my field.

This Summer, as in the past ten years, I give my time and support to The West Las Vegas Art Center Performing and Visual Arts Camp (PVAC). This year the students are creating a musical that will be performed at The Smith's Center of Performing Arts. It has been a true joy and humbling for me to watch these Young People transform, and guide them in the process to realize the artist within them.

In my 59 year career, starting at the age of 14, I have had projects in theater, film, television, music and dance, and now philanthropy (giving back). Ms. O'Brien has asked me if I would share my journey with your students once the school is up and running. I would be delighted to come and share with them on a career day or reading week.

I look forward to visiting your school. Best of luck on the journey to make your dream a reality.

Fond Regards, Cheers,

Antonio Fargas In

Attachment 2- Leadership Role Job Descriptions

POSITION TITLE: Principal

CONTRACT YEAR: Twelve (12) Months

EDUCATION: An earned Master's Degree (or higher) from an Accredited College or University.

EXPERIENCE REQUIRED: A total of five (5) years of school experience is required, including a minimum of three (3) years of experience as a Principal/Assistant Principal. Must hold a NDE-issued Administrator of a School License or be eligible to receive the same within 1 year.

REPORTS TO: Governing Board.

<u>SUPERVISES:</u> All Administrative, Instructional, and Non-Instructional staff at the school.

<u>POSITION GOAL</u>: To provide the leadership and management necessary to administer and implement all programs, activities, and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The School Principal Shall:

- Pursue the vision and execute the mission of the school.
- As Head of School, he/she will provide leadership and direction to all instructional and non-instructional staff.
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hire, evaluate, and terminate staff that such action with respect to the Director of Finance and Operations positions shall be subject to review and/or approval by the Board of Trustees.
- Administer Alaka'i Heritage Academy scheduling, enrollment, and curriculum.
- Serve as liaison to the Board of Trustees, including but not limited to providing formal and informal reports to the Board and charter entity.
- Prepare materials in conjunction with the Director of Finance and Operations for Board meeting, including student academic achievement data based on comparative and longitudinal measures.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Ensure proper budgeting, accounting, and auditing, and financial planning.
- Perform other duties as assigned by the Governing Board.

POSITION TITLE: Assistant Principal (Hired in Year 3)

CONTRACT YEAR: Twelve (12) Months

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University.

<u>REQUIRED:</u> A minimum of five (5) years of combined school-based work experience.

<u>REPORTS TO:</u> Principal.

<u>POSITION GOAL</u>: To directly support the Principal in the day-to-day management of all aspects of the operating Alaka'i Heritage Academy.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

In collaboration with the Principal and with the Principal's guidance and direction, the assistant principal shall:

- Supervise the preparation of class schedules and individual student schedules
- Aid in the supervision and evaluation of certified and classified personnel
- Promote the positive image of the school within the district and the overall community
- Schedule extracurricular activities
- Organize activities for students and staff in collaboration with principal
- Assist in the preparation of all materials for all board meetings
- Assist in the preparation of teacher, parent and student handbooks
- Supervise conduct within the school and oversee all disciplinary and attendance procedures, maintaining records of any disciplinary action
- Assist in administering school rules and behavioral expectations
- Provide a safe environment for students and staff Athletic Director
- Perform other duties as assigned by the Principal

POSITION TITLE: Lead Teacher/Art Integration Coach

CONTRACT YEAR: Ten (10) Months

<u>EDUCATION</u>: An earned Bachelor's Degree (or higher) from an Accredited College or University. The Lead Teacher must be highly qualified in compliance with all applicable State and Federal laws.

<u>REQUIRED</u>: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience. Prior experience, exposure, training in, and/or appreciation of the Arts and the Arts Integration Curriculum is preferred.

<u>REPORTS TO:</u> Principal.

<u>POSITION GOAL:</u> To assist and support the Principal and teachers with the implementation and support of the Alaka'i Heritage Academy curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Teacher Leader shall:

- Attend all curriculum related meetings and in-service events.
- Assist grade levels in the development of units
- Develop storage and checkout systems for grade-level instructional materials, coordinate with grade level chairs to maintain grade-level instructional materials
- Maintain a list of materials needed to be ordered (new teacher materials, replacement of materials, additional instructional resources for future units of study to be developed "wish lists")
- Coordinate staff development speakers
- Deliver and coordinate with outside resources to develop in-house professional development
- Coordinate school visits by parents, central office administrators, and community members
- Provide assistance and training for new teachers to sustain implementation
- Perform other duties as assigned by the Principal
- Provide assistance and training for new teachers to sustain implementation
- Serve as a liaison between the Kennedy Center and the school
- **Note**: A Lead Teacher facilitates completion of these tasks, but usually acts in collaboration with the Principal and colleagues.

POSITION TITLE: Special Education Teacher

CONTRACT YEAR: Ten (10) Months

<u>EDUCATION</u>: An earned Bachelor's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Education license.

<u>REQUIRED:</u> A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years of teaching experience in Special Education.

<u>REPORTS TO:</u> Principal.

<u>POSITION GOAL:</u> To develop, implement, coordinate, and monitor Special Education curriculum for students assigned to the Special Education program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Special Education Teacher shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEP's and Section 504 plans;
- Coordinate and attend IEP meetings and communicate with parents;
- Provide curriculum support for students and teachers;
- Coordinate and facilitate Response to Intervention for struggling students;
- Develop and monitor Behavior Intervention Plans;
- Coordinate the identification, assessment and placement of students in the School's ESE Program;
- Coordinate the ordering of materials and equipment needed to implement ESE Program Services;
- Coordinates with school-site, district and contracted personnel in the provision of ESE services to students;
- Develop and assist to implement the school's ESE program in alignment with state and federal guidelines;
- Coordinate testing for Students with Disabilities and monitor student IEP's;
- Coordinate the internal and external evaluation to maintain and effective feedback monitoring system in coordination with Program Evaluation;
- Coordinate activities with early intervention programs to provide services for ESE students;
- Serve as a consultant on matters pertinent to the ESE program;
- Assist with interviews of potential ESE teachers;
- Participate successfully in the training programs offered to increase the skill and proficiency related to the assignment;
- Review current developments, literature and technical sources of information related to job responsibility;
- Models successful teaching practices at the classroom level, including differentiation accommodations
- Assist teachers to align, interpret, implement and assess the Pre-K-8 arts, Reading, ELA, Math, Science, Physical Education and Social Studies;

- Has knowledge of research-based best practices in art, Reading, ELA, Math, Science, Physical Education and Social Studies, identifies learning problems in those areas and provides coaching on best practices as well as provides modeling to assist teachers and students;
- Plans, coordinates and presents staff development programs Reading, ELA, Math, Science, Physical Education and Social Studies content and methodology including facilitation of Professional Learning Communities and Lesson Study;
- Coordinates the development of instructional materials that are consistent with the total education philosophy of the school; and
- Perform other duties as assigned by the Principal.

JOB DESCRIPTION

POSITION TITLE: Counselor (Year 4)

CONTRACT YEAR: Ten (10) Months

QUALIFICATIONS

EDUCATION: An earned Master's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Services License, School Counselor License is preferred.

EXPERIENCE

REQUIRED: A minimum of two (2) years working in a school environment.

REPORTS TO: Principal.

POSITION GOAL: To promote and enhance the overall academic mission by providing services that strengthen home, school, and community partnerships and alleviate barriers to learning.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Counselor shall:

- Effectively and appropriately assess and address the needs, characteristics, and interactions of students, families, and community.
- Use knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success via such practices as assessment, crisis intervention, home visits, conflict resolution, individual and group counseling, consultation, program development, dropout prevention, and coordination of school and community services.
- Advocate for appropriate services for students and their families. 'Provide social and emotional counseling for all students.
- Consult and collaborate with stakeholders on behalf of students and their families.
- Effectively plan, implement, and evaluate programs that promote student and family success
- Use assessment and evaluation results to develop appropriate interventions for students, families, schools and communities.
- Develop long-term and short-term intervention plans consistent with curriculum, with students' needs, strengths, diversity and life experiences, and with other social and emotional factors.

- Provide services to students in ways that build upon individual strengths and offer students maximum opportunities to participate in the planning and direction of their own learning experience.
- Provide appropriate follow-up to ensure that students' needs are being met.
- Act as a point of contact for outside organizations working with students and their families.
- Perform other duties as assigned by the Principal.

Attachment 3- Leadership Resumes and Data

When a principal has been identified, Alaka'i Heritage Academy (AHA) will provide resume and applicable data to the SPCSA.

Attachment 4- School Leader Selection Competencies

Alaka'i Heritage Academy (AHA) will use the competencies below for selecting the Principal as well as the evaluation categories in our evaluation aligned to the Nevada Educator Performance Framework (NEPF).

Principal Competencies:

The Principal will execute the mission to provide a rigorous and personalized education in a highly interactive learning environment.

The Principal will perform administrative duties and assist in the supervision and management of instructional staff.

The Principal will manage school operations, including but not limited to; supervision of instructional staff and Teacher on Assignment, working with parents, students and teachers on issues that may arise, as well as serve as a liaison between teachers and administration.

The following administrative evaluation categories were developed pursuant to the mission and model of AHA and are adapted to achieve the goals of the Nevada Educator Performance Framework. The administrative evaluation categories are:

- Student Growth and Achievement
- Professional Learning and Leadership
- Professional Responsibilities

Principal Interview Rubric

PHILOSOPHY

QUESTION	WEAK	MODERATE	STRONG	EXCELLENT
Of all the professions you could choose to devote your life to, why education? What is your why?	Want to be in- charge or like telling people what to do.	Like working with children.	Inspired by teachers or like to learn new things.	Want to mold young minds and have a passion for working with children.
Please provide an overview of your professional experiences, describing the	No vision or not clear on what kind of leader they want to be for the school.	Have a degree but very little experience in education.	Leadership training and have a few years under their belt working with children.	Understand our three pillars of leadership, culture and arts integration.
experiences that you feel have prepared you for success in this role and have helped to craft your vision for school leadership.				Mentoring training.
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What is the role of a principle?	Make sure the teachers are doing their job.	Be out in the school but not handling the office work.	Overseeing day to day operations and maintaining communication with faculty and staff.	Enforce vision and mission, oversee school and all staff. Leader in and outside of school.
What is the culture of the school? How do you build it? Who is responsible for maintaining and growing it?	Culture is background.	Culture is beliefs.	Culture is beliefs and values that the school is built on.	Culture is the attitude, beliefs and values of the school. It starts with the principle and goes top- down.

EXPERIENCE

QUESTION	WEAK	MODERATE	STRONG	EXCELLENT	

PEOPLE SKILLS

QUESTION WE	AK MODEF	ATE STRONG	EXCELLENT	
If you were hired for this position, what would you identify as your top 3 priorities for starting a new year with a new community for students and parents?	Don't understand leadership, culture or arts integration.	Academic standards.	Relationships and academic standards.	Building relationships, climate and culture, high academic standards.
What do you believe are your greatest strengths as an administrator? In what areas do you feel that you want to continue to grow?	Negative and not a good leader.	Nice and kind.	Good leader but not always present around the school.	Positive, good leader, connective relationships and always seen around the school and events outside of school.
All school leaders contribute to creating a safe environment focused on student learning. How do you envision yourself	No sense of responsibility for the school climate.	Know they have something to do with it but can't put it into action.	Some details about school climate and how to enforce it.	Inspect what I would expect, if K or 1st don't know principal then you are not visible enough.

in the role of principal contributing to this? With whom and in what ways do you see yourself collaborating to achieve a positive, productive school climate?				
A staff member comes to you to tell you that she is having trouble collaborating with a teammate. The teammate is new, and does not want to share ideas or discuss student data during team meetings. Instead, the teacher will complain about the amount of meeting time, and will attempt to end the meetings as quickly as possible. What would you do?	Delegate the problem to someone else.	Start the process but don't follow through.	Not being proactive.	Attend meetings and restate purpose. Needs to be available to do those things and be proactive.

SELF AWARENESS

QUESTION WEAK

MODERATE

STRONG

EXCELLENT

What do you believe are your greatest strengths as an administrator? In what areas do you feel that you want to continue to	Clueless and have no weaknesses.	1 strength and 1 weakness.	2 strengths and 2 weaknesses.	Coachable, people skills, leads by example, work ethic. Technology, data education.
grow?				

MANAGEMENT

QUESTION WEAK

MODERATE

STRONG

EXCELLENT

How do you manage the multiple responsibilities of an administrator?	No sense of direction.	Delegate all responsibilities.	Daily schedules and delegate some responsibilities.	Organized, daily schedules with milestones, fair and consistent decision making, String team.
What kinds of support would you offer a brand	Won't help.	Delegate to someone else.	Conferences and help get them curriculum.	Ensure they meet the principal, grade level

new teacher in order to help him be successful?				planning, open door planning and provide direction.
What steps would you take to get to know the students, staff, families, and community at your new school?	Not looking to know students and parents outside of school.	Present but only on the playground, delegates events and doesn't show up.	Shows up to events and interacts but not outside of those events.	Involved in all aspects of the school, willingness to learn about kids and their families and present at all school functions building relationships.

ACADEMIC

QUESTION \

WEAK

MODERATE

STRONG

EXCELLENT

Describe what you would expect to see in an exemplary math class. What are your "look fors" that indicate students are learning the standards.	Teacher on the phone behind the desk.	Teacher behind the desk not interacting. Manipulative but not engaged.	Students engaged but teacher not circulating.	Supplies, objectives displayed, teacher and students both engaged.
Describe what you would expect to see in an exemplary ELA class. What are your "look fors" that indicate students are learning the standards.	Reading but not discussing.	Not making any real world connections.	Discourse and relevance.	Outlines provided, real world connections, relevance.
How do special area courses (PE, Art, Music) contribute to student achievement in general and to the attainment of core curriculum standards?	Don't know anything about arts integration.	Kids like those things but show no connection.	Express creativity and education balance.	Not all success is academic, express creativity, and these are the reasons kids come to school.
With our school's focus on inclusionary practices, teachers are expected to develop meaningful, differentiated	Wouldn't be able to differentiate the needs of students.	Don't know how to care for kids with IEP.	Tend to the kids who need more help but leave out high performance kids.	Challenges everyone. Does everything for all students.

learning experiences for the full range of students in their classrooms (students with IEPs, English Learners, 'average', self- motivated, quiet, high performing, etc.) How will you know if a teacher is reaching all students and how will you support a teacher who is struggling with		

COMMUNICATION/COMMUNITY

QUESTION WE	AK MODEF	ATE STRONG	EXCELLENT	
How would you encourage parent/communit y involvement in our school?	News letters but no follow u with families.	Keep in touch with parents that keep in touch with the school.	Parent meetings to talk about the events.	Build relationships so parents want to be involved and encourage them to be involved.
Knowing that our school does not have extensive special education services because we are new, what steps would you take in communicating with the new families?	Not thinking about it.	Not really having a clear plan for implementing a sped program.	Have a plan but not knowing all the necessary steps to implement it.	Clearly communicate to parents what's available and what's not available. Hire teachers with experience so they can accommodate some students.
Tell us about one of your most challenging interactions with a parent and how you worked through that. After reflecting on that experience, what did you learn	Ignored it and passed if off to someone else to handle.	Handled it but without much regard to the parent.	Handled it professionally but no relationship with parent.	Handled it professionally while building a lasting relationship with the parent.

that would assist you in future interactions with parents?				
What is your vision for parent participation in the school and what steps will you take to achieve this vision?	No vision.	Come to events only.	Parents volunteer.	Opinions as stakeholders, parents consider school and extension of their family.

DATA/ACTION PLAN

QUESTION	WEAK	MODERATE	STRONG	EXCELLENT	

MONEY/FACILITIES

QUESTION	WEAK	MODERATE	STRONG	EXCELLENT	

ARTS INTEGRATION

QUESTION	WEAK	MODERATE	STRONG	EXCELLENT	

Attachment 5- Teacher Evaluation Tools

Teacher Observation/Evidence Review

Name:	Date:	Observation Date(s) & Time(s):
Grade Level/Content:	# of students:	School Year:

Observation: (What was observed? Interactions amongst the teacher and students. Was learning occurring? What did the teacher request the evaluator to observe as part of the feedback process?)	Evidence: (What tools were used to support the observation? On-Off Task Analysis, Teacher Flow, Student- Teacher Questioning, Talk-Time Analysis, Others)	Standards Alignment: (What standards were evidenced during the observation?)

Feedback – Observation Summary

Name:

Date:

Grade Level/Content:

School Year:

The following appraisal report represents a synthesis of classroom observations and supervisory interactions conducted on ______(date) for a total of ______ minutes in accordance with NRS 391.

PERFORMANCE SUMMARY:

INSTRUCTIONAL SUMMARY:

GROWTH GOALS/DIRECTIONS:

Date Employee Signature
I certify that I have supervised and evaluated the professional performance of the above named probationary post probationary employee.

Date

Evaluator Signature

Teacher Evaluation Rubric

Domain 1: Planning and Preparation

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Critical Attributes	 Teacher makes content errors. Teacher does not consider prerequisite relationships when planning. Teacher 's plans use inappropriate strategies for the discipline 	 Teacher is familiar with the discipline but does not see conceptual relationships. Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies and some are not be suitable to the content. 	 The teacher can identify important concepts of the discipline, and their relationships to one another. The teacher consistently provides clear explanations of the content. The teacher answers student questions accurately and provides feedback that furthers their learning. The teacher seeks out content-related professional development. 	 In addition to the characteristics of "proficient," Teacher cites intra- and inter-disciplinary content relationships. Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes	 Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities. 	 Teacher cites developmental theory, but does not seek to integrate it into lesson planning. Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group." The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge. 	 The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium", and "low" groups of students within the class. The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class. 	 In addition to the characteristics of "proficient," The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Critical Attributes	 Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are states as activities. Outcomes are not suitable for many students in the class. 	 Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class. 	 Outcomes represent high expectations and rigor. Outcomes are related to "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. Outcomes are suitable to groups of students in the class, differentiated where necessary. 	 In addition to the characteristics of "proficient," Teacher plans reference curricular blueprints to ensure accurate sequencing. Teacher connects outcomes to previous and future learning Outcomes are differentiated to encourage individual students to take educational risks.

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Critical Attributes	 The teacher only uses district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his/her own skill. Although aware of some student needs, the teacher does not inquire about possible resources. 	 The teacher uses materials in the school library, but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school, but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues. 	 Texts are at varied levels. Texts are supplemented by guest speakers and field experiences. Teacher facilitates Internet resources. Resources are multi-disciplinary. Teacher expands knowledge with professional learning groups and organizations. Teacher pursues options offered by universities. Teacher provides lists of resources outside the class for students to draw on. 	 In addition to the characteristics of "proficient," Texts are matched to student skill level The teacher has ongoing relationship with colleges and universities that support student learning. The teacher maintains log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge The teacher facilitates student contact with resources outside the classroom.

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Critical Attributes	 Learning activities are boring and/or not well aligned to the instructional goals. Materials are not engaging or meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	 Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random or only partially support objectives. Lesson structure is uneven or may be unrealistic in terms of time expectations. 	 Learning activities are matched to instructional outcomes. Activities provide opportunity for higher- level thinking. Teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. The plan for the lesson or unit is well structured, with reasonable time allocations. 	 In addition to the characteristics of "proficient," Activities permit student choice. Learning experiences connect to other disciplines. Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes	 Assessments do not match instructional outcomes. Assessments have no criteria. Formative assessments have been designed. Assessment results do not affect future plans. 	 Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students. 	 All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data. 	 In addition to the characteristics of "proficient," Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.
Evidence:				

Domain 1 Rubric Score (Weighted Score of all Indicators in Domain 1):

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put- downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
Critical Attributes	 Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities. 	 The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. 	 Talk between teacher and students and among students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes general connections with individual students. 	 In addition to the characteristics of "proficient," Teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct towards classmates. There is no disrespectful behavior among students. The teacher's response to a student's incorrect response respects the student's dignity

Domain 2: The Classroom Environment

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Critical Attributes	 The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Class time is devoted more to socializing than to learning 	 Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off." The teacher conveys high expectations for only some students. Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. Many students indicate that they are looking for an "easy path." 	 The teacher communicates the importance of learning, and that with hard work all students can be successful in it. The teacher demonstrates a high regard for student abilities. Teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. 	 In addition to the characteristics of "proficient," The teacher communicates a genuine passion for the subject. Students indicate that they are not satisfied unless they have complete understanding. Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. Students recognize the efforts of their classmates. Students take initiative in improving the quality of their work.

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
2c Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	 Students not working with the teacher are not productively engaged or are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic. 	 Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. Classroom routines function unevenly. 	 The students are productively engaged during small group work. Transitions between large and small group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. 	 In addition to the characteristics of "proficient," Students take the initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
2d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
Critical Attributes	 The classroom environment is chaotic, with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness. When the teacher notices student misbehavior, s/he appears helpless to do anything about it. 	 Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. Teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient. 	 Standards of conduct appear to have been established. Student behavior is generally appropriate. The teacher frequently monitors student behavior. Teacher's response to student misbehavior is effective. Teacher acknowledges good behavior. 	 In addition to the characteristics of "proficient," Student behavior is entirely appropriate; no evidence of student misbehavior. The teacher monitors student behavior without speaking – just moving about. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4	
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	
Critical Attributes	 There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board. Available technology is not being used, even if available and its use would enhance the lesson. 	 The physical environment is safe, and most students can see and hear. The physical environment is not an impediment to learning, but does not enhance it. The teacher makes limited use of available technology and other resources. 	 The classroom is safe, and all students are able to see and hear. The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology. 	 In addition to the characteristics of "proficient," Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the goals of the lesson and the physical environment. Students take the initiative to adjust the physical environment. Teachers and students make extensive and imaginative use of available technology 	
		Domain 2 Pubric Score (Weighted Score o	fall Indicators in Domain 2):		
	Domain 2 Rubric Score (Weighted Score of all Indicators in Domain 2):				

Domain 3: Instruction

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Critical Attributes	 At no time during the lesson does the teacher convey to the students what they will be learning. Students indicate through their questions that they are confused as to the learning task. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through body language or questions that they don't understand the content being presented. Teacher's communications include errors of vocabulary or usage. Vocabulary is inappropriate to the age or culture of the students. 	 The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. Teacher must clarify the learning task so students can complete it. The teacher makes no serious content errors, although may make a minor error. The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. Vocabulary and usage are correct but unimaginative. Vocabulary is too advanced or juvenile for the students. 	 The teacher states clearly, at some point during the lesson, what the students will be learning. If appropriate, the teacher models the process to be followed in the task. Students engage with the learning task, indicating that they understand what they are to do. The teacher makes no content errors. Teacher's explanation of content is clear, and invites student participation and thinking. Vocabulary and usage are correct and completely suited to the lesson. Vocabulary is appropriate to the students' ages and levels of development. 	 In addition to the characteristics of "proficient," The teacher points out possible areas for misunderstanding. Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. All students seem to understand the presentation. The teacher invites students to explain the content to the class, or to classmates. Teacher uses rich language, offering brief vocabulary lessons where appropriate.

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
3b: Using Questioning / Prompts and Discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	 Questions are rapid-fire, and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion. 	 Teacher frames some questions designed to promote student thinking, but only a few students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a small number actually participate in the discussion. 	 Teacher uses open-ended questions, inviting students to think, and/or offer multiple possible answers. The teacher makes effective use of wait time. The teacher builds on uses student responses to questions effectively. Discussions enable students to talk to one another, without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. 	 In addition to the characteristics of "proficient," Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
3c: Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some studentinitiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate theirunderstanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	 Few students are intellectually engaged in the lesson. Learning tasks require only recall or have a single correct response or method. The materials used ask students only to perform rote tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags, or is rushed 	 Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and recall. Student engagement with the content is largely passive, learning primarily facts or procedures. Students have no choice in how they complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. 	 Most students are intellectually engaged in the lesson. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. Students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. 	 In addition to the characteristics of "proficient," Virtually all students are highly engaged in the lesson. Students take initiative to modify a learningtask to make it more meaningful or relevant to their needs Students suggest modifications to the grouping patterns used. Students have extensive choice in how they complete tasks. Students suggest modifications or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	 The teacher gives no indication of what high quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work. 	 There is little evidence that the students understand how their work will be evaluated. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students Teacher requests global indications of student understanding. Feedback to students is not uniformly specific, not oriented towards future improvement of work. The teacher makes only minor attempts to engage students in self- or peer-assessment. 	 Students indicate that they clearly understand the characteristics of high- quality work. The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance for at least groups of students The teacher attempts to engage students in self- or peer-assessment. 	 In addition to the characteristics of "proficient," There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources, including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.

	Unsatisfactory -1	Basic - 2	Proficient -3	Distinguished - 4
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	 Teacher ignores indications of student boredom or lack of understanding. Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson. The teacher conveys to students that when they have difficulty learning, it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students. 	 Teacher's efforts to modify the lesson are only partially successful. Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so. 	 When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. Teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. 	 In addition to the characteristics of "proficient," The teacher's adjustments to the lesson are designed to assist individual students. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.

Domain 3 Rubric Score (Weighted Score of all Indicators in Domain 3):

Domain 4 Professional Responsibilities

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
4a Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	 The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement. 	 The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction. 	 The teacher accurately assesses the effectiveness of instructional activities used The teacher identifies specific ways in which a lesson might be improved. 	 In addition to the characteristics of "proficient," Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness Teacher's suggestions for improvement draw on an extensive repertoire.

Evidence:

In general, how did the lesson go? Did the students learn what you intended them to learn? How do you know? What student outcome(s) demonstrate(s) success?

If you were able to bring samples of student work, how would those samples demonstrate student learning; levels of engagement and

understanding?

- Did your lesson go as expected? If so, how and why? If not, what do you anticipate was the factor for this, and how would you change it?
- Comment on your instructional delivery (e.g. student grouping, resources used, activities implemented).
- If you had the opportunity to teach this lesson again to the same group of students, what would you do differently?

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
4b Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non- instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	 Absence of a system for either instructional or non-instructional records. Record-keeping systems that are in disarray so as to provide incorrect or confusing information. 	 The teacher has process for recording student work completion. However, it may be out-of-date or does not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors. 	 The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective. 	 In addition to the characteristics of "proficient," Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	 Little or no information regarding instructional program available to parents. Families are unaware of their children's progress. Lack of family engagement activities. Culturally inappropriate communication 	 School or district-created materials about the instructional program are sent home. Infrequent or incomplete information sent home by teachers about the instructional program. Teacher maintains school-required grade book but does little else to inform families about student progress. Teacher communications are sometimes inappropriate to families' cultural norms. 	 Information about the instructional program is available on a regular basis. The teacher sends information about student progress home on a regular basis. Teacher develops activities designed to successfully engage families in their children's learning, as appropriate. 	 In addition to the characteristics of "proficient," On a regular basis, students develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process.

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	 The teacher's relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects. 	 The teacher has pleasant relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, and school district and community projects. 	 The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school events and school district and community projects. 	 In addition to the characteristics of "proficient," The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and leads events that positively impact school life. The teacher regularly contributes to and leads significant school district and community projects.
	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
---	---	--	---	--
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	 The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attending conferences. 	 The teacher participates in professional activities when required or when provided by the school district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations. 	 The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession. 	 In addition to the characteristics of "proficient," The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.
<u>Evidence</u> :				

	Unsatisfactory -1	Basic - 2	Proficient - 3	Distinguished - 4
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision- making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	 Teacher is dishonest. Teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects school district regulations. 	 Teacher is honest. Teacher notices the needs of students, but is inconsistent in addressing them. Teacher does not notice that some school practices result in poor conditions for students. Teacher makes decisions professionally, but on a limited basis. Teacher complies with school district regulations. 	 Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs. Teacher actively works to provide opportunities for student success. Teacher willingly participates in team and departmental decision- making. Teacher complies completely with school district regulations. 	 Teacher is considered a leader in terms of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students. Teacher makes a concerted effort to ensure opportunities are available for all students to be successful. Teacher takes a leadership role in team and departmental decisionmaking. Teacher takes a leadership role regarding school district regulations.
Evidence:				
Domain 4 Rubric Score (Weighted Score of all Indicators in Domain 4):				
Educational Practice Rubric Weighted Score – Domains 1-4:				

Student Performance Domain Scoring:

	Score	Weighted Score: (score x 20%)
Student Learning Goal		
(Performance Level 1-4 using SLG Rubric)		
Student Performance Domain Score		

Student Learning Growth/Performance Scoring Rubric:

SLG Scores	Score Descriptors
High = 4	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth and high impact for all or nearly all students.
Moderate = 3	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth and impact for most students.
Low = 2	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth and impact for some students.
Unsatisfactory = 1	The educator has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.

Attachment 6- School Leader Evaluation Tools

Alaka'i Heritage Academy (AHA) Annual Administrative Evaluation

Total Evaluation Weighing		
Evaluation Category	Weight(%)	
Student Growth & Achievement	60%	
Professional Learning and Leadership	20%	
Professional Responsibilities	20%	



Total Evaluation Weighting

Student Growth & Achievement Subcategories and Weight			
Academy-Wide Student Growth	Academy-Wide Reading SGP Goal Met (10%)	= 25% Total Category	
	Academy-Wide Math SGP Goal Met (10%)	Weight	
Academy-Wide Student Proficiency	Academy-Wide Read 180 Proficiency (4%)		
	Academy-Wide SBAC Reading Proficiency (4%)	= 25% Total Category	
	Academy-Wide Read 180 Proficiency (4%)	Weight	
	Academy-Wide SBAC Math Proficiency (4%)		
	Academy -Wide Science Proficiency (4%)		
Academy-Wide Reduction Subpopulation Achievement Gaps	Academy-Wide Reduction ELL Achievement Gap (5%)		
		= 10% Total Category Weight	
	Academy -Wide Reduction SPED Achievement Gap (5%)		

= 60% Total Evaluation Weight

Professional Learning and Leadership Subcategories and Weight			
Vision of Learning	Rating Average = 5% Total Category Weight		
Culture for Learning	Rating Average = 5% Total Category Weight		
Instructional Program	Rating Average = 5% Total Category Weight		
Management	Rating Average = 5% Total Category Weight		

= 20% Total Evaluation Weight

Professional Responsibilities <i>Subcategories and Weight</i>			
Grant Applications/Funding Awarded	= 5% Total Category Weight		
Teacher Satisfaction Rate	= 5% Total Category Weight		
Parent Satisfaction Rate	= 5% Total Category Weight		
Enrollment Targets	= 5% Total Category Weight		
= 20% Total Evaluation Weight			

Administrator

SECTION I: STUDENT GROWTH & ACHIEVEMENT

ACADEMY-WIDE STUDENT GROWTH

Academy -Wide Reading SGP Goals	SGP Achieved (%)	Point (2 per goal met)
K-5th – <i>SGP Goal 65%</i>		
7th-8th Grade - SGP Goal 65%		
School-wide Avg. – SGP Goal 65%		
TOTAL	NA	out of 10

Academy -Wide Math SGP Goals	SGP Achieved (%)	Point (2 per goal met)
K-5th – <i>SGP Goal 65%</i>		
7th-8th Grade – <i>SGP Goal 65%</i>		
School-wide Avg. – SGP Goal 65%		
TOTAL	NA	out of 10

TOTAL____/25%

ACADEMY -WIDE STUDENT PROFICIENCY

Academy -Wide Reading Proficiency Goals	Achieved (%)	Point (2 per goal met)
K-5th – <i>SGP Goal 65%</i>		
7th-8th Grade – <i>SGP Goal 65%</i>		
Academy-Wide Avg Goal 70%		
TOTAL	N/A	out of 10
Academy -Wide Math Proficiency Goals	Achieved (%)	Point (2 per goal met)
K-5th – <i>SGP Goal 65%</i>		
7th-8th Grade - <i>SGP Goal 65%</i>		
Academy-Wide Avg Goal 70%		
TOTAL	N/A	out of 10

Academy -Wide SBAC ELA Proficiency Goals	Proficien cy Achieved (%)	Point (1 per goal met)
K-5th – <i>SGP Goal 65%</i>		
7th-8th Grade – <i>SGP Goal 65%</i>		
Academy-Wide Avg. Proficiency – <i>Goal 70%</i>		
		out of 5

Academy -Wide SBAC Math Proficiency Goals	Proficiency Achieved (%)	Point (1 per goal met)
6 th Grade-Goal 70% proficient		
7th Grade – <i>Goal 70% proficient</i>		
8th Grade – Goal 70% proficient		
9 th Grade – <i>Goal 70% proficient</i>		
Academy -Wide Avg Proficiency – Goal 70%		
	0	out of 5
Academy -Wide SCIENCE Proficiency Goals	Proficiency Achieved (%)	Point (1 per goal met)
5 th Grade – <i>Goal 70% proficient</i>		
8 th Grade – <i>Goal 70% proficient</i>		
		out of 2

*To determine total out of 20%: Take total points earned divided by 36 points possible. Multiply answer by 20.

TOTAL____/25%

ACADEMY -WIDE REDUCTION SUBPOPULATION ACHIEVEMENT GAPS

Subpopulation Reading SGP Goals	SGP Achieved (%)	2.5% awarded per goal met
Academy -Wide Special Education – <i>SGP</i> Goal 65%		
Academy -Wide ELL – SGP Goal 65%		
TOTAL	N / A	out of 5%

Subpopulation Math SGP Goals	SGP Achieved (%)	2.5% awarded per goal met
Academy -Wide Special Education – <i>SGP</i> Goal 65%		
Academy -Wide ELL – SGP Goal 65%		
TOTAL	N / A	out of 5%

TOTAL____10%

SECTION II: STUDENT GROWTH & ACHIEVEMENT PROFESSIONAL LEARNING & LEADERSHIP

Professional Learning and Leadership Rating Scale		
4	Master (90 - 100)	
3	Highly Effective (80 – 89)	
2	Effective (70 – 79)	
1	Developing (60 and below)	

Creating and sustaining a focus on learning

	4	3		1
Facilitated a	4	3	2	1
collaborative				
process for the				
development of a				
vision of learning				
that was shared				
and supported by				
the Academy				
communities.				
Communicated,				
implemented,				
and aligned				
mission and				
goals to support				
the vision of				
learning.				
Worked with				
teachers to				
facilitate				
academy				
Improvement				
Process.				
A <u>Vision of</u>				
<u>Learning</u>	Questions 1, 5,	12, 16 of teacher	survey	
defines				
purpose,				
shapes all				
programs and			CA	TEGORY AVG%
practices, and				
sets clear				
direction for				
continued				
Academy				
improvement.				

Creating and sustaining a culture of continuous improvement

Developed and	4	3	2	1
Developed and	4	3	Z	1
maintained a				
professional				
culture with high				
social and				
academic				
expectations.				
Provided				
opportunities				
for members				
of Academy				
communities				
to collaborate,				
develop				
leadership,				
leadership, and share responsibility for				
responsibility for				
student learning. Promoted equity,				
Fairness and				
respect				
among				
members of				
the Academy				
community.				
A <u>Culture For</u>				
Learning	Questions 1, 2,	3, 4, 12, 13, 14,	15 of teacher surv	<i>yey</i>
fosters success				
for all students				
by advocating,				
structuring,				
and sustaining				
high social and				
academic				
expectations as				
well as				
				CATEGORY AVG%
collaborating and				//
communicating				
with Academy				
community				
members				
regarding				
the Academy 's				
vision.				

Creating and sustaining structures

	4	2	2	1
Maintained	4	3	2	1
an				
accountability				
system of				
teaching and				
learning				
based on				
learning				
standards.				
Facilitated				
and assisted				
teachers to				
improve				
student				
learning by				
effectively				
using student				
performance				
data to drive				
instructional				
decisions. Developed				
and				
implemented				
results-				
driven,				
research-				
based				
collaborative				
professional				
development				
relative to the				
KANV				
instructional				
model,				
content				
standards, and				
Academy				
Academy improvement process.				
An				
Instructional				
<u>Program</u>	Questions 5, 1	2, 16 of teacher	survey	
advocates,				
structures,				
and sustains				CATEGORY AVG.
student				
learning and				%
staff				
professional				
growth.				

Professional Obligations

		6	6	
Ensured	4	3	2	1
responsibilitie				
S				
were carried				
out				
through				
appropriate				
systems and				
routines.				
Utilized				
principles of				
system				
management,				
organizationa				
Ĩ				
development,				
problem				
solving and				
decision-				
making to				
handle the				
ongoing				
operation of				
the				
Academy . Advocated for and				
and				
managed				
fiscal,				
human, and				
physical				
resources to				
support student				
learning. Complied with				
Complied with				
Academy and network				
policies and				
regulations,				
as well as				
state and				
federal laws				
applicable				
to administrators				
<u>Managemen</u>				
t of the	Questions 1, 2, 3	, 4 of teacher s	urvey	
organization				
as well as				
human and				
				CATEGORY AVG%
fiscal				
resources				

promotes an	
optimal	
learning	
environmen	
t and an	
efficient	
Academy	
operation.	

SECTION III: PROFESSIONAL RESPONSIBILITIES

Professional Responsibilities Rating Scale		
4	Master	
3	Highly Effective	
2	Effective	
1	Developing	

GRANT APPLICATIONS & FUNDING AWARDED

*Ratings are to be based on evidence provided by Principal

Administrator showed initiative in achieving grant funding/resources though the # of grants submitted	4 3 2 1
Administrator contributed to Academy funding/resources through amount awarded	4 3 2 1
TOTAL	CATEGORY AVG/ 5%

TEACHER SATISFACTION RATE

Fall Baseline:	
Spring Outcome: Goal: %	
*5% awarded if goal achieved	
TOTAL	/ 5%

PARENT SATISFACTION RATE

Fall Baseline: Would you like to see	Yes: No:
improvements made at the Kamalani	
Academy of Nevada? Goal: 10% decrease in the YES	
Spring Outcome: Would you like	Yes: No:
to see improvements made at the	
Kamalani Academy of Nevada ?	
2.5% awarded if goal achieved TOTAL	
Fall Baseline: What grade would	A:
	B:
you give this Academy ? Goal: 99%	C:
	D:
Satisfied, Maintain	F:

Spring Outcome: What grade would	A:
you give Kamalani Academy of	В:
Nevada ?	C:
	D:
	F:
2.5% awarded if goal achieved	
TOTAL	/ 5%

ENROLLMENT TARGETS

*Ratings are to be based on enrollment targets (*examples of attempts to increase enrollment to be included in evaluation*)

Baseline Enrollment:	Spring Enrollment Outcome:						
Waiting List:	Waiting List:						
Administrative rating for achievement of enrollment targets	4 3 2 1						
Administrative rating for attempts made to increase Academy enrollment	4 3 2 1						
TOTAL	CATEGORY AVG%						

TOTAL____/30%

TOTAL EVALUATION SCORE

____/100%

Evaluation Scale:

90 - 100% = Master

80 – 89% = Highly Effective

70 – 79% = Effective

60 - and below = Developing

Principal Signature: _____

Date: _

	START-UP SCHOOL PROPO	DED BOARD	VIEN	IRE	к К(1211	ĿК											
	OCCUPATION	LARGEST BUDGET MANAGED/ OVERSEEN (\$ or N/A)				ARE	A OF :	EXPE	RTIS	Е			c	омм	ITTEE	ASSIG	NMEN	ΥТ
PROPOSED BOARD MEMBERS Name & Title on Board (if applicable)			Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology	PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Development	Real Estate	Board Development	Finance	Governance	Capital Campaign
Erin Nalani Martin-Beat	Teacher, Clark County School District	\$420,000					×		×		×	×			×			
Gary Kawiliau Haleamau	Director of Facilities & Exhibits, Children's Discovery Museum	\$1.6 million operational \$42 million project	х		х				х			x				х		х
Renee Kanani Cadaoas	Management Assistant, Las Vegas Metropolitan Police Department	N/A																
Hiro Kajyama	Board of Directors, Carpenter's Union	\$30,000		×	×		×		×	×	×		×	×				
Michelle O'Brien	Former Educator	N/A								х	х						х	
Mahina Isaacs	Parent	N/A	×								×							
Tiffanie Zuttermeister	Executive Assistant to Head of Schools, Adelson Education	\$500K		×			×	×	×		×				×			
Robert "Bruno" Espey	Assistant Principal, Pinecrest Academy of Nevada	\$1.2 million					×	×	×			x	×		×			
				1					1	1			1	1	1			
														1	1			
						1	1	1			1							

Eren Nalani Martin-Beat

Education	Bachelor of Science- Marine Science/Biology	200
	Southwestern College. Winfield. KS	
	Master of Education – Curriculum & Instruction	201
	University of Nevada, Las Vegas. Las Vegas. NV	
	Education Specialist – Educational Leadership Nova Southeastern University. Fort Landerdak. FL	1
1	Tora Sourcestern Omversity. For Endueratie. FL	present-2020
Professional Exp		
	Educator/Teacher, CCSD – Laura Dearing ES – Las Vegas, NV	2016-presem
	 Support student achievement through rigor and Common Core Standards Collaborate with grade level, mentors, professors, and administration to enhance 	2010 present
	professional development	
	Communicate with families and students to create a classroom of mindfulness,	
	compassion, and social justice.Lead and facilitate chair meetings on campus to improve the culture and climate of our	
	students, staff, and community	
	Rave Review in August 2016 (1st year teacher)	
	Service Properties of Aminton City (TL / D. / D. D.	
	Senior Recreational Assistant, City of Henderson Parks & Recreation – Henderson, NV Providing a unique, summer experience to patrons through parks and recreational services	summer-2018
	Accountable for 200+ children, including staff, to ensure the care, safety and leisure of	
	summertime activities on-site as well as off-site	
	 Responsible to maintain documentation, accumulate confidential information, and report to various chains of command 	
	Visionary, President & Chair, Earth Angels Network Incorporated – Las Vegas, NV	
	· In charge of creating, organizing and planning programs to benefit children and youth	2015-2018
	 Mentoring and developing children and youth to be future leaders for positive change 	2010 2010
	 Partnering with other nonprofits and organizations to unify our collective vision (see Philanthropic Contributions) 	
	 Marine Biologist, Shark Reef Aquarium at Mandalay Bay – Las Vegas, NV. Reliable for 2,000 animals and 14 exhibits for daily care, maintenance, diving, and training. My specialtics include sharks and rays. Work closely with Curators and Vets to provide animals with optimal care and healthy husbandry procedures and protocols. Educate guest of marine life and inspire them to conserve our planet's resources. Awarded Volunteer of the Year at Mandalay Bay 2014. Nominee for Volunteer of the Year for MGM Resorts & Casino 2014. Nominee for Employee of the Month in Mandalay Bay 	2004-2015
	Resort & Casino. 2x recipient for Shark Reef Super Star of the Month	
1emberships & 7	Frainings & Certifications	
	MOOC-Ed, TIMMS, and Non-profit Management courses - UNLV Mindful Schools Essential Educator	
	Equity & Diversity Liaison (CCSD) - Laura Dearing ES and Clark County School District	
	School Organizational Team (SOT) – Secretary - Laura Dearing ES	
	Climate & Cultural Committee Chair - Laura Dearing ES Facilitator/Leader of Student Council Committee and Dearer Climbert Climbert Dearer	
	Facilitator/Leader of Student Council Committee and Drum Circle Club - Laura Dearing ES 2015 Shark Reef Aquatic Medicine Seminar	
	Open Diver Certification, DAN, First Aid & CPR	
	Marie Forleo's B-School	
	Member of National Association of Professional Women (NAPW)	
hilanthropic Co		
	Serving Our Kids Foundation, Special Spaces Organization, Solari Hospice & Camp Solari, International, Lake Mead and Mount Charleston Cleanups, Josh Stevens Foundation – "Be Kin The Gifting Movement/The Human Gifting Project, Pledge to Plant – Earth Day with The Ma Forest Nation, Sunrise Children's Hospital – Aurora's Bears , Animal Sanctuaries – Roos N Me	d" Campaign, aster Shift and

BIOGRAPHICAL INFORMATION

EREN MARTIN-BEAT is an Educator who has taught in elementary and middle schools within the charter and district. Currently, she teaches at a Title One charter school in the subjects of General Science, Marine Biology, and Forensic Science as well as serve on the school's Leadership Team.

Eren is very involved in arts-integration, multicultural education, and leadership cultivation. She actively engages in arts-integration Professional Development with the Smith's Center and the John F.



Kennedy Center for the Performing Arts. She was a former Equity and Diversity Liaison with Clark County School District. Her responsibility was to engage school staff with equitable teaching, cultural competency issues, and diversity inclusiveness within the classrooms. Eren supports her students with leadership opportunities and community involvement through the Student Council organization. She mentors new and current teachers, develops student-teachers/practicum students from the University of Nevada - Las Vegas, and sits as the Science department chair.

Eren was the Visionary, Founder, and CEO of Earth Angels' Sanctuary & Learning Center. Earth Angels offered mindfulness learning disciplines that center around youth. It supported children with a strong emphasis on family unity, community collaboration, and living in balance with one's core values. The group hosted an internet radio show called "Earth Angels with Eren" on Mondays which supported families with mindfulness practices and learning from professional experts.

Eren was the Founder and President of Earth Angels Network. It was a non-profit organization that served children and youth to restore humanity through compassion, creativity and conscious living. Their focus was to empower young minds to be purpose-driven visionaries who create a world of change. They offered higher-education scholarships, service trips and opportunities for youth to receive financial backing in their innovative and entrepreneurial creations.

Eren has three degrees: Bachelors in Marine Biology from Southwestern College, Masters in Metaphysical Sciences from University of Metaphysical Sciences, and Masters in Education -Curriculum & Instruction from University of Nevada, Las Vegas (UNLV). In addition to continuing her work, she is currently pursuing an Education Specialists - Educational Leadership from NOVA Southeastern University (NOVA). She is a member of the National Science Teachers Association (NSTA), Project Lead the Way (PLTW), and National Association of Professional Women (NAPW). She resides in Las Vegas with her husband and two children. They are active members of Hālau Na Lei O Kahikilani which focuses on maintaining and perpetuating the teachings, philosophies, practices, and traditions of Native Hawaiian culture through the ancient art of Hula and language.

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 Alaka'i Heritage Academy



- 3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
 - Education:
 - o BS, Marine Biology Southwestern College
 - o MS, Metaphysical Sciences University of Metaphysical Sciences
 - M.Ed, Curriculum & Instruction University of Nevada Las Vegas
 - o Ed.Sp., Educational Leadership Southeastern NOVA University graduate

2020

- Professional Experience:
 - Educator/Teacher in CCSD
 - o President, Visionary, & Chair of Earth Angels Network Incorporated
 - Marine Biologist
- Certifications:
 - MOOC-Ed and Non-profit Management UNLV
 - Equity & Diversity Liaison (CCSD)
 - o Kagan
 - o TIMMS Math
 - Mindful Schools Essential Educator
 - Project Lead The Way (PLTW)

3.

Resume and professional bio are attached.

- 4. 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
- 5. Why do you wish to serve on the board of the proposed charter school?

I am very passionate about serving Alaka'i Heritage Academy because their mission feels right. It is important for me that my children and children's children have a place to learn about their culture as well as others because this is how we create a life of respect and inclusiveness. It feel very strongly to impact the lives of children and leave a footprint for my culture so it may perpetuate. Alaka'i Heritage Academy fulfills both of these desires.

6. What is your understanding of the appropriate role of a public charter school board member?

My understanding of a public charter school board member is to serve the community. I am to be accountable our board follows the law and directions of public charter school guidelines. I am to trust, but verify if management executes school vision and delivers results of student performance. I am to ensure the sustainability of our school in the Las Vegas community.

7. 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.

My previous board experience includes Founding, Visionary, and President of Earth Angels Network. We were a 501(c)3 serving children and their families in mindful education, conscious living, and community service. Also, I have served as the Secretary at Laura Dearing Elementary School's Organizational Team (SOT). We support the principal in making in budget and decision making. In addition, I have funded my knowledge of service through non-profit management classes at University of Las Vegas - Nevada.

8. Describe the specific knowledge and experience that you would bring to the board.

My specific knowledge and experience I bring to the board are education, organization, leadership, business, and non-profit awareness. My prior knowledge as a teacher and student of UNLV has given me a foundation and perception to see through the eyes of the school perspective. My future academic growth will be beneficial in assisting with decisions we make with the board and building a relationship with our administration.

My prior experience at developing a non-profit board, non-profit management classes, and serving on the School's Organizational Team (SOT) will definitely serve in delivering understanding to the board. Even though my 501(c)3 and SOT was a smaller organization, I feel Alaka'i Heritage Academy will have similar encounters and issues to face. I am aware of the topics needed to be addressed in meetings.

I have experience working in a NV charter and know how they operate. I serve on the Leadership Team which meets monthly with administration to discuss what is working on campus, things we need to improve, analyze data, and assist with further

developing staff. I have experience with coaching teachers and developing student teachers with the local university. Also, I have experience with iReady, DRC, and other curriculum programs that most charters use in the valley. I know how to analyze data to improve student growth.

I participate in arts-integration at the Smith's Center who is partnered with the John F. Kennedy of Performing Arts. I attend various arts-integration classes and use those strategies in my classroom to keep high engagement and longer retention. I have participated in the 2019 Confabulation with Clark County, Doral Academy, and the Focus 5 group from Washington D.C. I will be using my knowledge to share with the current charter I teach at because arts-integration benefits all students including the special groups - ELs, IEPs, etc.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission and guiding beliefs are to help children thrive in an environment that celebrates the uniqueness of each child, crafts high engagement, and promotes self-confidence by using an arts-integrated, leadership cultivation, and multicultural education approach to learning.

2. What is your understanding of the school's proposed educational program?

The schools' proposed educational program will be arts-integration, leadership cultivation, and multicultural emphasis to help harness innovation, creativity, and inclusiveness.

3. What do you believe to be the characteristics of a successful school?

I believe leadership, high expectations such as academic standards, continuous assessments in and out of school and classroom, vision and goals, professional development, organization, retention and security, ethical awareness, positive climate and culture rapport, family and community relationships with the school community, and

Alaka'i Heritage Academy Attachment 8 - Board Member Information

evidence of achievement are the key characteristics of a successful school.

4. How will you know that the school is succeeding (or not) in its mission?

We will know if we are doing the right things for students, their families, and the community by our reputation as well as failing in the above characteristics mentioned. This is why it is so important to have on-going assessments and evaluations of everything you do for a school. Being open to receive and allow feedback is important to strengthen or improve areas our mission is built upon.

Governance

1. Describe the role that the board will play in the school's operation.

The role the board will be involved with the school's operation is ensuring we are following the rules and guidelines of charter schools. We will ensure the principal is providing good, but effective results which includes student performance and achievements as well as carrying out our purpose of the school. We would be involved in learning more about what happens in the classroom such as doing professional or board developments on arts-integration and multicultural education. We would let our presences be known to our staff and families to help build a positive culture and climate in the school.

2. How will you know if the school is successful at the end of the first year of operation?

The indicators of success, after the first year of operation, would be retention of students and staff. We would be interested in hearing from staff as well as the administration about their thoughts because teachers have the most impact in their classrooms and know their students the best. We would want to hear if staff felt supported and what we can do to help on our end to be more successful the following year. In addition, we would be interested to hearing from our families through a survey or focus group on the first year's success and how we can improve or strength our school going forward. Our plan is to add a grade level each year, if we have the enrollment and can handle the addition, then I would feel this is evidence that we are moving in a positive direction.

5

3. How will you know at the end of three years of the school is successful?

The signs I will be aware of in determining the success of our school is through several indicators. Retention of the board members, administration, teachers, other staff, and our students will be a sign of the climate within the school community. Student achievement and performance is another indicator; because growth is sign that the curriculum, delivery, and teaching are moving in the right direction. High enrollment numbers, including a wait-list, are another presence our school is creating successful results because our curriculum and platform is ideal for families. Further marks of success would be talking about expansion of the campus as well as creating more campuses in Las Vegas.

- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
- Specific steps the board will need to make to ensure the school's success is staff our board with qualified, ethical, and law abiding individuals. We will need to make sure we thoroughly understand our vision, purpose, and NV laws pertaining to charter schools to make sure we our in compliance with our mission in Nevada. We will need to ensure we hire a principal with aligning visions and qualifications to carry out our vision, hire like-minded staff, and produce student performance and achievement. Our job will continue to market Alaka'i Heritage Academy, to educate to public about our school, and increase enrollment to our campus.
- 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?
- all a meeting to discuss our ethical obligation to the board. Conduct an investigation of the situation at hand. If deemed necessary, suspend members of the board pending investigation. After investigation, call the remaining board to meeting to discuss the decision we will need to make to keep or remove the individual(s). If we choose to keep members, new policies will need to be in place. If we choose to remove members, new members will be needed to fill vacant spots.

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.

Alaka'i Heritage Academy Attachment 8 - Board Member Information

- \boxtimes I / we do not know any such trustees. \Box Yes
- 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. XYes

There is a possibly I would eventually apply to this school as either a teacher, instructional coach, data analyst, or administration team.

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.

 \Box I / we do not know any such persons. \boxtimes Yes

My spouse is the Owner /Operator of Freddy's Frozen Custard and Steakburgers. His company will be doing fundraising, business, and donating to this school.

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.

 \Box I / we do not anticipate conducting any such business. \Box Yes

My spouse is the Owner /Operator of Freddy's Frozen Custard and Steakburgers. His company will be doing fundraising, business, and donating to this school.

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

7

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.
- \Box N/A. \boxtimes I / we have no such interest. \Box 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
- 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, <u>**Eren Martin-Beat**</u>, 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 <u>Alaka'i Hejitage</u> Charter School is true and correct in every respect.

Academy)

Signature

Date

Statement of Assurances

Revised June, 2015

Alaka Headem 1. The charter school herein named,

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

M32//362/200mply With state; district, and federal statutes and regulations regarding instruction of Dial disabled students including the development and implementation of Individual Education Plans (TEPs) for disabled students.

App(No. 18-3526-1 My Appl. Expires 06/29/2022

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

7 274

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.

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.

Signature of Certifying Charter School Official

Eren Martin-Beat

Name Printed

'hair

6/19,

Title

Date

Subscribed and sworn to before me Eren Martin-Beat

This day of Ame



date

month year

Amethe !!

Bruno Espey

Objective

To serve as Pinecrest Academy of Nevada, Horizon Campus's principal, and work collaboratively with teachers, students, families, colleagues, community members, and other stakeholders in order to provide the children of Nevada with the highest quality education available through dynamic, motivated, and forward-thinking educational best practices.

Education

Sierra Nevada College June 2015 Teaching English as a Second Language, TESL

University of Nevada, Las VegasDecember 2013M.Ed. Curriculum and InstructionMay 2007M.Ed. Educational Leadership

Slippery Rock University, PennsylvaniaAugust 2001B.S. Elementary Education and Special Education

Experience

Pinecrest Academy, Cadence Campus | 220 Taylor Street Henderson, NV 89015 Assistant Principal July 2016 – Present

Clark County School District | 5100 W. Sahara Ave. Las Vegas, NV 89146 Performance Zone Instructional Coach, PZ 3 K-5 Teacher: Grades 3, 4, and 5 July 2001 – August 2014

Fairland Center IU 13 | 1020 New Holland Ave.Lancaster, PA 17601Teacher: Emotional Support Grades 2 - 5February 2008 - October 2008

Highlights of Qualifications

- Hard working educator who does everything with heart, and has a passion for helping ALL students and adults realize their maximum potential.
- Academic professional with more than seventeen years' experience involving administration, instructional coaching, teaching, professional development design & delivery, and staff collaboration.
- Experienced with a range of computer applications; broad knowledge of technology in education today.
- Highly organized and self-motivated; a team player who has demonstrated independence and leadership in the workplace.

- Excellent written and verbal interpersonal skills; proficient in electronic as well as transcultural communication.
- Adept at working effectively with students, parents, colleagues, and the community of a wide array of cultural, ethnic, and socioeconomic backgrounds; strong personal belief in the value of providing quality education for all students.
- Increased student enrollment in Advanced Placement classes, and most likely increased student achievement on the AP exams (Scores will be released soon.).

Relevant Experience ACADEMIC LEADERSHIP

- Lead every day through example, conversation, and action that all students can and will learn, grow, and achieve.
- Pre-conferenced and post-conferenced with teachers regarding observations, and how their lessons/activities helped to move students forward.
- Identified strengths, areas for improvement, and next steps while working with teachers in an effort to help them grow professionally.
- Conversed with teachers and students about various data measures, goalsetting, and actionable steps to help reach those goals.
- Consistently modeled and ensured equity and inclusion while helping create a strong sense of camaraderie among students and staff.
- Collaborated with fellow administrators on Cadence's Dual Enrollment program.
- Worked through the process to help Cadence become a Level II institution so that we could administer assessments such as AP exams and PSAT 10.
- Planned and coordinated college-related field trips for 9th and 10th graders.
- Coordinated after-school tutoring for middle school and high school students.
- Developed creative and innovative lesson designs and professional development tailored to the needs of each particular class.
- Received appointment as an instructional coach. Responsible for all aspects of the position from designing and presenting professional development, identifying schoolwide needs, researching and implementing programs and resources to increase student achievement, and mentoring, coaching, and supporting teachers in educational best practices.

ADMINISTRATION

- Met with students, teachers, and families regularly to discuss questions, concerns, discipline issues, grades, performance, credit sufficiency, and other needs.
- Contributed to Cadence Parent Impact Meetings and Cadence Information Nights.
- Consistently ensured the timely completion of administrative duties and requirements.
- Maintained accurate, detailed written and electronic journal notes for professional developments taught, teachers coached, and administrative meetings attended.
- Coordinated PSAT 10, state testing, and AP exams.
- Provided professional development in ST Math in order to improve student growth and achievement.
- Observed and enforced school policy while remaining sensitive to the particular circumstances of individual students and teachers.

 Regularly coordinated events and spent time at student extracurricular events in order to build community with our students, families, teachers, and other stakeholders.

COLLABORATION

- Thoughtfully planned and co-delivered professional development on engagement and relationship building.
- Provided academic support and formal guidance-mentorship to individual students and teachers on a daily basis, both in person and via technology.
- Collaborated with Teacher Support Advocate, Team Leads, and teachers outside the system in order to help Cadence teachers grow by utilizing Reflective Practice.
- Worked alongside the Student Support advocate to plan, organize, and communicate essential elements of Cadence's Crisis Plan to the staff.
- Regularly communicated with Pinecrest administration regarding a variety of topics and questions.
- Actively participated in regular meetings with instructional coaches and instructors concerning the creation and analysis of assessments, grading rubrics, and other instructional-related issues.
- Worked closely with special needs students, as well as individuals experiencing difficulties in order to identify and resolve problems.
- Cultivated strong professional, and, in many cases, lasting rapports with the community, academic managers, administrators, teachers, colleagues, parents, and students.

SUPPORTING OUR SCHOOL

- Organized and executed backpack drives, clothing drives, and supplies drives.
- Coordinated fireworks fundraising to help raise money for various initiatives at Pinecrest Academy of Nevada, Cadence Campus.
- Collaborated with Ms. LeNeave on managing the College and Career Readiness grant, and writing amendments when needed to meet the needs of our students.
- Assisted in grant development with Pinecrest teachers totaling \$26,000.00.

References

	Ms. Jessica LeNeave (Principal, Pinecrest, Cadence)	702-496-2623
	Mr. Michael O'Dowd (Principal, Pinecrest, Inspirada)	702-881-3821
n	Ms. Shirley Pedraza (Assistant Principal, Snyder ES)	702-241-7095
	Ms. Traci Davis (Superintendent, Washoe County School District)	702-493-9419
M	Ms. Brynn Dessormeau (Assistant Principal, Mater Academy)	302-750-6767
	Dr. Shaun Hall (Principal, Ellis ES)	702-401-8159
	Ms. Sara Cosarove (Teacher, Ellis ES & Ortwein ES)	702-808-4108

Robert "Bruno" Espey

Mr. Robert "Bruno" Espey is from Pittsburgh, Pennsylvania. He graduated Magna Cum Laude with a dual bachelor's degree in elementary education and special education from Slippery Rock University of Pennsylvania. He moved to Las Vegas in 2001 to complete his student teaching at Will Beckley Elementary School and loved it so much he decided to call Clark County home. He has served as an elementary classroom teacher, an emotional support teacher for students with special needs, and as an instructional coach for the Clark County School District in his 17 years as an educator. He opened the Pinecrest Academy of Nevada, Cadence Campus which is a 5 Star high performing public charter school in Henderson, Nevada.

In 2007, Mr. Espey graduated with a Masters in Educational Leadership from the University of Nevada Las Vegas and earned an additional graduate degree in Curriculum and Instruction with an emphasis in literacy and technology integration in 2013. Mr. Espey loves to work with both his students in school through tutoring, school-wide incentives for reading challenges, fundraisers and festivals; but he also loves to encourage his students to be involved in the community.

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



2. Full name

Home Address

Phone Number E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

19 years of experience in education including teacher, instructional coach, and administrator.

4.

X 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). X Does not apply to me. □ Yes
- 6. Why do you wish to serve on the board of the proposed charter school? I am passionate about helping all students realize their maximum potential, and I believe Alaka'i's educational model will prove to be highly impactful and prove to be a great school for students to learn and thrive. I have experience working very closely with my Committee to Form, and I understand the workings of charter school boards and how they are integral to the success of a school. I also have experience with opening a brand new charter school campus, and also how charter schools operate on different levels.
- 7. What is your understanding of the appropriate role of a public charter school board member? Boards ensure that taxpayer dollars are properly allocated to ensure the success of the charter school, they ensure the school is operating legally and ethically with allocated public funding, and they ensure that the school is being successful in accomplishing the mission and vision of the charter.
- 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 experience working very closely with my board, and I understand the workings of charter school boards and how they are integral to the success of a school.*
- 9. Describe the specific knowledge and experience that you would bring to the board. I have attended and taken an active role in our board meetings for my charter network. I work closely with our board as an administrator, and also understand open meeting laws. I understand the role of the board in operations and also understand the fine line the board plays in board governance and the day-to-day operations of the school and administrative teams. I have extensive knowledge of administration of a charter school, and also teaching, curriculum and instruction, and school data and assessment. Specifically, I have experience with academic achievement, student enrollment and marketing, budgeting, administration, community partnerships, employee retention, management company partnerships, charter school roll-out, focus on mission and vision, and all aspects of charter school operations and governance.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? Through arts integration, leadership cultivation, and multicultural education, Alaka'i Heritage Academy ensures students are on a path for success at the college and career level.

The arts enhance the learning of all academic subjects, but also provide students with vital skills such as creativity, communication, leadership, and communication. Cultivating leaders and providing a place for students to learn where they feel comfortable, accepted, and a part of everything helps everyone focus on educating children. Our goal is that we help students realize and understand that they are leaders and role models who have the ability to do great things in life.

2. What is your understanding of the school's proposed educational program? The vision of Alaka'i Heritage Academy is to develop scholars and community leaders who are

connected to their native culture and prepared to embark on their journey for college and career success.

Our ultimate goal is to educate the whole child, and prepare each child so that they can be successful wherever they go in life.

- 3. What do you believe to be the characteristics of a successful school? The success of a charter school is build on a shared and strong school culture and sense of belonging. The board will set the tone by making all decisions aligned to the mission and vision of the school. Our school's mission and vision should permeate all aspects of the school's day-to-day operations. Schools in general should be fiscally sound, have a laser-like focus on academic achievement and growth, and operate ethically and honestly.
- 4. How will you know that the school is succeeding (or not) in its mission? The school culture is reflected in all aspects. Students will be achieving academically, emotionally, and socially which is set up in the school culture and education model. The community is involved and all stake-holders are engaged and focused on the success of all students.

Governance

1. Describe the role that the board will play in the school's operation.

The board provides governance and oversees all aspects of operations such as budgets, contracts, selecting the school leader, and works with the school administration to support ethical and legal soundness.

2. How will you know if the school is successful at the end of the first year of operation?

The school will be financially sound, student achievement will be met and growth will be achieved based on baseline data. Enrollment will be strong, staff retention will be high, and there are no legal or ethical issues.

3. How will you know at the end of three years of the school is successful?

The school achievement and growth will be upward trending and exceeding neighboring schools. Wait lists will be strong. The budget should be sound, and any start-up loans should be paid off or on the way to being paid off.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Selecting a very strong administrator is extremely important. The school must stay focused on its mission and vision in all aspects. The instructional model must be strong and proven effective across all student population subgroups.

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?

The board and the school will have access to legal resources, and I would double check privately with the lawyer or the management company to make sure the board is acting in an ethical manner.

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.

X I / we do not know any such trustees. \Box 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.
 X I / we do not know any such employees.
- 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.

X I / we do not know any such persons. \Box 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.

X I / we do not anticipate conducting any such business. \Box 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.

X I / we do not know any such persons. \Box 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.

X N/A. \Box I / we have no such interest. \Box 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.
 X 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.
 X Does not apply to me, my spouse or family.
- 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.

X None. 🗆 Yes

Certification

I, **Robert "Bruno" Espey**, 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 **Alaka'i Heritage Academy** Charter School is true and correct in every respect.

Signature Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, **Alaka'i Heritage Academy**, (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.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the foregoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or 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.

Signature of Certifying Charter School Official

Title

Name Printed

Date

Subscribed and sworn to before me Kimberky A - Ballon 2019 This

date

month year



(Notary Public Seal)



Gary K. Haleamau

Objective: Offering excellent skills in management and customer service with ceritfications. Experience in museum exhibition, facilities, life safety, and construction management. Able to communicate effectively with employee's, management, and clients in a complex work environment. Interested in applying these skills to a management position.

Skills

- Operations management
- Project management
- Multi-task management
- Contract negotiation/review/ drafting
- Budgeting
- Expense control
- Client-focused
- Problem solving
- Effective communication
- Fabrication / Construction
- Plumbing
- Painting
- Boiler Systems

- Electrical
- Blueprint Reading
- Forklift Certified
- Scissors Lift Certified
- CPR Certified
- HVAC Certified
- OSHA 10/30 Certified
- Emergency Response Training
 - Active Shooter
 - Bomb Threat
 - o Train Derailment
 - o Code Adam
 - Emergency Evacuation/Planning

Experience

MARCH 09, 2013 - PRESENT Director of Exhibits & Facilities Discovery Childrens Museum 360 Promenade Place Las Vegas, NV 89106 (702) 382-3445

Experienced Director of Exhibits and Facilities with excellent employee, client and project management skills. Multi-task managed Programs and Educational departments while in transition. Creative and action-oriented with strong ability to commnicate effectively with technology, executive, and business audiences. Attends monthly board/staff meetings and conventions related to musem functions and exhibits.

Works directly with CEO on approving departmental budgets and expenses. Negotiates contracts for all service vendors and exhibitions. Authorized to sign purchase orders and check request for amounts that exceed \$3000.

Directly supervises exhibits, facilities, and security departments.

Responsible for scheduling routine and mandatory maintenance of facility elevators, fire, HVAC, and water systems. Coordinated certification training for staff and management in safety, CPR, heavy equipment, and hazardous material, via state, city, county, and OSHA requirements.

Organizes set-up for events, conventions, and Gala's directly related to the museum.

MARCH 30, 2008 – MARCH 9, 2013

Director of Exhibits & Facilities/Capital Projects Lied Discovery Children's Museum 833 Las Vegas Blvd. North Las Vegas, NV 89101 (702) 382-3445

Direct and manage exhibits, facilities staff and contract labor, and maintain in-house and traveling exhibits. Coordinate set-up and disassemble for travelling exhibits, meetings, conventions, Gala's, board/staff meetings, and events directly related to the museum.

Worked directly with CEO and executive board members on annual department budgets, capital projects, and oversee a 47 million dollar construction project of the new Discovery Children's Museum, strategic planning of exhibit acquisition, construction, and maintenance. Negotiates facility and exhibit contracts, and schedules pick-up and delivery of exhibits. Coordinates event set-up for staff meetings, conventions, and any related museum events.

Coordinated certification training for staff and management in safety, CPR, heavy equipment, and hazardous material, via state, city, county, and OSHA requirements.

DECEMBER 13, 2004 – MARCH 30, 2008 Director of Exhibits & Facilities Lied Discovery Children's Museum 833 Las Vegas Blvd. North Las Vegas, NV 89101 (702) 382-3445

Direct and manage exhibits, facilities staff and contract labor, and maintain in-house and traveling exhibits. Coordinate set-up and disassemble for travelling exhibits, meetings, conventions, Gala's, board/staff meetings, and events directly related to the museum.

Works directly with Assistant CEO on annual exhibit and facilities budgets. Coordinates certification training for staff and management. Coordinates certifications in safety, CPR, heavy equipment, and hazardous material, with emphasis on work place safety.

February 2003 – December 12, 2004 Facilities Manager/ Security Director The Neon Museum 821 Las Vegas Blvd. North Las Vegas, NV 89101 (702) 387-6366

Responsible for exhibit design, installation, maintenance, security and disaster preparedness of the Neon museum boneyard and outdoor installation at the Fremont Street at Downtown Las Vegas. Make necessary repairs, handled media and rental clientele, coordinate facility activities, tours and functions. Developed and administer annual budget for facilities. Oversee donor relation by scouting potential historical signs, coordinating removal and delivery of new acquisitions. Responsible for exhibit related fabrication and installation for temporary exhibits at the Nevada State Museum, Lied Discovery Children's Museum, and the Reed Whipple Cultural Center. Served on exhibits committee and train volunteers to assist for boneyard functions. Consulted as construction supervisor for planning of capital construction project.

July 2000 – December 2002 Facilities & Construction Manager Liberace Museum & Plaza 1775 E. Tropicanan Ave. Las Vegas, NV 89119

Responsible for maintenance and security of the Liberace Museum and Plaza, which served over 100, 000 visitors annually. Made necessary repairs, handled inquiries of vendors and maintained security systems, ordered products for daily use, handled rental clientele, hired and supervised facilities/security and housekeeping employees, coordinated facility activities and events.

Designed and implemented first disaster plan for the institution. Trained staff and volunteers in security and disaster procedures. Handled tenant relations and requirements for retail center. Developed and administered annual budget for facility and plaza. On-site construction supervisor for a 3.1 Million dollar renovation project of the museum and plaza.

Repsonsible for exhibit related fabrication and installation of all audio-visual requirements for the center. Member of the senior management team and served on the exhibits committee.

Education

AUGUST 1983 – JUNE 1985 MAJOR: ANIMAL SCIENCE University of Hawaii-Hilo 200 W. Kawili Street Hilo, HI 96720

JUNE 1983

High School Diploma Konawaena High School 81-1043 Konawaena School Rd. Kealakekua, HI 96750

Activities

- Enjoys spending time with family, exercise and eating healthy, traveling, landscaping, writing, playing, singing, recording Hawaiian music, and supports local businesses and events.
- 2008 Nā Hōkū Hanohano Religious Album of the Year Hawaiian Music Recording Artist: (Multiple full length Hawaiian Album/CD)
- 2014 Nevada Heritage Award Recipient
- Owner/Manager of GSK Productions, LLC and Halau Hula 'O Kaleimomi

Gary Haleamau Biography

Gary brings excellent skills in management, contract negations, finance, budgeting, expense control, and customer service to the board of Alaka'i Heritage Academy. As the Director of Exhibits, Facilities, and Capital Projects of the Discovery Children's Museum, he has gained expertise in multi-task, multi-million operating and capital projects with excellent employee and project management skills.

He was instrumental in the start-up and construction phase of the new museum located in the heart of Las Vegas in addition to organizing conventions and events. He has a heart for education and sharing the "Aloha Spirit."

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 Alaka'i Heritage Academy

2. Full name

Home Address

Business Name and Address

Phone Number E-mail address

Gary Kawiliau Haleamau

- 3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
 - Management and customer service
 - Director of Exhibit and Facilities, Discovery Children's Museum
 - **Contract negotiation**
 - **Project management**
 - **Expense control**

Please see resume and professional biography for further information.

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?

Education is a vital piece of a student's life puzzle; the board is that support that assures our students are getting what they need.

7. What is your understanding of the appropriate role of a public charter school board member?

To serve and assure our student will be getting quality education.

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.

As the Director of Exhibits and Facilities for the DISCOVERY Children's Museum, working with a board is imperative; knowing their expectations, proposed ideas, budgets, and deadlines is a must.

9. Describe the specific knowledge and experience that you would bring to the board.

Specifically teamwork, fresh ideas and communicating effectively. (See resume for certifications and abilities).

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Discovering an individual's academic abilities through arts, therefore, enhancing their core qualities.

2. What is your understanding of the school's proposed educational program?

Allow students to excel in their niche of academics.

3. What do you believe to be the characteristics of a successful school?

Enthusiastic, confident, and goal oriented students.

4. How will you know that the school is succeeding (or not) in its mission?

When students tell other potential students how much Alaka'i Heritage Academy has impacted their educational experience.

Governance

1. Describe the role that the board will play in the school's operation.

294

2

The board will manage the work load of the school's principal to assure he/she is meeting the goals and objected set forth.

2. How will you know if the school is successful at the end of the first year of operation?

When students, teachers and staff are eager to begin again.

3. How will you know at the end of three years of the school is successful?

By the amount of students graduating with honors and moving on to the next level or grade.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Funding and expenditures are in order. Be pliable, a great listener, teachable, and be aware of changes in our evolving world.

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?

Create a motion for discussion and have an open conversation of the behavior with hopes to correct the issue. If necessary remove them from the board and replace with someone that will provide a positive impact.

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
- 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

3

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.

 \square N/A. \boxtimes I / we have no such interest. \square 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.

 X 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, ___Gary Haleamau_____, 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 __Alaka'i Heritage Academy_____ Charter School is true and correct in every respect.

Signature

Date

297

Statement of Assurances

Revised June, 2015

1. The charter school herein named, **Alaka'i Heritage Academy**, (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.

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.

Signature of Certifying Charter School Official

Name Printed

020

EAMAU

MEMBE

Title

Date

Subscribed and sworn to before me

20th day of June 2019 This mberlin Ballon date month year KIMBERLY A. BALLOU (Notary Public Seal) **NOTARY PUBLIC** STATE OF NEVADA Commission Expires: 4/7/2020 Certificate No: 04-89108-1

KAY ISAACS

OBJECTIVE

Ability to work in a fast-paced environment providing excellent service to individuals. Superb communication skills and determination to accomplish tasks effectively and efficiently. Comfortable and flexible working Independently or with fellow colleagues.

SKILLS & ABILITIES

- Data processing
- Financial management
- Microsoft Office
- QuickBooks
- Account reconciliation
- Attention to detail

- Accounting
- Administrative support
- Invoicing and collections
- Customer service
- Accounts payable / accounts receivable

EXPERIENCE

Recreation Assistant, Clark County Parks and Recreation Las Vegas, NV

- Act as front line employee working the Front Desk of the recreation center.
- Develop community marketing materials for various programs.
- Perform wide array of responsibilities including: customer interaction, exchanging money and registering children and families.
- Effectively and efficiently respond to customer inquiries and needs.

Accounting Clerk, Recognition Express

Las Vegas, NV

- Processed all incoming and outgoing invoices and payments.
- Monitored the status of accounts receivable and payable to facilitate efficient processing.
- Balanced reports to submit for approval and verification.
- Performed a wide range of data entry, including expenses and sales.
- Reconciled all company accounts, including credit cards, employee expenses and commissions.

Bookkeeper Assistant, BCP Construction of Hawaii

Honolulu, HI

- Analyzed departmental documents for appropriate distribution and filing.
- Verified data integrity and accuracy.
- Copied, logged and scanned supporting documentation.
- Researched and updated all required materials needed for firm and partners.
- Responded to customer requests via telephone and email.

300

Feb 2018 - March 2019

April 2019 - Present

Nov 2016 - Nov 2017

• Entered details such as payments, account information and call logs into the computer system.

Sales Associate, Finish Line

Pearl City, HI

- Trained and served as a peer coach for new sales associates.
- Developed positive customer relationships through friendly greetings and excellent service.
- Monitored entrances, exits and fitting rooms for signs of theft.
- Liaised with customers, recommending specific products and specials in alignment with individual needs, requirements and specifications.
- Recognized for contribution in exceeding sales budgets and metrics for the measurement of customer satisfaction.
- Applied excellent communication skills and ability to establish rapport to close sales and meet targets.

Barista & Receptionist, Starbucks

Aug 2013 – Sept 2014

Kaneohe, Hl

- Prepare or serve hot or cold beverages, such as coffee, espresso drinks, blended coffees, or teas.
- Check temperatures of freezers, refrigerators, or heating equipment to ensure proper functioning.
- Recognized for providing excellent customer service by greeting and assisting customers.
- Portrayed a professional, pleasant, confident and well-groomed manner at all times.
- Established, promoted and maintained positive relations through prompt and courteous service.

Sales Associate, Macy's

Kaneohe, Hl

- Trained and served as a peer coach for new sales associates.
- Quickly and efficiently resolved customer issues and requests to achieve improved satisfaction scores.
- Greeted customers and ascertained needs to ensure high-quality service and appropriate product recommendations.
- Analyzed and properly processed product returns and assisted customers with other selections.
- Recognized for contribution in exceeding sales budgets and metrics for the measurement of customer satisfaction.

EDUCATION

Kahuku High School – Kahuku, HI – Diploma

Oct 2015 – Feb 2016

. . .

Sept 2011 – Aug 2013

Kay Isaacs Biography

Kay Isaacs sits on the board as a parent member. Having a daughter that will possibly attend the school, she has a voice for parents. She works for the Clark County SafeKey which is a before and after school program. It allows her to work with kids and use her motherly skills to help tend to them while the parents are at work. She has a love for children and wants to be very involved with Alaka'i especially when her daughter starts school.



Start-Up Charter School Board Member Information Statement of Assurances

Revised June, 2015

1. The charter school herein named, <u>AlaKa'i Heritage Academy</u> (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.

5

Start-Up Charter School Board Member Information 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.

Itaact

Signature of Certifying Charter School Official

Board Member

06/19/19

M. Isaacs

Title

Date

KON

Name Printed

Subscribed and sworn to before me Kaij M. Isaacs

gm day of June This 2019

date

month year

(Notary Public Seal)



Amethe Mosters

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 **Alaka'i Heritage Academy**
- 2. Full name

Home Address

Business Name and Address

Phone Number E-mail address

Kay MahinaOnalani Isaacs



3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I am a full-time mom and I am employed part-time with Clark County Parks and Recreation – Safekey (April 2019-Present). Please see resume and professional biography for further information.

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.
- 6. Why do you wish to serve on the board of the proposed charter school?

The board makes sure the school is operating appropriately and that students are learning.

2. How will you know if the school is successful at the end of the first year of operation?

Retention of teachers, staff and students. Academic growth.

3. How will you know at the end of three years of the school is successful?

Academic growth and hopefully looking to expand grade levels until full capacity, also retention of students, teachers, and staff.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Keep in contact with school by having frequent board meetings and implementing changes as needed.

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 approach Academica Nevada's legal team and have a discussion and seek guidance on what to do next.

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.
 X 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.

 \square I / we do not know any such persons. \square 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.

 \square N/A. \boxtimes I / we have no such interest. \square 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. X 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.
 X 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, __Kay MahinaOnalani Isaacs______, 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 __Alaka'i Heritage Academy______ Charter School is true and correct in every respect.

p. M. claact 7/10/19 Signature

HIRO KAJIYAMA

My objective is to serve as a Board Member of Alaka'i Heritage Academy utilizing my skills in community volunteering and networking.

EXPERIENCE

2011 - PRESENT

DIRECTOR, SPECIAL SPACES, LAS VEGAS

Creating "Dream" rooms for *keikis* with life-threatening illnesses. Worked with various hospitals working with *keikis*. Collaborated with SafeNest in building 100 tool boxes and filled them with various items. Collected 15,000 books to send to Puerto Rico as part of Project IMUA. Organized a tool-drive for people in Joplin, MO after the tornado devastated the city.

2011 – PRESENT

MANAGER, OLAA WOODWORKS

Creating Hawaiian woodwork masterpieces through traditional craftsmanship

2001 - PRESENT

LEAD CARPENTER, MANDALAY BAY RESORT & CASINO

Recipient of MGM's "Volunteer of the Year" and "Simply the Best" award. Met with various other network groups at MGM, including: Working Mother, Veterans, EuAbb, Lions Pride, among others.

1996 – 2001

CARPENTER, LAS VEGAS EXHIBITION BUILDERS

Czarnowski Exhibit and Events, CB Displays International, Freeman, GES, SRS Metal Fabricators

1988 - 1996

CARPENTER, HAWAIIAN DREDGING CONSTRICTION

Waikoloa Hilton, Mauna Kea Beach Hotel, Westin Hapuna Beach Resort, Four Seasons Hualalai, Keaole Airport

1982 – 1988

GENERAL CARPENTER, GENERAL DYNAMICS

Detroit, MI

Worked on the building/installation/dismantling of Displays and Exhibits as a Union Carpenter. Also worked in the auto industry, travelling to Chicago, New York, Orlando and assisting on projects with the following organizations: Exhibit Works, Design Origins, Exhibit Production, JP Johnson, among others.3

1980 – 1982 General Carpenter, General Dynamics Boston, MA

Worked on ships in the Boston shipyard.

1972 - 1980

CARPENTER'S APPRENTICE, CONSTRUCTOR HAWAII INC.

Honolulu, HI

Worked on projects on the Big Island with various schools and commercial buildings. Started projects in Honolulu such as: Sea Flight, Castle High School, Kamehameha schools, John Dominis Restaurant, Aliamanu Eleau Schools, among others.

EDUCATION

1972 HS DIPLOMA, HILO HIGH SCHOOL

SKILLS

- Carpentry & Craftsmanship
- Networking & Advocacy
- Volunteering & Support

VOLUNTEER ACTIVITIES

- Member of the United Brotherhood of Carpenters, 1972-Present
- Steward for Local 1977 at Mandalay Bay, 2001
- Delegate Local 1977 Southwestern Carpenters
- Committee Chair for Southwestern Carpenters Community Outreach
- Executive Board Member of Southwest Carpenters
- Member of Asian-Pacific Islander Network Group

HIRO KAJIYAMA PROFESSIONAL BIOGRAPHY

Hiro Kajiyama has been a carpenter for over 30 years, his current position as lead carpenter for Mandalay Bay Resorts & Casino has earned him the recipient of MGM's "Volunteer of the Year" and "Simply the Best" awards for his commitment to excellence and community partnerships. He has extensive networking and community partnership experience and skills to bring to the board of Alaka'i Heritage Academy. He is the executive director for Special Spaces, Las Vegas, a nonprofit organization who creates and builds "dream" rooms for children with life-threatening illnesses.

He has a heart for service and contributing to his community that will be of great example and benefit to the students of Alaka'i and has collaborated with many organizations such as Safe Nest, Books for Puerto Rico, Project IMUA, tool-drive for tornado victims of Joplin, MO, Working Mother, EuAbb, Lions Pride, among others. As a board member of the Carpenter's Union of Las Vegas, he brings years of board experience and expertise.

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 **Alaka'i Heritage Academy**
- 2. Full name

Home Address

Business Name and Address

Phone Number E-mail address

Hiroshi Kajiyama



- 3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
 - Over 30 years in carpeting experience
 - Recipient of MGM's "Volunteer of the Year"
 - Extensive networking and community partnership experience
 - Executive Director of Special Spaces
- 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.

6. Why do you wish to serve on the board of the proposed charter school?

As a carpenter, we always work and train apprentice carpenters and I would like to build future capacity in apprenticeships and provide guidance on traditional Polynesian culture and history.

7. What is your understanding of the appropriate role of a public charter school board member?

To support the school and our children through thoughtful decisions and guidance in education and arts.

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 mentored young carpenters to become Journeymen. And I have served on the board for the local carpenters union.

9. Describe the specific knowledge and experience that you would bring to the board.

Board for the Southwest Carpenters Union. I serve as the committee chairman for the community outreach.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Alaka'i Heritage Academy believes that each of our students is born with great abilities. We use the arts to release those talents. The arts enhance the learning of core academic subjects and, also, provide students with vital skills such as creativity, communication, leadership, and collaboration.

2. What is your understanding of the school's proposed educational program?

The core of Alaka'i Heritage Academy is founded on arts integration. Arts integration helps students feel safe and take educational risks. Alaka'i Heritage Academy will utilize the arts to engage students in multiple cultures that are reflective of our actual student body.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that meets the needs of all students socially, culturally, and academically. Students learn and exceed expectations and grow to become successful in college and career.

4. How will you know that the school is succeeding (or not) in its mission?

The board will take responsibility for making sure the school and students have an understanding of the school mission, students are reaching high expectations, students have a safe and orderly school experience, and the community and families are actively involved.

Governance

1. Describe the role that the board will play in the school's operation.

The board will adopt policies for the running of the school (finance, facilities, maintenance, academic programs, etc...), trust the administration and teachers to be professional experts in their fields and hold them accountable, set high expectations for students and monitor progress towards the goals.

2. How will you know if the school is successful at the end of the first year of operation?

Student attendance will be exceptional, proper response time to maintenance and facilities requests, satisfactory community partnerships, teacher retention, successful test scores, student art and cultural products and presentations.

3. How will you know at the end of three years of the school is successful?

Students are on level and have good test scores, teachers have learned arts integration and students are participating. Additionally, students and families are supported, the community is involved, the school is in good financial standing, and the school has the best teachers and principal.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will set goals and monitor progress towards those goals, approve budgets and ensure good financial standing, fundraise for the school, make sure all decisions are in line with the school mission, meet monthly and learn about school governance, make sure the school is safe and friendly and has all the resources and support to be 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?

Bring all the board members together and discuss the matters at hand and come up with a solution that everyone can agree on.

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

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.

\boxtimes	Ι/	we do	not kno	w any su	ich person	s. 🗌	Yes
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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
pr	ovider 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. X 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.
 X 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, __ **Hiroshi Kajiyama** _____, 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 _____ **Alaka'i Heritage Academy** ____ Charter School is true and correct in every respect.

nohi July 10, 101A Date Signature

Statement of Assurances

Revised June, 2015

1. The charter school herein named, (name of

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.

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.

Grosle

Signature of Certifying Charter School Official

Hiveshi Kajiyama

Bravd Mculler

Title

Date

Name Printed

June là,

Subscribed and sworn to before me Hiroshi Kajiyma

19 m day of June This

date

month vear

2019

(Notary Public Seal)

Armette Charl



6

RENEE KANANI-CADAOAS

EXPERIENCE

MANAGEMENT ASSISTANT/LAS VEGAS METROPOLITAN POLICE DEPARTMENT 8/98 – Present

Support Division Director, administration, balance budget, scheduling

SUPPORT CLERK/WISEBERG PHYSICIAN OFFICE 1/96 – 7/98

Confidential records management, maintain front office

OBJECTIVE Why you want to serve on the Alaka'i Heritage Academy Board

SKILLS

Talent & Knowledge of Hula Dancing, Hawaiian Culture & Hawaiian Language

People-Person, Friendly, Outgoing

Awareness of the Need for Community Safety

Excellent Communicator

EDUCATION

DIPLOMA/1979 St. Francis High School

HAWAIIAN STUDIES COURSEWORK Leeward Community College

BUSINESS COURSEWORK Southern Nevada Community College

VOLUNTEER EXPERIENCE OR LEADERSHIP

Las Vegas Hawaiian Civic Club, Secretary

Nani Ola Hawaiian Dance Company, Owner/Kumuhula

Clark County Library, Weekly Volunteer Teach Hula

RENEE KANANI CADAOAS BIOGRAPHY

Renee Kanani Cadaoas is the owner of the Nani Ola Hawaiian Dance Company, a local Hawaiian dance group located in Las Vegas, Nevada. Cadaoas was born in Honolulu, Hawaii and is a graduate of Saint Francis High School. She has worked within the local Las Vegas law enforcement agency for the past twenty years, holding an executive position.

In addition to her duties with the dance group, Cadaoas gives back to the local community through service serving on the Las Vegas Hawaiian Civic Club board and she also volunteers her time with the Clark County Library System. Cadaoas spends most of her spare time with her husband and their two children.

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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

Alaka'i Heritage Academy

2. Full name

Home Address

Business Name and Address

Phone Number E-mail address



- 3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
 - Owner of Nani Ola Hawaiian Dance Company
 - Over 25 years of teaching dance to all ages
 - Over 20 years of administrative experience with law enforcement
 - History of local community service
 - Business and Hawaiian Studies, Leeward Community College and Southern Nevada Community College

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?

I would like to serve on the board because I feel there is a need within the Hawaiian community that needs this type of arts integration school and I would like to be a part of bringing this opportunity to the community and families in the Las Vegas area.

7. What is your understanding of the appropriate role of a public charter school board member?

Provide guidance and support for the implementation and ensuring the school is staying on task with the charter document and aligned to the mission and vision of the 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 why you have the capability to be an effective board member.

I have served on the Las Vegas Hawaiian Civic Club as the Secretary for the past 10 years. This experience has given me the opportunity to learn how to be an effective board member and board management and compliance procedures.

9. Describe the specific knowledge and experience that you would bring to the board.

As a member of the Hawaiian Civic Club governing board, all of our decisions are aligned to the mission and vision, and guiding values of the association. I would bring this type of expertise to the Alaka'i Heritage Academy board in ensuring that all board decisions align to the charter and the school's mission and vision.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Alaka'i Heritage Academy believes that each of our students is born with great abilities. We use the arts to release those talents. The arts enhance the learning of core academic subjects and, also, provide students with vital skills such as creativity, communication, leadership, and collaboration. The school's guiding beliefs are arts integration and with a foundation in Hawaiian values: sense of belonging, responsibility, excellence, aloha, and total well-being.

2. What is your understanding of the school's proposed educational program?

The educational program at Alaka'i Heritage Academy uses arts integration that requires thoughtfulness, creativity, and flexibility from teachers, students, and artists. Students will achieve academic excellence through arts integrated educational experiences.

3. What do you believe to be the characteristics of a successful school?

I believe that there must be communication between students and teachers and every student learns at a different capacity and adjustments within the curriculum should meet the student's needs. Alaka'i Heritage Academy's approach will result in addressing the needs of the students and our test scores will reflect the student's growth.

4. How will you know that the school is succeeding (or not) in its mission?

As a board, we will create academic and financial goals that are aligned to the school's mission and we will create academic financial goals that are aligned to the school's mission and we will monitor progress towards those goals. The school will be successful if students are achieving academically and are involved in the various cultural and arts activities offered during school and after school.

Governance

1. Describe the role that the board will play in the school's operation.

The board will help the school fulfill the educational opportunities in perpetuity to improve the capability and well-being of the students through oversight and governance.

2. How will you know if the school is successful at the end of the first year of operation?

We will look at the state-mandated assessment scores in 3rd-8th grade. The school leader will select the appropriate assessments to be used within the school to measure students' reading, writing, science, and math scores. We will look at the students' artwork and performances as a measure of "success" in the arts and academics.

3. How will you know at the end of three years of the school is successful?

The school will be successful when students who have been enrolled for three full years are all on grade level and successfully passing the SBAC assessments.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The steps the board should follow is to set academic, financial, and operational goals and monitor the progress of the school in achieving those goals. When the school is not achieving the goals, the board will take measures to address issues such as teacher implementation of the arts integration or possibly the school leader, involve the community in the school, and find other solutions.

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?

As a board, I would suggest that we gather evidence, confront the board member directly with the evidence, let the person know that the board feels they are acting inappropriately or unethically, if the behavior persist, I would then confront that person directly in front of our colleagues at a board meeting, and if the behaviors still persist, the board will begin proceedings to remove 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. \square I / we do not know any such trustees. \square Yes

- 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 perso	s. 🗌 Yes
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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.

 \boxtimes I / we do not anticipate conducting any such business. \square 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. X 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. X 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, <u>RENEE K. CADADAG</u>, 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 ALAKA'I HERITAGE Charter School is true and correct in every respect.

Bunu K. Cadaraa 7-9-19 Date

Signature

Statement of Assurances

Revised June, 2015

1. The charter school herein named, <u>Alaka'i Heritage Academy</u>

(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.

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.

Cadaoas

KENEE K. CADADAS

Signature of Certifying Charter School Official

Name Printed

MEMBER

7-9-2019

Title

Date

Subscribed and sworn to before me Kimberly A-Ballon Anhelly & Ballon

This

date

month year

(Notary Public Seal)



MICHELLE O'BRIEN

PROFESSIONAL EXPERIENCE

Classroom Teacher	1989-1996, 2000-Present
Resource Room Teacher	1994-1995
English Language Learners Specialis	t 1996-2000
Using Data Project Facilitator	2003-2007
Region Teacher Liaison	2003-2004
Professional Development Trainer	2003-2004
Math Site Facilitator	2013-2014
Reading Specialist Grades 2-3	2014-2015

PROFESSIONAL GROWTH

School Improvement Planning Training	2009
Writing Test Training	2009
Using Data Project	2003-2007
Video Streaming Training	2006
Math and Science Conference	2007
Work Shop Way	2007
Inquiry Process Root Cause Analysis	2009
Inquiry Process Understanding Your Data	2009
Literacy Specialist Training	2011
Title I HOPE for the Homeless Training	2013

PROFESSIONAL LEADERSHIP

Administrative Building Representative	2007-2008
Master Teacher	2007
Curriculum Coach	2006-2007
Data Facilitator/Presenter	2005-2006
New Teacher Mentor	2003-2004
Third Grade Chair	2003-2004
Fourth Grade Chair	2011-2012
Second Grade Chair	2015- Retirement

ADDITIONAL INFORMATION

Coached Track	1990
Coached Volleyball	1991
Coached Cheerleading	1991
Headed School Fundraising	1991-1993
Vice President Daughters of Erin	1996
Disabled Adults' Assistant	2005-2007

Michelle O'Brien is a retired educator with 28 years of licensed teaching experience. Within that scope she has held many leadership roles. She mentored new teachers and was master teacher for student teachers coming into the profession. Michelle was the grade level chair for second, third and fourth grades. She was a Data facilitator/presenter and a curriculum coach.

Michelle was also a facilitator for English Language Learners for 4 years, working in 3 to 5 schools over this period. In this position she was exposed to many cultures and languages. She has always had a fascination and respect for people of all cultures. Her goal was to help in adjustments to new environments and scaffold learning for those who had to break through a second language barrier. Understanding the challenges of the process of relocation brought out her compassion for a process that requires bravery and tenacity.

Michelle also attended trainings with Title 1 HOPE for the homeless and Ruby Payne poverty workshops to help her better understand the culture of poverty in America and how it effects the learning of students. She made herself available for trainings that would help students on educational and behavioral aspects to teach the whole child.

Communication and connection are very important to Michelle. She called ALL the parents of her students weekly to give individual updates. This inspired parent involvement and support. It helped parents become involved in their child's educational experience. The accountability aspect gave the students another reason to achieve.

Outside of teaching, Ms. O'Brien coached Volleyball, Track and Cheerleading. She headed school fundraising on several campuses, and was a member of the PTA.

Ms O'Brien was the Vice President of The Daughter's of Erin where she assisted in the creation of The St. Patrick's Day parade and scholarship funding. She has also been an assistant for Disabled adults.

Michelle currently resides in Las Vegas Nevada where she currently volunteers to mentor adults through life changing experiences.

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
- 2. Full name

Michelle Colleen O'Brien

Home Address Business Name and Address Phone Number

E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. 28 years licenced teacher with a Masters degree in Educational Leadership.

 \blacksquare Resume and professional bio are attached.

- 4. 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
- 5. Why do you wish to serve on the board of the proposed charter school?

I believe the community values expressed by the founders of this board will serve our community well. We need more places where people feel included. This sense of belonging is a basic need for human success.

- 6. What is your understanding of the appropriate role of a public charter school board member? I will be a representative of the taxpayers. I will do my best to see the success of this project on their behalf. I will help to ensure the contract is dutifully and safely executed.
- 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.
 My experience as an educator holding many leadership roles makes me a good candidate for the board.
- 8. Describe the specific knowledge and experience that you would bring to the board. I have many years in te classroom so I know what quality instruction looks like. My leadership

roles have prepared me to assist with educational projects successfully.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?
 We intend to develop leaders through arts integration and multicultural education that

will serve the community with an appreciation and respect for diversity.

What is your understanding of the school's proposed educational program?
 Student will engage in multicultural educational projects that will build thier skill base

and enable them to become leaders in the communities they serve.

3. What do you believe to be the characteristics of a successful school?

Teachers and students engaged in the educational process, friendly office staff, a visible principal with community values presented and reinforced.

4. How will you know that the school is succeeding (or not) in its mission?

Teacher, student and staff retention, positive surveys, academic growth a d good test scores.

Governance

1. Describe the role that the board will play in the school's operation.

We will hold the principal accountable, assist in policy decisions and ensure students are learning.

2. How will you know if the school is successful at the end of the first year of operation?

Students will show growth. Teachers, staff and students will continue to return year after year.

3. How will you know at the end of three years of the school is successful?

Academic data, community growth,grade level expansion

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **Principal Evaluation**, regular board meetings, financial updates

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?

Meet and discuss the problem. Use Academica legal team if needed.

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
- 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.

 \Box I / we do not know any such persons. \Box 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.

D 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. \square N/A. \square I / we have no such interest. \square 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. \square N/A. \square I / we or my family do not anticipate conducting any such business. \square 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.
- 9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

 \square None. \square Yes

Certification

I, Michelle C. O'Brien, 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 <u>Alaka (i Heritage</u> Charter School is true and correct in every respect. <u>Academy</u> <u>Mechelle Corbrien</u> <u>6-19-19</u>

6-19-19 Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, <u>AlaKa i Herita de Academy</u> (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;

V32V3•21 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 SSOS 48: 80 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.

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.

Muchelle C. OBrien Michelle C. O'Brien

Signature of Certifying Charter School Official

Name Printed

Board Member

6-19-19

Title

Date

Subscribed and sworn to before me Michelle C. D'Brien



ANNETTE CHRISTENSEN NOTARY PUBLIC State of Nevada Appt. No. 18-3526-1 My Appt. Expires 08/29/2022

This 19th day of June, 2019

date

month year

Annette Charles

6

Tiffanie H.N. Zuttermeister

Education

2016 Chaminade University Honolulu, Hawai'i

BA in English Degree with a GPA of 3.3

2003-2007 Chaminade University Honolulu, Hawai'i English Major with a GPA of 3.0

1991-1995J.B. Castle High SchoolKane'ohe, Hawai'iInvolved in Peer Education-Leadership class for 4 years to promote a positive environment on and off

campus. Honor Roll with a Cumulative GPA of 3.5.

Summary of Qualifications

I am a very detailed oriented person. Extremely computer literate with excellent working knowledge of Microsoft Windows programs to include Word, Excel, and PowerPoint. Type 50 - 60 WPM and 10-key by touch. Possess accounting, bookkeeping, and auditing skills with the ability to create and maintain excel spreadsheets. Extensive experience in office procedures and knowledge of all office equipment. Exceptionally quick learner, excellent communication skills, team player, with the exceptional ability to multi task.

Work History

2014- present Adelson Educational Campus-

Executive Assistant to Head of School/ Associate of Admissions/Registrar 2016- Present

Assists the Head Master with scheduling of events, calendar management, prepare board of director meetings with discreet confidentiality, and daily aspects of the school and administration. Working directly with Director of Admissions on various tasks. scheduling tours for prospects/or future students, Preparing official transcripts, and reports of all incoming and outgoing students, regular duties of the registrar.

Admin Assistant to the Head of the Middle School 2014-2016

Assists the Head and teachers in various tasks, maintain front office operations, supply ordering, scheduling of student's schedules, parents point of contact, preparing transcripts/ report cards for students. Receiving and preparing shipments/purchases, worked with USPS, UPS and Fed-ex along with vendor accounts for ordering purposes.

2005-2015 Passion Parties Inc.

Executive Director and Independent Consultant for a premiere in-home party company. Successfully operate and own my own business while managing a team of 27 women. Present products, process and ship orders, and maintain inventory. Develop newsletters, contests and arrange training for my team. Recognized and awarded for excellent customer service and high sales for 2 consecutive years. Appeared in Company's monthly magazine for Excellent Customer Service.

2013-2014 Kamehameha Schools- Admin Assistant- limited position Assistant to 6 different department heads of different programs

Maintained calendars of all six heads, planned and projected program events, made travel arrangements. 2009-2013 State of Hawaii-DOE Kalaheo High School Kailua, Hawai'i Front Office Clerk/ Student Service Specialist. Assist parents, students and teachers with daily operations. Responsible for inputting data, and assist the principal and vice principals with various tasks. State of Hawaii-DOE Kane'ohe, Hawai'i 2003-2009 Part-time Teacher/ Educational Assistant to help students in the classroom. Responsible for producing lesson plans, teaching time management skills, and supervising a classroom of 22 students. 2000-2005 Stampin' Up Kane'ohe, Hawai'i Independent Demonstrator. Aided customers with designing personalized scrap book pages or greeting cards, and assisted customers with purchases. Processed and shipped orders. Was recognized in 2003 for Customer Service Excellence on the island of 'Oahu. Lady Footlocker 1999-2001 Honolulu, Hawai'i Sales Associate. Assisted customers on shoe selection, helped meet daily sales goals by encouraging multiple sales and up-selling. Processed shipments of inventory and did cashiering duties. 1996-2000 Payless Shoe Source Kane'ohe, Hawai'i Supervisor/ Key Carrier. Supervised six store employees while encouraging high customer service standards. Responsible for money management, scheduling and daily operations of the store. Certificates State of Hawaii- Corrective Reading Certified Volunteer coach for Pop Warner cheerleading for six years. Won "Aloha Sprit Coach" award at National Personal Championship, and awarded 2nd place in state competition. Recognized and awarded "Most Spirited" team amongst the entire state. Have danced hula for over 20 years and currently dancing with Halau Ka Lihilihilehua O Hopoe Kuikanani. Have an extensive knowledge of the Hawaiian culture and history,

References Available upon request

and understand and speak Hawaiian.

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



Alaka'i Heritage Academy

2. Full name

Home Address

Business Name and Address

Phone Number E-mail address

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?

7. What is your understanding of the appropriate role of a public charter school board member? I would like to serve on the board for the Alaka'i Heritage Academy because I truly believe in the mission and vision for our children.

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 served on a board as a board member. I currently prepare board packets for my current employer.

9. Describe the specific knowledge and experience that you would bring to the board. Being in the education system, private school, I will bring my knowledge to help start and maintain the school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? That each student has its own ability to strive and achieve. We will use the ability to evolve with the arts integrate added.

2. What is your understanding of the school's proposed educational program? **learning with the arts integration involved.**

3. What do you believe to be the characteristics of a successful school?

I believe the vision and mission are met, community involvement, and academics.

How will you know that the school is succeeding (or not) in its mission?
 Faculty, students and families will be happy and students will perform well on assessments.

Governance

1. Describe the role that the board will play in the school's operation.

Assist with policies of school, decision making and leadership.

2. How will you know if the school is successful at the end of the first year of operation?

Statistics, academic reports, budget reports, community involvement. and grants will all play apart of our first year success.

3. How will you know at the end of three years of the school is successful?

Statistics, academic reports, budget reports, community involvement. will all play apart of our three year success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Communication and allowing for change to achieve our mission and vision.

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?

Communication and discussion following our code of conduct as a 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

- 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.

 $\not a$ I / we do not anticipate conducting any such business. \Box 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.

3

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.

- 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. 2 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. 1 / 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, <u>Tiffurie</u> <u>Juttermeister</u>, 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 <u>Alakai Heritage</u> Charter School is true and correct in every respect.

Signature

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____ Alaka'i Heritage Academy (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

5

341

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.

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

Signature of Certifying Charter School Official

Tiffanie Tuttermuster

Name Printed

Brand Member

Title

7/3/19

Date

Subscribed and sworn to before me

_day of ____ This date month

year

(Notary Public Seal)



(ano)

6

TIFFANIE ZUTTERMIESTER

BIOGRAPHY

Tiffanie brings a wealth of knowledge to the Alaka'i Heritage Board of Directors in accounting, bookkeeping, auditing, and finance. She also has experience in education as a teacher in the state of Hawaii and as the assistant to the Head of Schools of Adelson Education Group. She has extensive experience in volunteering and community outreach. She brings a heart for education and decades of board experience and governance.

<u>BYLAWS</u> <u>OF</u> <u>ALAKA'I HERITAGE ACADEMY</u>

ARTICLE I INTRODUCTION AND LEGAL STATUS

Section 1. <u>Name, Location and Address</u>. The name of the charter school is Alaka'i Heritage Academy (hereinafter referred to as the "School") also known as Alaka'i Heritage Academy, Inc., a non-profit corporation. The School, is located in Clark County. The address is

Section 2. <u>Legal Status</u>. The School is a charter school pursuant to Nevada Revised Statute 388A.025 sponsored by the Nevada State Public Charter School Authority. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Authority and a non-profit corporation pursuant to NRS 388A.095(2). The Board plans and directs all aspects of the school's operations.

Section 3. <u>Statutes</u>. The School shall operate in accordance with Nevada Revised Statutes, Chapter 388A, and all other applicable Nevada laws and regulations.

ARTICLE II PURPOSE AND MISSION

Section 1. <u>Purpose and Mission.</u> The School will provide a safe and nurturing educational environment that maximizes student achievement and fosters respect for all. The School will utilize ongoing assessments, engaging activities, the creation of a strong community environment and regular parent involvement to achieve student success. In this manner the School will assist all students to become equally successful as lifelong learners and responsible citizens.

Additionally, the purpose of the School is to engage in any lawful act or activity for which corporations may be organized under Chapter 82 of the Nevada Revised Statutes, as limited by Chapter 388A of the Nevada Revised Statutes. Within the framework and limitations of the foregoing, the School is organized exclusively for one or more of the purposes as contemplated and specified in Sections 170(c)(2) and 501(c)(3) of the Internal Revenue Code.

Section 2. <u>Non-Discrimination</u>. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law in hiring or other employment practices. 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 on the basis of basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by law. 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. <u>Powers and Duties</u>. For the foregoing purposes, the School shall operate in accordance with Chapters 82 and 388A of the Nevada Revised Statutes. The business, affairs, and property of the School shall be managed by a Board of Directors. The founding committee to form the school will be become the first governing body of the School. 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: Alaka'i Heritage Academy Attachment 9 - Bylaws, Code of Ethics, Conflict of Interest

- (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. <u>Prohibited Purposes and Powers.</u> Notwithstanding the foregoing statement of purposes and powers, the School shall have and exercise only such powers and engage in only such activities as are contemplated and permitted to be carried on by a corporation exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) thereunder and by a corporation described in and contributions to which are deductible for federal income tax purposes under Section 170(c)(2) of the Internal Revenue Code.

Section 3. <u>Prohibited Acts.</u> The School shall not, incidentally or otherwise, afford or pay any pecuniary gain, dividends, or other pecuniary remuneration to any director or officer of the School or any other private person, and no part of the net income or net earnings of the School shall directly or indirectly, be distributable to or otherwise inure to the benefit of any private person; provided, however, that the School may pay reasonable compensation for services rendered to or for the benefit of the School and may make such other payments and distributions to nonprofit corporation members as permitted by these Bylaws herein. The School shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code. The School shall not participate in nor intervene in (including, without limitation, the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 4. <u>Formation</u>. The first Board formed after the approval of a charter issued pursuant to NRS 388A.270(1) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 388A.525 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board Members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The election of all new Board Members to fill vacancies on the board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 388A.525 and all other applicable statutes.

Section 5. <u>Qualifications; Election; Tenure</u>. The Board shall be composed of five to nine (5-9) Directors unless and until changed by amendment of these Bylaws. Any amendments will be discussed in an open meeting and approved by the School's Sponsor.

The Board shall adhere to the statutory requirements of NRS 388A.320 which

requires one (1) active or retired teacher licensed by the State of Nevada, one (1) active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:

- (1) Accounting;
- (2) Financial services;
- (3) Law; or

- (4) Human resources.
- (b) A majority of Directors shall be residents of the county in which the school is located.
- (c) All Directors shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (d) A standard term shall consist of five (5) years. Directors may serve on the Board a maximum of two terms.
- Founding Directors: Terms of the Founding Directors 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. To initially stagger the terms for the founding board, two Directors will serve three-year terms, two Directors will serve fouryear terms, and the remaining three Directors will serve the usual five-year term. Those Founding Directors who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter. For purposes of determining term limits, Founding Director's terms shall not begin until January 1 of the initial school year in which they became the Board of Directors as indicated in Article III Section 4.
 - 2. <u>New Directors:</u> New Directors are eligible to serve two (2) consecutive standard terms, unless, by doing so, more than half the Board would be up for election in any one year. In this case, the new Director will be given either a three or four-year initial term, which ever term would prevent more than half of the Board being up for election in one year. New Directors will begin serving on the Board immediately following their election to the Board. For the purpose of determining term limits, the New Director's initial term will begin on January 1 of the school year in which they were elected.
- (e) When the term of a Director has expired or when a Director resigns, the remaining Board Members shall elect a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. If, for any reason, the Board membership should drop below five (5) members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any board vacancy has been open for more than ninety (90) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing

body back into compliance with statute and its bylaws.

- (f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. The Board must seek candidates which adhere to the statutory requirements of NRS 388A.320. To assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. The Board may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board. Insofar as is practical, the Board shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic or racial group or related parties (by birth or marriage).
- (g) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Director. and provide the sponsor and the Department of Education with the new Director's resume and affidavit as required pursuant to NRS 388A.320(2) and (3).
- (h) Directors shall be fingerprinted according to the NRS 388A.515 procedures for employees of the school.
- (i) The Board shall develop an orientation and training program for new Directors and an annual continuing program for existing Directors. Directors will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others.

Section 6. <u>Conflict of Interest.</u> The Board shall follow the Board adopted Conflict of Interest Policy.

Section 7. <u>Annual Meeting</u>. The annual meeting of the Board shall be held at the School in January or February of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board Members and for the transaction of such business as may come before the meeting.

Section 8. <u>Regular and Special Meetings</u>. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once per quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of such meeting. Meetings shall be audio recorded. Minutes of each Board meeting shall be taken and shall be approved by the Board. Said minutes shall be kept at the School and will

be made available to the public, upon request.

Section 9. <u>Agenda</u>. 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). 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 10. <u>Quorum</u>. 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 11. Ex-Officio Members. There shall be no ex-officio governing body members.

Section 12. <u>Vacancies</u>. 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 13. <u>Committees</u>. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees, each of which shall consist of at least one Board Member 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 their power to contract nor their budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

- 1. <u>Academic Committee</u>: The Academic Committee shall consist of at least one Board member, the School Principal/Administrator, at least one licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic Committee shall meet at least two (2) times per school year. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.
- 2. <u>Governance Committee</u>: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance committee shall meet at least two (2) times per school year. The purpose of the Governance Committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.
- 3. <u>Financial Committee</u>: The Financial Committee shall consist of at least two Board members, one of whom shall be the Board's Treasurer, and the School

Principal/Administrator. The Financial Committee shall meet at least two (2) times per school year. The purpose of the Financial Committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration.

Section 14. <u>Removal</u>. 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 15. <u>Resignation</u>. A resignation by a Director shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 16. <u>Participation by Telephone</u>. 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 17. Proxy Voting. Proxy voting is not permitted.

Section 18. <u>Compensation.</u> No member of the Board shall receive any compensation for serving in such office, except as allowable under NRS 388A.320 and specifically authorized by a majority vote of the Board of Directors. 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 19. <u>Closed Sessions</u>. Any director 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 Directors 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 20. <u>Protocol</u>. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board Member is unable to attend a Board meeting, the Board Member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 21. <u>Public Comment</u>. 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.

ARTICLE IV OFFICERS

Section 1. <u>Number</u>. 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. <u>Election and Term of Office</u>. 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 (1) year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms in any office. Should there be more than one (1) 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. <u>Removal of Officers</u>. 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. <u>Chair</u>. 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. <u>Vice-Chair</u>. 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. <u>Secretary</u>. 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. <u>Treasurer</u>. 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. <u>Vacancies</u>. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term. The unexpired portion of the remaining term shall count as a full term and against the allotted three consecutive terms referenced in Article IV Section 2.

ARTICLE V STAFF

The Board shall appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified

policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI CONTRACTS, LOANS, AND DEPOSITS

Section 1. <u>Contracts</u>. 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. <u>Loans</u>. 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. <u>Checks, Drafts, and Notes</u>. 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 \$25,000.

Section 4. <u>Deposits</u>. 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. <u>Gifts.</u> The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

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

ARTICLE VII 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 Board.

ARTICLE VIII 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 IX 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 X DISSOLUTION

<u>Revocation of Charter or Dissolution</u>. Upon the dissolution of the School, assets shall be distributed for one or more purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the School is then located, exclusively for such purposes or to such organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. If, at any time and for any reason, the School's charter is revoked or the School is disposed of to the State of Nevada or the sponsor to dispose of according to NRS 388A.306 and other applicable laws and appropriate regulations.

ARTICLE XI 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 _____, 20 __.

_____, Secretary.

Attachment 9- Code of Ethics, Conflict of Interest

ALAKA'I ACADEMY OF NEVADA Conflict of Interest Policy and Code of Ethics

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

Article I – Purpose

1. The purpose of this conflict of interest policy is to protect ALAKA'I ACADEMY OF NEVADA ("ALAKA'I") and its interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of ALAKA'I or might result in a possible excess benefit transaction, as that concept is defined in the Internal Revenue Code and related regulations.

2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

3. This policy is also intended to identify "independent" directors.

Article II – Definitions

1. Interested person – Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial interest – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which ALAKA'I has a transaction or arrangement,

b. A compensation arrangement with ALAKA'I or with any entity or individual with which ALAKA'I has a transaction or arrangement, or

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

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

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

3. Independent Director – A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS Form 990 or, until such definition is available, the director:

a. Is not, and has not been for a period of at least three years, an employee of ALAKA'I or any entity in which ALAKA'I has a financial interest;

b. Does not directly or indirectly have a significant business relationship with ALAKA'I which might affect independence indecision-making;

c. Is not employed as an executive of another corporation where any of ALAKA'I's executive officers or employees serve on that corporation's compensation committee; and,

d. Does not have an immediate family member who is an executive officer or employee of ALAKA'I or who holds a position that has a significant financial relationship with ALAKA'I.

Article III – Procedures

1. Duty to Disclose – In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board of Directors.

2. Recusal of Self – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists – After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the Board of Directors meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The Chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board of Directors shall determine whether ALAKA'I can obtain with reasonable efforts a more advantageous us transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in ALAKA'I's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the Board of Directors has reasonable causes to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

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

The names of the persons who disclosed or otherwise were found to have a financial interest 1. in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, and a record of any votes taken in connection with proceedings.

Article V – Compensation

A voting member of the Board who receives compensation, directly or indirectly, from a. ALAKA'I for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and b. who receives compensation, directly or indirectly, from ALAKA'I for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the Board or any committee whose jurisdiction includes compensation c. matters and who receives compensation, directly or indirectly, from ALAKA'I, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:

- Has received a copy of the conflict of interest policy, a.
- Has read and understands the policy, b.
- Has agreed to comply with the policy, and c.

Understands ALAKA'I is charitable and in order to maintain its federal tax d. exemption it must engage primarily in activities which accomplish one or more of its taxexempt purposes.

2. Each voting member of the Board of Directors shall annually sign a statement which declares whether such person is an independent director.

3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.

The Board of Directors shall regularly and consistently monitor and enforce compliance 4 with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure ALAKA'I operates in a manner consistent with charitable purposes and does not engage Alaka'i Heritage Academy

in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to ALAKA'I's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

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

Article IX – Code of Ethics

Directors, officers and members of committees with Board delegated authority shall act in an ethical, business like and lawful manner, including proper use of authority and appropriate decorum when acting in their official capacity. Directors shall exercise reasonable care, good faith and due diligence in governing and managing the affairs of ALAKA^I.

They will not attempt to exercise individual authority over ALAKA'I. Interaction with the administrator and staff must recognize the lack of authority vested in individual directors, officers and members of committees, except when explicitly authorized by the Board of Directors. Except when deliberating during Board of Directors meetings, individuals will not express individual judgements of performance of the administrator or staff.

Directors, officers and members of committees with Board delegated authority shall respect the confidentiality of sensitive information known to them and used for purposes of governance and management, and respect that the obligation to maintain confidentiality extends indefinitely beyond the term in office.

Directors shall be properly prepared for Board deliberation and support the legitimacy and authority of the final determination of the Board on any matter without regard to the individual's personal position on the issue.

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 2019-2020) to ensure that the school is ready for a successful launch in fall 2020. Feel free to add rows as needed.

2019-2020 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)		
INSTRUCTION	Professional Development	Principal	August 15, Opening Year		
TALENT	Principal Recruitment	Board, Academica	Principal Identified by March Planning Year		
TALENT	Teacher Recruitment	Principal, Academica	Major Teacher Recruitment Campaign during planning year months Feb- May. School fully Staffed by July 1st of 1st Year		
OPERATIONS	Property/Facility under Contract	Board, Academica	12 Months Prior to School Opening		
OPERATIONS	Lease Finalized	Board	12 Months Prior to School Opening		
OPERATIONS	Construction and Permits Completed	Board General Contractor	12 Months Prior to School Opening		
TECHNOLOGY	Technology Purchased	Principal	2 Months Prior to School Opening		
TECHNOLOGY	Technology Installed	IT Company,	3 Weeks		

2019-2020 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)		
		Academica	Prior to School Opening		
FINANCE	Lending for FFE Secured	Academica, Board, Lender	6 Months Prior to School Opening		
PARENT & COMMUNITY ENGAGEMENT	Open Houses for Student Recruitment	Principal, Academica	Multiple Open Houses starting Dec- July of Planning Year		
PARENT & COMMUNITY ENGAGEMENT	Grass Roots Campaign: Door to Door	Principal, Staff, Academica	Dec-July of Planning Year		
SCHOOL SYSTEMS & CULTURE	Staff Trainings and Introductions	Principal	July and August of Opening Year		
OTHER					

Attachment 11- MOU for Dual Enrollment

Alaka'i Heritage Academy (AHA) is not currently seeking approval or plans to operate a program of Dual Enrollment; therefore, this attachment is not applicable.

Attachment 12 - Operational Execution Plan

Transportation

The governing board does not anticipate providing transportation services for all its students in the first few years of operation due to the high cost. However, we have been researching options to provide transportation to students that otherwise would not be able to get to the school. AHA has secured an opportunity to purchase a 2012 Ford Glaval passenger van. Asking price, \$10,000 or best offer, current odometer reading is 186K miles. This bus comes equipped with a 12 seat capacity and includes wheelchair seating for 2. (See attached photos)

<u>Transportation funding</u>: Aside from local sponsorships and large business support, there are several federal grant programs available that can help support and fund our Transportation service.¹

- 21st Century Community Learning Centers: LEAs, community-based organizations, and other public or private entities are eligible to apply for funds that can be used to cover the cost of transportation to and from the enrichment activities.
- Special Education: Grants to States: Charter schools must partner with their SEA to access these funds, which help states provide free, appropriate public education for all children with disabilities. Funds can be used to provide transportation to special education students.
- Title 1 Grants to Local Education Agencies: LEAs and SEAs are eligible to apply for these funds, which help LEAs and schools improve the teaching and learning of children who are failing, or who are at risk of failing, state academic standards. Grants are targeted to LEAs and schools with high concentration of children from low income families. Charter schools can use these funds to cover "choice-related" transportation cost.
- Title 1 Supplemental Education Services: LEAs and SEAs are eligible to apply for these funds, which support supplemental education services (SES) for eligible children in failing schools. Charter schools can use these funds to cover transportation costs for students participating in SES programs at the school.

Food Service

AHA anticipates that it will participate in the National School Lunch Program. In doing so, the school will follow all guidelines set forth by the Nevada Department of Agriculture. AHA will seek to be its own school food authority and anticipates identifying and contracting with a third party food service provider. The Board will ensure that the vendor is registered with the Nevada Department of Agriculture as an approved vendor that is in good standing with the Food and Nutrition Program.

Facilities Maintenance

AHA has a multi-leveled plan for maintaining the facility:

• On-Site, AHA will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.

¹ To learn more about these and other federal programs that can fund transportation services for charter schools students, please visit the NRC's federal funding Catalog available online at http://www.charterresource.org/index.cfm?page=5

- AHA will contract with a janitorial company to provide a cleaning service 5 nights a week which will include annual floor work.
- AHA's EMO, Academica Nevada, will assist in the identification of facility maintenance service providers such as; janitorial, HVAC, locks/doors, plumbing, pest control, landscaping, etc.

School Health

AHA will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA and/or nursing staff as follows:
Kindergarten: Vision (near, far, stereo butterfly, color) and hearing
4th Grade: Vision (far) and hearing
7th Grade: Vision (far), hearing, and scoliosis

Pursuant to NRS 392.420(5)(9), the school will notify parents or guardian of any child who is found to have problems with vision, hearing, or scoliosis along with suggested resources within the community to provide medical attention. In addition, FASA and/or nursing staff will also report these findings to the Chief Medical Officer, in the format prescribed by the Chief Medical Officer.

Purchasing Processes

The purchasing agent will be appointed by the governing body (traditionally the School Principal). He/She will be responsible for developing and administering the charter school's purchasing program. No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase, with the exception of a petty cash purchase, will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers. 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. (See NRS Chapter 332, 388A.420)

Safety and security

The school will employ a Campus Monitor as onsite security who works in conjunction with the Principal to implement the Emergency Management Plan. The school's administration and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan. Academica Nevada has hired a Director of School Safety, Tony York, who will work with the governing board and school principal in developing a safety and security plan specific to the school site once a facility is finalized. The plan will classify threats of all kinds into categories that require responses like sheltering students, evacuating students, or other school-wide responses. The threats may result from fire, biological contaminants, explosives, weather, unknown or hazardous materials, utilities malfunction, intruders in the building, police or criminal activity occurring nearby the school, violence from a student or parent, and weapons on campus.

Other unusual events will require more individualized planning. Those events would include field trip incidents, medical emergencies, missing students, reports of known or suspected child abuse, reports of self-harm, incidents involving drugs or suspected drugs, etc.

A training will be provided to all staff members (licensed and non-licensed) on emergency protocols with monthly drills conducted to ensure compliance. AHA will also create a system whereby all non-school personnel must check in with the front office when arriving on campus.

Attachment 13- Proof of Facility Commitment

Alaka'i Heritage Academy (AHA) has not entered into a facility agreement for the occupancy of their proposed site. AHA will submit such documentation for review and approval prior to the acquisition of any facility in compliance with NAC 386.3265.

As previously discussed in sections "Meeting the Need" and "Academic Plan" AHA has selected the region of southeast Las Vegas as a proposed location for the school in order to provide students and families an additional option for a quality education.

Attachment 14- List of Insurance Coverage

Alaka'i Heritage Academy's expanded insurance coverage will include coverage for general liability, abuse, employee benefits, professional educators' legal liability, auto, property, equipment breakdown, crime, excess liability, Directors & Officers/Employment Practices, student accident, and Worker's Compensation. All required insurance coverages will be in place at or above Nevada-mandated baseline requirements, adjusting as student population increases each year. Please see the table below for the policy limits for each category of this coverage:

Coverages:	<u>2019-2020</u>	<u>Notes</u>
General Liability Aggregate	\$17,000,000	Includes Umbrella/Excess Limits of \$15M
General Liability Per Occurrence	\$16,000,000	
Products/Completed Operations Aggregate	\$17,000,000	
Personal and Advertising Injury	\$16,000,000	
Abuse or Molestation Per Occurrence	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Abuse or Molestation Aggregate	\$17,000,000	
Student Accident - per accident	\$25,000	
Employee Benefits Liability Per Occurrence	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Employee Benefits Liability Aggregate	\$17,000,000	
Commercial Auto Liability	\$16,000,000	Includes Umbrella/Excess Limits of \$15M
Building Limit	100% Replacement	
Employee Dishonesty/Crime	\$10,000,000	
Educators Legal Liability Per Occurrence	\$10,000,000	Shared Limits with D&O/EPLI
Educators Legal Liability Aggregate	\$10,000,000	
Directors & Officers Liability Per Occurrence	\$10,000,000	Shared Limits with Educators/EPLI
Directors & Officers Liability Aggregate	\$10,000,000	
Employment Practices Liability Per Occurrence	\$10,000,000	Shared Limits with D&O/Educators
Employment Practices Liability Aggregate	\$10,000,000	
Workers Compensation	\$1,000,000	
Excess/Umbrella Liability	\$3,000,000	

Alaka'i Heritage Academy (AHA) Budget Narrative

The following narrative provides an overview of AHA's projected revenue and expenses. *The budget is based off of 95% of planned enrollment.*

Revenue

Per-Pupil Revenue:

The budget created for AHA includes the per-pupil revenue assumption of \$7,167 for the first fiscal year of operation (2020-2021), with an estimated 1.30% increase each subsequent year thereafter. Assumption of \$7,167 was based on the per-pupil revenue anticipated to be funded during the 19-20 school year.

15	Sec. 3. The basic su	pport guarantee for school districts, charter
16		schools for profoundly gifted pupils for
17	operating purposes for	Fiscal Year 2019-2020 is an estimated
18	weighted average of \$6,2	218 per pupil. For each respective school
19	district, the basic support	guarantee per pupil for Fiscal Year 2019-
20	2020 is:	
21		
22	Carson City	\$7,184
23	Churchill	\$7,006
24	Clark	\$6,067
25	Douglas	\$6,086
26	Elko	\$7,891
27	Esmeralda	\$20,750
28	Eureka	\$11,032
29	Humboldt	\$7,431
30	Lander	\$3,517
31	Lincoln	\$12,131
32	Lyon	\$7,724
33	Mineral	\$10,152
34	Nye	\$7,967
35	Pershing	\$9,691
36	Storey	\$6,136
37	Washoe	\$6,034
38	White Pine	\$8,512





Special Education Funding (Part B):

Anticipated \$950 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year. Student SPED counts are budgeted at 10% of the anticipated student enrollment.

SPED Discretionary Unit:

Anticipated \$3,225 per SPED student – Revenue is budgeted based upon prior year SPED counts. Student SPED counts are budgeted at 10% of the anticipated student enrollment. AHA will not be eligible to receive this funding during their first year of operations.

Expenses

Expense Categories:

1.	Personnel	pg. 2
2.	Benefits	pg. 4
3.	Payroll Services	pg. 4
4.	Contractual	pg. 4
5.	Contracted Services	pg. 4
6.	Equipment	pg. 5
7.	Supplies	pg. 5
8.	Facility	pg. 6
9.	Travel	pg. 6
10.	. Accounting, Audit, Legal Fees	pg. 6
11.	. Technology	pg. 7
12.	. Other	pg. 7

Personnel: Approx. 39.28% of the budget (Year 1 – Year 6)

AHA will begin in Year 1 with a total staff of 20, including 15 total teachers and 5 total administrative and support staff; with a starting enrollment of 330 students. By Year 6, AHA will expand to a total staff of 70 and a total student enrollment of 988; adding throughout Years 2-6, 13 teachers and 9 administrative and support staff. Below are the anticipated staffing positions including the starting salary of each position:

Principal - \$100,000/year – Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

Assistant Principal - \$70,000/year – Develop/implement the total school program by assisting the principal in the overall running of the school.

Counselor - \$55,000/year – Act as advocates for students' well-being, and as valuable resources for their educational advancement.

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

Classroom Teachers (Core) - \$42,000/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

Classroom Teachers (Special) - \$42,000/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

Special Ed. Teachers - \$43,000/year – Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.

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

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

School Nurse - \$40,000/year – Supports all students by providing health care services through assessments and interventions addressing the physical, mental, emotional and social health needs.

Teacher Assistants - \$12.50/hour - Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.

Receptionist - \$12.75/hour – Greet visitors, parents and students; while facilitating communication within the school and assuring records and schedules are kept up to date.

Campus Monitor - \$13.25/hour – Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.

Below are the anticipated staffing needs each year; including the anticipated student enrollment and the anticipated total staffing cost each year:

		20-21	21-22	22-23	23-24	24-25	25-26
	Anticipated Enrollment:	330	515	700	840	900	960
		Personnel	Chart				
				Total Staff Ea	ach Year		
Position	Starting Salary	20-21	21-22	22-23	23-24	24-25	25-26
Principal	\$100,000/year	1	1	1	1	1	1
Assistant Principal	\$70,000/year	0	1	1	1	2	2
Counselor	\$55,000/year	0	0	0	1	1	1
Curriculum Coach	\$57,000/year	0	0	1	1	1	1
Classroom Teachers (Core)	\$42,000/year	13	20	27	32	34	36
Classroom Teachers (Special)	\$42,000/year	0	3	4	5	6	7
SPED Teachers	\$43,000/year	2	2	3	4	5	5
Office Manager	\$45,000/year	1	1	1	1	1	1
Registrar	\$40,000/year	0	0	1	1	1	1
School Nurse	\$40,000/year	0	0	0	1	1	1
Teachers Aid and Assistants	\$12/hour	1	4	6	8	9	10
School Operations Support Staff	\$12/hour	2	2	4	4	4	4
	Total Staffing Cost:	\$ 817,300	\$ 1,409,020	\$ 2,011,350	\$ 2,497,568	\$2,796,273	\$ 3,009,927
All salaries increased by 2% each year							

Benefits: Approx. 18.87% of the budget (Year 1 – Year 6)

Employee benefits will cover all employees except for substitute teachers and other contracted services; as they are not employed by the school. Employee benefits include, but are not limited to, the following:

- PERS (Retirement)
- ➢ Medicare
- Workers Comp
- Medical/Dental/Vision/Life/Disability

These expenses are figured at approximately 46.75% of salaries in the 20-21 school year, increasing by 0.50% each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

	20-21	21-22	22-23	23-24	24-25	25-26
Total Salaries & Wages:	\$ 817,300	\$ 1,409,020	\$ 2,011,350	\$ 2,497,568	\$ 2,796,273	\$ 3,009,927
Benefits % of Salaries:	46.75%	47.25%	47.75%	48.25%	48.75%	49.25%
Total Cost of Benefits:	\$ 382,088	\$ 665,762	\$ 960,420	\$ 1,205,077	\$ 1,363,183	\$ 1,482,389

Payroll Services:

Approx. 0.22% of the budget (Year 1 – Year 6)

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs \$20 per employee per month to process payroll, bringing us to an annual total cost of \$240 per employee.

Contractual:

Approx. 6.15% of the budget (Year 1 – Year 6)

Academica Nevada Management Fee – \$450 per student – Academica Nevada is an Educational Management Service Provider whose services to AHA shall include, but may not be limited to, the following:

- > Identification, design, and procurement of facilities and equipment
- > Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting
- Legal and corporate upkeep
- Public relations and marketing
- > The maintenance of the books and records of the charter school
- > Bookkeeping, budgeting and financial forecasting

Contracted Services:

Approx. 3.64% of the budget (Year 1 – Year 6)

Special Education Contracted Services – Anticipated expense of \$175 per student the first year, increasing incrementally as student enrollment increases. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based off the charter schools Academica Nevada works closely with.

Substitute Teachers - \$165/day – *Manage the learning environment while providing instruction in the absence of a classroom teacher*. (10 days per teacher) AHA will contract with a staffing agency for substitute teachers. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide, who has and is currently serving charter schools similar in size of the proposed charter. The substitute teacher services provided, which include educational staffing and placement needs; are conservatively priced at \$165 per day, for 10 days per teacher.

Equipment:

Approx. 3.89% of the budget (Year 1 – Year 6)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank will allow AHA to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The lease will include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. The proposed campus will likely enter into this lease agreement in their first year of operation. AHA budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years.

Below is a yearly breakdown of the anticipated FFE Lease cost over the first 6 years, including the total anticipated borrowed amounts and lease payments each year:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Planned Enrollment:	330	515	700	840	900	960		
Anticipated								
Borrowed Amount:	\$ 330,000.00	\$ 185,000.00	\$ 185,000.00	\$ 140,000.00	\$ 60,000.00	\$ 60,000.00		
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	School Year
2021	\$ 60,797.36	\$-	\$-	\$-	\$-	\$ -	\$ 60,797.36	2020-2021
2022	\$ 91,196.04	\$ 34,083.36	\$-	\$-	\$ -	\$-	\$125,279.40	2021-2022
2023	\$ 91,196.04	\$ 51,125.04	\$ 34,083.36	\$-	\$ -	\$-	\$176,404.44	2022-2023
2024	\$ 91,196.04	\$ 51,125.04	\$ 51,125.04	\$ 25,792.80	\$ -	\$-	\$219,238.92	2023-2024
2025	\$ 30,398.68	\$ 51,125.04	\$ 51,125.04	\$ 38,689.20	\$ 11,054.08	\$-	\$182,392.04	2024-2025
2026	\$-	\$ 17,041.68	\$ 51,125.04	\$ 38,689.20	\$ 16,581.12	\$ 11,054.08	\$134,491.12	2025-2026
2027	\$ -	\$-	\$ 17,041.68	\$ 38,689.20	\$ 16,581.12	\$ 16,581.12	\$ 88,893.12	
2028	\$-	\$ -	\$ -	\$ 12,896.40	\$ 16,581.12	\$ 16,581.12	\$ 46,058.64	
2029	\$ -	\$-	\$-	\$-	\$ 5,527.04	\$ 16,581.12	\$ 22,108.16	
2030	\$ -	\$-	\$ -	\$-	\$ -	\$ 5,527.04	\$ 5,527.04	

Copier/Printing – Anticipated copier lease at a rate of roughly \$30,000 annually. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases.

Supplies:

Approx. 1.90% of the budget (Year 1 – Year 6)

Consumables – \$95 per student except for the first year of operation where most of the materials are incorporated into the FFE Lease. This includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – \$13 per student – utilized by administrative staff

Classroom Supplies – \$27 per student – utilized by teaching staff

Copier Supplies – \$4 per student

Nursing Supplies – \$3 per student

SPED Supplies – \$120 per SPED student– utilized by SPED teaching staff

Facility:

Approx. 22.42% of the budget (Year 1 – Year 6)

Scheduled Lease Payment (rent) – The Alaka'I Heritage Academy of Nevada Board will secure a facility lease in time for the commencement of school operations. Assumes AHA will utilize a facility of approx. 55,000 sq. ft. The facility will allow for necessary classrooms, computer labs, science labs, multi-purpose room, and office space needed. Academica manages over one-hundred schools nationwide, with a majority that have facilities with the model of adequate square feet per students that the anticipated facility will offer. Year 1 rent total of \$396,000, increasing each year. Discussions regarding a facility lease agreement has yet to be finalized; however, this projection provides a more than adequate depiction of the anticipated rental cost.

Facility/School Insurance - \$30,000 annually - based upon the figures provided by other charter schools working with Academica Nevada. Increasing by 5% each subsequent year thereafter

Public Utilities (electricity, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as well. AHA is budgeting roughly \$75,000 in Year 1 for public utilities increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$0.11 per sq. ft. per month (rate at which the charter schools working with Academica Nevada pay as of right now), including a cushion for any major/miscellaneous janitorial expenses. Amount budgeted is based on what similar charter schools working with Academica are paying for janitorial expenses.

Custodial Supplies - \$15 per student

Facility Maintenance – basic facility maintenance of \$15,000 in Year 1, increasing as student enrollment increases and to account for general facility wear and tear.

Lawn Care - basic lawn care assumption of \$1,000 per month, \$12,000 annually in Year 1. Increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – Assumption of \$10,000 in Year 1, increasing as student enrollment increases and to account for general AC wear and tear.

Fire & Security Alarms - Assumption of \$7,000 in Year 1, based upon the actual expenses of other charter schools working with Academica Nevada. Increasing by 3% each subsequent year thereafter.

Travel: Approx. 0.04% of the budget (Year 1 – Year 6)

Travel costs associated with recruitment and staff development are estimated to be \$2,000 annually.

Accounting, Audit, and Legal Fees: Approx. 0.43% of the budget (Year 1 – Year 6) Audit/Accounting - An accounting firm that is familiar with federal and state accounting practices and is familiar with Nevada charter school audits, will provide AHA's annual audit. AHA will not incur an audit fee in the first year of operation, as the first audit will take place in September following the first fiscal year. AHA based pricing on the rates given by Binder Dijker Ote (BDO), an accounting firm, who has and is currently serving charter schools similar in size of the proposed charter. The auditing services provided, which include the auditing of school finances for annual reporting, IRS reporting, and legal compliance; are priced at \$20,000 per year.

Legal Fees - AHA aims to contract with one or more legal firms to provide legal expertise for any school specific issues that may arise during the schools' operation. Pricing is based on the rates given by Wolfe & Wyman LLP a law firm, who has and is currently serving charter schools similar in size of the proposed charter. AHA will research firms to ensure quality legal services, which include business/tax/regulatory issues; priced at \$5,500 in Year 1 and increasing incrementally each year thereafter

Technology:

Approx. 1.38% of the budget (Year 1 – Year 6)

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of \$3.50 per month per student is necessary to insure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to \$42.00 per year per student).

Intellatek IT Set-up Fees – Intellatek's initial start-up fee in Year 1 is \$15,000; to setup all of the new computer and laptop equipment for the school. After Year 1, that fee will be reduced by half, still accounting for each year's increase in student enrollment.

Infinite Campus - \$4,000 annual expense in Year 1, decreasing to \$2,000 each year thereafter. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$3,000 annual expense each year.

Phone & Communications – annual anticipated contract expense of \$20,000 per year for phone/internet connection, incrementally increasing as student enrollment increases.

Other:

Approx. 1.77% of the budget (Year 1 – Year 6)

State Administrative Fee - 1.5% of DSA revenue – the state charges 1.5% of DSA revenue for the state sponsor fee.

Dues and Fees - Assumption of \$5,000 annually.

Lunch Program - Assumes AHA will qualify for reimbursed student meals from the National School Lunch Program and School Breakfast Program. Assumes that meals will be paid for by students not eligible for these programs. The amount of \$1,000 per year has been budgeted in Years 1 - 6 for any potential overages or one-time costs associated with providing food services.

Postage - Assumption of \$750 in Year 1, increasing as student enrollment increases.

Background and Fingerprinting - \$75 per employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$1,000 per year, increasing to \$2,000 each year in Year 4, for miscellaneous expenses that may arise throughout the year.

CHARTER SCHOOL BUDGET

Name of School

				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	E	Base Year	2019	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
EVENUE ASSUMPTIONS				2020	2021	2022	2023	2024	2025	2026
umber of grade levels				0	7	8	9	9	9	9
umber of classrooms					13	20	27	32	34	36
					100	100	100	100	100	100
t					50	100	100	100	100	100
nd					50	100	100	100	100	100
d					50	50	100	100	100	100
h					25	50	100	100	100	100
h					25	25	50	100	100	100
h					30	60	60	120	120	120
h						30	60	60	120	120
h							30	60	60	120
h										
Ith										
th										
lth										
otal Student Enrollment				0	330	515	700	840	900	960
tle I (% of student body)				0%	0%	0%	0%	0%	0%	0%
ecial Education (% of student body)				0%	10%	10%	10%	10%	10%	10%
ounty where school is located	Clark									
tal Distributive School Account (DSA) Funding		per student		\$0	\$2,365,110	\$3,764,825	\$5,219,583	\$6,388,769	\$6,982,012	\$7,596,429
Inflation adjustor	1.02									
SA Sponsorship Fee	1.5%			\$0	-\$35,477	-\$56,472	-\$78,294	-\$95,832	-\$104,730	-\$113,946
ecial Education Weighted Funding	\$3,225 Per student			\$0	\$0	\$166,088	\$225,750	\$270,900	\$290,250	\$309,600
tle I	\$0 Per student	t		\$0	\$0	\$0	\$0	\$0	\$0	\$0
EA	\$950 Per SPED st	tudent		\$0	\$31,350	\$48,925	\$66,500	\$79,800	\$85,500	\$91,200
eakfast Program - Federal Reimbursement	no "yes" or "n	o"								
hool Breakfast Program	\$0 Per studen	t per day		\$0	\$0	\$0	\$0	\$0	\$0	\$0
ational School Lunch Program	\$0 Per studen	t per day		\$0	\$0	\$0	\$0	\$0	\$0	\$0
hool level fundraising	\$0 Per student	t		\$0	\$0	\$0	\$0	\$0	\$0	\$0
narter start-up funds (Federal R&E already awarded to operatorn	ot SEA grant)									
ther start-up grant funds										
udent fees										
vestment Income										
ivate fundraising (foundations, corporate)										
ivate fundraising (individuals)										
DTAL REVENUE				\$0	\$2,360,983	\$3,923,365	\$5,433,539	\$6,643,638	\$7,253,032	\$7,883,283
				-						

STAFFING COSTS		
Payroll Tax and Benefits		
Medical		
Single Coverage	\$4,118	Per year
Family Coverage	\$11,381	Per year
School's percentage of coverage	100%	
Assumed percentage of employees choosing single coverage	60%	
Weighted avg. cost for medical	\$7,023	Per employee per year
FICA	11.00%	Percentage of Salary
State Retirement - Certified	14.63%	Percentage of Salary
State Retirement - Non-certified	14.63%	Percentage of Salary
Life Insurance	4.00%	Percentage of Salary
GASB 45		Per employee per year
Unemployment Insurance		Per employee per year

Payroll Services Bonus Pool Instructional days per year Saturday schools per year Contractors required for Saturday School Price per contractor

\$240	Per employee per year
	Percentage of Salary
185	
0	
0	
\$0	

FTE Count	Start Year	Base Salary
Administrators	(Input year or "NA'	')
Principal	2021	\$100,000.00
Assistant Principal	2022	\$70,000.00
Assistant Principal	2025	\$70,000.00
Curriculum Coach	2023	\$57,000.00
Counselor	2024	\$55,000.00
Total Administrators		

Total Administrators

Office Staff

Office Manager	2021	\$45,000.00
Registrar	2023	\$40,000.00
Receptionist	2021	\$18,360.00
Clinic Aide / FASA	2023	\$19,080.00
School Nurse	2024	\$40,000.00
Teacher Assistant	2021	\$18,000.00
Teacher Assistants (3)	2022	\$18,360.00
Teacher Assistants (2)	2023	\$18,720.00
Teacher Assistants (2)	2024	\$19,080.00
Teacher Assistant	2025	\$19,440.00
Teacher Assistant	2026	\$19,800.00
Campus Monitor/Custodian	2021	\$25,440.00
Campus Monitor/Custodian	2023	\$26,400.00
	NA	
	NA	

Total Office Staff

Special Education and ELL Teachers

Special Education Teacher (1.5)	2021
Special Education Teacher (.5)	2022
Special Education Teacher	2023
Special Education Teacher	2024
Special Education Teacher (.5)	2025
	NA

2021	\$43,000.00
2022	\$43,860.00
2023	\$44,737.20
2024	\$45,631.94
2025	\$46,544.58
NA	

PLANNING YR 5 YR 6 YR 1 YR 2 YR 3 YR 4 2024-25 2025-26 2019-20 2020-21 2021-22 2022-23 2023-24 2022 2020 2021 2023 2024 2025 2026 0.00 1.00 1.00 1.00 1.00 1.00 1.00 0.00 0.00 1.00 1.00 1.00 1.00 1.00 0.00 0.00 0.00 0.00 0.00 1.00 1.00 0.00 0.00 0.00 1.00 1.00 1.00 1.00 0.00 0.00 0.00 0.00 1.00 1.00 1.00 0.00 1.00 2.00 3.00 4.00 5.00 5.00 0.00 1.00 1.00 1.00 1.00 1.00 1.00 0.00 0.00 0.00 1.00 1.00 1.00 1.00 0.00 1.00 1.00 1.00 1.00 1.00 1.00 0.00 0.00 0.00 1.00 1.00 1.00 1.00 0.00 0.00 0.00 0.00 1.00 1.00 1.00 0.00 1.00 1.00 1.00 1.00 1.00 1.00 0.00 3.00 3.00 3.00 3.00 0.00 3.00 0.00 0.00 0.00 2.00 2.00 2.00 2.00 0.00 0.00 0.00 0.00 2.00 2.00 2.00 0.00 0.00 0.00 0.00 0.00 1.00 1.00 0.00 0.00 0.00 0.00 0.00 0.00 1.00 0.00 1.00 1.00 1.00 1.00 1.00 1.00 0.00 0.00 0.00 1.00 1.00 1.00 1.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 15.00 4.00 7.00 12.00 16.00 17.00 0.00 1.50 1.50 1.50 1.50 1.50 1.50 0.00 0.00 0.50 0.50 0.50 0.50 0.50 0.00 0.00 0.00 1.00 1.00 1.00 1.00 0.00 0.00 0.00 0.00 1.00 1.00 1.00 0.00 0.00 0.00 0.00 0.00 0.50 0.50 0.00 1.50 2.00 3.00 4.00 4.50 4.50

Total Special Education and ELL Teachers

	Grade	Start Year									
Teachers	Level	(Input year or "NA")	Base Salary	Subject	FTE Count						
Grade Level Teacher	К	2021	\$42,000.00	General (4)	0.00	4.00	4.00	4.00	4.00	4.00	4.00
Grade Level Teacher	1	2021	\$42,000.00	General (2)	0.00	2.00	2.00	2.00	2.00	2.00	2.00
Grade Level Teacher	1	2022	\$42,840.00	General (2)	0.00	0.00	2.00	2.00	2.00	2.00	2.00
Grade Level Teacher	2	2021	\$42,000.00	General (2)	0.00	2.00	2.00	2.00	2.00	2.00	2.00
Grade Level Teacher	2	2022	\$42,840.00	General (2)	0.00	0.00	2.00	2.00	2.00	2.00	2.00

Grade Level Assistant Grade Level Assistant Grade Level Assistant Grade Level Assistant Grade Level Assistant

Grade Level Teacher Grade Level Teacher Grade Level Teacher Grade Level Teacher Grade Level Teacher

Grade Level Assistant Grade Level Assistant Grade Level Assistant Grade Level Assistant Grade Level Assistant

Grade Level Teacher Grade Level Teacher Grade Level Teacher Grade Level Teacher Grade Level Teacher

Grade Level Assistant Grade Level Assistant Grade Level Assistant Grade Level Assistant Grade Level Assistant

Grade Level Teacher Grade Level Teacher Grade Level Teacher Grade Level Teacher Grade Level Teacher

Grade Level Assistant Grade Level Assistant Grade Level Assistant Grade Level Assistant Grade Level Assistant

Grade Level Teacher Grade Level Teacher

Grade Level Teacher Grade Level Teacher Grade Level Teacher Grade Level Teacher Grade Level Teacher Grade Level Teacher

Grade Level Teacher Grade Level Teacher Grade Level Teacher Grade Level Teacher Grade Level Teacher Grade Level Teacher

3	2021	\$42,000.00	General (2)	
3	2023	\$43,696.80	General (2)	
4	2021	\$42,000.00	General	
4	2022	\$42,840.00	General	
4	2023	\$43,696.80	General (2)	
5	2021	\$42,000.00	General	
5				
5	2023 2024	\$43,696.80 \$44,570.74	General General (2)	
6	2024	\$44,570.74	General (2)	
6	2021	\$42,840.00	General	
-				
6	2024	\$44,570.74	General (2)	
7	2022	\$42,840.00	General	
7	2023	\$43,696.80	General	
7	2025	\$45,462.15	General (2)	
8	2023	\$43,696.80	General	
8	2024	\$44,570.74	General	
8	2026	\$46,371.39	General (2)	
-	2022	\$42,840.00	Special (3)	
-	2023	\$43,696.80	Special	
-	2024	\$44,570.74	Special	
	2025	\$45 462 4F	Cong start	
-	2025 2026	\$45,462.15 \$46,371.39	Special Special	
-	 NA	\$40,371.39	Special	
-	NA			
	NA			
	NA			
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)	0.00	0.00	0.00	0.00	0.00	0.00
)	0.00	0.00	0.00	0.00	0.00	0.00

TOTAL SALARIES		\$0	\$817,300	\$1,420,564	\$2,046,406	\$2,560,863	\$2,881,712	\$3,114,80
SALARIES								
FTE - Total		0.00	19.50	34.00	49.00	60.00	65.50	69.50
Total Grade Level Teachers		0.00	13.00	23.00	31.00	37.00	40.00	43.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher Grade Level Teacher	NA NA	0.00	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00
Seeds Laws Tasakan		0.00	0.00	0.00	0.00	0.00	0.00	0.00
irade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
brade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher Grade Level Teacher	NA NA	0.00	0.00 0.00	0.00 0.00	0.00 0.00	0.00 0.00	0.00	0.00
Grade Level Teacher	NA	0.00	0.00	0.00	0.00	0.00	0.00 0.00	0.00 0.00
Grade Level Teacher	 NA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grade Level Teacher	NA	 0.00	0.00	0.00	0.00	0.00	0.00	0.00

TOTAL SALARIES	ŞU	\$817,300	\$1,420,564	\$Z,046,406	\$2,560,863	\$2,881,712	\$3,114,801
BENEFITS							
TOTAL BENEFITS	\$0	\$381,817	\$669,278	\$971,449	\$1,214,784	\$1,361,606	\$1,472,454
% of Salaries		46.7%	47.1%	47.5%	47.4%	47.2%	47.3%
PART-TIME EMPLOYEES							
Input part-time employees:							
Annualized salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate							
Annualized salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate							
Annualized salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate							
Annualized salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate							
Annualized salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Number of part-time employees at this pay rate							
PART TIME WAGES	\$0	\$0	\$0	\$0	\$0	\$0	\$0

PERFORMANCE BONUSES				\$0	\$0	\$0	\$0	\$0	\$0	\$0
PAYROLL SERVICES				\$0	\$4,680	\$8,160	\$11,760	\$14,400	\$15,720	\$16,680
				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
GENERAL OPERATING EXPENSES				2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Instruction		Assumptions		2020	2021	2022	2023	2024	2025	2026
Consumables		\$95	Per student		\$3,300	\$48,925	\$66,500	\$79,800	\$85,500	\$91,200
Office Supplies		\$13	Per student		\$4,290	\$6,695	\$9,100	\$10,920	\$11,700	\$12,480
Classroom Supplies		\$27	Per student		\$8,910	\$13,905	\$18,900	\$22,680	\$24,300	\$25,920
Coper Supplies		\$4	Per student		\$1,320	\$2,060	\$2,800	\$3,360	\$3,600	\$3,840
Nursing Supplies		\$3	Per student		\$990	\$1,545	\$2,100	\$2,520	\$2,700	\$2,880
SPED Supplies		\$120	Per SPED student		\$3,960	\$6,180	\$8,400	\$10,080	\$10,800	\$11,520
Dues and Fees		\$5,000	Per year		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Lunch Program		\$1,000	Per year		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Fravel and Meetings		\$2,000	Per year		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Special Education Contracted Services		\$175	Per student		\$57,750	\$92,700	\$129,500	\$159,600	\$175,500	\$192,000
Management Fee		\$450	Per student		\$148,500	\$231,750	\$315,000	\$378,000	\$405,000	\$432,000
T Services - Monthly		\$42	Per student		\$13,860	\$21,630	\$29,400	\$35,280	\$37,800	\$40,320
T Set-up Fees		\$15,000	Initially, decreasing each year		\$15,000	\$8,500	\$6,000	\$6,000	\$6,000	\$6,000
Website		\$3,000	Per year		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Infinite Campus		\$2,000	Per year aside from Year 1 start up		\$4,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Phone and Communications		\$20,000	Per year increasing incrementally each year		\$20,000	\$20,600	\$21,218	\$21,855	\$22,510	\$23,185
Postage and shipping		\$750	Per year + enrollment increase		\$750	\$850	\$950	\$1,050	\$1,150	\$1,250
Background and Fingerprinting		\$75	Per employee		\$1,463	\$2,550	\$3,675	\$4,500	\$4,913	\$5,213
Marketing		\$0	Per year		\$0	\$0	\$0	\$0	\$0	\$0
Dther/Misc. Purchases		\$1,000	Per year till doubling in Year 4		\$1,000	\$1,000	\$1,000	\$2,000	\$2,000	\$2,000
School/Facility Insurance		\$30,000	Per year increasing incrementally each year		\$30,000	\$31,500	\$33,075	\$34,729	\$36,465	\$38,288
Fire and Security Alarms		\$7,000	Per Year increasing incrementally each year		\$7,000	\$7,210	\$7,426	\$7,649	\$7,879	\$8,115
Repairs & Maintenance		\$15,000	Per Year increasing incrementally each year		\$15,000	\$17,500	\$20,000	\$22,500	\$25,000	\$27,500
awn Care		\$12,000	Per Year increasing incrementally each year		\$12,000	\$12,360	\$12,731	\$13,113	\$13,506	\$13,911
AC Maintenance & Repair		\$10,000	Per Year increasing incrementally each year		\$10,000	\$11,000	\$12,000	\$13,000	\$14,000	\$15,000
Custodial Supplies		\$15	Per student		\$4,950	\$7,725	\$10,500	\$12,600	\$13,500	\$13,000
Loan Payments		\$0	Per student		\$0	\$0	\$10,500 \$0	\$12,000 \$0	\$13,500 \$0	\$14,400 \$0
Fuition Reimbursements		\$0	Per student		\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0
Substitute Teachers		\$165	Per day		\$23,925	\$41,250	\$56,100	\$67,650	\$73,425	\$78,375
Gifts & awards - faculty and staff		\$105	Per FTE		\$23,923 \$0	\$41,230 \$0	\$30,100 \$0	\$07,030 \$0	\$73,423 \$0	\$78,373 \$0
Dues and memberships			Per FTE		\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0
Fravel and Meetings			Per FTE		\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0
Background checks			Per new FTE		\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0
-					\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0
Accounting services			Per year							
Field trips			Per grade level		\$0 \$0	\$0 \$0	\$0	\$0 \$0	\$0	\$0
Field trips - out of state			Per grade level				\$0 ¢0		\$0	\$0
Parent & staff meetings			Per year		\$0 \$0	\$0 \$0	\$0 \$0	\$0	\$0 \$0	\$0 \$0
Saturday School (contractors for instruction)			Input "yes" or "no"	\$0	\$0 \$398,968	\$600,435	-	\$0 \$921,885	\$0 \$990,248	
otal Instructional Supplies Per student					\$1,209	\$1,166	\$779,375 \$1,113	\$ 921,885 \$1,097	\$990,248	\$1,058,39 <i>\$1,102</i>
Contracted Services										
Annual audit		\$20,000	Per year		\$0	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Legal funds		\$5,500	Per year		\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500
Total Contract Services		+-,		\$0	\$5,500	\$25,500	\$25,500	\$25,500	\$25,500	\$25,500
	School Pays?				+=,200	<i>+,</i>	<i>+,</i>	<i>+,</i>	<i>+,</i>	+_0,000
ood Program	(Input "yes" or "no")									
Breakfast	yes		Per student		\$0	\$0	\$0	\$0	\$0	\$0
unch program	yes		Per student (not covered by Title I)		\$0	\$0	\$0	\$0	\$0	\$0
nacks	yes		Per student		\$0	\$0	\$0	\$0	\$0	\$0
aturday food program	yes		Per student		\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0
Total Food Costs	,			\$0	\$0 \$0	\$0	\$0 \$0	\$0	\$0	\$0

TRANSPORTATION COSTS

ASSUMPTIONS

ASSUMPTIONS								
Percentage of students transported								
Students per bus								
Bus purchase price (used bus)								
Miles driven per bus per day								
Miles driven per bus per year	0							
Miles per gallon								
Gallons purchased per year	0.00							
Price per gallon								
Annual fuel costs per bus	\$0.00							
Maintenance costs per bus	per mile	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Annual maintenance costs per bus	\$0	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Bus Contracting Costs	annual	2020	2021	2022	2023	2024	2025	2026
Number of students participating			0	0	0	0	0	0
Number of buses required			0	0	0	0	0	0
Bus purchasing costs			\$0	\$0	\$0	\$0	\$0	\$0
Fuel costs			\$0	\$0	\$0	\$0	\$0	\$0
Maintenance costs			\$0	\$0	\$0	\$0	\$0	\$0
Bus Contracting Costs			\$0	\$0	\$0	\$0	\$0	\$0
TOTAL TRANSPORTATION COSTS		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Per student			NA	NA	NA	NA	NA	NA

ATHLETIC COSTS

ATHLETIC COSTS		
Head coach		
Assistant Coach		
Equipment		
Uniforms		
Footballs		
Flags/Misc Equipment		
Transportation	Example: \$150 per away game for 8 games is \$1,200 for bus rental	
Referees	Example: \$100 for two referees (\$50 per ref) for eight home games is \$800	
Total Costs	\$0	
Head coach		
Assistant Coach		
Equipment		
Uniforms		
Basketballs		
Misc Equipment		
Transportation	Example: \$150 per away game for 8 games is \$1,200 for bus rental	
Referees	Example: \$100 for two referees (\$50 per ref) for twelve home games is \$1,200	
Gym rental	Example: \$35/hour - could be up to \$6K	
Total Costs	\$0	
Head coach		
Assistant Coach		
Equipment		
Uniforms		
Basketballs		
Misc Equipment		
Transportation	Example: \$150 per away game for 8 away games is \$1,200 for bus rental	
Referees	Example: \$100 for two referees (\$50 per ref) for twelve home games is \$1,200	
Gym rental	Example: \$35 per hour for 120 hours of practice is \$4,200	
Total Costs	\$0	
Head coach		
Assistant Coach		
Equipment		
Uniforms		
	Alaka'i Heritage Academy	379

Soccer balls Shin guards, Misc Equipment Transportation Referees Total Costs	\$0	Example: \$150 per away game for 8 away games is \$1,200 for bus rental Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Head coach Assistant Coach Equipment Uniforms Soccer balls Shin guards, Misc Equipment Soccer goals Transportation Referees Total Costs	\$0	Example: \$1,000 per goal post is \$2,000 for a set of goals Example: \$150 per away game for 8 away games is \$1,200 for bus rental Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Head coach Assistant Coach Equipment Uniforms Other Equipment Transportation Referees Total Costs	\$0	Example: \$150 per away game for 8 away games is \$1,200 for bus rental Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Head coach Assistant Coach Equipment Uniforms Other Equipment Transportation Referees Total Costs	\$0	Example: \$150 per away game for 8 away games is \$1,200 for bus rental Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Head coach Assistant Coach Equipment Uniforms Other Equipment Transportation Referees Total Costs	\$0	Example: \$150 per away game for 8 away games is \$1,200 for bus rental Example: \$100 for two referees (\$50 per ref) for eight home games is \$800
Head coach Assistant Coach Equipment Uniforms Other Equipment Transportation Referees Total Costs	\$0	Example: \$150 per away game for 8 away games is \$1,200 for bus rental Example: \$100 for two referees (\$50 per ref) for eight home games is \$800 PLANNING YR 1 YR 2 YR 3 YR 4 YR 5 YR 6

				2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
	Start Year	Active program?		2020	2021	2022	2023	2024	2025	2026	
	(Input year or "NA")	(Input "yes" or "no")									
0	NA	yes			\$0	\$0	\$0	\$0	\$0	\$0	
0	NA	yes			\$0	\$0	\$0	\$0	\$0	\$0	
			Alaka'i Heritage Academy						38	0	

Attachment 16 - Financial Workbook

TOTAL EXPENSES				\$0	\$1,608,264	\$2,723,937	\$3,834,490	\$4,737,431	\$5,274,786	\$5,687,832
TOTAL ATHLETIC COSTS				\$0	\$0	\$0	\$0	\$0	\$0	\$0
	0	NA	no		\$0	\$0	\$0	\$0	\$0	\$0
	0	NA	no		\$0	\$0	\$0	\$0	\$0	\$0
	0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
	0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
	0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
	0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0
	0	NA	yes		\$0	\$0	\$0	\$0	\$0	\$0

Alaka'l Heritage Academy of Nevada

FACILITY & TECNOLOGY EXPENSES

FACILITIES				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
INPUT "Purchase" or "Lease"	Lease			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
				2020	2021	2022	2023	2024	2025	2026
LEASE OPTION										
Square feet leased		_			55,000	55,000	55,000	55,000	55,000	55,000
Lease rate	\$1,200	Per student	Annual lease cost	\$0	\$396,000	\$618,000	\$840,000	\$1,008,000	\$1,080,000	\$1,152,000
Custodial	\$77,096	Per Year increasing inc	crementally each year	\$0	\$63,863	\$77,096	\$79,408	\$81,791	\$84,244	\$86,772
Utilities	\$75,000	Per Year increasing inc	crementally each year	\$0	\$75,000	\$100,000	\$110,000	\$115,000	\$120,000	\$125,000
Capital Outlay (building renovations)		One-time cost	Capital Outlay							
Total cost to lease				\$0	\$534,863	\$795,096	\$1,029,408	\$1,204,791	\$1,284,244	\$1,363,772
		_								
General liability insurance		Annual cost		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL FACILITIES COSTS				\$0	\$534,863	\$795,096	\$1,029,408	\$1,204,791	\$1,284,244	\$1,363,772

TECHNOLOGY & EQUIPMENT	
ASSUMPTIONS	

		-								
Copier (monthly lease rate)		Per month								
	600	Students per copier								
Desktop/laptop computer cost - Faculty		Per faculty member								
Desktop/laptop computer cost - Students		Per student		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Desktop/laptop computers - Students		Per grade level		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Cart costs - Students		Per cart		2020	2021	2022	2023	2024	2025	2026
Number of copiers needed					1	1	2	2	2	2
Annual copier lease					\$30,000	\$40,000	\$50,000	\$52,500	\$55,125	2 \$57,881
Zion FFE Lease - Instructional / Computer / Furniture / Fixtures		\$1,000	Per student		\$50,000 \$61,000	\$125,000	\$176,000	\$219,000	\$182,000	\$134,000
New Desktop/laptop computer cost - Faculty		\$0	Per desktop/laptop	\$0	\$01,000 \$0	\$125,000 \$0	\$170,000 \$0	\$219,000 \$0	\$182,000	\$134,000 \$0
Desktop/laptop replacement cost - Faculty			Number of years use	ŞU	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
New Desktop/laptop computer cost - Students		ŚO	Per desktop/laptop		\$0	\$0	\$0	\$0	\$0	\$0
Desktop/laptop replacement cost - Students			Number of years use		FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
Mobile laptop cart - students			Per grade level		\$0	\$0	\$0	\$0	\$0	\$0
			Number of years use		FALSE	FALSE	FALSE	FALSE	FALSE	FALSE
Mobile Laptop cart replacement costs FTE cell phone handset			Per handset	ćo	\$0	\$0	\$0	\$0	\$0	
FTE Cell phones (monthly coverage)			Per month	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0
				ŞU		ŞU	ŞU	ŞU	ŞU	ŞU
Internet setup			Setup fee		\$0					
Server			Per server		\$0	* 0	40	60	40	60
Classroom technology			Per classroom		\$0	\$0	\$0	\$0	\$0	\$0
Educational software			Per student		\$0	\$0	\$0	\$0	\$0	\$0
Technology Support Services			Per month		\$0	\$0	\$0	\$0	\$0	\$0
Internet and phone monthly service			Per month		\$0	\$0	\$0	\$0	\$0	\$0
Other Equipment (hardware costs, setup fees, security system)			Setup cost		\$0					
Monthly equipment cost			Per month		\$0	\$0	\$0	\$0	\$0	\$0
Computer Hardware			Per FTE		\$0	\$0	\$0	\$0	\$0	\$0
Computer Software			Per FTE		\$0	\$0	\$0	\$0	\$0	\$0
Faculty furniture			Per FTE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student furniture			Per new student		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL TECHNOLOGY & EQUIPMENT COSTS				\$0	\$91,000	\$165,000	\$226,000	\$271,500	\$237,125	\$191,881

Alaka'l Heritage Academy of Nevada

Alaka i heiltage Academy of Nevada			BUD	GET SUMMA	RY		
	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	2020	2021	2022	2023	2024	2025	2026
Number of Students	0	330	515	700	840	900	960
Number of Employees	0	20	34	49	60	66	70
REVENUE							
DSA Funding	\$0	\$2,365,110	\$3,764,825	\$5,219,583	\$6,388,769	\$6,982,012	\$7,596,429
DSA Sponsorship Fee	0	(35,477)	(56,472)	(78,294)	(95,832)	(104,730)	(113,946)
State Special Education Funding	0	0	166,088	225,750	270,900	290,250	309,600
Title I	0	0	0	0	0	0	0
IDEA	0	31,350	48,925	66,500	79,800	85,500	91,200
Federal Breakfast Program	0	0	0	0	0	0	0
Federal Lunch Program	0	0	0	0	0	0	0
School level fundraising	0	0	0	0	0	0	0
R&E start-up funds	0	0	0	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
Private fundraising (foundations, corporate)	0	0	0	0	0	0	0
Private fundraising (individuals)	0	0	0	0	0	0	0
TOTAL REVENUE	\$0	\$2,360,983	\$3,923,365	\$5,433,539	\$6,643,638	\$7,253,032	\$7,883,283
EXPENSES							
Salaries	\$0	\$817,300	\$1,420,564	\$2,046,406	\$2,560,863	\$2,881,712	\$3,114,801
Benefits	0	381,817	669,278	971,449	1,214,784	1,361,606	1,472,454
Part-Time Wages	0	0	0	0	0	0	0
Performance Bonuses	0	0	0	0	0	0	0
Payroll Services	0	4,680	8,160	11,760	14,400	15,720	16,680
General Operating Expenses	0	404,468	625,935	804,875	947,385	1,015,748	1,083,898
Transportation	0	0	0	0	0	0	0
Athletic Program	0	0	0	0	0	0	0
Facilities	0	534,863	795,096	1,029,408	1,204,791	1,284,244	1,363,772
Technology & Equipment	0	91,000	165,000	226,000	271,500	237,125	191,881
TOTAL EXPENSES	\$0	\$2,234,127	\$3,684,033	\$5,089,898	\$6,213,722	\$6,796,155	\$7,243,485

SURPLUS/(DEFICIT)	\$0	\$126,856	\$239,332	\$343,641	\$429,916	\$456,877	\$639,798
Per student		\$384	\$465	\$491	\$512	\$508	\$666
Ending Fund Balance	\$0	\$126,856	\$366,189	\$709,830	\$1,139,745	\$1,596,622	\$2,236,420

Alaka'l Heritage Academy of Nevada Projected Cash Flow Statement

2020-21

2020-21															
	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	TOTAL PROJECTED BUDGET	REVENUES PER BUDGET SUMMARY	
REVENUES	July	August	September	October	November	December	January	February	March	April	May	June			VARIANCE
DSA Funding	197,093	197,093	197,093	197,093	197,093	197,093	197,093	197,093	197,093	197,093	197,093	197,093	2,365,110	2,365,110	
DSA Sponsorship Fee	(2,956)	(2,956)	(2,956)	(2,956)	(2,956)	(2,956)	(2,956)	(2,956)	(2,956)	(2,956)	(2,956)	(2,956)	(35,477)	(35,477)	
State Special Education Funding															
Title I															
IDEA				3,483	3,483	3,483	3,483	3,483	3,483	3,483	3,483	3,483	31,350	31,350	
Federal Breakfast Program															
Federal Lunch Program															
School level fundraising															
R&E start-up funds															
Other start-up funds															
Student fees															
Investment Income															
Private fundraising (foundations, corporate)															
Private fundraising (individuals)															
	194.136	194.136	194.136	197.619	197.619	197.619	197.619	107.010	197.619	197.619	197.619	197.619	2.360.983	2.360.983	
Total Revenues Total Revenues Y-T-D	194,136	388,272	194,136	780,028	977,647	1,175,267	1,372,886	197,619 1,570,506	197,619	1,965,744	2,163,364	2,360,983	2,360,983	2,360,983	
Percent of Revenues Y-T-D	8.22 %	16.45 %	24.67 %	33.04 %	41.41 %	49.78 %	58.15 %	66.52 %	74.89 %	83.26 %	2,103,304 91.63 %	100.00 %			
													TOTAL	EXPENSES PER	
													PROJECTED	BUDGET	
													BUDGET	SUMMARY	
EXPENDITURES													505011		VARIANCE
Salaries		74,300	74,300	74,300	74,300	74,300	74,300	74,300	74,300	74,300	74,300	74,300	817,300	817,300	
Benefits		34,711	34,711	34,711	34,711	34,711	34,711	34,711	34,711	34,711	34,711	34,711	381,817	381,817	
Part-Time Wages		,	,	,	,	,	,	,	,	,	,	,	,	,	
Performance Bonuses															
Payroll Services		425	425	425	425	425	425	425	425	425	425	425	4,680	4,680	
General Operating Expenses		36,770	36,770	36,770	36,770	36,770	36,770	36,770	36,770	36,770	36,770	36,770	404,468	404,468	
Transportation						,	,		,			,		- ,	
Athletic Program															
Facilities		48,624	48,624	48,624	48,624	48,624	48,624	48,624	48,624	48,624	48,624	48,624	534,863	534,863	
Technology & Equipment		8,273	8,273	8,273	8,273	8,273	8,273	8,273	8,273	8,273	8,273	8,273	91,000	91,000	
Total Expenditures	<u> </u>	203,102	203,102	203,102	203,102	203,102	203,102	203,102	203,102	203,102	203,102	203,102	2,234,127	2,234,127	
Total Expenditures Y-T-D		203,102	406,205	609,307	812,410	1,015,512	1,218,615	1,421,717	1,624,820	1,827,922	2,031,025	2,234,127			
Percent of Expenditures Y-T-D	.00 %	9.09 %	18.18 %	27.27 %	36.36 %	45.45 %	54.55 %	63.64 %	72.73 %	81.82 %	90.91 %	100.00 %	l		
Net Change	194,136	(8.966)	(8.966)	(5,483)	(5.483)	(5.483)	(5.483)	(5.483)	(5,483)	(5.483)	(5.483)	(5,483)	126,856	126,856	
Net Change Y-T-D	194,136	(1)	(100 1	197 - 597	1.1	100 1	,	1-11	1.7		120,000	120,000	
			176,203	170,720	165.237	159.754	154.271	148,788	143.305	137.822	132.339	126.856			
Percent of Net Change Y-T-D	153.04 %	185,170 145.97 %	176,203 138.90 %	170,720 134.58 %	165,237 130.26 %	159,754 125.93 %	154,271 121.61 %	148,788 117.29 %	143,305 112.97 %	137,822 108.64 %	132,339 104.32 %	126,856 100.00 %			

Projected Cash Balance

	PROJECTED	TOTAL PROJECTED BUDGET	NET CHANGE PER BUDGET SUMMARY												
	July	August	September	October	November	December	January	February	March	April	May	June			VARIANCE
Net Change in Cash (F/B)	194,136	(8,966)	(8,966)	(5,483)	(5,483)	(5,483)	(5,483)	(5,483)	(5,483)	(5,483)	(5,483)	(5,483)	126,856	126,856	
Begin Cash Balance(F/B)		194,136	185,170	176,203	170,720	165,237	159,754	154,271	148,788	143,305	137,822	132,339			
End Cash Balance (F/B)	194,136	185,170	176,203	170,720	165,237	159,754	154,271	148,788	143,305	137,822	132,339	126,856	126,856	126,856	

WEIGHTED

Estimated 2019-20 Rates

			Outside				
County District	DSA	I	Revenue	Total	Enrollment	_	Subtotal
Carson City	\$ 7,193	\$	1,053	\$ 8,246		\$	-
Churchill	\$ 7,202	\$	1,173	\$ 8,375		\$	-
Clark	\$ 6,067	\$	1,100	\$ 7,167	330	\$	2,365,110
Douglas	\$ 6,334	\$	2,723	\$ 9,057		\$	-
Elko	\$ 8,129	\$	1,310	\$ 9,439		\$	-
Esmeralda	\$ 21,776	\$	7,784	\$ 29,560		\$	-
Eureka	\$ 14,487	\$	21,820	\$ 36,307		\$	-
Humboldt	\$ 7,379	\$	1,977	\$ 9,356		\$	-
Lander	\$ 4,904	\$	4,529	\$ 9,433		\$	-
Lincoln	\$ 10,907	\$	1,329	\$ 12,236		\$	-
Lyon	\$ 7,487	\$	936	\$ 8,423		\$	-
Mineral	\$ 9,725	\$	1,475	\$ 11,200		\$	-
Nye	\$ 8,278	\$	1,469	\$ 9,747		\$	-
Pershing	\$ 9,261	\$	2,606	\$ 11,867		\$	-
Storey	\$ 8,283	\$	6,398	\$ 14,681		\$	-
Washoe	\$ 5,737	\$	1,245	\$ 6,982		\$	-
White Pine	\$ 8,324	\$	1,634	\$ 9,958		\$	-
Multi-District	\$ 7,167				330.0	\$	2,365,110

				Entity D	Description Data							Stude	nt Demographic I	Inform <u>ation</u>					Ma	ath					Reading/L	anguage A	irts				Scie	ence		
Coherel			6	Level		Track Name	School/Campus Statewide Accountability	Grades	Grades	Total # Students	Totol # EDI	Totol # EL		Total # Black	Total # Hispanic	Total # Native American	Math # students	Math % students	Math % students Emergent /Developi	Math % students Approach es Stan dard	n Math % Meets	Math % Students Exceeds	# students	Reading % Proficier	Reading g % Emergent nt /Develop	% t Approac	Reading	Exceeds	# students	Science % Proficient	Emergent /Developi	Science % Approach es Standard	% Meets	Science % Exceeds Standard
School	l ID Sch	1001	Campus	-	Comparison Entity Assessment Yea	ar Test Name	Rating	Served	Tested	Enrolled	I OTAI # FRL	I OTAI # ELL	Total # SPED	Students	Students	Students	tested	Proficient	ng			Standard		69.4	ng 10.8	Standar	·d 22.4	25	tested	45	ng 20.7		37.8	72
55200	00		Cactus	Elementary Middle	2017/2018		4 star 5 star	K-5th 6th-8th	3rd-5th 6th-8th	997	-	31	79	44	179	-	324 358	55.6	14.3	30.1	30.3	23.2	323 360	68.4 76.7	6.4	16.9	33.4	32.8	111 118	45 66.9	9.3	34.2 23.7	37.8 44.9	7.2
FF20 1	1			Elementary	2017/2010		3 star	K-5th	3rd-5th	985	1 4 7	1.0	02	100	204		316	53.9	21.1	25	34.1	19.7	311	63.7	11.6	24.7	34.6	29.1	106	39.6	24.5	35.8	39.6	0
55201)1		Fire Mesa	Middle	2017/2018		4 star	6th-8th	6th-8th	985	147	46	92	100	284	-	333	34	32	33.5	22.4	12.1	333	62.8	11.8	25.3	48.6	14.2	103	44.7	17.5	37.9	32	12.6
55204		al	Pebble	Elementary	2017/2018		5 star	K-5th	3rd-5th	796	13	23	42	50	181	_	320	61.7	10.5	27.8	34	27.6	319	74.2	9.5	16.3	39.8	34.4	111	45.9	21.6	32.4	39.6	6.3
				Middle			4 star	6th-8th	6th-8th								155	42	24.9	33.2	30.6	11.4	155	60.5	15.3	24.3	45.6	14.8			N/	/A		
55202			Red Rock	Elementary Middle	2017/2018		5 star	K-5th	3rd-5th	1,423		45	135	59	275		406	67.1	12.8	20.2	32.2	34.9	406	68.3	11.2	20.5	32	36.4	140 90	55	17.9	27.1	47.1	7.9
55202)2		Red Rock	HS	2017/2018		5 star NR	6th-8th 9th-12th	6th-8th N/A	1,423	-	45	155	59	275	-	437	44.6	18.1 N	37.3	27.2	17.4	437	72.9	8.3	18.8	50.4	22.6	90	47.8	21.1	31.1	35.6	12.2
				Elementary			4 star	K-5th	3rd-5th								320	66.1	9.2	24.7	39.2	26.9	317	71.6	12.4	16.1	36	35.6	112	52.7	17	30.4	39.3	13.4
55203)3		Saddle	Middle	2017/2018		3 star	6th-8th	6th-8th	972	17	26	75	79	194	-	333	32.7	31.6	35.6	22.8	9.9	334	61.5	13.7	24.8	42.9	18.6	106	54.7	12.3	33	37.7	17
59433	3	<u>,</u>	Bonanza	Elementary	2017/2018		1 star	K-5th	3rd-5th	760	610	397	52	72	589	_	299	27.4	45.5	27	20.9	6.6	288	30.9	41	28.1	20.8	10	95	7.4	64.2	28.4	6.3	1.1
3743.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	ate 🗌	Donanza	Middle	2017/2010		3 star	6th-7th		700	010	397	52	12	509	_	86	29.1	43	27.9	20.9	8.1	86	36	30.2	33.7	24.4	11.6			<u> </u>	/A		
49432	32	ž I	Mountain Vista	Elementary	2017/2018		3 star	K-5th	3rd-5th	996	626	472	83	90	752	-	303	36.9	27.7	35.5	21.8	15.1	299	39.6	31.7	28.7	23.7	15.9	105	9.5	52.4	38.1	8.6	1
				Middle		_	4 star	6th-8th K-5th	3rd-5th								313 363	26.5	40.1 10.7	33.47	17.4	9.1	313	46 69.5	24.3	29.6 20.23	37.8	8.3	81 119	35.8	27.2	37 38.7	28.4 40.3	7.4
58432	32		Cadence	Elementary Middle	2017/2018		5 star 5 star	6th-8th	6th-8th	1,261	227	47	144	83	320	_	303	65.4 44.4	21.4	34.2	32.8	20	353 313	64	10.3	20.23	32.1	20.3	87	45.4 48.3	20.7	30.7	27.6	20.7
00101	, <u>-</u>	, t	Guachee	HS	2017/2010		NR	9th-12th	N/A	1,201	227			00	020		511	11.1	N.		21.1	20	515	01		N/A	10.7	20.5	0/	40.5	20.7 N/	/A	27.0	20.7
E0422		Les	Userinon	Elementary	2017/2010		5 star	K-5th	, 3rd-5th	0((150	10	97	71	210		308.0	48.2	11.6	15.2	22.7	25.5	306.0	54.2	9.5	11.4	20.6	33.6	112	46.4	26.8	26.8	34.8	11.6
58422		eci	Horizon	Middle	2017/2018	SBAC	5 star	6th-8th	6th-8th	866	153	13	97	71	219	-	194.0	35.9	15.9	23.2	19.3	16.6	194.0	55.3	5.1	14.6	34.0	21.2	45	62.2	11.1	26.7	44.4	17.8
58425	25	II	Inspirada	Elementary	2017/2018		5 star	K-5th	3rd-5th	1,017	32	_	98	40	189	_	375	80.4	5.5	14.2	28.9	51.5	369	85.4	6	8.6	28.3	57	114	64	12.3	23.7	52.6	11.4
				Middle			5 star	6th-8th	6th-8th	_,							236	59.5	8.2	32.2	24.5	35.1	236	88.5	3.5	7.9	45.8	42.7	49	69.4	8.2	22.4	49	20.4
58427	27		St. Rose	Elementary Middle	2017/2018		5 star 5 star	K-5th 6th-8th	3rd-5th 6th-8th	982	81	25	72	52	226	-	326 320	75.7 55.6	6.7 18.5	17.6 25.9	29.3	46.3	318	82.2	6.5	11.3	33.2	49 27.9	115 101	57.4 59.4	10.4	32.2	47.8	20.8
				Elementary		_	4 star	K-5th	3rd-5th								294	59.2	11.3	29.5	20.2	28.1	320 29.2	59.9	12.9 14.8	16.4 25.4	42.8	27.9	101	38	8.9 20	42	38.6 37	20.8
59121	21	1	Lone Mountain	Middle	2017/2018		5 star	6th-8th	6th-8th	957	0	29	104	63	245	-	352	40.9	21.9	37.2	25.6	15.3	352	59.4	11.3	29.3	42.9	16.4	119	66.4	5.9	27.7	41.2	25.2
				Elementary			3 star	K-5th	3rd-5th								370	46.2	21.2	32.6	28.3	17.9	368	49.7	28.5	21.7	30.4	19.3	123		29.3	35.8	31.7	3.3
5912(20	L L	Losee	Middle	2017/2018		3 star	6th-8th	6th-8th	1,754	485	124	233	301	722	-	518	24.4	41.5	34.2	16.9	7.5	516	46.8	24.9	28.3	34.8	12.1	174	39.7	31.6	28.7	34.5	5.2
		Se		HS			NR	9th-12th	N/A									I	/	/A		1			1	N/A					<u> </u>	/A		
59119	9	ler	NLV	Elementary	2017/2018		2 Star	K-5th	3rd-5th	1,158	281	188	118	209	441	-	354	35.8	26.8	37.3	23.2	12.6	348	42.6	25.6	31.9	27.9	14.7	115	26.1	27	47	25.2	0.9
				Middle		_	3 star	6th-8th	6th-8th								394 379	30.4	37.5	32	22.1	8.3	394	43.6	25.1	31.2			120	40.8	28.3	30.8	34.2 33.1	6.7
59122		Ň	Sky Pointe	Elementary Middle	2017/2018		4 star 3 star	K-5th 6th-8th	3rd-5th 6th-8th	1,914	_	26	256	123	353	-	514	68.7 36.3	28.5	35.2	35.6	12.3	514	65.2 58.7	14.6	26.2	26.7 42.8	38.5	130 175	43.1 53.7	15.4 18.9	41.5 27.4		18.9
57122			July I UIIILE	HS	2017/2018		3 star	9th-12th	N/A	1,714		20	230	125	555		514	30.3		/A	24	12.3	514	30.7		N/A	72.0	13.7	1/3	55.7		Z7.4	54.5	10.9
FOICE				Elementary			4 star	K-5th	3rd-5th	0.01	0.1 -	0.7	101	=0	0.6.1		342	61.9	10.7	27.4	31.3	30.7	340	64.6	15.2	20.2	32.7	32	122	41.8	12.3	45.9	36.9	4.9
59123	.3		Stephanie	Middle	2017/2018		5 star	6th-8th	6th-8th	906	215	37	101	52	264	-	241	51.9	20.1	28	25.1	26.8	240	63.8		26.6			57		10.5	22.8	45.6	
47434	4	AM	SLAM	Middle	2017/2018		2 star	6th-8th	6th-8th	738	241	54	63	59	377	_	488	27.3	38.9	33.7	18.8	8.5	492	42.8	26.8	30.4	36.1	6.7	124	13.6	67.2	19.2	11.0	2.7
47434	5	SL	JUAM	HS	2017/2018		NR	9th-12th	N/A	/ 50	241	54	03	39	377	_			N	/					-	N/A					N/	/A		
	Do	oral		Elementary			5 star	K-5th	3rd-5th								1386	59.8	13.3	26.9	31.4	28.4	1387	70	11.2	18.9	33.7	36.3						

387

							Schoo	l Contact Info			Αι	thorizer Contact Information		
		Year	Year EMO Began											
Charter School Name	Name of Campus (if more than one)	Opened	Mgmt	City	State	Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
	Cactus	2014												
	Fire Mesa	2015												
Doral Academy of Nevada	Pebble	2017	Las Veg	as	NV	Bridget Phillips	Executive Director	Bridget.Phillips@doralacademynv.org	(702) 431-6260					
	Red Rock	2016												
	Saddle	2013								-				
Mater Academy of Nevada	Mt. Vista	2015	Las Veg	as	NV	Renee Fairless	Principal	Renee.Fairless@materacademynv.org	(702) 485-2400					
	Bonanza	2017								-				
	Cadence	2016 2012												
Pinecrest Academy of Nevada	Horizon	2012	Hender	son	NV	Lisa Satory	Principal	Lisa.Satory@pinecrestnv.org	(702) 749-3500	SPCSA	Rebecca Feiden	Executive Director	rebecca.feiden@spcsa.nv.gov	702-486-0826
	Inspirada St. Rose	2015								SF CSA	Rebeccareiden		<u>rebecca.reiden@spcsa.riv</u> .gov	702-480-0820
SLAM Academy of Nevada		2015	Hender	son	NV	Dan Triana	Principal	Dan.Triana@slamnv.org	(702) 473-5735	-				
	Aliante	2018	Tierraer						(4				
	Lone Mountain	2015												
	Losee	2013												
Somerset Academy of Las Vegas	North Las Vegas	2011	Las Veg	as	NV	John Barlow	Executive Director	John.Barlow@somersetnv.org	(702) 487-5411					
	Sky Canyon	2018												
	SkyPointe	2012												
	Stephanie	2011	Hender	son										

Alaka'i Heritage Academy Attachment 17 - School Audit Worksheet
THER INFORMATION Fill 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

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

			Entity Description Data											Independent A	udit Data									
			School/Entity Name (as it appears on									Non Current					Change in Ne		Unrestricte	Debt to S	urplus		Net Position	Net Position
State		ity ID School ID	Independent Audit)	Operation	Fiscal Year	Cash		l Current Assets No	on Current Assets	Total Assets	Current Liabilities	Liabilities	Total Liabilities N	let Assets Fund	0	(penditures	Assets	Ratio	d Days Cash	Asset Ratio N	- 0	Cash Flow		Year) (End of Year)
NV		122331	Mater Academy of Nevada	2017-2018	2018	\$ 1,14	8,834 \$	2,692,203 \$	5 1,019,659	\$ 0)/11)00 1	\$ 1,674,528	\$ 8,091,330	\$ 9,765,858	<u>\$ 622,328</u> \$	16,318,578 \$	10)100)100	\$ 135,1	1.61	25.91	2.63	0101	\$ 784,110		7,151 \$ 622,326
NV		907920	Doral Academy of Nevada	2017-2018	2018	\$ 7,35	7,580 \$	12,609,531 \$	==)===)	\$ 37,763,267	+ 0)=0=)000	\$ 49,645,937	¢ 01)/00)010	\$ 133,138 \$	40,161,058	10)=>0)1=?	\$ (135,0	069) 2.47	66.64	1.45	(111)	\$ 2,453,338		3,205 \$ 133,136
	10 00	065099	Pinecrest Academy of Nevada	2017-2018	2018	φ 1)01	0,215 \$	6,421,426 \$	5 2,064,927	÷ 0)100)000	¢ ≦)>00)10>	\$ 22,187,036	\$ 25,143,445	φ (1)017)000 μ	33,862,243	34,610,981	\$ (748,7	50) 11,	50.83	2.96	(0.02)	\$ 2,298,770	+	,924) \$ (1,349,662)
NV		393412	Somerset Academy of Las Vegas	2017-2018	2018	+ ==)>	0,269 \$	22,651,001 \$	¢ 010101000	\$ 104,197,669	¢ 0) ⊒ 00)009	φ 1 Ξ /)001)100	\$ 132,284,612		52,196,541 \$	- / · /	\$ (1,0)69) 4.33	90.84	1.27	(0100)	\$ 6,192,714		,668) \$ (9,424,737)
NV	81-16	668405	SLAM Academy of Nevada	2017-2018	2018	\$ 52	5,858 \$	729,115 \$	5 466,470	\$ 1,195,585	\$ 558,550	\$ 2,447,603	\$ 3,006,153	\$ 427,123 \$	5,828,120 \$	5,770,865	\$ 57,2	255 1.31	32.63	2.51	0.01	\$ 515,858	\$ 369	9,868 \$ 427,123
	-	122331	Mater Academy of Nevada	2016-2017	2017	+	4,724 \$	1,493,205 \$	5 462,215	\$ 1,955,420	\$ 1,018,780	\$ 4,917,293	\$ 5,936,073	\$ 487,151 \$	9,507,679 \$	9,708,043	\$ (200,3	364) 1.47	13.71	3.04	(0.02)	\$ 356,208		7,515 \$ 487,151
NV		907920	Doral Academy of Nevada	2016-2017	2017	+ -)-	4,242 \$	5,600,581 \$	5 2,563,608	\$ 8,164,189	\$ 3,187,829	\$ 15,971,347	\$ 19,159,176	\$ 268,205 \$	29,501,449 \$	<u>29,762,798</u>	\$ (261,3	349) 1.76	60.14	2.35	(0.01)	\$ 2,727,428	7	0,554 \$ 268,205
NV	10 0 0	065099	Pinecrest Academy of Nevada	2016-2017	2017	\$ 2,52	1,445 \$	5,288,828 \$	2,289,463	\$ 7,578,291	\$ 2,917,222	<u>\$ 14,957,746</u>	<u>\$ 17,874,968</u>	\$ (600,924) \$	29,305,075 \$	<u>28,912,184</u>	\$ 392,8	391 1.81	31.83	2.36	0.01	<u>\$ 1,437,951</u>		8,815) \$ (600,924)
NV		393412	Somerset Academy of Las Vegas	2016-2017	2017	\$ 6,79	7,555 \$	15,299,189	\$ 39,409,597	\$ 54,708,786	\$ 5,979,923	\$ 73,904,866	\$ 79,884,789	<u>\$ (9,423,668)</u> <u>\$</u>	47,015,649 \$	48,334,574	\$ (1,318,9	25) 2.56	51.33	1.46	(0.03)	\$ 592,318	\$ (8,104	,743) \$ (9,423,668)
NV	81-16	668405	SLAM Academy of Nevada	2016-2017	2017	\$	- \$	448,520 \$	5 431,549	\$ 880,069	\$ 458,505	\$ 312,026	\$ 770,531	\$ 369,868 \$	3,677,755 \$	5 3,307,887	\$ 369,8	368 0.98	0.00	0.88	0.10	\$ -	\$	- \$ 369,868
		100001			2.2.1.4					t () 0 0 (0 0		+	+									+ (2,622)		
	46-51		Mater Academy of Nevada	2015-2016	2016	Ŧ	8,516 \$	942,949 \$	<u>487,174</u>	+	φ 100), <u>1</u> 1	\$ 1,666,226	↓ =)0000)910	\$ 687,515 \$	6,557,805 \$	6,028,026	\$ 529,7	779 1.35	0.52	1.66	0.08	\$ (9,632		7,736 \$ 687,515
NV		907920	Doral Academy of Nevada	2015-2016	2016	+ _/	6,814 \$	3,879,919 \$	5 1,549,618	\$ 5,429,537	φ 1,071,270	\$ 7,779,693	\$ 9,670,983	\$ <u>529,554</u> \$	18,055,798 \$	17,316,796	\$ 739,0	2.05	45.88		0.04	\$ 690,337		9,448) \$ 529,554
NV		065099	Pinecrest Academy of Nevada	2015-2016	2016	÷ =)••	3,494 \$	3,212,540 \$	5 1,521,307	\$ 4,733,847	\$ 1,785,354	÷ 0)0 / 1)0 0 1	+ 0,019,000	\$ (993,815) \$	17,665,570 \$	16,256,319	\$ 1,409,2	100	24.33	1.15	0.08	\$ (78,315)		(993,815) \$
NV	27-53	393412	Somerset Academy of Las Vegas	2015-2016	2016	\$ 6,20	5,237 \$	18,817,850 \$	\$ 34,828,815	\$ 53,646,665	\$ 4,552,047	\$ 62,872,574	\$ 67,474,621	\$ (8,104,743) \$	39,665,718 \$	39,382,738	\$ 282,9	980 4.13	57.51	1.26	0.01	\$ 2,250,201	\$ (8,387	7,723) \$ (8,104,743)
NV		100001			2217	+				+	+	+										+		
NV		122331	Mater Academy of Nevada	2014-2015	2015	+	8,148 \$	234,180 \$	5 248,284	\$ 482,464	\$ 299,143	\$ 178,898	\$ 478,041	\$ 157,736 \$	2,165,379 \$	2,007,643	\$ 157,7	50 0.70	3.30	0.2.2	0.07	\$ 18,148	- T	- \$ 157,736
NV		907920	Doral Academy of Nevada	2014-2015	2015	+	6,477 \$	2,551,892 \$	5 1,058,788	\$ 3,610,680	\$ 1,185,892	\$ 2,905,228	\$ 4,091,120	\$ (209,448) \$ + (209,448) \$	11,540,277 \$	<u>9,970,714</u>	÷ _)≥ € ?)≥	563 2.15	54.42		0.14	\$ 976,173		0,011) \$ (209,448)
NV		065099	Pinecrest Academy of Nevada	2014-2015	2015	+ =)= (1,809 \$	1,845,812 \$	<u>507,728</u>	\$ 2,353,540	\$ 715,222	\$ 3,680,102	\$ 4,395,324	<u>\$ (2,403,066) </u> \$	6,700,349 \$	6,647,802	+ 0=)0	547 2.58	63.79	1.87	0.01	\$ (460,432		<u>(654) \$ (2,403,066)</u>
NV	27-53	393412	Somerset Academy of Las Vegas	2014-2015	2015	\$ 3,95	5,036 \$	19,406,000 \$	\$ 32,421,280	\$ 51,827,280	\$ 3,529,571	\$ 56,026,029	\$ 59,555,600	<u>\$ (8,387,723)</u> <u>\$</u>	31,560,824 \$	30,105,962	\$ 1,454,8	362 5.50	47.95	1.15	0.05	\$ 2,231,253	\$ (9,842	2,585) \$ (8,387,723)
NV					2211	÷ =	0.004		b	• • • • • • • • • • • • • • • • • •	* • • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • • • • • • • • • • •						11.0	0.0.(0.4 5	* = 1 0 0 0 1		
NV		907920	Doral Academy of Nevada	2013-2014	2014	ф U.	0,304 \$	1,017,714 \$		<u>\$ 1,017,714</u>	φ 11,000	\$ 17,831	\$ 265,719	<u>\$ 751,995</u> <u>\$</u>	4,920,517 \$	<u>4,168,522</u>	\$ 751,9	995 4.11	44.68	0.26	0.15	\$ 510,304	Ψ	- \$ 751,995
NV		065099	Pinecrest Academy of Nevada	2013-2014	2014	/-	2,241 \$	1,776,283	<u>\$ 21,274</u>	, ,	<i>ф</i> 000)111	\$ -	\$ 338,444	\$ 1,459,113 \$	6,060,552 \$	5,339,215	\$ 721,3	537 5.25	110.90	011)	0.12	\$ 660,279		7,776 \$ 1,459,113
NV	27-53	393412	Somerset Academy of Las Vegas	2013-2014	2014	\$ 1,72	3,783 \$	3,902,921 \$	5 173,984	\$ 4,076,905	\$ 1,241,017	\$ 104,959	\$ 1,345,976	\$ 2,730,929 \$	19,468,500 \$	5 18,097,343	\$ 1,371,1	157 3.14	34.77	0.33	0.07	\$ 514,475	\$ 1,359	9,772 \$ 2,730,929
NV					0.010	.	10(0 +	4 4 4 4 2 2 4 4	b	b	• • • • • • • • • • • • • • • • • • •	b	* 07 (100				a b b c c c c c c c c c c		05.00	0.0.1	0.1.6			
NV		065099	Pinecrest Academy of Nevada	2012-2013	2013		1,962 \$	1,114,206 \$) -	\$ 1,114,206	\$ 376,430	+	\$ 376,430	\$ 737,776 \$	4,758,906 \$	<u>4,021,130</u>	\$ 737,7	76 2.96	87.32	0.34	0.16	#REF!	\$	- \$ 737,776
NV	27-53	393412	Somerset Academy of Las Vegas	2012-2013	2013	\$ 1,20	9,308 \$	2,238,199 \$	• -	\$ 2,238,199	\$ 878,427	\$ -	\$ 878,427	\$ 1,359,772 \$	11,486,000 \$	10,585,090	\$ 900,9	2.55	41.70	0.39	0.08	\$ 154,430	\$ 458	3,862 \$ 1,359,772
	0				2010					* # 404 #24	* (00.070	+	†	*	(0.0 (0.0)				60.40		0.01	*		
NV	27-53	393412	Somerset Academy of Las Vegas	2011-2012	2012	\$ 1,05	4,878 \$	1,092,540 \$	5 4,099,196	\$ 5,191,736	\$ 623,352	\$ 4,317,489	\$ 4,940,841	\$ 250,895 \$	6,324,089 \$	6,073,194	\$ 250,8	395 1.75	63.40	0.95	0.04	\$ 1,054,878	\$	- \$ 250,895

THER INFORMATION Fill 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: There was a restatement of Net Assets in the 2015 audit due to the implementation of GASB 68 and proper treatment of capital leases.

						School Con	tact info			Auth	orizer Contact Information		
Charter			EMO										
School			Began										
Name	Name of Campus (if more than one)	Opened	Mgmt	State	Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone

			Entity	Description Data								Stude	ent Demographic I	Information						Math					Rea	ding/Langua	ige Arts						Science	
Entity II	School ID	School	Level	Comparison Entity	y Assessment Year	Test Name	School/Campus Statewide Accountability Rating	Grades Served	Grades Tested	Total # Students Enrolled	Total # FRL	Total # ELL	Total # SPED	Total # Black Students	Total # Hispanic Students	Total # Native American Students	# students tested	# students Far Below Basic	# students Below Basic	# students Basic	# students Proficient	# students Advanced	# students no score	# students tested	# # students studen Far Below Below Basic Basic	s # students Basic	# students Proficient	# students Advanced	# students no score	# students tested	# students Far Below Basic	# students v Below Basic	# students Basic	# # students student Proficient Advance
		School 1	Elementary	Charter	2014												0							0							-		1	
		School 2	Middle	Charter	2014												0							Ő						0			/	
		School 3	HS	Charter	2014												0							0						0				
		School 4	Choice	Charter	2014																									0				
		School 5	Choice	Charter	2014												0													0	4	4		
	-	All CMO Schools	K8	Charter	2014 2014												0							0		_					<u> </u>	4		
-		All CMO Schools School 1	HS	Charter	2014												0							0		_				0	<u> </u>	+		
		School 1 School 2	Middle	Charter	2013												0							0						0	+	++		
	1	School 3	HS	Charter	2013												0							0						0	+	++		
		School 4	Choice	Charter	2013												Ū							U						0		++		
		School 5	Choice	Charter	2013																									0	1		· · · · · · · · · · · · · · · · · · ·	
		All CMO Schools	K8	Charter	2013												0							0						0			7	
		All CMO Schools	HS	Charter	2013																									0			/	
		School 1	Elementary	Charter	2012												0							0						0			/	
		School 2	Middle	Charter	2012												0							0						0				
		School 3	HS	Charter	2012												0							0						0		4		
	-	School 4	Choice	Charter	2012																					_				0	÷	4		
	-	School 5 All CMO Schools	Choice	Charter Charter	2012 2012												0							0		_				0	÷	4		
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		School 1	Elementary	Charter	2012												0							0						0	+	<u> </u>		
		School 2	Middle	Charter	2011												0							0						0	1	+ +		
		School 3	HS	Charter	2011												0							0						0	1		· · · · · · · · · · · · · · · · · · ·	
		School 4	Choice	Charter	2011																									0			7	
		School 5	Choice	Charter	2011																									0				
		All CMO Schools	K8	Charter	2011												0							0						0				
		All CMO Schools	HS	Charter	2011																									0				
	_		K8	District	2014												0							0		_				0	+	4		
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	-		KB	District	2013 2013			-									0							J						ð	<u> </u>	+		
	1		HS K8	District	2013			1	1								0							0						0	+	++		
			HS	District	2012																			,						2				
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			HS	District	2011																												/	
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			K8	State	2013												0							0						0				



			Form Republic Total										Cont Events Dates							
-		Server 10	School/Entity Name (on it appears an independent Audit		finel for	(et)	Total General Basela	Non-Largert Asta				Ant Just	tester	lambers	Owngerin Kat	Grandita ad Juga Gash	Anat Ratio		Ret Publics (Regiming of Your)	Net Position
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															6 0.211					
	*******		Mass Inclass of Vacula	1010.000	344.5							4 487.185	* *******		61208-3440				4 ANTEIL	
	11 1007010																			
			Research Readours of Nameda																	



Attachment 19- Regional Director Resume or Job Description

Alaka'i Heritage Academy (AHA) has no plan to hire a regional director or expand to multiple sites until the performance of the school can be assessed; therefore, this attachment is not applicable.





matrix matrix<	Alaka'l Heritage Academy	20-21	21-22	22-23	23-24	24-25	25-26
conder stater stater<							
ist Greet - Stack Tracker (State) 50 300 100 100 100 100 2x Grade - Stack Tracker (State) 3 32 <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td>960</td></td<>							960
2nd Gode -Socket Track Peterb(2) 30 300 100 <th1< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td>100</td></th1<>							100
Jac Gree - Skeef Tacker Matrix (25) 32 300 100 100 100 100 100 Graft - Skeef Tacker Matrix (25) 25 40 30 300 100 100 100 100 Graft - Skeef Tacker Matrix (25) 25 40 30 400 400 100<							100
Ath Dade - Studer Tracker Athor(32) 32 50 10000 1000 1000							100
30 code 30 code 30 bit statute							100
efficies Solution 300 660 670 1700							100
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Bit Grade - Sudent Techer Res[0]:1 . <th< td=""><td></td><td>30</td><td></td><td></td><td></td><td></td><td>120</td></th<>		30					120
On Order - Superi Tacker Ratio(D1) - - - - <		-	30				120
DBI Gode: Super Texber Nation (1) 120 Gode: Super Texber Nation (1)		-	-	30	60	60	120
11th Grade - Student Tacher Hard(s10) .		-	-	-	-	-	-
12h Grade Student Tender Indian (IFE) 300 555 700 400 700 700 Note Varial Students (IFE) 300 232 232.30 232.40 304.25 325.56 Note Varial Students (IFE) 300 515 700		-	-	-	-	-	-
Total Sudents (TTE) 330 555 700 840 640 Prior Yan Numbers 29-21 21-32 22-34 24-25 55 Nit	11th Grade - Student Teacher Ratio(30:1)	-	-	-	-	-	-
Intervent Number Jonu Jonu <thjonu< th=""> Jonu Jonu</thjonu<>	12th Grade - Student Teacher Ratio(30:1)	-	-	-	-	-	-
SFED 33 522 7.7 8.8 9.1 9.1 Carle <td>Total Students (FTEs)</td> <td>330</td> <td>515</td> <td>700</td> <td>840</td> <td>900</td> <td>960</td>	Total Students (FTEs)	330	515	700	840	900	960
SFED 33 522 7.7 8.8 9.1 9.1 Carle <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>							
Litt Gase No. No. No. No. No. No. FL % 21.22 22.31 22.34 23.44 36.6 Custome Tachens 11 20 27.2 22 34.4 36.6 Custome Tachens 11 20 23.0 40.0 45.5 45.5 Art Tachens 0 1 1 1 1 1 1 PE Tashens 0 1 1 1 1 1 1 PE Tashens 0 <td< td=""><td>Prior Year Numbers</td><td>20-21</td><td>21-22</td><td>22-23</td><td>23-24</td><td>24-25</td><td>25-26</td></td<>	Prior Year Numbers	20-21	21-22	22-23	23-24	24-25	25-26
Gate	SPED	33	52	71	85	91	97
HI, N Image: Problem in the state of the st	ELL	-	-	-	-	-	-
Cathon Staff Do 21 22 23 23.34 24-25 25.26 Charsoom Tachens 13 20 77 32 34 36 Stor Tachens 1.5 2.0 30 4.0 4.5 4.5 Art Tachens 0 1 1 1 1 1 1 Maic 0 1 1 1 1 1 1 Protein 0 0 0 0 0 0 0 0 0 Additional Excent Fachels 0	Gate	-	-	-	-	-	-
Classcom 13 20 72 32 14 36 SPED Tachers 1.5 2.0 3.0 4.0 4.5 4.5 Masic 0 1 1 1 1 1 1 PT tacher 0 1 1 1 1 1 1 PT tacher 0 0 0 0 0 0 0 0 Spenish / Language 0	FRL %	-	-	-	-	-	-
Classcom 13 20 72 32 14 36 SPED Tachers 1.5 2.0 3.0 4.0 4.5 4.5 Masic 0 1 1 1 1 1 1 PT tacher 0 1 1 1 1 1 1 PT tacher 0 0 0 0 0 0 0 0 Spenish / Language 0							
Classcom 13 20 72 32 14 36 SPED Tachers 1.5 2.0 3.0 4.0 4.5 4.5 Masic 0 1 1 1 1 1 1 PT tacher 0 1 1 1 1 1 1 PT tacher 0 0 0 0 0 0 0 0 Spenish / Language 0	TEACHING STAFF	20-21	21-22	22-23	23-24	24-25	25-26
SPED Teachers 1.5 2.0 1.0 4.0 4.5 4.5 Mask 0 1 1 1 1 1 1 Mask 0 1 1 1 1 1 1 Feacher 0 0 0 0 0 0 0 0 Feacher 0 <td>Classroom Teachers</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	Classroom Teachers						
Art Teacher 0 1 1 1 1 1 1 Whick 0 1 1 1 1 1 1 PE Teacher 0 0 0 0 0 0 0 Banes 0 0 0 0 0 0 0 0 Spenish / Language 0 0 0 0 0 0 0 0 0 Spenish / Language 0 <td>SPED Teachers</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	SPED Teachers						
Music Flamber 0 1 1 1 1 1 1 Dance 0 0 0 0 0 0 0 Dance 0 0 0 0 0 0 0 0 0 Dance 0 <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>							
pic Teacher 0 1 1 1 1 1 1 Dance 0 0 0 0 0 0 0 0 Technology (STEM) 0 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>							
Dance Technology (SPA) Additional Core Spanish / Language 0							
Technology STEM) 0 0 1 1 1 1 Spanish / Language 0							
Additional Core Spainh / Langues Additional Lective Teachers 0		-		-	-	-	
Spaniar / Language 0 0 0 0 0 0 0 0 Total reaching Staff 19.50 27.00 39.400 41.00 44.50 47.50 ADMINe Support 20.21 27.22 28.24 2		-	-	-	_	-	
Additional licetury Teachers 0 0 0 1 2 3 Total Teaching Staff 14.50 75.00 74.00 74.00 74.00 75.00 Admin & Support 0.0 <td< td=""><td></td><td></td><td>-</td><td>-</td><td>ů</td><td>-</td><td>-</td></td<>			-	-	ů	-	-
Total reaching Staff 14.50 25.00 34.00 44.00 44.50 47.50 ADMM is SupPort 20.21 22.23 23.24 24.25 25.26 ADMM is SupPort 0							
Deck Deck <thdeck< th=""> Deck Deck <thd< td=""><td></td><td></td><td></td><td></td><td>_</td><td></td><td></td></thd<></thdeck<>					_		
Decaute Director & Assistant 0	Total Teaching Staff	14.50	25.00	34.00	41.00	44.50	47.50
Decaute Director & Assistant 0							
Principal 1 1 1 1 1 1 1 Lead Teacher(s) 0							
Asistant Principal 0 1 1 1 2 2 Load Teacher(s) 0 0 0 0 0 0 Courselor Sudent Support Advocate 0 0 0 1 1 1 1 Office Manager 1 1 1 1 1 1 1 1 Registrar 0 0 1 1 1 1 1 1 1 Receptionist 1							
Lead Teacher(s) 0 0 0 0 0 0 0 Coursied(r) Sudent Support Advocate 0 0 1 1 1 1 Curricdum Casch 0 0 1 1 1 1 1 1 Registrar 0 0 1 1 1 1 1 1 1 Receptionist 1 <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>							
Counselor/Student Support Advocate 0 0 0 1 1 1 Counselor/Student Support Advocate 0 0 1		-			_		
Curriculur Coach001111Registrar001111Registrar0011111Registrar00111111Registrar001111111Registrar111	Lead Teacher(s)	0	0	0	0	0	0
Office Manager 1	Counselor/ Student Support Advocate	0	0	0	1	1	1
Registra 0 0 1 1 1 1 Clinc Adde / FASA 0 0 1 1 1 1 1 Receptionist 1 1 1 1 1 1 1 Clinc Adde / FASA 0 0 1 1 1 1 1 1 Campus Monitor/Custodian 1 1 2 2 2 2 Cateerial Manager 0	Curriculum Coach	0	0	1	1	1	1
Clinic Addrin & SAA 0 0 1 1 1 1 Receptionist 1 1 1 1 1 1 1 Campus Monitor/Custodian 1 1 1 1 1 1 1 1 Campus Monitor/Custodian 1 1 1 2	Office Manager	1	1	1	1	1	1
Receptionist Teacher Assistants (Including SPED) 1 1 1 1 1 1 1 1 Teacher Assistants (Including SPED) 1 1 1 2 2 2 2 2 Carleterial Manager 0 <td>Registrar</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td>	Registrar	0	0	1	1	1	1
Receptionist Teacher Assistants (Including SPED) 1 1 1 1 1 1 1 1 Teacher Assistants (Including SPED) 1 1 1 2 2 2 2 2 Carleterial Manager 0 <td>-</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td>	-	0	0	1	1	1	1
Tacaber Assistants (including SPED) 1 4 6 8 9 10 Campus Monitor/Custodian 1 1 2 2 2 2 2 Catterial Manager 0		1	1	1	1	1	1
Campus Monitor/Custodian 1 1 1 2 2 2 2 Cafeterial Manager 0			4		8		
Cafeterial Manager 0			1	-	-	-	
SPED Facilitator 0				0			
Speech Pathologist 0 0 0 0 0 0 0 School Psychologist 0	-	-	-	-	-	-	
School Psychologist 0		-	-	Ũ	-	-	-
School Nurse 0 0 0 0 1 1 1 1 Gate Teacher 0		-	-	Ũ	ő	-	-
Gate Teacher 0 0 0 0 0 0 0 Total Admin & Support 5.00 9.00 15.00 19.00 21.00 22.00 Total # Control # Admin & Support 5.00 25.00 34.00 41.00 44.50 47.50 Total # Support 5.00 9.00 15.00 19.00 21.00 22.00 Total Staff 19.50 34.00 49.00 66.07% 62.14% 62.99% Total Salaries & Sof Expenses 53.89% 56.60% 59.12% 60.47% 72.14% 62.99% Instruction Salaries as % of Total Salaries 74.70% 76.16% 74.02% 73.34% 72.52% 73.34% Admin & Support Salaries as % of Total Salaries 25.30% 23.84% 25.98% 26.66% 72.48% 26.66% Rent as % of Expense 17.45% 16.5% 16.0% 16.17% 16.17% 15.87% 15.87% Budget Revenue 2.246,855 3.552.99 4,890,778 5.952.93 6,452,697 6,972,35				-	-		
Total Admin & Support 5.00 9.00 15.00 9.00 21.00 21.00 Total # Teachers 14.50 25.00 34.00 41.00 44.50 47.50 Total # Admin & Support 5.00 9.00 15.00 19.00 21.00 22.00 Total # Admin & Support 5.00 9.00 15.00 19.00 21.00 22.00 Total Staff 19.50 34.00 49.00 60.00 65.50 69.50 Total Salaries & Benefits as % of Expenses 53.89% 56.80% 59.12% 60.47% 62.14% 62.99% Instruction Salaries as % of Total Salaries 74.70% 76.16% 74.02% 73.34% 72.52% 73.34% Admin & Support Salaries as % of Total Salaries 25.30% 23.84% 25.98% 26.66% 27.48% 26.66% Ret as % of Expenses 17.45% 16.59% 16.40% 16.17% 15.85% 15.87% Budget Revenue 2.246.855 3.552.09 4,890,778 5.945,230 6,452,697 6,972,355				-			
Total # Teachers Image: Marcine Support Image: Marcine Support Suppor		U	U	U	U	U	U
Total # Teachers Image: Marcine Support Image: Marcine Support Suppor				45.00	40.00	24.00	22.00
Total # Admin & Support 5.00 9.00 15.00 19.00 21.00 22.00 Total Staff 19.50 34.00 49.00 60.00 65.50 69.50 Total Staff 53.89% 56.80% 59.12% 60.47% 62.14% 62.99% Instruction Salaries as % of Total Salaries 74.70% 76.16% 74.02% 73.34% 72.52% 73.34% Admin & Support Salaries as % of Total Salaries 25.30% 23.84% 25.98% 26.66% 27.48% 26.66% Ret as % of Expenses 17.45% 16.59% 16.40% 16.17% 15.85% 15.87% Budget Revenue 2,246,855 3,552,039 4,890,778 5,945,230 6,452,679 6,972,355 Special Ed Funding (Part B) 28,500 49,400 67,450 80,750 86,450 92,150 SPED Discretionary Unit - - - - - - - - - - - - - - - - - -	rotal Aumin & Support	5.00	9.00	12.00	19.00	21.00	22.00
Total # Admin & Support 5.00 9.00 15.00 19.00 21.00 22.00 Total Staff 19.50 34.00 49.00 60.00 65.50 69.50 Total Staff 53.89% 56.80% 59.12% 60.47% 62.14% 62.99% Instruction Salaries as % of Total Salaries 74.70% 76.16% 74.02% 73.34% 72.52% 73.34% Admin & Support Salaries as % of Total Salaries 25.30% 23.84% 25.98% 26.66% 27.48% 26.66% Ret as % of Expenses 17.45% 16.59% 16.40% 16.17% 15.85% 15.87% Budget Revenue 2,246,855 3,552,039 4,890,778 5,945,230 6,452,679 6,972,355 Special Ed Funding (Part B) 28,500 49,400 67,450 80,750 86,450 92,150 SPED Discretionary Unit - - - - - - - - - - - - - - - - - -	Total # Teachers	14 50	25.00	34.00	41.00	44 50	47 50
Total Staff 19.50 34.00 49.00 60.00 65.50 69.50 Total Salaries & Benefits as % of Expenses 53.89% 56.80% 59.12% 60.47% 62.14% 62.99% Instruction Salaries as % of Total Salaries 74.70% 76.16% 74.02% 73.34% 72.52% 73.34% Admin & Support Salaries as % of Total Salaries 25.30% 23.84% 25.98% 26.66% 27.48% 26.66% Ret as % of Expenses 17.45% 16.59% 16.40% 16.17% 15.85% 15.87% Budget Revenue 2,246,855 3,552,039 4,890,778 5,945,230 6,452,697 6,972,355 Special Ed Funding (Part B) 28,500 49,400 67,450 80,750 86,450 92,150 SPED Discretionary Unit - <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>							
Total Salaries & Benefits as % of Expenses 53.89% 56.80% 59.12% 60.47% 62.14% 62.99% Instruction Salaries as % of Total Salaries 74.70% 76.16% 74.02% 73.34% 72.52% 73.34% Admin & Support Salaries as % of Total Salaries 25.30% 23.84% 25.98% 26.66% 27.48% 26.66% Rent as % of Expenses 17.45% 16.59% 16.40% 16.17% 15.85% 15.87% Revenue (@ 95%) 17.45% 3,552,039 4,890,778 5,945,230 6,452,697 6,972,355 NSLP -	· ·						
Instruction Salaries as % of Total Salaries 74.70% 76.16% 74.02% 73.34% 72.52% 73.34% Admin & Support Salaries as % of Total Salaries 25.30% 23.84% 25.88% 26.66% 27.48% 26.66% Rent as % of Expenses 17.45% 16.59% 16.40% 16.17% 15.85% 15.87% RetVeNUE (@ 95%) 2.246,855 3,552,039 4,890,778 5,945,230 64,452,697 6,972,355 Budget Revenue 2,246,850 3,552,039 4,890,778 5,945,230 64,452,697 6,972,355 Special Ed Funding (Part B) 28,500 49,400 67,450 80,750 86,450 92,150 Other: - <td>10tal Staff</td> <td>19.50</td> <td>34.00</td> <td>49.00</td> <td>60.00</td> <td>65.50</td> <td>69.50</td>	10tal Staff	19.50	34.00	49.00	60.00	65.50	69.50
Instruction Salaries as % of Total Salaries 74.70% 76.16% 74.02% 73.34% 72.52% 73.34% Admin & Support Salaries as % of Total Salaries 25.30% 23.84% 25.88% 26.66% 27.48% 26.66% Rent as % of Expenses 17.45% 16.59% 16.40% 16.17% 15.85% 15.87% RetVeNUE (@ 95%) 2.246,855 3,552,039 4,890,778 5,945,230 64,452,697 6,972,355 Budget Revenue 2,246,850 3,552,039 4,890,778 5,945,230 64,452,697 6,972,355 Special Ed Funding (Part B) 28,500 49,400 67,450 80,750 86,450 92,150 Other: - <td></td> <td>53.000/</td> <td>FC 0004</td> <td>50 (22)</td> <td>co 170/</td> <td>CD 4 10</td> <td>62.000/</td>		53.000/	FC 0004	50 (22)	co 170/	CD 4 10	62.000/
Admin & Support Salaries as % of Total Salaries 25.30% 23.84% 25.98% 26.66% 27.48% 26.66% Rent as % of Expenses 17.45% 16.59% 16.40% 16.17% 15.85% 15.87% REVENUE (@ 95%)							
Rent as % of Expenses 17.45% 16.59% 16.40% 16.17% 15.85% 15.87% REVENUE (@ 95%)							
REVENUE (@ 95%)Image: Budget Revenue2,246,8553,552,0394,890,7785,945,2306,452,6976,972,355Budget Revenue2,246,8553,552,0394,890,7785,945,2306,452,6976,972,355NSLPSpecial Ed Funding (Part B)228,50049,40067,450800,75086,45092,150SPED Discretionary Unit <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>							
Budget Revenue 2,246,855 3,552,039 4,890,778 5,945,230 6,452,697 6,972,355 NSLP -<	Rent as % of Expenses	17.45%	16.59%	16.40%	16.17%	15.85%	15.87%
Budget Revenue 2,246,855 3,552,039 4,890,778 5,945,230 6,452,697 6,972,355 NSLP -<							
Budget Revenue 2,246,855 3,552,039 4,890,778 5,945,230 6,452,697 6,972,355 NSLP -<							
NSLP Image: NSLP							
Special Ed Funding (Part B) 28,500 49,400 67,450 80,750 86,650 92,150 SPED Discretionary Unit - 167,700 228,975 274,125 293,475 312,825 Other: -		2,246,855	3,552,039	4,890,778	5,945,230	6,452,697	6,972,355
SPED Discretionary Unit - - 167,700 228,975 274,125 293,475 312,825 Other: -	NSLP		-	-	-	-	-
Other: Image: Constraint of the system of the	Special Ed Funding (Part B)	28,500					92,150
Total Revenues 2,275,355 3,769,139 5,187,203 6,300,105 6,832,622 7,377,330 Actual Revenue 2,365,110 3,738,988 5,148,187 6,258,136 6,792,313 7,339,322 NSLP - <t< td=""><td>SPED Discretionary Unit</td><td>-</td><td>167,700</td><td>228,975</td><td>274,125</td><td>293,475</td><td>312,825</td></t<>	SPED Discretionary Unit	-	167,700	228,975	274,125	293,475	312,825
Actual Revenue 2,365,110 3,738,988 5,148,187 6,258,136 6,792,313 7,339,322 NSLP -<	Other:	-	-	-	-	-	
Actual Revenue 2,365,110 3,738,988 5,148,187 6,258,136 6,792,313 7,339,321 NSLP -<	Total Revenues	2,275,355	3,769,139	5,187,203	6,300,105	6,832,622	7,377,330
NSLP - - - - Special Ed Funding (Part B) 28,500 49,400 67,450 80,750 86,450 92,150 SPED Discretionary Unit - 167,700 228,975 274,125 293,475 312,825 Other: - - - - - -	Actual Revenue						7,339,321
Special Ed Funding (Part B) 28,500 49,400 67,450 80,750 86,450 92,150 SPED Discretionary Unit - 167,700 228,975 274,125 293,475 312,825 Other: - - - - - -	NSLP	-	-	-	-	-	-
SPED Discretionary Unit - 167,700 228,975 274,125 293,475 312,825 Other: - - -		28.500	49.400	67.450	80.750	86.450	92,150
Other:		-					
			-	-			-
10tal Actual Revenues: 2 293 610 1 2 956 088 1 5 AAA 612 1 6 612 011 1 7 172 220 7 7 7 A 200	Total Actual Revenues:	2,393,610	3,956,088	5,444,612	6,613,011	7,172,238	7,744,296

EXPENSES						
Personnel Costs	20-21	21-22	22-23	23-24	24-25	25-26
Principal	100,000	102,000	104,040	106,121	108,243	110,
Assistant Principal(s)	-	70,000	71,400	72,828	144,285	147,
Lead Teacher	-	-	-	-	-	
Curriculum Coach		-	57,000	58,140	59,303	60,
Counselor / Student Support Advocate/Dean	-	-	-	55,000	56,100	57,
Feachers Salaries	546,000	985,320	1,354,601	1,649,117	1,818,486	1,993,
SPED Teachers	64,500	87,720	134,212	182,528	209,451	213,
Office Manager/ Registrar / Banker	45,000	45,900	86,818	88,554	90,325	92,
Secretary & FASA	18,360	18,720	38,160	38,880	39,600	39,
Feacher Assistants (including SPED)	18,000	73,440	112,320	152,640	174,960	198,
Campus Monitors	25,440	25,920	52,800	53,760	54,720	55,
Unrestricted Salaries	817,300	1,409,020	2,011,350	2,457,568	2,755,473	2,968,
		_,,	_,,	_,,	_,,	_,,
Restricted Salaries						
SPED Facilitator	-					
Speech Pathologist	-	-	-	-		
	-	-	-	-	-	
school Psychologist		-	-	-	-	
School Nurse		-	-	40,000	40,800	41,
Cafeteria Manager		-	-		-	
ISLP Manager	-	-	-		-	
Dn Campus Sub	-	-	-	-	-	
Total Salaries and Wages	817,300	1,409,020	2,011,350	2,497,568	2,796,273	3,009,
PERS - 29.25%	239,060	412,138	588,320	730,539	817,910	880,
nsurances/Employment Taxes/Other Benefits	143,028	253,624	372,100	474,538	545,273	601,
	143,020	233,024			545,275	001,
ncentives / Bonuses	-	-	-	-	-	
uition Reimbursements	-	-	-	-	-	
ubst. Teachers (10 days/Teacher)	23,925	41,250	56,100	67,650	73,425	78
Total Payroll / Benefits and Related	1,223,313	2,116,032	3,027,870	3,770,295	4,232,881	4,570
perations	20-21	21-22	22-23	23-24	24-25	25-26
onsumables	3,300	48,925	66,500	79,800	85,500	91
ion's FFE Lease - payments	61,000	125,000	176,000	219,000	182,000	134
ffice Supplies	4,290	6,695	9,100	10,920	11,700	12
lassroom Supplies	8,910	13,905	18,900	22,680	24,300	25
opier Supplies	1,320	2,060	2,800	3,360	3,600	3
ursing Supplies	990	1,545	2,100	2,520	2,700	2
PED Supplies	3,960	6,240	8,520	10,200	10,920	11
thletics	-	-	-	-	-	
Dues and Fees	5,000	5,000	5,000	5,000	5,000	5
unch Program	1,000	1,000	1,000	1,000	1,000	1
ravel Reimbursement	2,000	2,000	2,000	2,000	2,000	2
pecial Education Contracted Services	57,750	92,700	129,500	159,600	175,500	192
Contracted Data Services	57,750	52,700	125,500	155,000	175,500	152
	1 40 500	224 750	245 000	270.000	405 000	422
Aanagement Fee	148,500	231,750	315,000	378,000	405,000	432
ayroll Services	4,680	8,160	11,760	14,400	15,720	16
udit/Tax	-	20,000	20,000	20,000	20,000	20
egal Fees	5,500	5,610	5,722	5,837	5,837	5
Services - Monthly	13,860	21,630	29,400	35,280	37,800	40
Set-up Fees	15,000	8,500	6,000	6,000	6,000	e
Vebsite	3,000	3,000	3,000	3,000	3,000	3
opier / Printing	30,000		50,000			57
		40,000		52,500	55,125	
nfinite Campus	4,000	2,000	2,000	2,000	2,000	2
tate Administrative Fee (1.5%)	35,477	56,085	77,223	93,872	101,885	110
ffiliation Fee - Inc. (1/2 of 1%)		-	-	-		
ffiliation Fee - Professional Development (1/2 of 1%)	-	-	-	-	-	
hone and Communications (with E-rate discount)	20,000	20,600	21,218	21,855	21,855	22
ostage	750	850	950	1,050	1,150	1
ackground and Fingerprinting	1,463	2,550	3,675	4,500	4,913	5
acility and School Insurances	30,000	31,500	33,075	34,729	34,729	36
Aarketing	30,000	51,500	-	34,723	54,725	50
	1 000	1 000		2 000	2 000	-
ther Purchases	1,000	1,000	1,000	2,000	2,000	2
Total	462,749	758,305	1,001,443	1,191,102	1,221,232	1,243
acilities	20-21	21-22	22-23	23-24	24-25	25-26
ublic Utilities	75,000	100,000	110,000	115,000	120,000	125
ire and Security alarms	7,000	7,210	7,426	7,649	7,879	8
ontracted Janitorial	63,863	77,096	79,408	81,791	84,244	86
ustodial Supplies	4,950	7,725	10,500	12,600	13,500	14
acility Maintenance	15,000	17,500	20,000	22,500	25,000	27
now Removal	-	· · · ·	-	-		
awn Care	12,000	12,360	12,731	13,113	13,506	13
C Maintenance & Repair	10,000	11,000	12,000	13,000	14,000	15
Total	187,813	232,891	252,066	265,653	278,129	290
otal Expenses	1,873,875	3,107,227	4,281,379	5,227,050	5,732,242	6,104
cheduled Lease Payment	396,000	618,000	840,000	1,008,000	1,080,000	1,152
cheduled Bond Payment	-	-	-	-	-	-
ent Reimbursed by Pre-K						
urplus (Revenues-Total Expenses-Lease-Bond)	F 400	43.044	65.004		20.204	4.04
	5,480	43,911	65,824	65,055	20,381	120
ipius (nevenues rotui expenses ecuse bonu)	I	I				
	0.2%	1.2%	1.3%	1.0%	0.3%	

As a part of the application, the SPCSA has requested the three most recent audits of the EMO, Academica Nevada be provided. Academica Nevada requests that the Deputy Attorney General arrange for a private review of the audited financial statements.

Attachment 22: CMO/EMO Audits and Historical Documents

Attachment 23- EMO Services Contract (a) TERM SHEET

Proposed Duration of Contract: The proposed initial term of the contract is to be two years. Thereafter, the contract shall automatically renew for the full term of the initial Charter Agreement (which is expected to be an additional four [4] years), absent notice of termination. Following the term of the initial Charter Agreement, the Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that the Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

Roles and Responsibilities

School Governing Board: The Governing Board will determine the academic direction and oversees the operation of the School. It shall be the responsibility of the governing body to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The Board will hire, evaluate, and oversee the school principal. The Board will locate a Principal by recruiting talented individuals who have knowledge of and experience with instructional, educational, and school site matters. The Committee to Form agrees that, as the Board of Alaka'i Heritage Academy (AHA), it will need to identify opportunities for growth for the administrator of the school and provide the administrator support to ensure the school achieves 4 or 5 Star status consistently.

It is the responsibility of the Board to carry out the provisions of NRS 386.490 to 386.610. It shall be the responsibility of the Board to know the law and regulations governing the school, attend conferences and technical assistance meetings, avoid conflicts of interest, assign students' interests and academic achievement as the top priority of the school, maintain a diverse governing body, maintain accountability and transparency in all operations, and cooperate with the Board's Sponsor. The Board Chair will assure that the planned board training and new member orientation will focus on preparing the Board to fulfill these responsibilities. The Board will retain independent legal counsel and seek advice and assistance from legal counsel when any issue is in doubt. The Board's legal counsel will not be an employee or Board Member of Academica Nevada.

School Staff: The Principal, as the instructional leader, will be responsible for all aspects of dayto-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines. The School's on site administration (principal, assistant principal, and lead staff) will ensure the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the School. The principal, as the instructional leader, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The Principal will hire, oversee, and evaluate faculty and staff. The faculty and staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents' and the community.

The School's on-site administration consists of the principal that is responsible for the curriculum development, working with the teaching staff, and addressing student- related issues. The Principal, as an instructional leader, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The principal will be an employee of the school, not an employee of an Educational Management Organization. The principal, with the support of the administrative staff in later years, will ensure that the

operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school. The Principal will also be the person authorized to draw purchase orders for payment of the school's money. The Principal will have authority to delegate additional administrative tasks to supporting administrating positions including but not limited to assistant principal, lead teacher, office manager, grade/department chairs, etc.

Service Provider: The role of Academica Nevada is to serve at the will and guidance of the Board. We expect Academica Nevada to carry out the defined responsibilities found in the contract and set forth in the "Scope of Services" below in a manner that is consistent and assists the board meet its vision.

The School will hire Academica Nevada to provide specific business support services thereby freeing up the school administrator to focus on the educational goals set by the governing board. Support services that Academica Nevada will provide include, but are not limited to, the following:

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

It is understood and agreed that Academica Nevada will NOT do the following:

- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the school's board and principal;
- Use fees paid by AHA to benefit or subsidize schools located outside of Nevada.
- Permit the school's lease and management contract to be conditioned one upon the other.

Academica Nevada will assist AHA in furthering the school's mission and purpose by enabling the School to obtain better facilities, lower pricing on furniture and equipment, more accurate budget projections, better insurance rates, better benefits packages for employees of the school and better financing rates than would otherwise be possible. These services will help AHA serve more students and maintain financial surpluses without compromising the educational goals of the school.

Performance Evaluation Measures and Mechanisms: The board expects Academica Nevada to perform each of the specific duties of the contract. Academica Nevada is expected to work in such a manner that school's annual financial audits do not have any material deficiencies. The board further expects Academica Nevada to guide the school to a surplus of not less than 5% of revenues. All state reports must be responded to in a timely manner and to the expectations of the specific state agencies. They should work in a manner that is supportive and allows the principals to focus on educational goals. The principals should be able to discuss and get immediate advice on day to day operational issues.

Annually, each Board Member and the Principal will evaluate Academica Nevada in eight

areas, including Financial Reporting, Financial Management, Human Resource Management, School Operations Management, Start-up and Expansion, Mission Support, Job Knowledge, and Executive Leadership. In evaluating the Service Provider, the Board Members and the Principal will use the following Service Evaluation rubric:

Service Evaluation

Check the appropriate box next the performance level and provide comments when needed.

Responsibilities: Staff coord □ UNABLE TO RATE THIS C	inates Board meeting dates, tin	nagement mes, and locations.	
Unsatisfactory	Approaching	Solid 🗆	Exemplary 🗆
No communication is provided regarding Board meeting dates, times, and locations.	Inconsistent communication is provided regarding Board meeting dates, times, and locations.	Staff provides consistent communication regarding Board meeting dates, times, and locations. Quorum confirmation is always ensured.	Staff provides highly consistent communication to all parties regarding Board meeting dates, times and locations; including calendar invites and reminders.
Comments:			
agenda. Staff is responsible fo Law. UNABLE TO RATE THIS C	or ensuring timely posting of ag	em Leaders for feedback on ite gendas to designated locations a	as required by Open Meeting
Unsatisfactory 🛛	Approaching 🛛	Solid 🗆	Exemplary 🛛
Staff has no communication with System Leaders during preparation of Board meeting agendas. Staff does not comply with Open Meeting Law, and deadlines are often missed.	Occasionally System Leaders receive communication from staff regarding items to be placed on the agenda. Staff occasionally complies with Open Meeting Law and required deadlines.	Without fail staff works with System Leaders to ensure that necessary items of importance are placed on each agenda. Staff diligently works to comply with Open Meeting Law and consistently meets required deadlines.	Staff provides a high level of service, consistently communicating with System Leaders to ensure all necessary and/or required items are placed on the agenda for Board consideration. Staff always ensures that all posting requirements are met per Open Meeting Law; as well as providing transparency to the system community by providing agenda acces in additional locations.
Comments:			
Responsibilities: Staff gathe equipment for use during Boa I UNABLE TO RATE THIS C	ard meetings.	ipport materials. Staff prepares	all required documents and
Unsatisfactory	Approaching	Solid 🗆	Exemplary 🛛
There is a lack of proper support materials prior to Board meetings. Room,	Timely distribution of support materials prior to Board meetings is	Staff prepares and distributes accurate support materials in	Staff provides highly effective support materials which are prepared and
documents, and equipment are not prepared for Board	inconsistent. Staff lacks	advance of Board meetings, allowing Board members to	distributed in a timely manner to allow Board

meetings. Comments: Responsibilities: Preparatio	Board meeting by failing to provide necessary equipment and materials for the Board meeting. n of Board meeting minutes in	properly prepare prior to the meetings. Rooms, documents, and equipment are consistently prepared in advance of Board meeting time, allowing meetings to begin on time and run efficiently.	members ample time for preparation. In an effort to provide transparency, staff consistently works to ensure Stakeholder's have access to Board meeting support materials.
Unsatisfactory	Approaching	Solid 🗆	Exemplary 🗆
Staff does not prepare meeting minutes, resulting in violation of Open Meeting Law.	Staff inconsistently prepares Board meeting minutes resulting in occasional violation of Open Meeting Law. Prepared minutes contain errors and/or typos.	Staff prepares accurate minutes, resulting in effective follow up on future agenda items. Staff distributes minutes in accordance with Open Meeting Law.	Staff consistently and expertly prepares minutes, capturing necessary elements of each Board meeting, allowing for an accurate depiction the meeting. As minutes are prepared, staff ensures that any item request and/or items of concern are noted for discussion with System Leaders for future agendas. Minutes are always posted in compliance with Open Meeting Law.
	endors to the school site for re	aintenance pairs and maintenance through	
UNABLE TO RATE THIS C			
Unsatisfactory	Approaching 🛛	Solid 🛛	Exemplary 🗆
Requests for repairs and maintenance are ignored and/or no attempt is made to provide service.	Some jobs entered into the ticket system are attended to in a sufficient manner. Modest attempt is made to fulfill job requests.	Jobs entered into the Facilities Ticket System are responded to within 5-10 hours (depending on priority level) and vendors are dispatched to the campus.	Expert or high level of service is provided in dispatching vendors to the school site with immediate follow up when entered into the Facilities Ticket System.
Comments: Responsibilities: Secure ver etc.) UNABLE TO RATE THIS C	ndors and bids for ongoing con ATEGORY	tracted services (janitorial, lan	dscaping, fire inspection,
Unsatisfactory	Approaching	Solid 🗆	Exemplary 🛛
Requests for quotes/bids are ignored. Little or no attempt is made to find vendors.	Less than three quotes/bids are presented for ongoing contracted services. There is a delay in providing quotes of more than 40 days.	A minimum of three quotes/bids are presented for ongoing contracted services. Quote/Bids are provided in less than 35 days.	More than three vendors are brought forward with quotes/bids for ongoing contractual services. Quote/Bids are provided within less than 25 days.

-	el on requested projects/repair	S.
	Solid 🛛	Exemplary 🗆
11 0		Highly consistent level of
		communication is provided
to the facilities		to schools with frequent
representative regarding		updates regarding the
maintenance and repairs.	job after initial request. In	status of outstanding
Extended length of time	addition, weekly	requests. Follow up is
occurs between		provided to ensure schools
	regarding outstanding	are highly satisfied with th
must seek the information.	requests.	outcome.
actuals are provided to the B	Board and School Principals in o	rder to make timely and
ATEGORY		
Approaching 🛛	Solid 🛛	Exemplary 🛛
Inconsistently meets	Consistently provided	Consistently provided timely
		provides expert knowledge of
		the financials.
differences.		
	makes up the unterences.	
ate reports on time and ensur	res schools are meeting require	d state/federal guideline for
ATECODY		
		E
Approaching 🛛	Solid	Exemplary
Approaching Inconsistent submittal of	Submit reports on time.	All reports are submitted on
Approaching Inconsistent submittal of reports on time. Little	Submit reports on time. Keeps Board and School up	All reports are submitted on time and accurately. Board
Approaching Inconsistent submittal of reports on time. Little communication to the	Submit reports on time. Keeps Board and School up to date on guidelines for the	All reports are submitted on time and accurately. Board and School are kept up to
Approaching Inconsistent submittal of reports on time. Little communication to the Board and School about	Submit reports on time. Keeps Board and School up	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use
Approaching Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of	Submit reports on time. Keeps Board and School up to date on guidelines for the	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide
Approaching Inconsistent submittal of reports on time. Little communication to the Board and School about	Submit reports on time. Keeps Board and School up to date on guidelines for the	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use
Approaching Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of	Submit reports on time. Keeps Board and School up to date on guidelines for the	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those
Approaching Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds.	Submit reports on time. Keeps Board and School up to date on guidelines for the	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines.
Approaching Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds.	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds.	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines.
Approaching Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds. ffice Managers with support a	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds. and training to meet their need	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines. s (including QB and SGF
Approaching □ Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds. ffice Managers with support a support of the suport of the suppor	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds. and training to meet their need	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines. s (including QB and SGF
Approaching Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds. ffice Managers with support a support of the support of t	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds. and training to meet their need Solid Received appropriate	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines. s (including QB and SGF <u>Exemplary</u> Receives continuous training
Approaching □ Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds. ffice Managers with support State CATEGORY □ Poorly trained, questions are inconsistently □	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds. and training to meet their need Solid Received appropriate training and questions are	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines. s (including QB and SGF <u>Exemplary</u> Receives continuous training and communicates effectively
Approaching Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds. ffice Managers with support a support of the support of t	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds. and training to meet their need Solid Received appropriate	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines. s (including QB and SGF <u>Exemplary</u> Receives continuous training
	ATEGORY Approaching Inconsistent communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information. Finance actuals are provided to the E CATEGORY Approaching Inconsistently meets deadline for budget to actual. Lack of details as to what makes up the differences.	ApproachingSolidInconsistentEffective communication is provided to the facilities representative regarding maintenance and repairs. Extended length of time occurs between communication or schools must seek the information.Effective communication is provided to the facilities representative regarding the status of a maintenance job after initial request. In addition, weekly communication is provided regarding outstanding requests.Finance - Accounting actuals are provided to the Board and School Principals in oCATEGORYConsistently meets deadline for budget to actual. Lack of details as to what makes up the differences.Consistently provided timely to allow for review and development of questions at or prior to board meetings. Able to provide details and backup (when necessary) to what makes up the differences.

Comments:			
	Finance – Acc	ounts Payable	
Responsibilities: AP Clerk	answers all my questions in a t		istant guidance.
UNABLE TO RATE THIS C			
Unsatisfactory	Approaching	Solid 🗆	Exemplary 🛛
AP Clerk does not respond	AP Clerk will occasionally	AP Clerk addresses inquires	AP Clerk regularly takes the
to questions and ignores	respond to questions and	effectively and within a	initiative to ask if the schoo
requests for assistance.	provides moderate support	reasonable amount of time	is experiencing any
	and guidance.	(1 business day). Accounts	problems, offers solutions
		Payable offers help and guidance when it is	and is highly consistent in providing guidance on
		requested.	policies and procedures.
Comments:		/ /	
Responsibilities: AP Clerk r	nakes payments to vendors in a	a timely manner	
UNABLE TO RATE THIS C		timely manner.	
Unsatisfactory	Approaching 🛛	Solid 🛛	Exemplary 🛛
AP Clerk makes little to no	AP Clerk inconsistently	AP Clerk effectively	AP Clerk exceeds
attempt to pay vendors on	pays vendors on time.	processes payments on	expectations by
time resulting in late fees,		time, preserving positive	demonstrating a high turn-
cancellation of orders,		relationships with vendors	around time when
interruptions of service and		and improving credit	processing payments.
numerous payment status inquiries from vendors.		ratings.	
Comments:			I
Deenensibilities AD Clark	<i>G</i> i ai an thu h an dhaa wan dan in aw	vice and it combinations addin.	
-	efficiently handles vendor inqui		
	inar hitharizhtian hatara nhum		
Procedures	oper authorization before paym	tents being made according to r	Inancial Policies &
		tents being made according to r	Inancial Policies &
UNABLE TO RATE THIS C	ATEGORY		
UNABLE TO RATE THIS C		Solid 🗆	Exemplary AP Clerk exceeds
UNABLE TO RATE THIS C Unsatisfactory AP Clerk makes no attempt	ATEGORY Approaching		Exemplary 🛛
UNABLE TO RATE THIS C Unsatisfactory AP Clerk makes no attempt to handle vendor inquiries, credit applications,	ATEGORY Approaching AP Clerk makes a moderate effort to handle vendor inquiries, credit	Solid AP Clerk <i>effectively</i> handles	Exemplary AP Clerk <i>exceeds</i> <i>expectations</i> in handling vendor inquiries, credit
□ UNABLE TO RATE THIS C Unsatisfactory □ AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds/removes users from	ATEGORY Approaching AP Clerk makes a moderate effort to handle vendor inquiries, credit applications, adds/removes	Solid AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current	Exemplary AP Clerk <i>exceeds</i> <i>expectations</i> in handling vendor inquiries, credit applications,
□ UNABLE TO RATE THIS C Unsatisfactory □ AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds/removes users from current accounts and does	ATEGORY Approaching AP Clerk makes a moderate effort to handle vendor inquiries, credit applications, adds/removes users from current	Solid AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to	Exemplary AP Clerk <i>exceeds</i> <i>expectations</i> in handling vendor inquiries, credit applications, adding/removing users
□ UNABLE TO RATE THIS C Unsatisfactory □ AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow	ATEGORY Approaching AP Clerk makes a moderate effort to handle vendor inquiries, credit applications, adds/removes users from current accounts and sometimes	Solid □ AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies &	Exemplary AP Clerk <i>exceeds</i> <i>expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and
□ UNABLE TO RATE THIS C Unsatisfactory □ AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies &	ATEGORY Approaching Image: Constraint of the second s	Solid AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to	Exemplary AP Clerk <i>exceeds</i> <i>expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow
□ UNABLE TO RATE THIS C Unsatisfactory □ AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies &	ATEGORY Approaching Image: Constraint of the second s	Solid □ AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies &	Exemplary AP Clerk <i>exceeds</i> <i>expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies &
□ UNABLE TO RATE THIS C Unsatisfactory □ AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures.	ATEGORY Approaching Image: Constraint of the second s	Solid □ AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies &	Exemplary AP Clerk <i>exceeds</i> <i>expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow
Unsatisfactory AP Clerk <i>makes no attempt</i> to handle vendor inquiries,	ATEGORY Approaching Image: Constraint of the second s	Solid □ AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies &	Exemplary AP Clerk <i>exceeds</i> <i>expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies &
□ UNABLE TO RATE THIS C Unsatisfactory □ AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures. Comments:	ATEGORY Approaching Image: Constraint of the second s	Solid AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies & Procedures.	Exemplary AP Clerk <i>exceeds</i> <i>expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies & Procedures.
□ UNABLE TO RATE THIS C Unsatisfactory □ AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures. Comments: Responsibilities: Prepare b	ATEGORY Approaching Image: Constraint of the second s	Solid AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies & Procedures.	Exemplary AP Clerk <i>exceeds</i> <i>expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies & Procedures.
□ UNABLE TO RATE THIS C Unsatisfactory □ AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures. Comments: Responsibilities: Prepare b □ UNABLE TO RATE THIS C	ATEGORY Approaching Image: Constraint of the second s	Solid □ AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies & Procedures.	Exemplary AP Clerk <i>exceeds</i> <i>expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies & Procedures.
□ UNABLE TO RATE THIS C Unsatisfactory □ AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures. Procedures. Comments: ■ Responsibilities: Prepare b □ UNABLE TO RATE THIS C Unsatisfactory □	ATEGORY Approaching Image: Constraint of the second se	Solid □ AP Clerk effectively handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies & Procedures. Procedures gets and Bonds ep the school compliant with st	Exemplary Image: Constraint of the second secon
□ UNABLE TO RATE THIS C Unsatisfactory □ AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures. Procedures. Comments: ■ Responsibilities: Prepare b □ UNABLE TO RATE THIS C ■ No communication with the ■	ATEGORY Approaching Image: Constraint of the second s	Solid □ AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies & Procedures.	Exemplary AP Clerk <i>exceeds</i> <i>expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies & Procedures.
□ UNABLE TO RATE THIS C Unsatisfactory □ AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures. Comments: Responsibilities: Prepare b □ UNABLE TO RATE THIS C	ATEGORY Approaching Image: Constraint of the second se	Solid □ AP Clerk effectively handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies & Procedures. Procedures. gets and Bonds ep the school compliant with st Solid □ The budget is B	Exemplary Image: Constraint of the section of the

consideration the needs of	readily explored with the	presented when requested.	options are presented and
the school. Budget would	school.	The budget is realistic and	explained to the school
not meet the state financial		will meet the state and debt	when requested to see
framework or debt		covenants.	what options may be
covenants.			available. The budget will
			pass all required state and
			debt covenants.
Comments:			
—	g the purchasing of buildings a	nd management of the bonds.	
UNABLE TO RATE THIS C		Solid 🗆	Examplemy D
Unsatisfactory D No communication of the	Approaching	Solid Effective communication	Exemplary
	Inconsistent updates on the bonding process. Updates	about the bond with the	Highly consistent level of communication is provided
process and no updates of	to the bond covenants are		to the proper staff/board
throughout the process. Bond covenants are not		proper staff/board members happens timely.	members. Debt covenants
	general and not explained well.	Debt covenants are	are explained and updated
explained.	wen.	explained.	as necessary.
Comments:		explained.	as necessary.
Desponsibilities: Complete	personnel changes in the payro	- Payroll	ll nouroll processing and
requests.	personner changes in the payro	on system, assist with the overa	an payron processing and
UNABLE TO RATE THIS (ATEGORY		
Unsatisfactory	Approaching	Solid 🗆	Exemplary
Requests for assistance are	Some requests are looked	Requests are completed	Requests are handled
ignored and/or no attempt	into immediately while	within 24 hours of being	immediately upon sending
is made to assist.	others take longer to	notified. Communication	the initial request.
a b b b			
Communication regarding	address. Communication	regarding the request is	Communication regarding
Communication regarding the request is poor.	regarding the requests	open and prompt.	the request exceeds
the request is poor. Comments:	regarding the requests needs improvement.	open and prompt.	the request exceeds
the request is poor. Comments: Responsibilities: Submit PI	regarding the requests needs improvement. ERS payroll report to the state o	open and prompt.	the request exceeds
the request is poor. Comments: Responsibilities: Submit PF	regarding the requests needs improvement. CRS payroll report to the state of CATEGORY	open and prompt.	the request exceeds expectations.
the request is poor. Comments: Responsibilities: Submit PH UNABLE TO RATE THIS C Unsatisfactory	regarding the requests needs improvement. ERS payroll report to the state of ATEGORY Approaching	open and prompt. on time and accurately. Solid	the request exceeds expectations.
the request is poor. Comments: Responsibilities: Submit PH UNABLE TO RATE THIS C Unsatisfactory PERS Reporting is not	regarding the requests needs improvement. CRS payroll report to the state of CATEGORY	open and prompt. In time and accurately. Solid PERS reporting is	the request exceeds expectations. Exemplary PERS reporting is
the request is poor. Comments: Responsibilities: Submit PH UNABLE TO RATE THIS C Unsatisfactory PERS Reporting is not completed on time and it is	regarding the requests needs improvement. ERS payroll report to the state of ATEGORY Approaching PERS reporting is often	open and prompt. n time and accurately. Solid PERS reporting is completed and submitted	the request exceeds expectations.
the request is poor. Comments: Responsibilities: Submit PE UNABLE TO RATE THIS (Unsatisfactory PERS Reporting is not completed on time and it is not accurate when	regarding the requests needs improvement. ERS payroll report to the state of CATEGORY Approaching PERS reporting is often completed on time and it is	open and prompt. In time and accurately. Solid PERS reporting is	the request exceeds expectations. Exemplary Image: Completed prior to the
the request is poor. Comments: Responsibilities: Submit PH UNABLE TO RATE THIS C Unsatisfactory PERS Reporting is not completed on time and it is not accurate when submitted.	regarding the requests needs improvement. ERS payroll report to the state of CATEGORY Approaching PERS reporting is often completed on time and it is	open and prompt. In time and accurately. Solid PERS reporting is completed and submitted by the deadline and it is	the request exceeds expectations.
the request is poor. Comments: Responsibilities: Submit PI UNABLE TO RATE THIS (regarding the requests needs improvement. ERS payroll report to the state of ATEGORY PERS reporting is often completed on time and it is at times accurate.	open and prompt. In time and accurately. Solid PERS reporting is completed and submitted by the deadline and it is accurate when submitted.	the request exceeds expectations.
the request is poor. Comments: Responsibilities: Submit PH UNABLE TO RATE THIS C Unsatisfactory PERS Reporting is not completed on time and it is not accurate when submitted.	regarding the requests needs improvement. ERS payroll report to the state of ATEGORY PERS reporting is often completed on time and it is at times accurate.	open and prompt. In time and accurately. Solid PERS reporting is completed and submitted by the deadline and it is	the request exceeds expectations.
the request is poor. Comments: Responsibilities: Submit PH UNABLE TO RATE THIS C Unsatisfactory PERS Reporting is not completed on time and it is not accurate when submitted. Comments:	regarding the requests needs improvement. ERS payroll report to the state of ATEGORY Approaching PERS reporting is often completed on time and it is at times accurate. Legal S day-to-day legal support and a	open and prompt. In time and accurately. Solid PERS reporting is completed and submitted by the deadline and it is accurate when submitted. ervices	the request exceeds expectations.
the request is poor. Comments: Responsibilities: Submit PH UNABLE TO RATE THIS C Unsatisfactory PERS Reporting is not completed on time and it is not accurate when submitted. Comments: Responsibilities: Providing	regarding the requests needs improvement. ERS payroll report to the state of ATEGORY Approaching PERS reporting is often completed on time and it is at times accurate. Legal S day-to-day legal support and a	open and prompt. In time and accurately. Solid PERS reporting is completed and submitted by the deadline and it is accurate when submitted. ervices	the request exceeds expectations.
the request is poor. Comments: Responsibilities: Submit PH UNABLE TO RATE THIS C Unsatisfactory PERS Reporting is not completed on time and it is not accurate when submitted. Comments: Responsibilities: Providing UNABLE TO RATE THIS C Unsatisfactory	regarding the requests needs improvement. ERS payroll report to the state of ATEGORY PERS reporting is often completed on time and it is at times accurate. Legal S day-to-day legal support and a EATEGORY	open and prompt. n time and accurately. Solid PERS reporting is completed and submitted by the deadline and it is accurate when submitted. ervices dvice in coordination with cou	the request exceeds expectations.
the request is poor. Comments: Responsibilities: Submit PH UNABLE TO RATE THIS (Unsatisfactory □ PERS Reporting is not completed on time and it is not accurate when submitted. Comments: Responsibilities: Providing UNABLE TO RATE THIS (Unsatisfactory □ Requests for legal support	regarding the requests needs improvement. ERS payroll report to the state of CATEGORY Approaching PERS reporting is often completed on time and it is at times accurate. Legal S day-to-day legal support and a CATEGORY Approaching	open and prompt. n time and accurately. Solid PERS reporting is completed and submitted by the deadline and it is accurate when submitted. ervices dvice in coordination with cou Solid	the request exceeds expectations.
the request is poor. Comments: Responsibilities: Submit PH UNABLE TO RATE THIS C Unsatisfactory PERS Reporting is not completed on time and it is not accurate when submitted. Comments: Responsibilities: Providing UNABLE TO RATE THIS C Unsatisfactory Requests for legal support and/or advice is ignored	regarding the requests needs improvement. ERS payroll report to the state of ATEGORY Approaching PERS reporting is often completed on time and it is at times accurate. Legal S day-to-day legal support and a ATEGORY Approaching Requests for legal support	open and prompt. n time and accurately. Solid PERS reporting is completed and submitted by the deadline and it is accurate when submitted. ervices dvice in coordination with cou Solid Requests for legal support and/or advice receive a response within a	the request exceeds expectations. Exemplary PERS reporting is completed prior to the deadline and it is completely accurate. nsel hired by the board. Exemplary Requests for legal support
the request is poor. Comments: Responsibilities: Submit PH UNABLE TO RATE THIS C Unsatisfactory PERS Reporting is not completed on time and it is not accurate when submitted. Comments: Responsibilities: Providing UNABLE TO RATE THIS C	regarding the requests needs improvement. ERS payroll report to the state of ATEGORY Approaching □ PERS reporting is often completed on time and it is at times accurate. Legal S day-to-day legal support and a CATEGORY Approaching □ Requests for legal support and/or advice are	open and prompt. n time and accurately. Solid PERS reporting is completed and submitted by the deadline and it is accurate when submitted. ervices dvice in coordination with cou Solid Requests for legal support and/or advice receive a	the request exceeds expectations.

	Responses are unclear or inconsistent.	concise, and consistent.	communicates, and trains school leaders on relevant legal issues.
Comments:			
Responsibilities: Assist scho contracts, MOU's) as requeste	ools in preparing and drafting s	school and board policies and c	ther written documents (i.e.
UNABLE TO RATE THIS C			
Unsatisfactory	Approaching 🛛	Solid 🛛	Exemplary 🛛
Requests for written	Requests for written	Requests for written	Requests for written
policies or other documents	policies and other	policies and other	policies and other
are ignored.	documents are occasionally	documents are prepared	documents are prepared in
	addressed or addressed in	within a reasonable amount	a timely manner. The
	an untimely manner.	of time. Written policies or	policies or written
	Policies or other documents	other documents are clear,	documents are error free.
	need several revisions or corrections.	concise, and consistent.	
Comments:			
Responsibilities: Work with	n campus leaders to resolve leg CATEGORY	al issues regarding parents, sta	ff, and students.
Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛
Academica Legal Staff is	Academica Legal Staff	Academica Legal Staff	Academica Legal Staff is
unwilling or unable to	occasionally assists in these	assists with these legal	willing to be present to
assist the school in these	legal issues.	issues by talking to the	meet with the parent, staff
legal issues.		parent and/or assisting in	member, or student and/or
		the discipline of a staff member or student.	assists the school in coming to a resolution that is most
		member of student.	beneficial to the school.
Comments:	•		
	Marketin	g/Design	
-	h clients to determine marketin	g/Design ng strategy and design of schoo	l marketing materials.
UNABLE TO RATE THIS C	h clients to determine marketin ATEGORY		-
□ UNABLE TO RATE THIS C Unsatisfactory □	h clients to determine marketin ATEGORY Approaching	ng strategy and design of school Solid	Exemplary 🗆
□ UNABLE TO RATE THIS C Unsatisfactory □ Requests for meetings and	h clients to determine marketin ATEGORY	ng strategy and design of schoo	-
UNABLE TO RATE THIS C Unsatisfactory Requests for meetings and product designs are	h clients to determine marketin ATEGORY Approaching Some jobs requested are completed in a sufficient	ng strategy and design of schoo Solid Marketing materials and	Exemplary Expert or high level of service is provided in
□ UNABLE TO RATE THIS C Unsatisfactory □ Requests for meetings and product designs are ignored and/or no attempt	h clients to determine marketin ATEGORY Approaching Some jobs requested are	ng strategy and design of schoo Solid Marketing materials and design requests are	Exemplary Expert or high level of
□ UNABLE TO RATE THIS C Unsatisfactory □ Requests for meetings and product designs are ignored and/or no attempt is made to provide service.	h clients to determine marketin ATEGORY Approaching Some jobs requested are completed in a sufficient manner. Modest attempt is	Solid Marketing materials and design requests are confirmed within 48 hours	Exemplary Expert or high level of service is provided in defining what the client
□ UNABLE TO RATE THIS C Unsatisfactory □ Requests for meetings and product designs are ignored and/or no attempt is made to provide service. Material and copy fails to meet needs of particular	h clients to determine marketin ATEGORY Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempt is made to fulfill copy and style	Solid Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with	Exemplary Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is
□ UNABLE TO RATE THIS C Unsatisfactory □ Requests for meetings and product designs are ignored and/or no attempt is made to provide service. Material and copy fails to meet needs of particular graphic design job, i.e. the	ATEGORY Approaching Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempt is made to fulfill copy and style requirements and meets	Solid Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with the scope and vision of the	Exemplary Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the prearranged timeline, based or
□ UNABLE TO RATE THIS C Unsatisfactory □ Requests for meetings and product designs are ignored and/or no attempt is made to provide service. Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of	Approaching Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time	Solid Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with the scope and vision of the marketing project and is	Exemplary Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the pre- arranged timeline, based of the current que and time
□ UNABLE TO RATE THIS C Unsatisfactory □ Requests for meetings and product designs are ignored and/or no attempt is made to provide service. Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of products do not match up	ATEGORY Approaching Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempt is made to fulfill copy and style requirements and meets	Solid Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget	Exemplary Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the prearranged timeline, based of the current que and time sensitivity of each request.
UNABLE TO RATE THIS C	Approaching Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time	Solid Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with the scope and vision of the marketing project and is	Exemplary Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the pre-arranged timeline, based of the current que and time sensitivity of each request. Product meets and exceeds
□ UNABLE TO RATE THIS C Unsatisfactory □ Requests for meetings and product designs are ignored and/or no attempt is made to provide service. Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of products do not match up	Approaching Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time	Solid Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget	Exemplary Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the prearranged timeline, based on the current que and time sensitivity of each request. Product meets and exceeds client's expectations in
□ UNABLE TO RATE THIS C Unsatisfactory □ Requests for meetings and product designs are ignored and/or no attempt is made to provide service. Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of products do not match up	Approaching Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time	Solid Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget	Exemplary Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the prearranged timeline, based of the current que and time sensitivity of each request. Product meets and exceeds client's expectations in type, style, arrangement
□ UNABLE TO RATE THIS C Unsatisfactory □ Requests for meetings and product designs are ignored and/or no attempt is made to provide service. Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of products do not match up	Approaching Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time	Solid Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget	Exemplary Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the pre- arranged timeline, based on the current que and time sensitivity of each request. Product meets and exceeds client's expectations in type, style, arrangement and size, and shows a
□ UNABLE TO RATE THIS C Unsatisfactory □ Requests for meetings and product designs are ignored and/or no attempt is made to provide service. Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of products do not match up	Approaching Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time	Solid Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget	Exemplary Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the pre- arranged timeline, based on the current que and time sensitivity of each request. Product meets and exceeds client's expectations in type, style, arrangement and size, and shows a mastery of understanding
□ UNABLE TO RATE THIS C Unsatisfactory □ Requests for meetings and product designs are ignored and/or no attempt is made to provide service. Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of products do not match up	Approaching Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests. Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time	Solid Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon. The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget	Exemplary Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the pre- arranged timeline, based on the current que and time sensitivity of each request. Product meets and exceeds client's expectations in type, style, arrangement and size, and shows a

Responsibilities: Work closely with school principals, directors, managers, administration, and all other school representatives for creative direction.

UNABLE TO RATE THIS C	ATEGORY		
Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛
Opinions and wishes on creative direction are followed rarely.	Some designs reflect wishes and direction of client.	Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision.	Products are professional and meets or exceeds client's expectations in fina design and presentation.
Comments:			
	National School Lur	ach Drogram (NCLD)	
Responsibilities: Provide tee Practices. □ UNABLE TO RATE THIS C	chnical assistance to ensure sch		e NSLP Regulations and Best
Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛
No attempt is made to provide technical assistance.	Moderate level of technical assistance is provided.	Consistent level of technical assistance is provided.	High level of technical assistance is provided.
Comments:			
Responsibilities: Provide su □ UNABLE TO RATE THIS C	pport in preparation and throu ATEGORY	ughout the NSLP Administrativ	re Review process.
Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛
Minimal support is provided in preparation and throughout the Administrative Review process.	Limited support is provided in preparation and throughout the Administrative Review process.	Frequent support is provided in preparation and throughout the Administrative Review process.	Initiated and highly consistent support is provided in preparation and throughout the Administrative Review process.
Comments:			
Responsibilities: Provide as renewal of the NSLP. □ UNABLE TO RATE THIS C	sistance to schools in completi	ng all required NDA reporting	and with applying for
Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛
Little assistance is provided in completing NDA reports and applying for renewal of the NSLP. Comments:	Inconsistent assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Appropriate assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Advanced assistance is provided in completing NDA reports and applying for renewal of the NSLP.
	Procur	ement	
	n the school leadership to obtai nipment based upon the school		

curriculum, furniture and equipment based upon the school's requests and needs, while making sure to maintain their allotted budget.

□ UNABLE TO RATE THIS CATEGORY

Unsatisfactory	Approaching 🛛	Solid 🛛	Exemplary 🛛
Requests from the	Some requests are	Quotes are obtained	Expert or high level of service is

			· · · · · · · · · · · · · · · · · · ·
school office manager	fulfilled in a sufficient	and orders placed in a	provided in fulfilling requests from
or Principal are ignored	manner. Requests are	timely manner.	school staff. Records are kept and
and/or attempt to assist	taking an unacceptable	Suggestions are	accessible of prior year purchases for
in purchasing the	length of time to be fulfilled.	provided for materials that will meet the needs	reference. Any order issues that are
materials is not made.	fumilea.	and requirements.	communicated to us are immediately forwarded to the school.
Comments:			
Demonsibilities. Assist	in monting the Cummon Du	abaging Dudget for the gab	a al and provide regular program
reporting on budget as pu		chasing budget for the sch	ool, and provide regular progress
UNABLE TO RATE TH			
Unsatisfactory	Approaching	Solid 🗆	Exemplary 🗆
Budgets are not	Budgets are	Budgets are updated in	Budgets are customized at the reques
communicated with the	communicated with the	a timely manner and	of the school administration, and the
	school administration,	available for the school	
school administration,	,		budget is communicated with the
school administration is	but only at the request	administration on a	school every time it is updated.
not aware of how much	of the school	normal basis.	
money they have spent	administration.		
and how much money			
that have left.			
Comments:			
Decomposibilition Assist	as a Lipican far and overage	aumman furnitura inatalla	tion
-	as a Liaison for and oversed	e summer furniture installa	tion.
UNABLE TO RATE TH	IS CATEGORY		
UNABLE TO RATE TH	IS CATEGORY Approaching	Solid 🛛	Exemplary 🗆
□ UNABLE TO RATE TH Unsatisfactory □ No communication is	IS CATEGORY Approaching School Administration	Solid Communication is	Exemplary The installation is completed with a
□ UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school,	IS CATEGORY Approaching School Administration is notified of installation	Solid Communication is effective between all	Exemplary The installation is completed with a high level of satisfaction and any
□ UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school, installers and furniture	School Administration is notified of installation dates, but no attempts	Solid Communication is effective between all parties involved in the	Exemplary The installation is completed with a high level of satisfaction and any issues are communicated effectively
□ UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school, installers and furniture show up to the school	School Administration is notified of installation dates, but no attempts are made to work	Solid Communication is effective between all parties involved in the furniture installation	Exemplary The installation is completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by
□ UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school, installers and furniture	School Administration is notified of installation dates, but no attempts are made to work around requests from	Solid Communication is effective between all parties involved in the furniture installation process, and school	Exemplary The installation is completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School
□ UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school, installers and furniture show up to the school	School Administration is notified of installation dates, but no attempts are made to work	Solid Communication is effective between all parties involved in the furniture installation process, and school process/timeline	Exemplary The installation is completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School process/timeline expectations are
□ UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school, installers and furniture show up to the school unannounced.	School Administration is notified of installation dates, but no attempts are made to work around requests from	Solid Communication is effective between all parties involved in the furniture installation process, and school	Exemplary The installation is completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School
□ UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school, installers and furniture show up to the school	School Administration is notified of installation dates, but no attempts are made to work around requests from	Solid Communication is effective between all parties involved in the furniture installation process, and school process/timeline	Exemplary The installation is completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School process/timeline expectations are
UNABLE TO RATE THE Unsatisfactory No communication is made with the school, installers and furniture show up to the school unannounced. Comments:	School Administration is notified of installation dates, but no attempts are made to work around requests from the school.	Solid Communication is effective between all parties involved in the furniture installation process, and school process/timeline requests are met.	Exemplary The installation is completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School process/timeline expectations are exceeded.
□ UNABLE TO RATE THE Unsatisfactory □ No communication is made with the school, installers and furniture show up to the school unannounced. Comments: Responsibilities: Assist	IS CATEGORY Approaching Image: Comparison of the sector of the secto	Solid Communication is effective between all parties involved in the furniture installation process, and school process/timeline requests are met.	Exemplary The installation is completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School process/timeline expectations are exceeded.
□ UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school, installers and furniture show up to the school unannounced. Comments: Responsibilities: Assist □ UNABLE TO RATE TH	IS CATEGORY Approaching School Administration is notified of installation dates, but no attempts are made to work around requests from the school. as a Liaison between the school S CATEGORY	Solid Communication is effective between all parties involved in the furniture installation process, and school process/timeline requests are met.	Exemplary The installation is completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School process/timeline expectations are exceeded.
□ UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school, installers and furniture show up to the school unannounced. Comments: Responsibilities: Assist □ UNABLE TO RATE TH Unsatisfactory □	IS CATEGORY Approaching School Administration is notified of installation dates, but no attempts are made to work around requests from the school. as a Liaison between the school S CATEGORY Approaching	Solid Communication is effective between all parties involved in the furniture installation process, and school process/timeline requests are met. hool and curriculum vendo	Exemplary Image: Complete the second sec
□ UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school, installers and furniture show up to the school unannounced. Comments: Responsibilities: Assist □ UNABLE TO RATE TH Unsatisfactory □ No communication is	IS CATEGORY Approaching Image: Comparison of the section of the s	Solid Communication is effective between all parties involved in the furniture installation process, and school process/timeline requests are met. hool and curriculum vendo Solid School is aware of	Exemplary Image: Completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School process/timeline expectations are exceeded. rs. Exemplary Image: Completed with a list of all
□ UNABLE TO RATE THE Unsatisfactory □ No communication is made with the school, installers and furniture show up to the school unannounced. Comments: Responsibilities: Assist □ UNABLE TO RATE THE Unsatisfactory □ No communication is made with the school	IS CATEGORY Approaching Image: Comparison of the sector of the secto	Solid Communication is effective between all parties involved in the furniture installation process, and school process/timeline requests are met. hool and curriculum vendo School is aware of purchases being made	Exemplary Image: Completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School process/timeline expectations are exceeded. rs. Exemplary Image: Completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and completed with a list of all curriculum previously purchased and curriculum previously purchased and completed with a list of all curriculum
□ UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school, installers and furniture show up to the school unannounced. Comments: Responsibilities: Assist UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school regarding what	IS CATEGORY Approaching □ School Administration is notified of installation dates, but no attempts are made to work around requests from the school. Approaching □ School Administration is aware of purchases being made but is not	Solid Communication is effective between all parties involved in the furniture installation process, and school process/timeline requests are met. hool and curriculum vendo School is aware of purchases being made and is kept apprised of	Exemplary Image: Completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School process/timeline expectations are exceeded. Exemplary Image: Completed with a list of all curriculum previously purchased and made aware of any items they need
□ UNABLE TO RATE THE Unsatisfactory □ No communication is made with the school, installers and furniture show up to the school unannounced. Comments: Responsibilities: Assist □ UNABLE TO RATE THE Unsatisfactory □ No communication is made with the school regarding what purchases they would	IS CATEGORY Approaching School Administration is notified of installation is notified of installation dates, but no attempts are made to work around requests from the school. as a Liaison between the sc IS CATEGORY Approaching School Administration is aware of purchases being made but is not receiving any updates	Solid Communication is effective between all parties involved in the furniture installation process, and school process/timeline requests are met. hool and curriculum vendo School is aware of purchases being made and is kept apprised of any backorders or	Exemplary Image: Completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School process/timeline expectations are exceeded. Exemplary Image: Completed with a list of all curriculum previously purchased and made aware of any items they need renewal or replenishment. Orders and statistical statisterious statis statis statistical statistical statistical statisti
□ UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school, installers and furniture show up to the school unannounced. Comments: Responsibilities: Assist UNABLE TO RATE TH Unsatisfactory □ No communication is made with the school regarding what purchases they would	IS CATEGORY Approaching Image: Comparison of the sector of the secto	Solid Communication is effective between all parties involved in the furniture installation process, and school process/timeline requests are met. hool and curriculum vendo School is aware of purchases being made and is kept apprised of any backorders or shipping delays	Exemplary Image: Completed with a high level of satisfaction and any issues are communicated effectively with little/no oversight needed by School Administration. School process/timeline expectations are exceeded. rs. Exemplary Image: Completed with a list of all curriculum previously purchased and made aware of any items they need renewal or replenishment. Orders an processed as quickly as possible and
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	Degist	ration		
		ration		
Responsibilities: Manage lottery database and communication.				
UNABLE TO RATE THIS C				
Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🗆	
Rarely send acceptances	Sporadically sends out	Consistently sends out	Always monitors numbers	
nor monitor databases.	acceptances when	acceptances when asked.	and send out acceptances	
Rarely update waitlists.	reminded. Sporadically	Waitlists and lotteries	as needed. Establish and	
Does not assist with needed	maintaining waitlists.	consistently maintained as	maintains accurate and up-	
phone communication.	Makes phone calls as	asked. Makes phone calls as	to-date waitlists. Makes	
	needed within a week.	needed or requested within	phone calls as needed or	
Rarely responds in a	Sporadically responds in a	72 hours.	requested within 24 hours.	
professional and timely	professional and timely			
manner.	manner.	Consistently responds in a	Always responds in a	
		professional and timely	professional and timely	
		manner.	manner.	
Comments:				
Responsibilities: Manage In	formation for Annual Enrollme	ent Audit, attend and assist dur	ing in-person DOE audit	
processes.				
UNABLE TO RATE THIS C	ATEGORY			
Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛	
Rarely monitors Infinite	Sporadically monitors	Consistently monitors	Always monitors Infinite	
Campus Master Registry to	Infinite Campus Master	Infinite Campus Master	Campus Master Registry to	
maintain accurate	Registry to maintain	Registry to maintain	maintain accurate	
registration numbers.	accurate registration	accurate registration	registration numbers.	
	numbers.	numbers as requested.	Provides step-by-step	
No audit preparation		Provides information for	information for audit	
guidance or assistance	Audit assistance provided	audit preparation with	preparation with individua	
provided.	in person but no	guidance. Person on-site to	guidance. Full	
	preparation materials	assist as needed. Provides	participation assistance	
No training provided for	provided.	training for reporting	provided during attendance	
reporting procedures.		procedures and new	audit. Provides continual,	
	Only provides training for	processes when asked.	on-going assistance and	
	new processes and does not		training for reporting	
	review currently used		procedures and new	
	procedures.		processes.	
Comments:				
Docnoncibilition Manage In	finite Campus Census and Atte	ndance information and essist	in accurate menthly and	
quarterly attendance reportin	A	nuance mormation and assist	in accurate monthly and	
UNABLE TO RATE THIS C	-			
			E	
Unsatisfactory	Approaching	Solid Consistently provides up	Exemplary	
Rarely provides up-to-date	Sporadically provides up-	Consistently provides up-	Always provides up-to-date	
state required attendance	to-date state required	to-date state required	state required attendance	
reporting procedures and	attendance reporting	attendance reporting	reporting procedures and	
codes. Always provides	procedures and codes.	procedures and codes.	codes. Always provides	
assistance with Campus	Sporadically provides	Consistently provides	assistance with Campus	
Census procedures such as building households ad	assistance with Campus	assistance with Campus	Census procedures such as building households ad	
	I LEUSUS DROCECURAS SUCH 25	LI ODELLE DEOCOGLIEGE CUCH DE		

Census procedures such as

building households, ad

hocs, attendance coding,

immunizations, flags,

Census procedures such as

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hocs, attendance coding,

immunizations, flags,

enrollments and

building households, ad

hocs, attendance coding,

immunizations, flags,

enrollments and

withdrawals.	enrollments and withdrawals.	enrollments and withdrawals.	withdrawals.			
Comments:						
	School Resource Development (Grants, Charter Applications, Amendments, Renewals, School Programs)					
Responsibilities: Coordinat	te the development, writing, an A TEGORY	d submission of grant proposa	ls.			
Unsatisfactory 🛛	Approaching	Solid 🛛	Exemplary 🛛			
Failed to demonstrate adequate understanding of the grant's purpose and/or school's requests/needs for the grant. Did not identify various stakeholder responsibilities. Did not provide update of submission progress. Failed to execute designated roles or submit grant proposal by deadline.	Demonstrated vague understanding of the grant's purpose or school's requests/needs for the grant. Vaguely identified various stakeholder responsibilities. Provided irregular or inconsistent status update of submission progress. Executed designated roles in an ineffective and unprofessional manner. Submitted grant by deadline.	Demonstrated clear understanding of the grant's purpose and school's request/needs for the grant. Identified various stakeholder responsibilities. Provided regular status update of submission progress. Executed designated roles in an effective and professional manner. Submitted grant by deadline.	Demonstrated clear understanding of the grant's purpose and clearly identified various stakeholder responsibilities, deadlines, and other related expectations. Executed designated roles in an effective and professional manner and gathered school feedback for revisions. Provided regular status update of submission progress and submitted grant by or before deadline.			
	e the development, writing, and	l submission of charter applica	tions, amendments, renewals			
& various programs	ATECORV					
	Approaching	Solid 🗆	Exemplary 🛛			
Failed to demonstrate adequate understanding of the project's purpose. Did not identify various stakeholder responsibilities or provide update of submission progress. Failed to execute designated roles or submit project by deadline.	Demonstrated vague understanding of the project's purpose. Vaguely identified various stakeholder responsibilities. Provided irregular or inconsistent status update of submission progress. Executed designated roles in an ineffective and unprofessional manner. Submitted grant by deadline.	Demonstrated clear understanding of project's purpose. Identified various stakeholder responsibilities. Provided regular status update of submission progress. Executed designated roles in an effective and professional manner. Submitted project by deadline.	Demonstrated clear understanding of the project's purpose and clearly identified various stakeholder responsibilities, deadlines, and other related expectations. Executed designated roles in an effective and professional manner and gathered school feedback for revisions. Provided regular status update of submission progress and submitted application by or before deadline.			
Comments:						

State ReportingResponsibilities:Alert the school system, responsible party and/or Academica Departments of items or information
coming due to the State, both from the Authority and the Department of Education.

UNABLE TO RATE THIS C	ATEGORY				
Unsatisfactory	Approaching	Solid 🛛	Exemplary 🛛		
Unsatisfactory I Staff does not provide ample notice to schools after receiving notice from the proper agency, of items or information coming due and school employees are often rushing to submit requested items.	Approaching Staff sometimes provides forward notice of items or information coming due (once the due dates are received from proper agency); however, those responsible are sometimes still rushing to complete items timely.	Solid L Staff provides timely notice, once deadlines are received from the proper agency, as to the information or items due, giving the responsible party ample time to complete.	Exemplary Once deadlines are received from the proper agency, staff always goes to great lengths to ensure that all parties involved are aware of the information and/or items coming due and works to gain extensions where necessary. Staff sends out a calendar invite for all items coming due, as well as, staff provides reminders of upcoming due dates.		
necessary information to ens arise, staff works with the Au works to ensure that all syste	Responsibilities: Works with each school system, responsible party and/or Academica departments to gather necessary information to ensure information or required items are submitted timely and accurately. When questions arise, staff works with the Authority and/or Department of Education to gain clarification on information requested and works to ensure that all systems receive a clear explanation of requirements. Assists parties in completing reports, etc. as requested. Works with necessary party to obtain an extension, if necessary.				
Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛		
Staff does not provide assistance to ensure the timely and accurate submission of items or information. Nor does staff work to gain additional information when	Staff at times will work to facilitate the gathering of information or items for submission. Staff inconsistently attempts to gather additional information from various	Staff regularly works with systems or necessary staff to gather the required information or items for submission. Staff offers to be of any assistance to those persons, whether to	Staff provides a high level of service in working with each system to ensure timely and accurate submission of information. When questions arise that staff cannot answer, staff		
questions arise.	agencies, however, little follow up takes place in this regard.	gather information independently or to work with others. Staff frequently works with other agencies to obtain additional guidance when needed.	diligently works with other agencies to obtain additional guidance when needed and provides follow up when additional information is not received. Staff offers assistance at all times to help with data compilation or collection of documents to ensure proper compliance.		
questions arise. Comments:	follow up takes place in this	gather information independently or to work with others. Staff frequently works with other agencies to obtain additional guidance when	diligently works with other agencies to obtain additional guidance when needed and provides follow up when additional information is not received. Staff offers assistance at all times to help with data compilation or collection of documents to ensure		
Comments: Responsibilities: Submission accurate records to ensure the reimbursement to the system any questions either the system reimbursements submitted a UNABLE TO RATE THIS C	follow up takes place in this regard. on of all documents related to re- at all items are submitted time a. Responsible for assisting wit em, Academica departments or nd projections of future grant s ATEGORY	gather information independently or to work with others. Staff frequently works with other agencies to obtain additional guidance when needed. eimbursement under grant fun ly and accurately, in order to e h revised grant budgets, when various agency departments n spending.	diligently works with other agencies to obtain additional guidance when needed and provides follow up when additional information is not received. Staff offers assistance at all times to help with data compilation or collection of documents to ensure proper compliance. ding. Maintain thorough and nsure the proper the need arises. Assist with hight have regarding		
Comments: Responsibilities: Submission accurate records to ensure the reimbursement to the system any questions either the system reimbursements submitted a	follow up takes place in this regard. on of all documents related to re at all items are submitted time a. Responsible for assisting wit em, Academica departments or nd projections of future grant s	gather information independently or to work with others. Staff frequently works with other agencies to obtain additional guidance when needed. eimbursement under grant fun ly and accurately, in order to e h revised grant budgets, when various agency departments n	diligently works with other agencies to obtain additional guidance when needed and provides follow up when additional information is not received. Staff offers assistance at all times to help with data compilation or collection of documents to ensure proper compliance.		

[· · · · · · · · · · · · · · · · · · ·		
proper grant reimbursement records	records, which at time leads to inaccurate or late	records and files with regard to each grant a	ensure that all grant reimbursement files are
and does not meet		5	
	information being	system is awarded,	complete and accurate,
reimbursement request	submitted. Staff works	allowing for a streamlined	resulting in consistently
deadlines. Staff is not in	sparsely with other	process to ensure timely	timely and accurate
communication with	department or systems	and accurate submissions.	reimbursement
agencies regarding grant-	regarding grant	Staff works with all systems	submissions. Staff
funding questions. Staff	reimbursement questions	to modify grant budgets, as	frequently works with
does not assist the system	or the revisions to grant	the need arises. Staff works	systems to ensure that any
with budget revisions.	budgets. As well, staff does	with all agencies that have	budget modifications
	not interact on a regular	questions regarding grant	needed are updated and
	basis with various agencies	reimbursements or other	submitted to the state for
	inquiring about spending	grant related questions.	approval. Staff consistently
	projections.		follows up with the state on
			any questions they might
			have regarding the
			revisions, as well as the
			status of a submitted
			revision. Staff has built a
			strong working relationship
			with the various agencies in
			which reimbursement
			requests are submitted, in
			order to ensure any
			information needed is
			provided, resulting in
			timely reimbursement
			processing.
Comments:			processing.
	Teacher R	ecruitment	
Responsibilities: Track and	l advertise job openings for the	school site. Facilitate the shar	ing of job openings across
school systems to facilitate c	oordinated recruiting efforts.		
□ UNABLE TO RATE THIS (CATEGORY		
Unsatisfactory	Approaching 🛛	Solid 🗆	Exemplary 🛛
Jobs are inconsistently	Jobs are posted to	Jobs are accurately posted	Jobs are accurately posted
nosted to recruiting	recruiting nlatform(s)	to recruiting platform(s)	to recruiting platform(s)

Unsatisfactory	Approaching 🛛	Solid 🛛	Exemplary 🛛		
Jobs are inconsistently posted to recruiting platform(s). No attempt at communication with school site administration is made by the recruitment representative. Jobs posted are consistently out of date or inaccurate.	Jobs are posted to recruiting platform(s) within a sufficient amount of time. Recruitment representative makes an attempt to communicate with the school site to update openings.	Jobs are accurately posted to recruiting platform(s) within 12-24 hours of notification of the job opening. Recruitment representative consistently communicates with school site administration to ensure job openings are up to date.	Jobs are accurately posted to recruiting platform(s) within 12 hours of notification of the job opening. Recruitment representative initiates consistent communication with school site administration regarding open positions and frequently sends prospective candidates to school administration as appropriate.		
Comments:					
-	Responsibilities: Track teacher licensure and notify teachers of license expiration.				
Unsatisfactory	Approaching 🛛	Solid 🛛	Exemplary 🛛		

Licensed staff are not	Licensed staff are	Licensed staff are	Licensed staff are
notified of upcoming	inconsistently notified of	consistently notified of	consistently notified of
license expiration at least 6	upcoming license	upcoming license	upcoming license
months in advance. No	expiration at least 6 months	expiration at least 6 months	expiration, including an
attempt is made to notify	in advance. A modest	in advance. Licensed staff	explanation of any
licensed staff and	attempt is made to notify	and administration are	provisions or requirements
administration when a staff	licensed staff and	notified promptly when a	needed to renew the
member's license lapses.	administration when a staff	staff member's license	license. Licensed staff and
Requests for assistance	member's license lapses.	lapses. Effective assistance	administration are notified
with licensure questions	Minimal assistance is	is given to licensed staff	within 1 week of a staff
are ignored.	offered when licensure	and administration when	member's license lapsing.
	questions arise.	licensure questions arise.	Expert assistance is given
			when licensure questions
			arise.

Comments:

Responsibilities: Organize and execute teacher hiring fairs. Coordinate attendance at out of state recruiting fairs for administrators as needed.

UNABLE TO RATE THIS CATEGORY

	-	-	
Unsatisfactory 🛛	Approaching 🛛	Solid 🗆	Exemplary 🛛
Recruitment team makes	Recruitment team prepares	Recruitment team	Recruitment team
little or no attempt to	and executes 2 hiring fairs	effectively prepares and	effectively prepares and
organize hiring fairs during	per school year. There is	executes 2 hiring fairs per	executes 2 highly-organized
the school year. School sites	limited organization to the	school year. The hiring	hiring fairs per school year.
have minimal opportunity	hiring fairs, which leads to	fairs are organized and	The school sites are
to effectively hire teachers	inconsistent recruitment	frequently assist the school	consistently given the
and support staff from	opportunities for school	sites with teacher and	opportunity to hire
these events.	sites.	support staff recruitment	teachers and support staff
		for the current or upcoming	at these events. Feedback
		school year.	is acquired from school
			sites and implemented in
			future hiring fairs.

Comments:

Travel Responsibilities: To book travel for school employees in accordance with governmental regulations. UNABLE TO RATE THIS CATEGORY

Unsatisfactory	Approaching 🛛	Solid 🛛	Exemplary 🛛		
Inadequate communication with the school and requests are not handled timely. Travel does not meet the school budget requirements (GSA standards).	Limited communication with the school. Modest attempt is made to book travel with in the school budget requirements (GSA guidelines). Travel requests are not attended to in a sufficient manner.	Travel is booked in a timely manner and within school budgetary requirements (GSA guidelines).	Highly consistent communication with the school. Travel is booked in a timely manner and meets school budget requirements (GSA guidelines). Helps with travel problems when they occur.		
Comments:					
Responsibilities: Registers	Responsibilities: Registers school employees for conferences when requested.				
UNABLE TO RATE THIS C	UNABLE TO RATE THIS CATEGORY				
Unsatisfactory 🛛	Approaching 🛛	Solid 🛛	Exemplary 🛛		
Requests are ignored and	Limited communication	Conference is booked in a	Highly consistent		

conference is not booked for school employees.	with the school regarding the conference. Conference early bird discounts and or group rates are missed (if requested on time).	timely manner. Conference early bird and/or group discounts are applied (if requested on time).	communication with the school. Conference early bird and/or group discounts are applied (if requested on time).
Comments:			

Detailed Explanation of all fees and compensation to be paid to the provider: The fee that Academica Nevada charges is \$450 per pupil. As the number of students enrolled increases, Academica's services necessarily increase as well. For example, a larger student body requires a larger facility and a consequential increase in facilities management services. A larger student body requires more staff and an increase in Human Resources related services. A larger student body requires more equipment and fixtures which creates an increase in procurement, budget management and bookkeeping services. As a result, basing a fee on a fixed per pupil charge is "attributable to the actual services provided" and compliant with State law. Furthermore, since the fee is not a percentage of income, the fee does not increase with any increase in school funding which may be passed by the state legislature. Finally, the Academica contract contains a provision that allows the fee to be adjusted if the school is facing financial hardship.

Financial Controls and Oversight: The Board will adopt sound financial policies and accounting procedures in accordance with Nevada Law, which will be found in AHA's "Financial Policies and Procedures Manual." These policies ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a regular basis to ensure compliance with all statutory and regulatory authorities.

The school principal/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The EMO, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

- 1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
- 2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
- 3. annually adopting and maintaining operating budget for the school
- 4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
- 5. reviewing and approving the audit report, including audit findings and recommendations; and
- 6. reporting to all applicable legal agencies including the charter school's sponsor
- 7. overseeing the school's principal and all financial matters delegated to the principal.

School invoices relating to daily operations will be managed by the Board-approved EMO. The principal will manage the daily operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). The Principal and EMO will report on a monthly basis to the Governing Board on all payroll reports, financial statements, and any other information requested by the Board.

The Board will contract with an independent accounting and audit firm to perform internal control testing and review annually. School Administration, Office Managers, and Academica Nevada staff are required to work closely with the independent accounting and audit firm to develop and implement all necessary internal controls to ensure accurate and honest accounting at all campus locations.

Methods of Contract Oversight and Enforcement by the Governing Board and/or School Staff: The Board will hire independent counsel to advise and guide the Board in any necessary contract oversight and enforcement. The independent counsel will NOT represent Academica Nevada in any capacity.

Investment Disclosure: Academica Nevada does not invest any school funds.

Conditions for Renewal and Termination of the Contract: Please see Paragraphs 21 through 23 of the Proposed Management Contract, attached hereto as Attachment 23b.

Attachment 23 (b)- EMO Services Contract Charter School Services and Support Agreement

BETWEEN

THE BOARD OF DIRECTORS FOR

ALAKA'I HERITAGE ACADEMY, A NEVADA PUBLIC CHARTER SCHOOL

AND

ACADEMICA NEVADA, LLC

TABLE OF CONTENTS

DUTIES OF SERVICE PROVIDER:		
1.	Recitals	19
2.	Engagement	19
3.	Duties	20
4.	Board of Directors Meetings	20
5.	Record Keeping	20
6.	Bookkeeping	20
7.	Staff Administration	20
8.	Financial Projections and Financial Statements	21
9.	Designated Contact Person.	21
10.	Grant Solicitation	21
11.	Financing Solicitation and Coordination	21
12.	Other Funding Sources	22

13.	Annual Reporting	22	
14.	Student Assessment	22	
15.	School Board Representation	22	
16.	Governmental Compliance	22	
17.	Charter Renewal Coordination	22	
18.	Curriculum Development	22	
19.	Facilities Identification Expansion, Design and Development	23	
20.	Systems Development	23	
TERM	OF AGREEMENT		23
21.	Initial Term	23	
22.	Renewal	23	
23.	Termination	23	
Сомр	ENSATION		24
24.	Base Compensation	24	
25.	Additional Services	25	
26.	Reimbursement of Costs	25	
27.	Incurred Expenses	25	
OTH	IER MATTERS	25	
28.	Conflicts of Interest	25	
29.	Insurance and Indemnification	25	
30.	Miscellaneous	25	

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a Charter School by and between the Alaka'i Heritage Academy Board of Directors ("Board") and Academica Nevada LLC ("Service Provider")

WHEREAS, Alaka'i Heritage Academy (the "School" or "AHA") may have a contract ("the Charter") with the Nevada State Public Charter School Commission (the "State") to operate a charter school;

WHEREAS, the School is governed by the Board;

WHEREAS, academic control and freedom are integral to the success of the School and the Board must

have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, the Board desires to ensure that its School is professionally operated in accordance with the

requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local

municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider has been established to provide professional services and support to public charter schools;

WHEREAS, it is Service Provider's mission to ensure that the vision of the School's Board of Directors is faithfully and effectively implemented;

WHEREAS, Service Provider's officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School

or its facilities;

WHEREAS, Service Provider's officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

WHEREAS, Service Provider's officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider and its affiliate companies provides services and supports a national network of charter schools and believes that there are benefits to having combined purchasing power and a wide variety of employment opportunities and options available to the employees of public charter schools serviced by Service Provider;

WHEREAS, it is Service Provider's duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of <u>AHA</u>, and the Board of Director's duty to make all decisions and direct Service Provider to act accordingly on the Board's behalf.

WHEREAS, AHA and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction and to the extent instructed by the Board of Directors;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER:

1. <u>Recitals</u>

The forgoing recitals are true, correct and incorporated herein.

2. Engagement

Alaka'i Heritage Academy engages Service Provider to provide administrative services and support to the

School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this

Agreement.

3. <u>Duties</u>

At the direction of the Board, Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. If instructed by the Board, Service Provider's services may include, but not be limited to: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the Schools as well as bookkeeping, budgeting and financial forecasting. The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

4. <u>Board of Directors Meetings</u>

Service Provider will attend the meetings of the Board and the staff of the School. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of HRS 302D-12 regarding such meetings and record keeping.

5. <u>Record Keeping</u>

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with all legal requirements for record keeping. In addition, Service Provider will ensure that designated on site staff receives proper training by the **State's** appropriate departments for student school record keeping through its designated programs.

6. <u>Bookkeeping</u>

Service Provider will coordinate with the accounting firms selected by the Board ("the accounting firm"), and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter and State law.

7. <u>Staff Administration</u>

If instructed by the Board, Service Provider may coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be AHA employees or employees leased to AHA, and will not be employees of Service Provider. At the Boards direction, Service Provider may prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. At the request of the Board, Service Provider may propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The Service Provider will prepare and maintain all financial records at the direction of the Board and in compliance with Nevada public accounting standards and regulations, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. AHA will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object.

9. Designated Contact Person

The designated contact person of Service Provider shall be the Manager of Academica Nevada, LLC Robert

B. Howell.

10. Grant Solicitation

At the request of the Board, Service Provider may solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If directed by the Board, Service Provider may coordinate obtaining financing from private and public

sources for loans desired by the Board.

12. Other Funding Sources

At the request of the Board, Service Provider may coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report for the School. The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for the Annual Report.

14. Student Assessment

If instructed by the Board, Service Provider may coordinate a student assessment methodology and retain on behalf of <u>AHA</u>, professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

The Board President will serve as primary liaison with the State Public Charter School Commission and its officials on behalf of the School. If instructed by the Board, Service Provider may also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

16. Governmental Compliance

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider may also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

17. Charter Renewal Coordination

At the direction of the Board, Service Provider may assist the Board with renewal of the School's Charter on a timely basis. If instructed by the Board, may negotiate the terms of the renewal Charter with the **State on behalf of the Board and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the State.**

18. Curriculum Development

If requested by the Board, Service Provider may identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.
19. Facilities Identification Expansion, Design and Development

At the direction of the Board, Service Provider may coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

20. Systems Development

If requested by the Board, Service Provider may identify and develop a Nevada based and state compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

21. Initial Term

The Initial term of the Agreement shall commence on July 1, 2017 and continue initial term of two (2) years, through June 30, 2019.

22. Renewal

Absent notice of termination pursuant to Section 23(a), this Agreement shall automatically renew for the full term of the initial Charter Agreement. Thereafter, this Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the School's sponsor unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that this Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

23. Termination

(a) During the Initial Term of the Agreement, either party may terminate this Agreement at any time, with or without cause, by giving thirty (30) days written notice to the other party.

(b) Following the Initial Term of the Agreement, either party may terminate this Agreement immediately for

cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, AHA may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, AHA shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(c) <u>Duties upon termination</u>. In the event this Agreement is terminated, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to AHA any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

COMPENSATION

24. Base Compensation

AHA shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that AHA receives such funds. The fee shall be payable in equal monthly installments, provided that AHA shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. The fee may be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in future years to an amount less than the 2017-2018 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider may lower the fee should the school experience severe financial distress.

25. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of <u>AHA</u>, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

26. <u>Reimbursement of Costs</u>

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

27. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the

services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal

year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

28. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

29. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect AHA the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

30. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all

if this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any

strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond

either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute

a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Nevada and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Nevada.

(8) In the event of a dispute **arising from this Agreement**, the prevailing party shall be awarded **reasonable** attorneys' fees **and costs**.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement

shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the

other party at its address hereinafter provided or at such other address as either party may designate by notice from

time to time in accordance herewith:

(6)

If to Service Provider: Academica Nevada, LLC 1378 Paseo Verde Pkwy Henderson, NV 89012 Attention: Robert Howell

If to **<u>Board</u>**: Alaka'i Heritage Academy

Attention: Board Chair

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit

or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original,

but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and

authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of Alaka'i Heritage Academy held on the ______ day of ______ 20___. At that meeting, the undersigned Chair of Alaka'i Heritage Academy was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

Alaka'i Heritage Aacdemy

By: _____

_____, Board President

Date: _____

ACADEMICA NEVADA LLC

By: _

Date: _____

: _____ Robert Howell, CEO

Academic Framework				
Section	School Goal	EMO		
		Responsibility		
Student Progress Over Time				
 2.1.a Are schools making adequate progress based on the school's Median Student Growth Percentiles in reading? 2.1.b Are schools making adequate progress based on the school's Median Student Growth Percentiles in math? 2.1.c Are schools making adequate growth based on the percentage of students meeting AGP in reading? 	Goal No. 1: At least eighty (80) percent of students enrolled at the school for a three (3) consecutive year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state's annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the sixth-ninth grade.	Academica Nevada does not set school-based performance goals.		
2.1.d Are students making adequate	Goal No. 2: At least eighty (80)			
growth based on the percentage of	percent of students enrolled at			
students meeting AGP in math?	the school for a three-year			
2.1.e Using Adequate Growth results,	period will			
are schools meeting AGP in reading	achieve proficient or advanced			
when compared with traditional	status, with at least twenty (20)			

school that charter school students would otherwise attend?	percent obtaining advanced status on the state's annual	
2.1.f Using Adequate Growth results,	assessments in math and	
are schools meeting AGP in math	reading. This goal is applicable	
when compared with traditional	to students who upon the third	
school that charter school students	consecutive year of enrollment,	
would otherwise attend?	are registered in the ninth-	
	twelve grade.	
2.1.g Are students in sub-groups (FRL, ELL, IEP) making adequate	Goal No. 3: If an achievement gap exists between students in	
growth based on the percentage of	targeted at-risk student	
students meeting AGP in reading?	subgroups	
2.1.h Are students in sub-groups	(economically disadvantaged,	
(FRL, ELL, IEP) making adequate	English Language Learners,	
growth based on the percentage of	Students with Disabilities and	
students meeting AGP in math?	other at-risk groups) and the	
	general student population, the	
	school will work to decrease the achievement	
	gap between each subgroup and	
	the general student population	
	by at least thirty (30) percent	
	(without reducing the rigor and	
	performance of the general	
	student population). This goal	
	will be measured by the school's	
	diagnostic assessments and	
	screeners. These screeners will	
	be used for	
	benchmark screening and	
	progress monitoring to ensure	
	academic gains for students.	
Student Achievement		
2.2.a Are students achieving	Goal No. 1: At least eighty (80)	
proficiency on state examinations in	percent of students enrolled at	
reading?	the school for a three (3)	
2.2.b Are students achieving	consecutive	
proficiency on state examinations in	year period will achieve	
math?	proficient or advanced status, with at least twenty (20)	
	percent obtaining	
	advanced status on the state's	
	annual assessments in math and	
	reading. This goal is applicable	
	to	
	students who upon the third	
	consecutive year of enrollment,	
	are registered in the sixth-ninth	
	grade.	

 schools achieving proficiency in reading when compared with the traditional school that charter school student would otherwise attend? 2.2.d Using proficiency rates, are schools achieving proficiency in math when compared with the traditional school that charter school student would otherwise attend? 2.2.e Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in reading? 2.2.f Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in math? 	percent of students enrolled at the school for a three-year period will achieve proficient or advanced status, with at least twenty (20) percent obtaining advanced status on the state's annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the ninth- twelve grade. Goal No. 3: If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, Students with Disabilities and other at-risk groups) and the general student population, the school will work to decrease the achievement gap between each subgroup and the general student population by at least thirty (30) percent (without reducing the rigor and performance of the general student population). This goal will be measured by the school's diagnostic assessments and screeners. These screeners will be used for benchmark screening and progress	does not set school-based performance goals.
	monitoring to ensure academic gains for students.	
Career and College Readiness		
 2.3.a Based on scores obtained from SBAC, are students making adequate growth points for being college ready by the time they graduate? 2.3.b Are students on target for being college ready by the time they graduate as measured by the SBAC benchmarks in English and Math? English Math 2.3.c Are students graduating from 	100% of students in grades 3-8 will complete the SBAC summative to demonstrate adequate progress towards college and career readiness.	Academica Nevada does not set school-based performance goals.

high school?								
2.3.d Do students have the content	1							
and skill knowledge needed to								
succeed beyond high school?								
Fir	Financial Framework							
Near Term Measures								
 Current Ratio Unrestricted days cash on hand Enrollment forecast accuracy Debt default 	Maintain 1.1 ratio or greater, establish a reserve of cash on hand, forecast enrollment, maintain all debts current (no delinquent accounts)	Academica Nevada is responsible for developing the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board's chosen accounting firm in their						
		annual audit.						
Sustainability Measures								
1. Total Margin 2. Debt to asset ratio 3. Cash Flow 4. Debt service coverage ratio	Maintain positive total margin, debt to asset ratio, positive cash flow, debt serves coverage ratio	Academica Nevada is responsible for developing the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain						

		financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and assist the Board's chosen accounting firm in their annual audit.
	ational Framework	
Educational Program 1. Essential terms of the charter agreement 2. Education requirements 3. Students with disabilities 4. English Language Learner Students	Charter contract compliance, curriculum and instruction, student support services	Academica Nevada works with the School's administration to procure curriculum, Academica Nevada will help Kamalani Academy of Nevada identify a 3 rd party Student Support Organization.
Financial Management & Oversight 1. Financial Reporting and compliance 2. Financial management and oversight	Compliance with state reporting guidelines, annual independent audit	Academica Nevada is responsible for developing the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the

		school accounts to keep the school within their budget. Academica helps conduct and assist the Board's chosen accounting firm in their annual audit.
Governance & Reporting		
1. Governance and reporting 2. Management accountability 3. Reporting requirements	Nevada Statute and Academic Code compliance, board governance, annual evaluation of school leadership and the EMO, accurate and timely reporting	Academica Nevada provides policy support and legal counsel, Academica Nevada maintains board meeting notifications and provides board support.
Students & Employees		
1. Rights of students 2. Attendance goals 3. Staff credentials 4. Employee rights 5. Background checks	Highly qualified teachers, attendance records	Academica Nevada is a school resource for questions or issues related to HR services, Academica Nevada assists the Board in staff recruitment and hiring and HQ status, Academica Nevada works to identify and procure data management systems for the school.
School Enrollment 1. Facilities and transportation 2. Health and safety 3. Information management	Maintain safe and respectful learning environment	Academica Nevada manages 3 rd party contractors for the maintenance and repair of Kamalani Academy of Nevada, under the direction of the Board, Academica issues requests for



From 7344686219 Page 3/3 Received by NV Secretary of State

Date 1/7/2011 10:49:19 AM



ROSS MILLER Secretary of State 204 North Carson Street, Suite 4 Carson Cfty, Nevada 89701-4520 (775) 684 5708 Website: www.nvsos.gov

Articles of Organization Limited-Liability Company (PURSUANT TO NRS CHAPTER 86)

Filed in the office of	Disconent Samber
24	20110022547-14
Ross Miller Secretary of State	01/07/2011 7:33 AM
State of Nevada	E0025202011-0

1. Name of Limited					ABOVE SPACE	IS FOR OFFICE USE
Liability Company (must contain approved timited-liability company wording, set instructions	Academica Nevada, LLC					Check box if J Series Limited Liability Compa
2. Registered Agent for Service	Commercial Registered Ager	n Inevou	rBiz Corn			
of Process: (check only one box)	Noncommercial Registered A (name and address belo	Name vgent w)	OR		ce or Position with sme and address beet	W)
	Name of Noncommercial Registered A	gent OR	Name of Title o	of Office or Of	Mr Poserie web Com	
	3540 W. Sahara #E6-135 Street Address		Las	Vegas		da 89102-5816 Zip Code
	Mailing Address (It different from street	address)	City		Neva	
3. Dissolution Date: (optional)	Latest date upon which the compar					Zip Code
4. Management: required)	Company shall be managed by:	[]	neger(s)	OR	7 Mambarles	1 - 100 (marked
5. Name and Address of each Manager or	 Robert B. Howell ^{Neme} 1959 N. Bella Vista Dr. 		(check	only one box) mentaber(s)	
lanaging Mamber: Rach additional page if one than 3)	2) Fernando Zulueta Nama		Farmir City	gton	UT State	84025 Zip Code
5	6340 Sunset Drive Street Address 3) Ignacio Zulueta		Miami City		FL State	33143 Zip Code
	Name 6340 Sunset Drive Struet Address		Miami City		FL.	33143
ganizer: (attach	Karen Sena ^{Jame} PO Box 13092		X /	au Signature	n Alna	Zip Code
A	odrecs		Tucsor City		AZ State	85732 Zip Code
internetit of						
	uthorized Signature of Negstated Age	nt or On Be	half of Regist	erod Agent E	ntity Date	

STATE OF NEVADA

ROSS MILLER Secretary of Star



SCOTT W. ANDERSON Deputy Secretary for Commercial Recordings

OFFICE OF THE SECRETARY OF STATE

Certified Copy

January 18, 2011

Job Number: Expedite: Through Date:

Job Number: C20110112-0709 Reference Number: 20110022547-14

The undersigned filing officer hereby certifies that the attached copies are true and exact copies of all requested statements and related subsequent documentation filed with the Secretary of State's Office, Commercial Recordings Division listed on the attached report.

Document Number(s) 20110022547-14

Description Articles of Organization

Number of Pages 1 Pages/1 Copies



Certified By: GJ Jaillet Certificate Number: C20110112-0709 You may verify this certificate online at http://www.nvsos.gov/

Respectfully,

· Con Ma ROSS MILLER

Secretary of State

Commercial Recording Division 202 N. Carson Street Carson City, Nevada 89701-4069 Telephone (775) 684-5708 Fax (775) 684-7138

BARBARA K. CEGAVSKE Secretary of State

JEFFERY LANDERFELT Deputy Secretary for Commercial Recordings



STATE OF NEVADA

OFFICE OF THE SECRETARY OF STATE

Stacie Gibson Academica Nevada 8235 S Eastern Ave Suite 150 Las Vegas, NV 89123 Commercial Recordings Division 202 N. Carson Street Carson City, NV 89701-4201 Telephone (775) 684-5708

Fax (775) 684-7138

Job:C20150109-0475

January 9, 2015

Special Handling Instructions:

Charges

Description	Document Number	Filing Date/Time
Annual List	20150010264-21	1/9/2015 9:18:27 AM
Business License 1/2015-	20150010264-21	1/9/2015 9:18:27 AM

Payments

Туре	Description	Amount
Credit	009843 15010955660255	\$325.00
Total		\$325.00

Credit Balance: \$0.00

Job Contents:

File Stamped Copy(s):	1
Business License(s):	1

Stacie Gibson Academica Nevada 8235 S Eastern Ave Suite 150 Las Vegas, NV 89123

Atta	Alaka'i chment 23	Academy Services (

INITIAL/ANNUAL LIST OF MANAGERS OR MANAGING MEMBERS AND STATE	
BUSINESS LICENSE APPLICATION OF:	

ACADEMICA NEVADA, I	LC		E0025202011-0			
NAME OF LIMITED-LIABILITY COM	PANY					
FOR THE FILING PERIOD OF	JAN. 2015	то	JAN. 2016			
USE BLACK INK ONLY - DO NOT H	IGHLIGHT				*100402*	
YOU MAY FILE THIS F		r www.nv	sliverflume gov**			
Return one file stamper			5			
file stamped copy will be s	nt.)	o by proter instructions,	Filed in the office of	Document Number 20150010264-21		
MPORTANT: Read instructions	d returning	this form.	Bahora K. Cegarde	Filing Date and Time		
 Print or type names and addresses, either residence or business, for all manager or mana members. A Manager, or if none, a Managing Member of the LLC must sign the form. 			nanager or managing t sign the form. FORM WILL	Barbara K. Cegavske Secretary of State	01/09/2015 9:18 AM	
BE RETURNED IF UNSIGNED.	•••		-	State of Nevada	Entity Number	
If there are additional managers or Return completed form with the feet					E0025202011-0	
form by the deadline. An annual list an amended list for the previous ye	st received more than 90				SPACE IS FOR OFFICE USE ONL	
State business license fee is \$200	00. Effective 2/1/2010, 3	6100.00 must	be added for failure to file form t	oy deadline.		
. Make your check payable to the S	,					
 <u>Ordering Copies</u>: If requested ab A copy fee of \$2.00 per page is re accompany your order. 	ove, one file stamped co equired for each additio	py will be retu 1al copy gene	med at no additional charge. To erated when ordering 2 or more t	o receive a certified copy, enclose file stamped or certified copies. A	e an additional \$30.00 per certificati Appropriate instructions must	
. Return the completed form to: Sec	retary of State, 202 Nort	h Carson Stre	et, Carson City, Nevada 89701-	4201, (775) 684-5708.		
. Form must be in the possession of received after due date will be retu	the Secretary of State o rned for additional fees a	n or before the ind penalties.	a last day of the month in which Failure to include annual list an	it is due. (Postmark date is not a d business license fees will result	ccepted as receipt date.) Forms t in rejection of filing.	
ANNUAL LIST FILING FEE: \$		V: \$75 nn /if f	ling late) BUSINESS LICE	ENSE FEE: \$200.00 LATE PE	NALTY: \$100.00 (if filing late)	
CHECK ONLY IF APPLICABL	E AND ENTER EXE	MPTION CO	DE IN BOX BELOW			
					S 76.020 Exemption Codes	
Pursuant to NRS Chapter 76, this entity is exempt from the business license fee. Ex			usiness license fee Exem	mption code: 001 - Governmental Entity		
				003	Motion Picture Company NRS 660B.020 Insurance Co	
NOTE: If claiming an exemp				tached. Failure to	- NHS 600B.020 Insurance Co	
attach the Declaration of Elig	jibility form will resu	it in rejection	on, which could result in la	ate tees.		
NAME						
ROBERT B HOWELL			MA	NAGER OR MANAGIN	IG MEMBER	
1000500						
ADDRESS			CITY	CTON	STATE ZIP CODE	
1959 BELLA VISTA DRIV	/E,USA		FARMIN	GIUN	UT 84025	
NAME						
				MANAGER OR MANAGING MEMBER		
ADDRESS			CITY		STATE ZIP CODE	
NAME			МА	NAGER OR MANAGIN	IG MEMBER	
ADDRESS			CITY		STATE ZIP CODE	
ADDIEGO			GITT		UTRIC ZILOUDE	
NAME						
			MA	NAGER OR MANAGIN	IG MEMBER	

None of the managers or managing members identified in the list of managers and managing members has been identified with the fraudulent intent of concesiling the identity of any person or persons exercising the power or authority of a manager or managing member in furtherance of any unlawful conduct. I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any felse or forged instrument for filing in the Office of the Secretary of State.

CITY

Title

Х	STACIE GIBSON	
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ADDRESS



1/9/2015 9:18:15 AM

STATE ZIP CODE

ENTITY NUMBER

Signature of Manager, Managing Member or Other Authorized Signature

Nevada Secretary of State List ManorMern Revised: 1-5-15

SECRETARY OF STATE



NEVADA STATE BUSINESS LICENSE

ACADEMICA NEVADA, LLC

Nevada Business Identification # NV20111037666

Expiration Date: January 31, 2016

In accordance with Title 7 of Nevada Revised Statutes, pursuant to proper application duly filed and payment of appropriate prescribed fees, the above named is hereby granted a Nevada State Business License for business activities conducted within the <u>State of Nevada</u>.

Valid until the expiration date listed unless suspended, revoked or cancelled in accordance with the provisions in Nevada Revised Statutes. License is not transferable and is not in lieu of any local business license, permit or

registration.

Barbara K. Cenerste

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on January 9, 2015

BARBARA K. CEGAVSKE Secretary of State

You may verify this license at Nevada Secretary of State under the Nevada Business Search.

License must be cancelled on or before its expiration date if business activity ceases. Failure to do so will result in late fees or penalties which by law <u>cannot</u> be waived.