



Nevada State Public Charter School Authority

2021 Charter Renewal Application
Per [NRS 388A.285](#) and [NAC 388A.415](#)

CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

Charter school authorizers are responsible for evaluating current charter schools' performance and achievement levels in the process of deciding whether to renew a school's charter. A strong renewal process is critical to protect charter school autonomy, students, and stakeholders and ensures schools are held to high standards.

In the following pages, we provide guidance around and outline the timeline for the renewal process with the hopes of making the process as seamless and smooth for schools and our Authorization team.

Please read through the renewal application and guideline carefully and reach out to **Mark Modrcin, Director of Authorizing** at 702.486.8271 or mmodrcin@spsca.nv.gov or **Rebecca Feiden, Executive Director** at 775.546.3021 or Rebecca.Feiden@spsca.nv.gov with any questions.

All of us at the Nevada State Public Charter School Authority are excited to work with each of you and support the work schools are doing on behalf of Nevada students.

RENEWAL TIMELINE

Renewal Stage	Date (Fall)	Action
Optional Renewal Orientation	May	Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process.
Renewal Report from the SPCSA	No later than June 30, 2021	SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term.
Letter of Intent	- Guidance provided by July 31 - Due no later than Sept 1	Schools complete this critical first step and submit a notice of intent to apply for charter renewal.
Release of renewal application and decision criteria	- Released no later than July 31 - Due by October 15 @5 p.m.	Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal.
Staff Review of Renewal Application	Mid-October through mid-November	Staff reviews schools' applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board.
Staff Recommendation to the Authority ¹	Delivered at an Authority Board Meeting within 60 days of renewal submission or by a mutually agreed upon date	Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools' renewal in an open meeting.

REQUIRED SUBMISSIONS

The completed renewal application and all required documents must be submitted as a Word document and a signed PDF into the Charter Renewal Application section in Epicenter by 5 pm PT on the due date. Note that changes contemplated within this section of the renewal application may constitute an amendment under NAC 388A.330. SPCSA staff and the Authority will work with individual schools to accommodate these amendment requests should circumstances warrant.

¹ There are additional steps and provisions within [NAC 388A.415](#) should the Executive Director of the SPCSA recommend non-renewal, or if the Authority chooses to non-renew or deny a renewal application for a school.

1. **Executive Summary** [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- *Mission Statement for next charter term. Note that a change may require separate Authority approval.*
- *Key Design Elements of your school*
 - *What do you do plan to do and why?*
- *Proposed changes for the next charter term and rationale*
 - *Speak to programs, structure, and principles*²

With campuses in North Las Vegas, Henderson, and Southwest Las Vegas, Legacy Traditional Schools-Nevada, Inc. has impacted thousands of students and their families since the North Valley campus opened for the 2017-2018 school year.

We are so excited to submit this charter renewal application in order to continue to serve students and their families. We have learned so much since the first school was opened in North Valley for the 2017-2018 school year. We are sincerely grateful for the positive and open relationship we have had with the Nevada SPCSA. Monitoring efforts by the SPCSA have produced valuable adjustments. We look forward to continuing to work closely with the SPCSA to ensure excellent outcomes for all Legacy students. We believe this renewal application positions Legacy Traditional Schools-Nevada, Inc. to deliver even more fully on its vision of positively impacting the education of every student.

Mission Statement

The mission of Legacy Traditional Schools-Nevada is to provide all students with the opportunity, leadership, guidance, and support to achieve academic excellence in a safe, neotraditional learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families.

This mission is unchanged from the current mission approved by the SPCSA.

Key Design Elements

Legacy Traditional Schools-Nevada, Inc. intends to continue to work towards its vision of positively impacting the education of every student and to build on the strong foundation that has been established to date. At a high level, that foundation includes the following elements:

- A unique academic model that blends direct teacher instruction with computer-based learning, integrated with depth and complexity differentiated instruction strategies. The model also includes the Mozart Performing Arts Program and the Momentum physical wellness and health program.
- A hiring program that has as its goal to employ a diverse team of high quality teachers, leadership, and staff who combine to produce excellent results for students.

² Proposed changes may require separate approval by the Authority as required by statute, regulation or the charter contract.

- A student marketing and enrollment program that ensures that Legacy’s student population is a reflection of the diversity in the surrounding community.
- Positive discipline strategies for students and a positive and uplifting culture.
- High quality facilities of which students, parents, faculty, and the surrounding community can be proud.

Key design elements of the academic program that are planned to continue in the next charter term are described in greater detail in Section 3, but are summarized here.

Traditional Education Philosophy

Legacy’s traditional education philosophy is characterized by the use of direct instruction and a specialized curriculum that focuses on math and language arts mastery with supporting auxiliary courses and programs, including a robust set of extracurricular activities.

Student Assessments

Legacy places a high priority on student assessments, which include SBAC for students in grades 3-8 and WIDA for students identified as English language learners. It also includes the use of NWEA-MAP for reading and math throughout the year to inform and guide instruction.

Closing the Achievement Gap

Legacy’s effort to close the achievement gap includes components like professional development for teachers, tutoring opportunities after school and on Saturdays, and (for students with significant deficiencies) individualized instruction during the school day. Teachers also incorporate SBAC practice questions to provide students with the practice they need to demonstrate their understanding of the content.

Collaborative Team Meetings and Multi-Tiered Systems of Support

Collaborative Team Meetings (“CTMs”) and the Multi-Tiered Systems of Support (“MTSS”) process have been enhanced and standardized across the three campuses. These are a focus to ensure that teachers can use and share data and best practices to benefit students.

Special Education

Legacy’s special education programs are designed to ensure that students with special needs and/or disabilities, which make up approximately 10% of Legacy’s student population, are provided with all support needed to successfully meet their needs.

Discipline and Restorative Justice

Legacy's discipline approach includes and will continue to focus on restorative justice practices, with the goal that students take ownership of their behaviors and how their actions impact others. Training and materials related to restorative justice have been provided to Legacy administrators and staff.

Proposed Changes for the Next Charter Term

Many of the proposed changes for the next charter term have already been started and will continue on in the next charter term. As an overall comment, these changes are adaptations to better or more fully meet students' needs.

Such adaptations primarily consist of enhancement and standardization efforts in the following areas to better meet the needs of students:

- Redesigned CTMs and MTSS to better identify standards, meet the needs of all students, and provide the support and time needed for teachers to meet the needs of all their students.
- Adoption of evidence-based supplemental curriculums to improve the quality of specialized instruction for students with special needs.
- Continued implementation of restorative justice practices to more effectively help older students to better understand their own behaviors and how their choices affect others.
- Math instruction changed to be on grade level rather than a grade level ahead to drive better understanding and assessment outcomes.

It is our hope that this renewal application clearly articulates our plans to further strengthen the educational outcomes of Legacy Traditional Schools-Nevada, Inc. and makes clear to the SPCSA the appropriate renewal action.

2. Renewal Application

A. Application Form

Complete the provided template application (pg. 25 of this form) for the following:

- *Academic Performance*
- *Operational Overview*
- *Financial Performance*
- *Organizational Performance*
- *Next Charter Term*

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, and other relevant information to support the data provided in the Application Form. Please discuss how the school engages families and provide information regarding trainings that the school provides for staff on the topics of family engagement and diversity, equity, and inclusion. Finally, please discuss the demographics of the school as

compared to the community it serves, local district, SPCSA and statewide averages. Include any plans that the school may be considering to address any demographic gaps so as to align to the SPCSA Strategic Plan.

Strong Enrollment Demand

Legacy Traditional Schools-Nevada, In. has had a waitlist since it opened its first campus in North Las Vegas and has continued to experience strong enrollment each year.

All three Legacy campuses (Cadence, North Valley and Southwest Las Vegas) are now full or very close to being full and have a combined waitlist of close to 5,000 students for 2021-22:

- Cadence with up to 757 students on the waitlist
- North Valley with up to 1,141 students on the waitlist
- Southwest Las Vegas with up to 2,978 students on the waitlist

Enrollment across all schools has increased significantly over the past three years, even with the opening of the Southwest Las Vegas campus in 2019. Cadence added over 250 students over this period, North Valley about 125 students and Southwest Las Vegas 150 students.

Residents around the Legacy campuses and in the Las Vegas metropolitan area are attracted to the programs, facilities and exceptional education offered by Legacy Traditional Schools. Therefore, it is expected for all three schools to continue to have strong enrollment and meet their current enrollment cap.

With over 4,000 students enrolled, a dedicated attendance clerk position was established a couple of years ago to support the registrars with attendance at each campus, and attendance continues to be high.

Student Mobility Trends

Given increased enrollment and students on the waitlists, all three schools are experiencing strong student retention and re-enrollment as the overwhelming majority of the families typically stay unless they move to another area.

- 2018-2019 (North Valley only) - 66% of the students returned the following year
- 2019-2020 (Cadence and North Valley) - 67% of the students returned the following year
- 2020-2021 (Cadence, North Valley and Southwest Las Vegas) - 77% of the students returned the following year

Even in the middle of a pandemic that started in 2020, student retention continued to increase, highlighting that Legacy schools meet the educational needs of surrounding communities.

Faculty/Staff Retention

Despite the recent challenges of COVID-19 and limited capacity for in-person instruction, the percent of staff who returned between 2020-21 and 2021-22 remained fairly consistent.

- Percent returning staff 2020-21: 83.54%
- Percent returning staff 2021-22: 83.23%

Over the past years, Legacy has continued to focus on staff development, retention and training. Teachers and faculty engagement has been a key area of focus for the administrative teams at all three campuses.

Recruitment efforts have also improved over the past several years with increased digital campaigns on Indeed and other leading career websites, virtual and in-person career fairs, as well as partnerships and discussions with local colleges and universities.

For new teachers, a sign-on and retention bonus was implemented this year to continue to improve the retention of new teachers.

Family Engagement and Diversity, Equity, and Inclusion

Legacy Traditional Schools-Nevada, Inc. values our community and families and welcomes all families who want to support our schools, staff, and teachers. This philosophy begins with potential families who are interested in learning about Legacy schools. School tours are available for potential families and staff are trained and prepared to share with families about the school. Legacy also welcomes parents at open house events to learn more about programs.

Additionally, Legacy engages families by welcoming parents to campus throughout the year in all different types of settings. Parents are invited to attend daily flag ceremony each morning. Here, parents and students have an opportunity to start the day together, recite the Pledge of Allegiance, learn about school announcements, and acknowledge student birthdays. There are also several academic functions throughout the year in which parents are invited to attend, including Back to School Night, Curriculum Night, Parent/Teacher Conferences, Quarterly Poem Recitals, several musical performances, Spring Musical and end of year celebrations, and graduation. In addition to events, we welcome parent volunteers on campus to support in a multitude of areas. Parents who apply and are cleared to volunteer on our campuses provide support in classrooms and across the schools. Parents often assist teachers with making copies, preparing materials, assisting in the classroom or helping the school prepare for larger school events.

Diversity, equity and inclusion are part of professional development opportunities for Legacy teachers, with a focus on providing an inclusive school environment for all students. Professional development topics include cultural diversity, instructional practices for English language learning, restorative justice practices, and high leverage practices for all students. This professional development begins at the start of each year during preservice and throughout the year during identified staff development days and/or during staff meetings.

Discipline

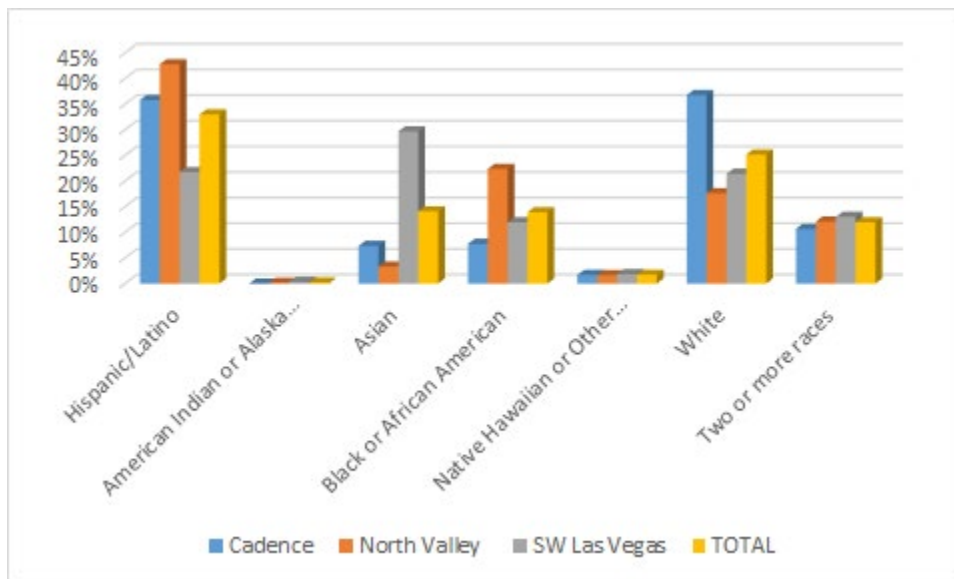
Legacy places a strong emphasis on discipline and adherence to the [Nevada handbook](#) and the administration team handles discipline issues on campus as needed. Furthermore, Legacy is committed to the practice of restorative justice. All campuses have developed proactive, restorative justice practices to ensure that the focus of misbehavior is about restoring and repairing, instead of issuing punitive or disciplinary action. Building strong relationships with students, providing alternatives to punitive discipline such as think sheets, buddy classrooms, mentorship programs, and structured outdoor play are all examples of the approach Legacy has taken to promote positive student behavior and repair behaviors that had previously led to suspensions.

As of this time, Legacy has had just one student suspension during the 2021-22 school year.

Demographic Analysis

2021-22 Demographic Repartition

	Cadence		North Valley		SW Las Vegas		TOTAL	
	#	%	#	%	#	%	#	%
Hispanic/Latino	491	36%	580	43%	331	22%	1402	33%
American Indian or Alaska Native	0	0%	2	0%	5	0%	7	0%
Asian	101	7%	45	3%	452	30%	598	14%
Black or African American	106	8%	303	22%	182	12%	591	14%
Native Hawaiian or Other Pacific Islander	23	2%	22	2%	28	2%	73	2%
White	504	37%	239	18%	326	21%	1069	25%
Two or more races	146	11%	164	12%	198	13%	508	12%



Based on the demographic analysis above for 2021-22 enrollment, all three campuses are minority-majority schools, with minorities combining for the majority of students:

- Hispanic/Latino students represent 36% of total students at Cadence, White 37%
- Hispanic/Latino students represent 43% of students for the North Valley campus

- Asian students are the majority of students at Southwest Las Vegas with 30% of total students, followed by Hispanic/Latino (22%) and White (21%)

Of all students in the Legacy district, 38% are eligible for free and reduced lunch. For the 2021-22 school year, Legacy is offering free lunch to all students in the district, not just to those who are eligible.

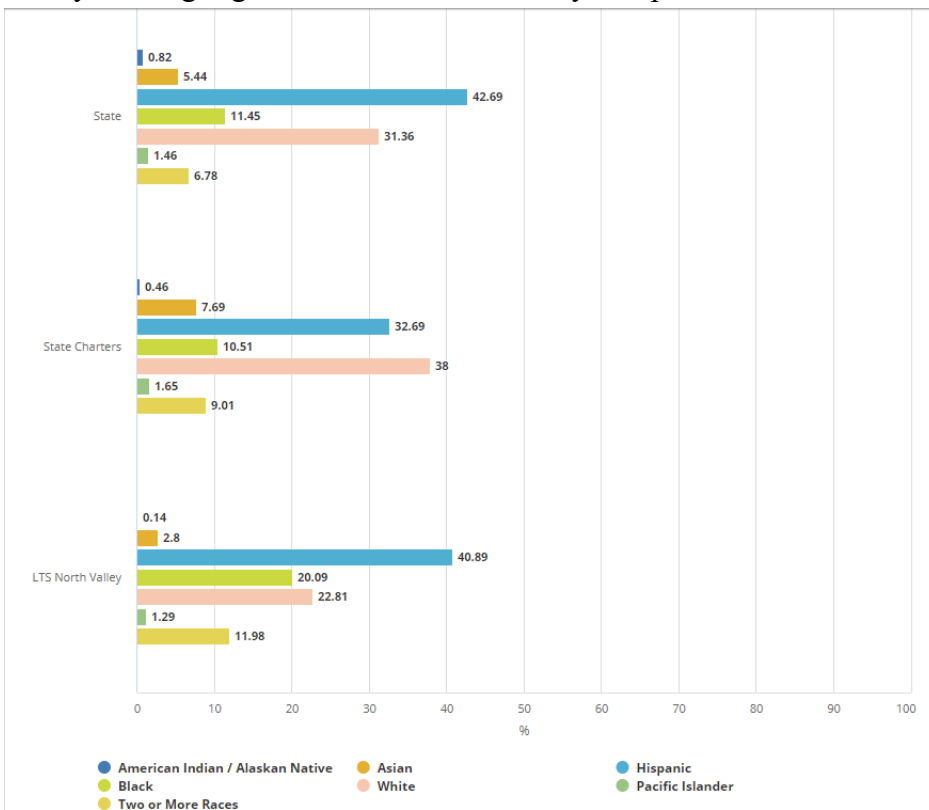
Looking at the [2021 Academic and Demographic Needs Assessment](#) document provided by SPCSA, Legacy Traditional School - North Valley is significantly more diverse than SPCSA and closer to Clark County School District.

Entity	2020 Enrollment	% Asian	% BI/Afr Amer	% White	% Hisp/Latino	% Amer Ind/AK Native	% Two or More	% Pac Isl	% Econ Disadv (FRL)	% Stud w/Disab (IEP)	% Eng Lrn (ELL)
STATE	486633	5.4	11.8	29.8	43.5	0.8	6.9	1.4	72.5	12.4	13.3
SPCSA	53223	7.6	11.9	34.6	34.9	0.4	8.7	1.5	39.4	9.5	7.7
CLARK COUNTY	319293	5.9	15.3	22.2	47.2	0.3	7.1	1.6	85.6	12.4	15.1
Amplus Rainbow*	773	20.5	19.9	32.6	16.0	0.2	8.6	1.9	27.1	<5.0	7.2
Explore Academy**	136	2.2	19.8	50.0	24.2	0.0	0.7	2.9	41.1	13.9	0.0
GALS	96	4.1	18.7	6.2	65.6	0.0	3.1	2.0	>95.0	11.4	17.7
Mater East	1143	0.6	12.7	5.2	76.9	0.0	3.4	0.7	>95.0	9.0	42.6
NSHS Dwtm Henderson	100	3.0	2.0	73.0	13.0	0.0	8.0	1.0	14.0	n<10	0.0
NSHS NW*	99	7.0	17.1	39.3	22.2	0.0	11.1	3.0	37.3	n<10	0.0
WASHOE COUNTY	64988	4.4	2.5	42.3	41.7	1.2	6.1	1.3	46.8	13.9	14.1
Pinecrest Northern NV	685	1.6	1.6	65.6	20.7	2.9	7.0	0.4	17.2	12.4	<5.0

*Approved prior to passage of AB 462

**Approved by Achievement School District and transferred to SPCSA prior to opening per Section 80.75 of Assembly Bill 78 (2019)

The latest demographic information provided in the [Nevada Accountability Portal for 2019-20](#) for Legacy North Valley also highlights this increased diversity compared to state and state charters.



Legacy Traditional School - Southwest Las Vegas has a higher share of Asian students than state averages but is closer in line to local competition, such as Mark L. Fine Elementary School (located about one mile away) that has 23.51% of Asian students, 23.77% Hispanic/Latino and 21.82% White based on the [latest report from the Nevada Accountability Portal](#).

Legacy Traditional School - Cadence, located in Henderson, is also more diverse than SPCSA schools with 37% of students listed as Hispanic/Latino. The campus is also significantly more diverse than a neighboring charter school and has similar demographic information as close district schools:

- Charter school located about two miles from Legacy - Cadence campus: [Pinecrest Academy of Nevada, Cadence campus](#) had 28% of students Hispanic/Latino in 2019-20 (36% for Cadence) and 48.35% white (37% for Cadence)
- District school located one mile from Cadence campus: [CT Sewell Elementary School](#) had 37% of students listed as Hispanic/Latino (same as Cadence) in 2019-20, and 37% of students were white (same as Cadence as well).

In its [strategic plan document](#), SPCSA highlighted its Goal 3 to “increase the diversity of students served by SPCSA schools.” Legacy has strict enrollment practices that allow students to enroll from all backgrounds and ethnicity. As such, students often come from outside the typical 3-mile radius to enroll at a Legacy campus.

Given COVID-19 mitigation parameters, if allowed, Legacy will be inviting local civic and elected leaders to visit campuses to increase their awareness of how Legacy serves its local communities. The schools will also continue to build partnerships with local community leaders and organizations.

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- *Proposed calendar for the first year of the new charter term*
- *Daily schedule for all grade levels*

3. Academic Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, principles, that are remaining unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken or plans to implement as well as a description of the proposed Restorative Discipline plan for the upcoming term and plans to monitor for potential disproportionate discipline practices, plans to monitor for potential disproportionate discipline practices, and plans to address any opportunity gaps for specific student groups. This may include plans to close gaps in proficiency and/or growth between different student groups (ex. race/ethnicity, FRL, EL, IEP).

The vision of Legacy Traditional Schools-Nevada is to “positively impact the education of every student.” The

vision, as intended, is based on the principle that high-quality educational systems have a solemn duty to make a positive impact on those they directly serve as well as positively impact educational opportunities for those they do not directly serve through consumer demand. The driving force of this vision is the school's mission.

Legacy's mission is to provide all students with the opportunity, leadership, guidance, and support to achieve academic excellence in a safe, neo-traditional-learning environment, with instruction from caring, knowledgeable and highly effective educators and in cooperation with supportive, involved families.

Legacy's core values include work ethics, integrity, patriotism, responsible citizenship, discipline, teamwork, and honor. Legacy connects students with our nation's heritage, produces highly functioning, participatory citizens and astute competitors in the global market.

Traditional Education Philosophy

Legacy has utilized and will continue to maintain an accelerated, "traditional education" program of instruction to achieve academic excellence among all students.

A traditional education philosophy is also known as a back-to-basics educational approach. Legacy's specially designed, traditional education program of instruction can be summarized as having two distinct characteristics: direct instruction and a specialized curriculum with an emphasis on mathematics and language arts mastery supported by auxiliary courses and programs.

Direct Instruction

Direct instruction is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. Direct instruction is based on the theory that clear instruction reduces misinterpretations, provokes subject interest, reduces off-task behaviors, provides a platform for immediate feedback for differentiated learning, and creates prior knowledge connections to new concepts. Academically challenging students require balance. Therefore, we implement a well-rounded program for students to receive content knowledge through direct instruction in a structured classroom and still have multiple opportunities for peer-to-peer interaction, exploration, and creativity.

Specialized Curriculum

Another characteristic of a traditional program of instruction is a specialized curriculum. Led by the certified principal, assistant principal, and instructional coach, and directed and guided by the classroom teacher, the curriculum and materials utilized are structured, consistent, sequential, and aligned to Nevada Academic Content Standards (NVACS). A curriculum map and pacing guide outlining 180 days of instruction has been developed by curriculum and instruction experts in Vertex Education's Academic Department in collaboration with current K-8 Legacy faculty members and administrators. These curriculum maps have been correlated by each grade via each content disciplines' curriculum publisher.

Twice a year, grade level or subject teachers are gathered for meetings with Vertex curriculum specialists to discuss curriculum maps and how to adjust them to meet the needs of the students. These conversations revolve around data and promote discussion of effective best teaching practices. Curriculum maps are updated by curriculum specialists as changes are needed.

Since the initial charter application, Legacy has implemented some significant design elements and principles to further enhance the educational programming and student learning for the students. Specifically, instruction will focus on grade-level standards, identifying students who have and have not mastered those standards, and designing a plan of action to reteach and intervene as needed for those identified students.

Legacy builds the foundation of instruction from the Nevada Academic Content Standards. Using published curriculum, teachers build their lessons in a sequential fashion. The core curricula utilized at Legacy includes:

- HMH Saxon Mathematics (on grade level) for grades K-8. Houghton Mifflin Harcourt is the publisher.
 - With guidance from the SPCSA and an analysis of recent math proficiency data, Legacy has changed the Saxon programming from one year advanced to teaching the Saxon curriculum on grade level. According to 2018-19 report card data, Legacy elementary school math proficiency rating was 42.3 and middle school math proficiency was 30. Thus, to ensure students are exposed to and master grade-level standards so they are better prepared for the SBAC in the spring, Legacy's math curriculum has been revised to deliver on grade level math standards beginning in the 2021-22 school year.
- Spalding Language Arts for grades K-5. Spalding Education International is the publisher.
- Journeys for grades K-6. Journeys is taught in tandem to the Spalding Language Arts program and includes reading texts and other additional materials. The publisher is Houghton Mifflin Harcourt.
- StudySync ELA program for grades 7-8. The publisher is McGraw Hill.
- Science Dimensions for grades K-8. The publisher is Houghton Mifflin Harcourt.
- Into Social Studies for grades K-3 and 5. The publisher is Houghton Mifflin Harcourt.
- Splash Nevada History for grade 4.
- World History for grade 6. The publisher is Savvas (formerly Pearson).
- US History for grades 7-8. The publisher is Houghton Mifflin Harcourt.

Extracurricular Programs

Legacy's objective is to educate the whole student. To that end, the extracurricular programs provided to all students include patriotism, music, physical education and fitness, visual arts, technology, and after-school programs.

Legacy students in grades K-6 participate in regular general music classes, with interaction, active participation, and music-making being the primary focus. At the junior high level, Legacy has been an innovator by offering music-faculty-created electives such as Musical Theatre and Music & Media Arts along with traditional band, orchestra, and choir ensembles, giving students a myriad of choices to learn the performing arts. All ensembles and classes hold annual or semi-annual evening concerts where students gain

self-confidence and the ability to perform in front of an audience.

A holistic approach to physical education is another focus for Legacy. Legacy blends a foundation of overall physical fitness (including aerobic activities to improve coordination, develop strength and physical conditioning) with a traditional physical education program (including sports, activities and games). Activities range from individual workouts intended toward progress monitoring of individual growth to team competitions designed specifically to develop discipline, work ethic, integrity, leadership, teamwork, and character.

Social-emotional support is also a priority when teaching the whole child. Teachers are provided with lessons from Merrell's Strong Kids program. These lessons are designed for grade level bands and discuss topics such as identifying emotions, using tools to control emotions, understanding healthy resolution practices, and mindfulness.

At the heart of Legacy's academic program is the instruction in the classroom. Teachers are regularly observed and given feedback on how to improve their craft. Using the Impact Cycle created by Jim Knight, instructional coaches visit classrooms regularly to support teachers in their goals and to improve student learning. Principals and assistant principals also regularly observe classrooms to provide manageable feedback leading up to teacher formal observations. These formal observations are conducted twice a school year and are used to evaluate teacher effectiveness.

Student Assessments

Each year, Legacy participates in all state-issued assessments. This includes the Smarter Balanced Assessment Consortium (SBAC) assessment and the World-Class Instructional Design and Assessment (WIDA). SBAC is taken by all grade 3-8 students and assessments include reading, writing, math, and science. WIDA is taken by all students who have been identified as English language learners and is used to identify and support students who need additional instruction in English.

Legacy employs a data-informed framework for student assessments. While formative assessments are given throughout the year, there are set systems in place to gather data on the overall performance of the curriculum and instruction. Three times a year each K-8 grade class will take NWEA's Measure of Academic Progress (MAP) assessment in both reading and math.

Each campus creates data plans based on individual school data. These plans are created by Legacy's instructional leadership teams, which consist of administrators, the instructional coach, teacher leads and other identified people such as the leadership coach and other stakeholders. Together, this team analyzes school data and develops a year-long action plan to identify the needs of the school and their students with the end goal of closing the achievement gap as measured on the SBAC. Although each plan is slightly different based on school need the process is the same and some overarching plans exist for all campuses. Specifically, schools provide their teachers with professional development for CTM and MTSS, provide structured Saturday School opportunities for students, offer focused tutoring and intervention blocks and have embedded SBAC prep in

daily lessons throughout all classes for all students.

Closing the Achievement Gap

Professional development for teachers is also critical to closing the achievement gap. To ensure teachers are successful in implementing CTM and MTSS meetings, they receive support, guidance and training during preservice and throughout the school year. Professional development occurs in a variety of group settings, including the entire school, and within grade level teams, team leads and administration. This systematic and planned support will greatly improve the effectiveness of teachers to better meet the needs of all students.

All campuses have and will continue to plan for Saturday School opportunities for identified students based on data. Lessons will be specifically designed to close gaps in both math and ELA and work on the depth and complexity of standards to meet the rigor of the SBAC assessment. As students progress, groups of students invited will be fluid throughout the year to ensure that as many students as possible will receive this additional support. The intended audience for Saturday School are students with gaps in their understanding and/or at the near proficiency level of grade level standards.

In addition to Saturday School, students who struggle with mastering grade level standards will be invited to participate in after school tutoring. During this time, students will be given additional support on grade level standards in both ELA and math with the purpose of preventing the students from falling behind and quickly filling in misunderstandings of grade level skills and standards. Teachers offer one hour per week of tutoring, with most choosing two 30-minute sessions.

Students with significant deficiencies will receive intensive and individualized Tier 2 and Tier 3 instruction within the school day during designated Intervention and Enrichment time that is built into the master schedule for all three Legacy campuses. Here, teachers will use their data analysis from MAPS, AImS Web and MClass, to identify students and their deficiencies and design lessons to address student gaps.

Finally, all teachers will incorporate practice with SBAC prep in lessons to focus on the depth and complexity of the performance tasks that students must complete on the SBAC. This practice will be embedded in the teacher's lesson planning and be subject specific. Constant exposure to this rigor will provide students with the practice they need to demonstrate their understanding of the content.

Collaborative Team Meetings and Multi-Tiered Systems of Support

Changes to design elements, structures and principles have centered on further developing and modifying processes that are in place to better identify standards, meet the needs of all students and provide the support and time needed for teachers to meet the needs of all of their students. Specifically, the process of CTM, MTSS, schedule design and curriculum have been modified and/or changed to further develop and improve instructional structures and designs.

First, the CTM process has been standardized across all three Legacy campuses. Specifically, CTMs will now universally be focused on identifying essential standards, unwrapping those standards, creating common

assessments to measure student mastery of those standards and design reteaching plans to meet the needs of students who have not mastered standards. Data will be collected and analyzed so that teachers can learn and share instructional strategies that best impact student learning. Students who need further assistance will receive differentiated instruction and be invited to participate in tutoring to ensure mastery of grade level standards. The CTM process is modeled after the PLC cycle addressing the four essential questions:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

Second, the MTSS process has also been standardized for all three campuses by ensuring that all documentation is electronically tracked to better inform MTSS meetings and share data within and among teams. Additionally, a new progress monitoring program (AIMS Web and MClass) is being used to ensure that multiple data points will be considered when identifying students and their target gaps, and then monitoring the effectiveness of interventions to ensure that achievement gaps are decreased and growth for all students is made.

To provide ongoing support to teachers during their PLC and MTSS meetings, Legacy has hired an intervention specialist. The CTM intervention specialist assists in school leadership; assists in evaluating, planning, implementing, and monitoring of the School Improvement Plan; acts as a CTM lead through orientation of new members, planning, organizing, facilitating, and collecting evidence of PLC work related to the four PLC questions; and acts as a liaison between the CTM and the school administration. The major responsibility of CTM leadership is to lead effective PLC teams that are responsible for ensuring that all students at their grade level and site are mastering the essential curriculum and that students are being appropriately challenged. These teams make informed decisions about curriculum and instruction based on research and the analysis of student work.

The CTM Intervention Specialist will support the district's mission and vision and role model the behaviors by:

- Cultivating a positive work environment.
- Prioritizing and setting manageable goals.
- Efficiently managing their time at work.
- Communicating effectively with management, staff, parents, students, visitors, media and compliance and accountability authorities.
- Being flexible and open to constructive feedback.
- Demonstrating a willingness to make the same types of changes and dedications asked of others.

In order for teachers and teams to have the time needed to have meaningful CTM and MTSS meetings, we have designed a master schedule providing common prep time for K-5 teachers and subject specific teachers in grades 6-8. This is a pilot schedule for the 2021-22 school year at one campus and if successful will be implemented for all campuses beginning in the 2022-23 school year. By providing teachers the opportunity to meet, discuss and plan for effective implementation of Tier 1, 2 and 3 instruction, as well as identify students

who are in need of those supports, this will greatly improve the instructional programming for Legacy Traditional Schools.

Special Education

Legacy has policies, procedures, and personnel in place to ensure that students with disabilities are identified, located, evaluated, and provided with an Individualized Education Program (IEP). Legacy is successfully meeting the needs of students with disabilities with a focus on continuous improvement of programming and student outcomes. Across the three Legacy campuses, approximately 311 students with disabilities are served. These students span all eligibility categories and represent approximately 10% of the total school population.

Legacy provides a free and appropriate public education to all eligible students along with its least restrictive environment (LRE) continuum. IEP teams consider the strengths and needs of students in accessing the general education curriculum as they devise the individualized plan of support and services for each student. LRE consideration always begins in the general education setting, with inclusion services. If a student's needs are unable to be met in inclusion, resource room services are discussed, and services are designed to give the student a portable set of skills they can take back to general education in order to access the curriculum. This portable skill set may include addressing underlying skill deficits, providing strategies to access grade-level curriculum and instruction, or intervening upon behaviors that impede learning so that the student can access instruction. For students with more severe disabilities who may need a modified curriculum, self-contained programming is available in which students receive intensive instruction and integrated therapies.

Legacy is staffed in alignment with the maximum caseloads set forth in NAA 388.150. Each campus employs a team of certified special education teachers as well as a speech and language pathologist and a school psychologist. Itinerant staff support the needs of students in a multitude of areas, including occupational therapy, physical therapy, school-based counseling, orientation and mobility, and hearing and vision impairment services.

The professional development of the staff is directly correlated with their ability to meet the unique needs of students with disabilities. Special education personnel engage in weekly PLC meetings amongst themselves as well as with their general education colleagues. They participate in weekly learning opportunities called Technical Assistance Hour (TAH) in which they build their professional capacity in topics like psychoeducational evaluations, specialized instruction, and special education law. Evaluators receive training in the cross-battery assessment model of evaluation to optimize student evaluations. Specialized training is also offered throughout the school year on topics ranging from nonviolent crisis intervention to autism to dyslexia.

Beginning in the 2021-2022 school year, Legacy plans to adopt evidence-based, supplemental curriculum in order to improve the quality of specialized instruction and, as a result, improve student achievement. The Barton Reading and Spelling program will be introduced to support students with dyslexia and those who require a systematic, multisensory, explicit approach to phonics instruction. Step Up to Writing, a Voyager Sopris Learning program, will offer differentiated, multisensory instruction in written expression. In mathematics, special education teachers will have access to WestEd's Math Pathways and Pitfalls program. This program targets both problem solving and calculation with a focus on building academic vocabulary to

successfully perform word and number problems. In the areas of social-emotional learning (SEL) and behavior intervention, special education teachers and counselors will use Accept, Identify, Move (AIM), a behavior analytic curriculum that integrates the concepts of mindfulness, applied behavior analysis, and acceptance and commitment therapy to build SEL competency and coping skills in students. Additionally, special education teachers will engage in a book study of High-Leverage Practices in Special Education, a book published by Council for Exceptional Children (CEC) and the CEEDAR Center. The inclusion of these supplemental programs will augment the skill set of the personnel responsible for specially designed instruction for eligible students.

As the special education program continues to expand, internal systems of support must grow as well. With a multidisciplinary team of professionals, Vertex will continue to support Legacy with subject-matter experts in behavior analysis, school psychology, speech and hearing, and specialized instruction. For the 2021-2022 school year, an onsite Coordinator has been added to the support plan to oversee daily operations and validate program outcomes. The Coordinator conducts weekly visits to each school site to provide technical assistance, observe instruction, strategize on programming needs, and verify compliance with policies and procedures.

With an increasing focus on results-driven accountability, the schools are making improvements in the design and delivery of specialized instruction as well as in the documentation and analysis of student data. Legacy uses a data dashboard to track IEP and MET due dates, progress reports, and other pertinent data. They conduct session documentation to record quantitative and qualitative data from special education service delivery. This data is analyzed to inform instructional planning, pacing, and rigor. It is also used to ensure alignment between the targeted IEP goals and the unique needs of the students.

Discipline and Restorative Justice

At the time of the original charter, views on chronic discipline relied solely on exclusionary practices. Removing the student from the classroom, an activity or even the school building was common across the nation in the form of In-School Suspension, Out of School Suspension, or even expulsion under more extreme circumstances. These practices did little to improve student behavior and put students at an academic disadvantage due to missed learning opportunities.

Several years ago, Legacy took a closer look at the discipline system, which focused on positive discipline where students were rewarded for good choices. This type of system seemed to work well with the younger students who love the attention and rewards. However, older students often did not want the recognition and were completely uninterested in prizes and reward activities. Legacy also realized that the schools were doing little to help students take ownership for their behavior.

One of the crucial components in refining Legacy's discipline system meant taking a long look at discipline data to analyze trends and patterns. We asked ourselves several questions:

- Where were these incidents occurring?
- When were they occurring?
- Could we identify the antecedent?

- Did the school play a role in the incident (inadequate supervision, unclear expectations, lack of a procedure, etc)?
- Was the consequence for the behavior appropriate (based on the school’s behavior matrix or subjective)?
- Did patterns exist with teachers or students groups of specific demographics?

The decision was made to move Legacy’s discipline program forward by implementing restorative justice practices. The goal of these practices is for students to begin to understand their own behaviors and how their choices affect others. Students learn self-control by taking ownership of their mistakes. The entire school community supports students through the process. The key to a successful restorative and supportive school climate is for students to develop trusting relationships with teachers and staff at the school.

In order to begin the process of implementing restorative justice, it was essential that Legacy staff understood the key principles of restorative justice and had practical applications for these principles. Administrators received a full-day training along with follow-up sessions from Richard Long, an expert in reaching students through restorative practices. He then returned to provide half-day training for all Legacy staff. Each staff member also received the book, *The Outward Mindset*, to use as a reference tool.

After the training and guided by NRS 392.4644 and AB 168, the administration teams worked together to establish a plan to provide for progressive discipline of students, with input from staff and students. The plan uses logical consequences as part of the restorative practices. The logical consequences are related to the student’s behavior and the relationship between the two is understood by the student. When possible, the responsibility of determining the consequence is placed on the student.

The procedural steps utilize restorative questioning techniques to guide the student and staff member through the process.

SIX STEPS FOR RESTORATIVE CONVERSATION

STEP 1. OPEN THE LINES OF COMMUNICATION.

STEP 2. ALLOW THE STUDENT TO EXPLAIN THE SITUATION FROM HIS/HER PERSPECTIVE.

STEP 3. IDENTIFY WHAT LED UP TO THE INCIDENT AND ANY ROOT CAUSES.

STEP 4. IDENTIFY THE IMPACT.

STEP 5. ADDRESS NEEDS AND REPAIR HARM.

STEP 6. CREATE AN AGREEMENT.

Legacy was delayed in the full implementation of the restorative justice plan due to decreased student attendance as part of COVID-19 mitigation. This school year, the entire student body is on campus. All new staff have been trained and returning staff received refresher training. Legacy is committed to restorative justice practices and looks forward to the positive impact it will have on students and staff.

4. Organizational Viability and plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current Governing Board's capacity, skills, and qualifications for continued successful implementation of the school's design, as well as a growth plan for adding/replacing board members that support the school's success. This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement in response to past performance, including board training and development.

The Governing Board conscientiously ensures that important skills and areas of expertise are represented within its ranks. Parent voices are a high priority, as is expertise in education, law, finance, and business. More detailed information can be found in each board member resume/bio included as item 4b, but a summary of the seven current board members is as follows:

Name	Board Role	Professional Background	Areas of Knowledge and Experience (NRS 388A.320)
Amanda Pratt	President	Business executive, extensive marketing experience	Business Human Resources Marketing
Rick Phillips	Vice President	Business owner, financial services, and investments expertise	Financial Services Business
Name	Board Role	Professional Background	Areas of Knowledge and Experience (NRS 388A.320)
Stephen Steele	Treasurer	Attorney, former teacher	Law Human Resources Teacher (former)
Katy Larrabee	Secretary	Real estate agent	Parent of Legacy student(s) Business
Melissa Woodbury	Director	Teacher, Nevada assemblywoman (2008 to 2018)	Teacher
Ralph Hartmann	Director	Business owner, tax and accounting services	Accounting Business
Kristen Watson	Director	Sales, insurance	Parent of Legacy student(s) Business

The impressive and varied backgrounds of the seven board members allow the board as a whole to comprehend and address the complex issues the school faces. Board members have consistently shown high levels of engagement in board meetings, asking in-depth questions and providing overall strategic direction.

Board members have also taken time to engage in school-related matters like interviewing superintendent and principal candidates when positions have been open. This has been a valuable step in the hiring and interview process for school leaders.

Despite having such different backgrounds, the board members share a number of common desires, including a keen interest in ensuring that Legacy Traditional Schools - Nevada delivers the best possible educational experience and outcomes to students and families, that the staff and students are diverse and reflect the community in which the schools are located, and that the schools are financially stable and will remain financially stable for many years to come.

The number of board members has increased from five to seven over the past couple of years. Expanding to seven members has been encouraged by SPCSA and Ms. Pratt has made it a high priority in her leadership. She has been instrumental in connecting with potential board members and encouraging other board members, school leaders, and Vertex Education to do the same. She and other board members have reviewed board candidate resumes and have met with each additional board member to ensure good alignment of skills and interests.

The board members and their extensive community and professional networks are a primary source of additional and/or replacement board members. Similarly, Legacy leaders at the district and school level are also a resource for identifying potential board members, especially parents.

Looking ahead, areas for greater focus include more formal training for board members on relevant topics, adding detail and depth to the board's evaluation of Vertex Education as the management organization, and gaining greater diversity within board member ranks.

B. Required Supporting Documents

Please upload with your renewal application the following documents:

- Current resumes for all Governing Board members
- Board Member Information Sheet / Roster (page 25 of this application). Note that only names, contact information and Board leadership information are required. Information provided in this section should match Epicenter.
- Board Chair/Member Assurance Statement & Signature (see page 27 of this application)

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current fiscal state of the school and plans during the upcoming charter term to ensure it remains financially viable. This section should also include a description of any financial improvements that the charter school has undertaken or plans to implement.

Please upload with your renewal application the following school board -approved documents:

- Budget for the current and upcoming fiscal year (FY23) ³

Legacy Traditional Schools – Nevada is a network of three charter schools in Clark County. Since beginning operations in FY18 (North Valley FY18, Cadence FY19, and Southwest Las Vegas FY20), the schools have demonstrated increasing and sustained enrollment, as well as very strong waitlist demand.

The three Legacy - Nevada schools are part of the Legacy Traditional Schools Obligated Group network, a system of 20 schools in Arizona and three in Nevada.

Legacy - Nevada complies with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The Board has adopted sound financial policies and accounting procedures in accordance with Nevada law. These policies ensure effective internal controls over fixed assets, revenues, and expenses, and are evaluated on a regular basis to ensure compliance with all relevant authorities.

The Nevada SPCA Financial Framework is used as a tool to gauge Legacy’s short-term financial health and long-term financial sustainability.

The financial measurements are as follows:

- **Short-term Financial Health**
 - Measure 1: Current Ratio
 - Measure 2: Days Cash-On-Hand
 - Measure 3: Enrollment Forecast Accuracy
 - Measure 4: Debt Default
- **Long-term Financial Sustainability**
 - Measure 1: Total Margin
 - Measure 2: Debt to Asset Ratio
 - Measure 3: Cash Flow
 - Measure 4: Debt Service Coverage Ratio

In the FY20 Financial Performance Framework, we note that seven out of eight measures are rated meets standard. For FY21 (preliminary) and FY22 (preliminary), we expect a similar score. The single measure that does not meet standard is the Debt to Asset Ratio.

Debt to Asset Ratio

- Over a three-year period, Legacy built beautiful, top-notch facilities – demonstrating our commitment to invest significant resources into providing students with outstanding educational opportunities.

³ Applicants should use the budget template provided by the SPCSA. Should there be questions, or if incomplete information submitted, SPCSA staff will reach out to the applicant for additional information.

- The schools were built with 100% long term financing. The land/building asset and the related bond liability is driving the relatively high debt to asset ratio – all of which are long-term items.
- A relatively high debt to asset ratio is typical for charter schools that construct new facilities with long-term financing.
- The bond liability includes not only the land/building costs, but also additional items like a debt service reserve fund (one year of principal and interest payments) and transaction fees and costs.
- Due to being in the very early years of the buildings, the book value of the building asset is reducing (through straight-line depreciation) faster than the related bond liability (which is reducing very slowly—like a mortgage—but will accelerate later on).
- The principal and interest payments are manageable and do not create a cash flow problem, especially considering the very strong enrollment demand.
- Further, as evident in the Current Ratio (Financial Performance Framework #1), Legacy meets standard, and is a positive change year over year.

Due to the 100% financing structure, we note that bondholders and lenders do not set a financial measure standard for Debt to Asset Ratio. Rather, the bondholders, through the Bond Master Indenture of Trust (Covenants) have two specific financial health covenants: Debt Service Coverage Ratio (DSCR) and Days Cash on Hand (DCOH). These measures, also included in the Financial Performance Framework, are more indicative of the school financial health, and ability to meet obligations. DSCR and DCOH are strong characteristics of financial stability and creditworthiness.

Legacy has met all key financial compliance requirements, with the exception of the debt-to-asset ratio due to its ability to finance 100% of its buildings through the use of long-term municipal bonds which offer a lower cost of capital than traditional financing. The Legacy Board uses sound budgeting and forecasting policies and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue.

The development of the annual budget is an interactive process that incorporates input from key stakeholders and departments. A preliminary budget based on initial assumptions is presented to the Board each year. It is then approved by the Board before the start of the school year. This budget is then compared to actual and forecasted on a monthly basis.

Current Fiscal State

Legacy - Nevada has contracted with Vertex Education as its service provider for the accounting, purchasing, payroll, and audits services related to the operation of the schools. Vertex’s efforts in this area are led by a Chief Financial Officer, a Director of Accounting, a Director of Finance, and a Director of Procurement who work under the CFO to lead these functional teams.

Accounting and Record Keeping

Vertex establishes and maintains the accounting records, policies and procedures necessary for the management and operation of the schools. All such accounting records are the property of Legacy, are safely preserved by Vertex on behalf of Legacy, and are available to Legacy at all reasonable times during normal

business hours. All financial records including bank statements, cash receipts, deposit receipts, ledgers, journal entries and work files, disbursement logs, reconciliation documentation, billing claims, purchasing documentation, invoices, accounting spreadsheets, travel documentation, and so on will be retained per the Nevada State Library and Records Management Program guidelines.

Vertex utilizes the best-in-class Workday financials and HCM as its ERP software for the schools in the Legacy system. The Finance department is responsible for preparing the filings of annual budgets and presenting them to the Governing Board for approval. Financial reports reflecting Legacy's financial position, operations, bond covenants and budget tracking are also presented on a monthly basis. Workday is also used for payroll processing and the payment of payroll taxes, PERS retirement amounts, and all applicable withholdings for federal, state, and local purposes.

Vertex prepares all required annual budgets, quarterly budgets, and annual financial reports for approval by the Board and submission to Nevada Department of Education and State Public Charter School Authority. It also prepares and provides financial and accounting information to external parties as necessary to comply with all financial reporting requirements of municipal tax-exempt bonds, loans, and lines of credit and as otherwise necessary for the ongoing management and financial needs of Legacy.

Payroll

Prior to each payroll date, Vertex provides Legacy a listing of all paychecks to be included on the next payroll date. Legacy reviews that listing for payroll accuracy, reports any errors to Vertex, and provides any additional information required to accurately process payroll on a bi-weekly basis.

Audits and Taxes

The Board of Directors engages an independent external auditing firm on behalf of Legacy to audit the financial statements on an annual basis. Vertex facilitates the audit through coordination with Legacy to provide all necessary information to the auditors to ensure efficient completion of the annual audit prior to the required due dates. Additionally, Vertex ensures that all required income, property and sales tax returns are prepared, paid and filed in a timely manner.

Internal Audit

Vertex provides certain internal audit functions to Legacy, including unannounced visits to the school to monitor and train Legacy personnel related to: cash handling procedures, student attendance records, and other financial matters. The results and findings of those internal audits are communicated to appropriate parties, with significant results and findings reported to the Board.

Legacy also utilizes rigorous internal financial controls, such as:

Segregation of Duties: Legacy contracts with Vertex to provide management and oversight of financial services on behalf of the schools. Vertex has policies and procedures in place to ensure that all expenditures are appropriately authorized and all requests for goods and services are routed through a requisition process.

Authorization and Processing of Disbursements: To ensure fiscal responsibility and compliance, the Board meets regularly to review the operations and financial performance of the school. As part of its agreement with Legacy, Vertex management reviews supporting documentation for all expenditures in advance of any payment. No payment is authorized until such support has been reviewed and approved by an appropriate agent of the Board. The Legacy Board has established fiscal policies covering school expenditures. It also designates specific check signing authority.

Safeguard Assets: All state, federal, and other monies received by Legacy are deposited in its accounts within 24 hours or one banking day of receipt per federal and state regulations.

Banking Arrangements/Reconciliation: Legacy maintains its accounts at a federally insured financial institution, Western Alliance Bank. Funds are deposited in non-speculative accounts including federally insured savings or checking accounts or invested in non-speculative federally backed instruments. For all funds, the Legacy Board appoints and approves all individuals authorized to sign checks in accordance with these policies. All bank accounts require multiple signatures on checks or other forms of disbursement. Bank statements from private banking institutions are sent directly to the school's finance committee, who submits a copy for reconciliation. This reconciliation is provided to the committee for review monthly.

Policies and Procedures: Policies and procedures to safeguard payroll and employee information are implemented by the Legacy Board.

Plans for the Upcoming Charter Term to Ensure Financial Viability

The Legacy Board monitors its financial performance by engaging in regular discussion with school leadership over significant financial matters. The Board reviews a standard financial reporting package and receives financial updates at each regularly scheduled meeting. This package includes updated projections related to bond covenants and other key financial metrics in addition to the financial statements. Through this process, the Legacy Board is made aware of anticipated results and takes appropriate measures to minimize the impact of any negative developments.

The Legacy Board will continue to monitor its financial position and has demonstrated its ability to use its resources in a manner that preserves the school's financial viability while maximizing the resources devoted to instruction and instructional support activities. Legacy will pursue further opportunities to identify efficiencies with its use of existing resources to provide an excellent educational experience for students.

Financial Improvements Undertaken or Planned

A financial audit is conducted annually by an approved independent auditor and presented to the Legacy Board. The audit results are reviewed carefully by the Board to determine areas of improvement and to make determinations as to financial management.

The management company recently replaced its existing Solomon accounting software with a Workday, a world-class ERP and HCM system. This is a much more robust system that will allow a closer tracking of expenses, more daily access to the financials, and efficiencies in the financial processes. The new accounting software will add a redundancy of controls and enhance workflows, data integrity and backup, and data security.

Legacy has a current financial condition that is strong and healthy. In addition, the schools have ready access to liquid funds sufficient to meet obligations and a line of credit from Alliance Bank. Furthermore, Vertex Education management fees are subordinated to the bond debt for the Series 2013, 2014A, 2015, 2016, and 2019 bonds.

6. Additional Information from the Governing Board Supporting Renewal _____

Please provide any information or data that the governing body of the charter school determines supports the renewal of the charter contract. This information must include:

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by [NAC 388A.415](#).
- Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application.

OVERSIGHT

SPCSA staff will include any Site Evaluations in the recommendation and provide documentation collected during visits to the Board as part of the renewal process. Additionally, SPCSA staff may consider and include the results of any subrecipient grant monitoring.

Renewal decisions for schools operating under written charters are based on historic performance data as evidenced by both the NSPF Performance Framework as well as the SPCSA Performance Frameworks. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Additionally, renewal decisions will be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of a school, and the SPCSA Organizational Framework will be used to assess the overall organizational capacity of the school. The Epicenter platform will be used to inform the assessment of the organizational health of a school, and to help determine whether or not the school is compliant under local, state and federal law.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed based on past performance. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision by the Authority. Stated another way, a school may submit formal amendments for consideration by the Authority separately from the renewal application.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application, as called for in Section 6 of this application template. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES

All charter school applications and renewals are required to be ADA compliant as described by Section 508 of the Rehabilitation Act of 1973 (refer to 29 U.S.C. 794d). This statute requires access to and use of Federal executive agencies and information technology (ICT) by individuals with disabilities. Compliance with Section 508 is mandatory for all entities receiving federal funds -including the SPCSA and its charters.

2021 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Legacy Traditional School Address: 3125 S. Gilbert Rd. Chandler, AZ 85286 Phone: 480-270-5438 Website: www.legacytraditional.org	
School Leader Name & Contact Info	Name: Jennifer Hackett Title: Superintendent Contact info: (702)342-0880	
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: Amanda Pratt Email: amandap@sportsattack.com Phone: 775-250-7110
	Vice Chair/Vice President	Name: Rick Phillips Email: rick.phillips@fhnmainstreet.com
	Treasurer	Name: Stephen D. Steele Email: SSteele@lawhjc.com
	Secretary	Name: Katy Larrabee Email: katy.larrabee@cbvegas.com
	Member	Name: Melissa Woodbury Email: woodmlw@yahoo.com
	Member	Name: Mr. Ralph Hartmann Email: ralph@haamail.com
	Member	Name: Kristen L. Watson Email: kwatsonvegas@gmail.com
	Member	Name: Email:

ACADEMIC PERFORMANCE⁴

2019-20 NSPF Rating <i>Complete campus boxes as may be applicable</i>	North Valley - Elem	North Valley - Middle	Cadence - Elem	
	2 Stars	3 Stars	2 Stars	
	Cadence - Middle	SWLV - Elem	SWLV - Middle	
	5 Stars	N/A	N/A	
2018-19 NSPF Rating <i>Complete campus boxes as may be applicable</i>	North Valley - Elem	North Valley - Middle	Cadence - Elem	
	2 Stars	3 Stars	2 Stars	
	Cadence - Middle	Campus 5 (name)	Campus 6 (name)	
	5 Stars	N/A	N/A	
2017-18 NSPF Rating	North Valley - Elem	North Valley - Middle	High School Rating	
	2 Stars	2 Stars	N/A	
CSI or TSI Identification	Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement) or TSI (Targeted Support and Improvement) school by NDE.			
	N/A			
	2016-17	2017-18	2018-19	2019-20
NDE-Validated Four-Year Graduation Rate	N/A	N/A	N/A	N/A

⁴ For schools applying for a third charter term or beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2021] = 4085							
Gender		Ethnicity/Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
2100	1985	1041	568	1332	575	491	78
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist	Percentage of Waitlist Students w/Preference Status		
307	254	42	1560	4835	3.41%		
Staff Retention				Discipline Data			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2020-21	Percentage returning staff 2021-22	Number of out of school suspensions	Number of expulsions		
143	316	83.54%	83.23%	1	0		
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct.1] ⁵							
2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020 – 2021			
N/A	N/A	66%	67%	77%			

ACADEMIC PERFORMANCE

SPCSA Authority Academic Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern - Cadence	Notice of Breach - North Valley
2018-19	No Notice	Notice of Concern - North Valley	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	No Notice	Notice of Concern	Notice of Breach

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	No Notice	Notice of Concern	Notice of Breach

ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings			
2019-20	No Notice	Notice of Concern	Notice of Breach
2018-19	No Notice	Notice of Concern - North Valley	Notice of Breach
2017-18	No Notice	Notice of Concern	Notice of Breach
2016-17	No Notice	Notice of Concern	Notice of Breach
2015-16	No Notice	Notice of Concern	Notice of Breach

⁵ To calculate student retention, subtract the number of students from year 2 not returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 1 student did not return in year 2, the retention calculation would be: (5-1)/5, or 80%.

NEXT CHARTER TERM

Current Enrollment Cap & Grade Spans for next charter term - North Valley						
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Planned Enrollment Caps	1250	1250	1250	1250	1250	1250
Planned Grade Spans	K-8	K-8	K-8	K-8	K-8	K-8

Current Enrollment Cap & Grade Spans for next charter term - Cadence						
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Planned Enrollment Caps	1450	1450	1450	1450	1450	1450
Planned Grade Spans	K-8	K-8	K-8	K-8	K-8	K-8

Current Enrollment Cap & Grade Spans for next charter term - SW Las Vegas						
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Planned Enrollment Caps	1450	1450	1450	1450	1450	1450
Planned Grade Spans	K-8	K-8	K-8	K-8	K-8	K-8

Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect. These totals were provided in the school in the Performance Summary report submitted to the school by SPCSA staff on or before June 30.

Should the school propose a change in the enrollment cap or grade configuration during the upcoming charter term, please outline this change and provide a short rationale and additional information for the proposed change. Note that a change to the enrollment cap or grade configuration requires separate Authority approval.

BOARD MEMBER ASSURANCE STATEMENT

I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.

Signature of Head of School: *Jennifer L. Embling*
 Date: 09/29/2021

Signature of President/Chair of Governing Body: *Manda Krato*
 Date Governing Body voted to approve application for renewal: 09/29/2021

Section 2c | Required Supporting Documents

- Proposed calendar for the first year of the new charter term
- Daily schedule for all grade levels



JULY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

0

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

21

SEPTEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

20

OCTOBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19

NOVEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

16

DECEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

15

- July 28 Back to School Night
- August 3 First Day of School
- September 2 Quarter 1 Midpoint/Progress Reports Emailed
5 Labor Day, No School
30 Teacher In-Service, No School
- October 7 End of Quarter 1
13 Teacher Professional Development, Half Day
14 Parent/Teacher Conferences/No School
28 Nevada Day, No School
- November 11 Veterans Day, No School
14 Quarter 2 Midpoint/Progress Reports Emailed
21 1st Contingency Day (if needed)
21-25 Thanksgiving Break
- December 16 End of Quarter 2
21 Teacher Professional Development, Half Day
Quarter 2 Report Cards Distributed/Emailed
12/22-1/4 Winter Break
- January 4 2nd Contingency Day (if needed)
13 Teacher Professional Development, No School
16 MLK/Civil Rights Day, No School
23 Quarter 3 Midpoint/Progress Reports Emailed
- February 17 Teacher In-Service, No School
20 Presidents Day, No School
24 End of Quarter 3
- March 2 Teacher Professional Development, Half Day
3 Student Led Conferences, No School
Quarter 3 Report Cards Distributed/Emailed
- April 7-14 Spring Break
14 3rd Contingency Day (if needed)
18 Quarter 4 Midpoint/Progress Reports Emailed
- May 15-19 Junior High Finals Week
23 Kindergarten Graduation
8th Grade Promotion
24 Last Day of School, Half Day
End of Quarter 4
Quarter 4 Report Cards Distributed/Emailed

JANUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

17

FEBRUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

18

MARCH						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

14

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

18

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- First/Last Day of School
- No School
- 1/2 Day
- Progress/Quarterly Report Cards
- Conferences

www.legacytraditional.org

Total Days 180

	Monday		Tuesday		Wednesday		Thursday		Friday	
Total Minutes		390		390		390		390		390
KD - Booth	8:00-8:05 Flag Ceremony	5	8:00-8:05 Flag Ceremony	5	8:00-8:05 Flag Ceremony	5	8:00-8:05 Flag	5	8:00-8:05 Flag Ceremony	5
	8:05-10:00 ELA	115	8:05-9:10 ELA	65	8:05-9:05 ELA	60	8:05-10:00 ELA	115	8:05-10:00 ELA	115
	10:00-10:20 Lunch	20	9:10-9:40 ELA/Art (S2)	30	9:05-9:35 Library (S1)	30	10:00-10:20 Lunch	20	10:00-10:20 Lunch	20
	10:20-10:35 Lunch Recess	15	9:40-10:00 ELA	20	9:35-10:00 ELA	25	10:20-10:35 Lunch Recess	15	10:20-10:35 Lunch Recess	15
	10:35-11:05 ELA I & E	30	10:00-10:20 Lunch	20	10:00-10:20 Lunch	20	10:35-10:55 ELA	20	10:35-11:05 ELA I & E	30
	11:05-11:55 Math	50	10:20-10:35 Lunch Recess	15	10:20-10:35 Lunch Recess	15	10:55-11:25 ELA I & E	30	11:05-11:55 Math	50
	11:55-12:25 Computers	30	10:35-11:05 ELA I & E	30	10:35-11:05 ELA I & E	30	11:25-12:25 PE	60	11:55-12:25 Music (Valeriani)	30
	12:25-12:55 Math E&I	30	11:05-11:55 Math	50	11:05-11:55 Math	50	12:25-1:10 Math	45	12:25-12:55 Math E&I	30
	12:55-1:10 ELA	15	11:55-12:25 Spanish	30	11:55-12:25 Music (Valeriani)	30	1:10-1:25 Recess	15	12:55-1:10 ELA	15
	1:10-1:25 Recess	15	12:25-12:55 Math E&I	30	12:25-12:55 Math E&I	30	1:25-1:55 Math I & E	30	1:10-1:25 Recess	15
	1:25-2:30 Sci/SS	65	12:55-1:10 ELA	15	12:55-1:10 ELA	15	1:55-2:30 SC/SS	35	1:25-2:30 Sci/SS	65
			1:10-1:25 Recess	15	1:10-1:25 Recess	15				
			1:25-2:30 Sci/SS	65	1:25-2:30 Sci/SS	65				
Total Minutes		390		390		390		390		390
KE - Esparza	8:00-8:05 Flag Ceremony	5	8:00-8:05 Flag Ceremony	5	8:00-8:05 Flag	5	8:00-8:05 Flag Ceremony	5	8:00-8:05 Flag Ceremony	5
	8:05-9:10 ELA	65	8:05-9:05 ELA	60	8:05-10:00 ELA	115	8:05-10:00 ELA	115	8:05-10:00 ELA	115
	9:10-9:40 ELA/Art (S2)	30	9:05-9:35 Library (S1)	30	10:00-10:20 Lunch	20	10:00-10:20 Lunch	20	10:00-10:20 Lunch	20
	9:40-10:00 ELA	20	9:35-10:00 ELA	25	10:20-10:35 Lunch Recess	15	10:20-10:35 Lunch Recess	15	10:20-10:35 Lunch Recess	15
	10:00-10:20 Lunch	20	10:00-10:20 Lunch	20	10:35-10:55 ELA	20	10:35-11:05 ELA I & E	30	10:35-11:05 ELA I & E	30
	10:20-10:35 Lunch Recess	15	10:20-10:35 Lunch Recess	15	10:55-11:25 ELA I & E	30	11:05-11:55 Math	50	11:05-11:55 Math	50
	10:35-11:05 ELA I & E	30	10:35-11:05 ELA I & E	30	11:25-12:25 PE	60	11:55-12:25 Music (Valeriani)	30	11:55-12:25 Computers	30
	11:05-11:55 Math	50	11:05-11:55 Math	50	12:25-1:10 Math	45	12:25-12:55 Math E&I	30	12:25-12:55 Math E&I	30
	11:55-12:25 Spanish	30	11:55-12:25 Music (Valeriani)	30	1:10-1:25 Recess	15	12:55-1:10 ELA	15	12:55-1:10 ELA	15
	12:25-12:55 Math E&I	30	12:25-12:55 Math E&I	30	1:25-1:55 Math I & E	30	1:10-1:25 Recess	15	1:10-1:25 Recess	15
	12:55-1:10 ELA	15	12:55-1:10 ELA	15	1:55-2:30 SC/SS	35	1:25-2:30 Sci/SS	65	1:25-2:30 Sci/SS	65
	1:10-1:25 Recess	15	1:10-1:25 Recess	15						
	1:25-2:30 Sci/SS	65	1:25-2:30 Sci/SS	65						
Total Minutes		390		390		390		390		390

	Monday		Tuesday		Wednesday		Thursday		Friday	
	1:40-1:55 Recess	15	1:55-2:30 Sci/SS	35	1:55-2:30 Sci/SS	35	1:00-1:40 ELA	40	1:00-1:40 ELA	40
	1:55-2:30 Sci/SS	35					1:40-1:55 Recess	15	1:40-1:55 Recess	15
							1:55-2:30 Sci/SS	35	1:55-2:30 Sci/SS	35
Total Minutes		390		390		390		390		390
1D - Stout	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-9:25 Math	80	8:05-9:25 Math	80	8:05-9:00 Math	55	8:05-8:30 Math	25	8:05-9:10 Math	65
	9:25-9:55 Math I & E	30	9:25-9:55 Math I & E	30	9:00-9:30 Music	30	8:30-9:00 Math I & E	30	9:10-9:40 Math/Art (S1)	30
	9:55-10:19 ELA	24	9:55-10:19 ELA	24	9:30-10:00 Math I & E	30	9:00-9:30 PE	30	9:40-10:10 Math I & E	30
	10:19-10:39 Lunch	20	10:19-10:39 Lunch	20	10:00-10:19 ELA	19	9:30-10:00 Math	30	10:10-10:19 ELA	9
	10:39-10:54 Lunch Recess	15	10:39-10:54 Lunch Recess	15	10:19-10:39 Lunch	20	10:00-10:19 ELA	19	10:19-10:39 Lunch	20
	10:54-12:00 ELA	66	10:54-12:00 ELA	66	10:39-10:54 Lunch Recess	15	10:19-10:39 Lunch	20	10:39-10:54 Lunch Recess	15
	12:00-12:30 ELA I & E	30	12:00-12:30 ELA I & E	30	10:54-12:00 ELA	66	10:39-10:54 Lunch Recess	15	10:54-12:00 ELA	66
	12:30-1:00 Computers	30	12:30-1:00 PE	30	12:00-12:30 ELA I & E	30	10:54-12:00 ELA	66	12:00-12:30 ELA I & E	30
	1:00-1:40 ELA	40	1:00-1:40 ELA	40	12:30-1:00 Library	30	12:00-12:30 ELA I & E	30	12:30-1:00 Music	30
	1:40-1:55 Recess	15	1:40-1:55 Recess	15	1:00-1:40 ELA	40	12:30-1:00 ELA/Spanish (2)	30	1:00-1:40 ELA	40
	1:55-2:30 Sci/SS	35	1:55-2:30 Sci/SS	35	1:40-1:55 Recess	15	1:00-1:40 ELA	40	1:40-1:55 Recess	15
					1:55-2:30 Sci/SS	35	1:40-1:55 Recess	15	1:55-2:30 Sci/SS	35
						1:55-2:30 Sci/SS	35			
Total Minutes		390		390		390		390		390
1E - Auritt	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-9:25 Math	80	8:05-8:25 Math	20	8:05-8:35 PE	30	8:05-9:10 Math	65	8:05-9:25 Math	80
	9:25-9:55 Math I & E	30	8:25-8:55 Music	30	8:35-9:30 Math	55	9:10-9:40 Math/Art (S1)	30	9:25-9:55 Math I & E	30
	9:55-10:19 ELA	24	8:55-9:30 Math	35	9:30-10:00 Math I & E	30	9:40-10:10 Math I & E	30	9:55-10:19 ELA	24
	10:19-10:39 Lunch	20	9:30-10:00 Math I & E	30	10:00-10:19 ELA	19	10:10-10:19 ELA	9	10:19-10:39 Lunch	20
	10:39-10:54 Lunch Recess	15	10:00-10:19 ELA	19	10:19-10:39 Lunch	20	10:19-10:39 Lunch	20	10:39-10:54 Lunch Recess	15
	10:54-12:00 ELA	66	10:19-10:39 Lunch	20	10:39-10:54 Lunch Recess	15	10:39-10:54 Lunch Recess	15	10:54-12:00 ELA	66
	12:00-12:30 ELA I & E	30	10:39-10:54 Lunch Recess	15	10:54-12:00 ELA	66	10:54-12:00 ELA	66	12:00-12:30 ELA I & E	30
	12:30-1:00 PE	30	10:54-12:00 ELA	66	12:00-12:30 ELA I & E	30	12:00-12:30 ELA I & E	30	12:30-1:00 Computers	30
	1:00-1:40 ELA	40	12:00-12:30 ELA I & E	30	12:30-1:00 ELA/Spanish (2)	30	12:30-1:00 Music	30	1:00-1:40 ELA	40
	1:40-1:55 Recess	15	12:30-1:00 Library	30	1:00-1:40 ELA	40	1:00-1:40 ELA	40	1:40-1:55 Recess	15
	1:55-2:30 Sci/SS	35	1:00-1:40 ELA	40	1:40-1:55 Recess	15	1:40-1:55 Recess	15	1:55-2:30 Sci/SS	35
			1:40-1:55 Recess	15	1:55-2:30 Sci/SS	35	1:55-2:30 Sci/SS	35		
		1:55-2:30 Sci/SS	35							
Total Minutes		390		390		390		390		390

	Monday		Tuesday		Wednesday		Thursday		Friday	
	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30
Total Minutes		390		390		390		390		390
2D - Rury	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-9:35 ELA	90	8:05-9:35 ELA	90	8:05-9:35 ELA	90	8:05-9:35 ELA	90	8:05-9:35 ELA	90
	9:35-9:50 Recess	15	9:35-9:50 Recess	15	9:35-9:50 Recess	15	9:35-9:50 Recess	15	9:35-9:50 Recess	15
	9:50-10:30 ELA	40	9:50-10:30 ELA	40	9:50-10:30 ELA	40	9:50-10:30 ELA	40	9:50-10:30 ELA	40
	10:30-11:00 ELA I & E	30	10:30-11:00 ELA I & E	30	10:30-11:00 ELA I & E	30	10:30-11:00 ELA I & E	30	10:30-11:00 ELA I & E	30
	11:00-11:19 Sci/SS	19	11:00-11:19 Sci/SS	19	11:00-11:19 Sci/SS	19	11:00-11:19 Sci/SS	19	11:00-11:19 Sci/SS	19
	11:19-11:39 Lunch	20	11:19-11:39 Lunch	20	11:19-11:39 Lunch	20	11:19-11:39 Lunch	20	11:19-11:39 Lunch	20
	11:39-11:54 Lunch Recess	15	11:39-11:54 Lunch Recess	15	11:39-11:54 Lunch Recess	15	11:39-11:54 Lunch Recess	15	11:39-11:54 Lunch Recess	15
	11:54-12:45 Math	51	11:54-12:45 Math	51	11:54-12:45 Math	51	11:54-12:45 Math	51	11:54-12:45 Math	51
	12:45-1:00 Sci/SS	15	12:45-1:00 Sci/SS	15	12:45-1:00 Sci/SS	15	12:45-1:00 Sci/SS	15	12:45-1:00 Sci/SS	15
	1:00-2:00 Music	60	1:00-2:00 Spanish (S1)	60	1:00-2:00 PE	60	1:00-2:00 Computers	60	1:00-2:00 Library	60
	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30
Total Minutes		390		390		390		390		390
2E - Devore	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-9:35 ELA	90	8:05-9:35 ELA	90	8:05-9:35 ELA	90	8:05-9:35 ELA	90	8:05-9:35 ELA	90
	9:35-9:50 Recess	15	9:35-9:50 Recess	15	9:35-9:50 Recess	15	9:35-9:50 Recess	15	9:35-9:50 Recess	15
	9:50-10:30 ELA	40	9:50-10:30 ELA	40	9:50-10:30 ELA	40	9:50-10:30 ELA	40	9:50-10:30 ELA	40
	10:30-11:00 ELA I & E	30	10:30-11:00 ELA I & E	30	10:30-11:00 ELA I & E	30	10:30-11:00 ELA I & E	30	10:30-11:00 ELA I & E	30
	11:00-11:19 Sci/SS	19	11:00-11:19 Sci/SS	19	11:00-11:19 Sci/SS	19	11:00-11:19 Sci/SS	19	11:00-11:19 Sci/SS	19
	11:19-11:39 Lunch	20	11:19-11:39 Lunch	20	11:19-11:39 Lunch	20	11:19-11:39 Lunch	20	11:19-11:39 Lunch	20
	11:39-11:54 Lunch Recess	15	11:39-11:54 Lunch Recess	15	11:39-11:54 Lunch Recess	15	11:39-11:54 Lunch Recess	15	11:39-11:54 Lunch Recess	15
	11:54-12:45 Math	51	11:54-12:45 Math	51	11:54-12:45 Math	51	11:54-12:45 Math	51	11:54-12:45 Math	51
	12:45-1:00 Sci/SS	15	12:45-1:00 Sci/SS	15	12:45-1:00 Sci/SS	15	12:45-1:00 Sci/SS	15	12:45-1:00 Sci/SS	15
	1:00-2:00 PE	60	1:00-2:00 Library	60	1:00-2:00 Computers	60	1:00-2:00 Spanish (S1)	60	1:00-2:00 Music	60
	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30
Total Minutes		390		390		390		390		390
	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-9:35 ELA	90	8:05-9:35 ELA	90	8:05-9:35 ELA	90	8:05-9:35 ELA	90	8:05-9:35 ELA	90
	9:35-9:50 Recess	15	9:35-9:50 Recess	15	9:35-9:50 Recess	15	9:35-9:50 Recess	15	9:35-9:50 Recess	15
	9:50-10:30 ELA	40	9:50-10:30 ELA	40	9:50-10:30 ELA	40	9:50-10:30 ELA	40	9:50-10:30 ELA	40
	10:30-11:00 ELA I & E	30	10:30-11:00 ELA I & E	30	10:30-11:00 ELA I & E	30	10:30-11:00 ELA I & E	30	10:30-11:00 ELA I & E	30

	Monday		Tuesday		Wednesday		Thursday		Friday	
2F - C. Smith	11:00-11:19 Sci/SS	19	11:00-11:19 Sci/SS	19	11:00-11:19 Sci/SS	19	11:00-11:19 Sci/SS	19	11:00-11:19 Sci/SS	19
	11:19-11:39 Lunch	20	11:19-11:39 Lunch	20	11:19-11:39 Lunch	20	11:19-11:39 Lunch	20	11:19-11:39 Lunch	20
	11:39-11:54 Lunch Recess	15	11:39-11:54 Lunch Recess	15	11:39-11:54 Lunch Recess	15	11:39-11:54 Lunch Recess	15	11:39-11:54 Lunch Recess	15
	11:54-12:45 Math	51	11:54-12:45 Math	51	11:54-12:45 Math	51	11:54-12:45 Math	51	11:54-12:45 Math	51
	12:45-1:00 Sci/SS	15	12:45-1:00 Sci/SS	15	12:45-1:00 Sci/SS	15	12:45-1:00 Sci/SS	15	12:45-1:00 Sci/SS	15
	1:00-2:00 Computers	60	1:00-2:00 Music	60	1:00-2:00 Spanish (S1)	60	1:00-2:00 Library	60	1:00-2:00 PE	60
	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30	2:00-2:30 Math I & E	30
Total Minutes		390		390		390		390		390

						2:05-2:45 Sci/SS	40			
Total Minutes		400		400		400		400		
3D - Tam	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:10-8:55 MZMM	45	8:10-8:55 MZMM	45	8:10-8:55 MZMM	45	8:10-8:55 MZMM	45	8:10-8:55 MZMM	45
	8:55-10:09 ELA	74	8:55-10:09 ELA	74	8:55-10:09 ELA	74	8:55-9:50 ELA	55	8:55-9:45 ELA	50
	10:09-10:39 ELA I & E	30	10:09-10:39 ELA	30	10:09-10:39 ELA	30	9:50-10:20 Computers	30	9:45-10:15 ELA I & E (S1)/Art (S2)	30
	10:39-10:59 Lunch	20	10:39-10:59 Lunch	20	10:39-10:59 Lunch	20	10:20-10:39 ELA	19	10:15-10:39 ELA	24
	10:59-11:14 Lunch Recess	15	10:59-11:14 Lunch Recess	15	10:59-11:14 Lunch Recess	15	10:39-10:59 Lunch	20	10:39-10:59 Lunch	20
	11:14-12:00 ELA	46	11:14-12:00 ELA	46	11:14-12:00 ELA	46	10:59-11:14 Lunch Recess	15	10:59-11:14 Lunch Recess	15
	12:00-12:30 Sci/SS	30	12:00-12:30 ELA I & E	30	12:00-12:30 ELA I & E	30	11:14-12:00 ELA	46	11:14-11:55 ELA	41
	12:30-1:20 Math	50	12:30-1:20 Math	50	12:30-1:20 Math	50	12:00-12:30 ELA I & E	30	11:55-12:25 Math	30
	1:20-1:35 Recess	15	1:20-1:35 Recess	15	1:20-1:35 Recess	15	12:30-1:20 Math	50	12:25-12:55 Span (1)/Math(S2)	30
	1:35-2:05 Math I & E	30	1:35-2:05 Math I & E	30	1:35-2:05 Math I & E	30	1:20-1:35 Recess	15	12:55-1:20 Math	25
	2:05-2:35 Library	30	2:05-2:45 Sci/SS	40	2:05-2:45 Sci/SS	40	1:35-2:05 Math I & E	30	1:20-1:35 Recess	15
	2:35-2:45 Sci/SS	10					2:05-2:45 Sci/SS	40	1:35-2:05 Math I & E	30
								2:05-2:45 Sci/SS	40	
Total Minutes		400		400		400		400		
3E - Pacheco	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:10-8:55 MZMM	45	8:10-8:55 MZMM	45	8:10-8:55 MZMM	45	8:10-8:55 MZMM	45	8:10-8:55 MZMM	45
	8:55-9:45 ELA	50	8:55-10:09 ELA	74	8:55-10:09 ELA	74	8:55-10:09 ELA	74	8:55-9:50 ELA	55
	9:45-10:15 ELA I & E (S1)/Art (S2)	30	10:09-10:39 ELA I & E	30	10:09-10:39 ELA	30	10:09-10:39 ELA	30	9:50-10:20 Computers	30
	10:15-10:39 ELA	24	10:39-10:59 Lunch	20	10:39-10:59 Lunch	20	10:39-10:59 Lunch	20	10:20-10:39 ELA	19
	10:39-10:59 Lunch	20	10:59-11:14 Lunch Recess	15	10:59-11:14 Lunch Recess	15	10:59-11:14 Lunch Recess	15	10:39-10:59 Lunch	20
	10:59-11:14 Lunch Recess	15	11:14-11:20 ELA	6	11:14-12:00 ELA	46	11:14-12:00 ELA	46	10:59-11:14 Lunch Recess	15
	11:14-11:55 ELA	41	11:20-11:50 Library	30	12:00-12:30 ELA I & E	30	12:00-12:30 ELA I & E	30	11:14-12:00 ELA	46
	11:55-12:25 Math	30	11:50-12:30 ELA	40	12:30-1:20 Math	50	12:30-1:20 Math	50	12:00-12:30 ELA I & E	30
	12:25-12:55 Span (1)/Math(S2)	30	12:30-1:20 Math	50	1:20-1:35 Recess	15	1:20-1:35 Recess	15	12:30-1:20 Math	50
	12:55-1:20 Math	25	1:20-1:35 Recess	15	1:35-2:05 Math I & E	30	1:35-2:05 Math I & E	30	1:20-1:35 Recess	15
	1:20-1:35 Recess	15	1:35-2:05 Math I & E	30	2:05-2:45 Sci/SS	40	2:05-2:45 Sci/SS	40	1:35-2:05 Math I & E	30
	1:35-2:05 Math I & E	30	2:05-2:45 Sci/SS	40					2:05-2:45 Sci/SS	40
2:05-2:45 Sci/SS	40									
Total Minutes		400		400		400		400		
3F - Morrison	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:10-8:55 MZMM	45	8:10-8:55 MZMM	45	8:10-8:55 MZMM	45	8:10-8:55 MZMM	45	8:10-8:55 MZMM	45
	8:55-9:15 ELA	20	8:55-10:09 ELA	74	8:55-9:45 ELA	50	8:55-10:09 ELA	74	8:55-10:09 ELA	74
	9:15-9:45 Computers	30	10:09-10:39 ELA	30	9:45-10:15 ELA I & E	30	10:09-10:39 ELA I & E	30	10:09-10:39 ELA	30
	9:45-10:39 ELA	54	10:39-10:59 Lunch	20	10:15-10:39 ELA (S1)/Sci/SS(S2)	24	10:39-10:59 Lunch	20	10:39-10:59 Lunch	20
	10:39-10:59 Lunch	20	10:59-11:14 Lunch Recess	15	10:39-10:59 Lunch	20	10:59-11:14 Lunch Recess	15	10:59-11:14 Lunch Recess	15
	10:59-11:14 Lunch Recess	15	11:14-12:00 ELA	46	10:59-11:14 Lunch Recess	15	11:14-11:20 ELA	6	11:14-12:00 ELA	46
	11:14-12:00 ELA	46	12:00-12:30 ELA I & E	30	11:14-11:55 ELA	41	11:20-11:50 Library	30	12:00-12:30 ELA I & E	30
	12:00-12:30 ELA I & E	30	12:30-1:20 Math	50	11:55-12:50 Math	55	11:50-12:30 ELA	40	12:30-1:20 Math	50
	12:30-1:20 Math	50	1:20-1:35 Recess	15	12:50-1:20 Math I & E	30	12:30-1:20 Math	50	1:20-1:35 Recess	15
	1:20-1:35 Recess	15	1:35-2:05 Math I & E	30	1:20-1:35 Recess	15	1:20-1:35 Recess	15	1:35-2:05 Math I & E	30

	1:35-2:05 Math I & E	30	2:05-2:45 Sci/SS	40	1:35 - 2:45 Sci/SS	70	1:35-2:00 Math I & E	25	2:05-2:45 Sci/SS	40
	2:05-2:45 Sci/SS	40					2:00-2:30 Spanish (S1)/Sci/SS (S2)	30		
							2:30-2:45 Sci/SS	15		
Total Minutes		400		400		400		400		400

	Monday		Tuesday		Wednesday		Thursday		Friday	
4A- Celis-Cruz (CC)	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-8:35 Art (S1)	30	8:05-8:35 Computers	30	8:05-9:00 Math	55	8:05-9:00 Math	55	8:05-9:00 Math	55
	8:35-9:00 ELA	25	8:35-9:00 ELA	25	9:00-9:45 MZMM	45	9:00-9:45 MZMM	45	9:00-9:45 MZMM	45
	9:00-9:45 MZMM	45	9:00-9:45 MZMM	45	9:45-10:59 ELA	74	9:45-10:59 ELA	74	9:45-10:59 ELA	74
	9:45-10:59 ELA	74	9:45-10:59 ELA	74	10:59-11:19 Lunch	20	10:59-11:19 Lunch	20	10:59-11:19 Lunch	20
	10:59-11:19 Lunch	20	10:59-11:19 Lunch	20	11:19-11:34 Lunch Recess	15	11:19-11:34 Lunch Recess	15	11:19-11:34 Lunch Recess	15
	11:19-11:34 Lunch Recess	15	11:19-11:34 Lunch Recess	15	11:34-11:55 ELA	21	11:34-11:50 ELA	16	11:34-11:50 ELA	16
	11:34-11:50 ELA	16	11:34-11:50 ELA	16	11:55-12:25 Library	30	11:50-12:20 ELA I & E	30	11:50-12:20 ELA I & E	30
	11:50-12:20 ELA I & E	30	11:50-12:20 ELA I & E	30	12:25-12:55 ELA I & E	30	12:20-1:15 Math	55	12:20-1:15 Math	55
	12:20-1:00 Math	40	12:20-1:15 Math	55	12:55-1:15 Math	20	1:15-1:45 Math I & E	30	1:15-1:45 Math I & E	30
	1:00-1:30 Span(S2)/ Math I & E	30	1:15-1:45 Math I & E	30	1:15-1:45 Math I & E	30	1:45-2:00 Recess	15	1:45-2:00 Recess	15
	1:30-1:45 Math	15	1:45-2:00 Recess	15	1:45-2:00 Recess	15	2:00-2:45 Sci/SS	45	2:00-2:45 Sci/SS	45
	1:45-2:00 Recess	15	2:00-2:45 Sci/SS	45	2:00-2:45 Sci/SS	45				
	2:00-2:45 Sci/SS	45								
Total Minutes		405		405		405		405		405
4B - Mochizuki	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-9:00 Math	55	8:05-8:35 Art (S1)	30	8:05-8:35 Computers	30	8:05-9:00 Math	55	8:05-9:00 Math	55
	9:00-9:45 MZMM	45	8:35-9:00 ELA	25	8:35-9:00 ELA	25	9:00-9:45 MZMM	45	9:00-9:45 MZMM	45
	9:45-10:59 ELA	74	9:00-9:45 MZMM	45	9:00-9:45 MZMM	45	9:45-10:59 ELA	74	9:45-10:59 ELA	74
	10:59-11:19 Lunch	20	9:45-10:59 ELA	74	9:45-10:59 ELA	74	10:59-11:19 Lunch	20	10:59-11:19 Lunch	20
	11:19-11:34 Lunch Recess	15	10:59-11:19 Lunch	20	10:59-11:19 Lunch	20	11:19-11:34 Lunch Recess	15	11:19-11:34 Lunch Recess	15
	11:34-11:50 ELA	16	11:19-11:34 Lunch Recess	15	11:19-11:34 Lunch Recess	15	11:34-11:55 ELA	21	11:34-11:50 ELA	16
	11:50-12:20 ELA I & E	30	11:34-11:50 ELA	16	11:34-11:50 ELA	16	11:55-12:25 Library	30	11:50-12:20 ELA I & E	30
	12:20-1:15 Math	55	11:50-12:20 ELA I & E	30	11:50-12:20 ELA I & E	30	12:25-12:55 ELA I & E	30	12:20-1:15 Math	55
	1:15-1:45 Math I & E	30	12:20-1:00 Math	40	12:20-1:15 Math	55	12:55-1:15 Math	20	1:15-1:45 Math I & E	30
	1:45-2:00 Recess	15	1:00-1:30 Span(S2)/ Math I & E	30	1:15-1:45 Math I & E	30	1:15-1:45 Math I & E	30	1:45-2:00 Recess	15
	2:00-2:45 Sci/SS	45	1:30-1:45 Math	15	1:45-2:00 Recess	15	1:45-2:00 Recess	15	2:00-2:45 Sci/SS	45
			1:45-2:00 Recess	15	2:00-2:45 Sci/SS	45	2:00-2:45 Sci/SS	45		
			2:00-2:45 Sci/SS	45						
Total Minutes		405		405		405		405		405
4C - Thierry	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-9:00 Math	55	8:05-9:00 Math	55	8:05-8:35 Art (S1)	30	8:05-8:35 Computers	30	8:05-9:00 Math	55
	9:00-9:45 MZMM	45	9:00-9:45 MZMM	45	8:35-9:00 ELA	25	8:35-9:00 ELA	25	9:00-9:45 MZMM	45
	9:45-10:59 ELA	74	9:45-10:59 ELA	74	9:00-9:45 MZMM	45	9:00-9:45 MZMM	45	9:45-10:59 ELA	74
	10:59-11:19 Lunch	20	10:59-11:19 Lunch	20	9:45-10:59 ELA	74	9:45-10:59 ELA	74	10:59-11:19 Lunch	20
	11:19-11:34 Lunch Recess	15	11:19-11:34 Lunch Recess	15	10:59-11:19 Lunch	20	10:59-11:19 Lunch	20	11:19-11:34 Lunch Recess	15
	11:34-11:50 ELA	16	11:34-11:50 ELA	16	11:19-11:34 Lunch Recess	15	11:19-11:34 Lunch Recess	15	11:34-11:55 ELA	21
	11:50-12:20 ELA I & E	30	11:50-12:20 ELA I & E	30	11:34-11:50 ELA	16	11:34-11:50 ELA	16	11:55-12:25 Library	30
	12:20-1:15 Math	55	12:20-1:15 Math	55	11:50-12:20 ELA I & E	30	11:50-12:20 ELA I & E	30	12:25-12:55 ELA I & E	30
	1:15-1:45 Math I & E	30	1:15-1:45 Math I & E	30	12:20-1:00 Math	40	12:20-1:15 Math	55	12:55-1:15 Math	20
	1:45-2:00 Recess	15	1:45-2:00 Recess	15	1:00-1:30 Span(S2)/ Math I & E	30	1:15-1:45 Math I & E	30	1:15-1:45 Math I & E	30
2:00-2:45 Sci/SS	45	2:00-2:45 Sci/SS	45	1:30-1:45 Math	15	1:45-2:00 Recess	15	1:45-2:00 Recess	15	

				1:45-2:00 Recess	15	2:00-2:45 Sci/SS	45	2:00-2:45 Sci/SS	45	
				2:00-2:45 Sci/SS	45					
Total Minutes	405	405	405	405	405	405	405	405	405	
4D - Parker	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-9:00 Math	55	8:05-9:00 Math	55	8:05-9:00 Math	55	8:05-8:35 Art (S1)	30	8:05-8:35 Computers	30
	9:00-9:45 MZMM	45	9:00-9:45 MZMM	45	9:00-9:45 MZMM	45	8:35-9:00 ELA	25	8:35-9:00 ELA	25
	9:45-10:59 ELA	74	9:45-10:59 ELA	74	9:45-10:59 ELA	74	9:00-9:45 MZMM	45	9:00-9:45 MZMM	45
	10:59-11:19 Lunch	20	10:59-11:19 Lunch	20	10:59-11:19 Lunch	20	9:45-10:59 ELA	74	9:45-10:59 ELA	74
	11:19-11:34 Lunch Recess	15	11:19-11:34 Lunch Recess	15	11:19-11:34 Lunch Recess	15	10:59-11:19 Lunch	20	10:59-11:19 Lunch	20
	11:34-11:55 ELA	21	11:34-11:50 ELA	16	11:34-11:50 ELA	16	11:19-11:34 Lunch Recess	15	11:19-11:34 Lunch Recess	15
	11:55-12:25 Library	30	11:50-12:20 ELA I & E	30	11:50-12:20 ELA I & E	30	11:34-11:50 ELA	16	11:34-11:50 ELA	16
	12:25-12:55 ELA I & E	30	12:20-1:15 Math	55	12:20-1:15 Math	55	11:50-12:20 ELA I & E	30	11:50-12:20 ELA I & E	30
	12:55-1:15 Math	20	1:15-1:45 Math I & E	30	1:15-1:45 Math I & E	30	12:20-1:00 Math	40	12:20-1:15 Math	55
	1:15-1:45 Math I & E	30	1:45-2:00 Recess	15	1:45-2:00 Recess	15	1:00-1:30 Span(S2)/ Math I & E	30	1:15-1:45 Math I & E	30
	1:45-2:00 Recess	15	2:00-2:45 Sci/SS	45	2:00-2:45 Sci/SS	45	1:30-1:45 Math	15	1:45-2:00 Recess	15
	2:00-2:45 Sci/SS	45					1:45-2:00 Recess	15	2:00-2:45 Sci/SS	45
							2:00-2:45 Sci/SS	45		
Total Minutes	405	405	405	405	405	405	405	405	405	
4E - Paul	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-9:00 Math	55	8:05-9:00 Math	55	8:05-8:35 Sci/SS	30	8:05-9:00 Math	55	8:05-8:35 Art (S1)	30
	9:00-9:45 MZMM	45	9:00-9:45 MZMM	45	8:35-9:00 ELA	25	9:00-9:45 MZMM	45	8:35-9:00 ELA	25
	9:45-10:59 ELA	74	9:45-10:59 ELA	74	9:00-9:45 MZMM	45	9:45-10:59 ELA	74	9:00-9:45 MZMM	45
	10:59-11:19 Lunch	20	10:59-11:19 Lunch	20	9:45-10:59 ELA	74	10:59-11:19 Lunch	20	9:45-10:59 ELA	74
	11:19-11:34 Lunch Recess	15	11:19-11:34 Lunch Recess	15	10:59-11:19 Lunch	20	11:19-11:34 Lunch Recess	15	10:59-11:19 Lunch	20
	11:34-11:50 ELA	16	11:34-11:55 ELA	21	11:19-11:34 Lunch Recess	15	11:34-11:50 ELA	16	11:19-11:34 Lunch Recess	15
	11:50-12:20 ELA I & E	30	11:55-12:25 Library	30	11:34-11:50 ELA	16	11:50-12:20 ELA I & E	30	11:34-11:50 ELA	16
	12:20-1:15 Math	55	12:25-12:55 ELA I & E	30	11:50-12:20 ELA I & E	30	12:20-1:15 Math	55	11:50-12:20 ELA I & E	30
	1:15-1:45 Math I & E	30	12:55-1:15 Math	20	12:20-1:15 Math	55	1:15-1:45 Math I & E	30	12:20-1:00 Math	40
	1:45-2:00 Recess	15	1:15-1:45 Math I & E	30	1:15-1:45 Math I & E	30	1:45-2:00 Recess	15	1:00-1:30 Span(S2)/ Math I & E	30
	2:00-2:45 Sci/SS	45	1:45-2:00 Recess	15	1:45-2:00 Recess	15	2:00-2:45 Sci/SS	45	1:30-1:45 Math	15
			2:00-2:45 Sci/SS	45	2:00-2:10 Sci/SS	10			1:45-2:00 Recess	15
					2:10-2:40 Computers	30			2:00-2:45 Sci/SS	45
				2:40-2:45 Sci/SS	5					
Total Minutes	405	405	405	405	405	405	405	405	405	
4F - Ohi	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-8:35 Computers	30	8:05-9:00 Sci/SS	55	8:05-9:00 Math	55	8:05-9:00 Math	55	8:05-8:35 ELA (S1)/ELA I & E (S2)	30
	8:35-9:00 ELA	25	9:00-9:45 MZMM	45	9:00-9:45 MZMM	45	9:00-9:45 MZMM	45	8:35-9:05 Art (S1)/ELA (S2)	25
	9:00-9:45 MZMM	45	9:45-10:59 ELA	74	9:45-10:59 ELA	74	9:45-10:59 ELA	74	9:00-9:45 MZMM	45
	9:45-10:59 ELA	74	10:59-11:19 Lunch	20	10:59-11:19 Lunch	20	10:59-11:19 Lunch	20	9:45-10:59 ELA	74
	10:59-11:19 Lunch	20	11:19-11:34 Lunch Recess	15	11:19-11:34 Lunch Recess	15	11:19-11:34 Lunch Recess	15	10:59-11:19 Lunch	20
	11:19-11:34 Lunch Recess	15	11:34-11:55 ELA	21	11:34-11:50 ELA	16	11:34-11:50 ELA	16	11:19-11:34 Lunch Recess	15
	11:34-11:50 ELA	16	11:55-12:25 ELA I & E	30	11:50-12:20 ELA I & E	30	11:50-12:20 ELA I & E	30	11:34-11:50 (11:55 S2) ELA	16

	11:50-12:20 ELA I & E	30	12:25-1:15 Math	50	12:20-1:15 Math	55	12:20-1:15 Math	55	11:50-12:20 ELA I & E/ 11:55-12:25 Span (S2)	30
	12:20-1:15 Math	55	1:15-1:45 Math I & E	30	1:15-1:45 Math I & E	30	1:15-1:45 Math I & E	30	12:20-1:00 Math	40
	1:15-1:45 Math I & E	30	1:45-2:00 Recess	15	1:45-2:00 Recess	15	1:45-2:00 Recess	15	1:00-1:30 Span(S2)/ Math I & E	30
	1:45-2:00 Recess	15	2:00-2:30 Library	30	2:00-2:45 Sci/SS	45	2:00-2:45 Sci/SS	45	1:30-1:45 Math	15
	2:00-2:45 Sci/SS	45	2:30-2:45 Sci/SS	15					1:45-2:00 Recess	15
									2:00-2:45 Sci/SS	45
Total Minutes		405		405		405		405		405

	Monday		Tuesday		Wednesday		Thursday		Friday	
5A - Ramos-Smith	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-8:35 ELA (S1)/Art (S2)	30	8:05-8:40 ELA	35	8:05-9:50 ELA	105	8:05-9:50 ELA	105	8:05-9:50 ELA	105
	8:35-9:50 ELA	75	8:40-9:10 Computers	30	9:50-10:35 MZMM	45	9:50-10:35 MZMM	45	9:50-10:35 MZMM	45
	9:50-10:35 MZMM	45	9:10-9:50 ELA	40	10:35-10:50 ELA	15	10:35-11:10 ELA	35	10:35-11:10 ELA	35
	10:35-11:05 ELA I & E	30	9:50-10:35 MZMM	45	10:50-11:20 ELA I & E	30	11:10-11:40 ELA I & E	30	11:10-11:40 ELA I & E	30
	11:05-11:20 ELA	15	10:35-11:10 ELA	35	11:20-11:50 Library	30	11:40-12:15 Math	35	11:40-12:15 Math	35
	11:20-11:50 Span (S1)/ELA	30	11:10-11:40 ELA I & E	30	11:50-12:15 Math	25	12:15-12:35 Lunch	20	12:15-12:35 Lunch	20
	11:50-12:15 Math	25	11:40-12:15 Math	35	12:15-12:35 Lunch	35	12:35-12:50 Lunch Recess	15	12:35-12:50 Lunch Recess	15
	12:15-12:35 Lunch	20	12:15-12:35 Lunch	20	12:35-12:50 Lunch Recess	15	12:50-1:10 Math	20	12:50-1:10 Math	20
	12:35-12:50 Lunch Recess	15	12:35-12:50 Lunch Recess	15	12:50-1:10 Math	20	1:10-1:40 Math I & E	30	1:10-1:40 Math I & E	30
	12:50-1:20 Math	30	12:50-1:10 Math	20	1:10-1:40 Math I & E	30	1:40-2:00 Sci/SS	20	1:40-2:00 Sci/SS	20
	1:20-1:50 Math I & E	30	1:10-1:40 Math I & E	30	1:40-2:00 Sci/SS	20	2:00-2:15 Recess	15	2:00-2:15 Recess	15
	1:50-2:00 Sci/SS	10	1:40-2:00 Sci/SS	20	2:00-2:15 Recess	15	2:15-2:45 Sci/SS	30	2:15-2:45 Sci/SS	30
	2:00-2:15 Recess	15	2:00-2:15 Recess	15	2:15-2:45 Sci/SS	30				
2:15-2:45 Sci/SS	30	2:15-2:45 Sci/SS	30							
Total Minutes		405		405		405		405		405
5B - Terrones	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-9:50 ELA	105	8:05-8:35 ELA (S1)/Art (S2)	30	8:05-8:40 ELA	35	8:05-9:50 ELA	105	8:05-9:50 ELA	105
	9:50-10:35 MZMM	45	8:35-9:50 ELA	75	8:40-9:10 Computers	30	9:50-10:35 MZMM	45	9:50-10:35 MZMM	45
	10:35-11:10 ELA	35	9:50-10:35 MZMM	45	9:10-9:50 ELA	40	10:35-10:50 ELA	15	10:35-11:10 ELA	35
	11:10-11:40 ELA I & E	30	10:35-11:05 ELA I & E	30	9:50-10:35 MZMM	45	10:50-11:20 Library	30	11:10-11:40 ELA I & E	30
	11:40-12:15 Math	35	11:05-11:20 ELA	15	10:35-11:10 ELA	35	11:20-11:50 ELA I & E	30	11:40-12:15 Math	35
	12:15-12:35 Lunch	20	11:20-11:50 Span (S1)/ELA	30	11:10-11:40 ELA I & E	30	11:50-12:15 Math	25	12:15-12:35 Lunch	20
	12:35-12:50 Lunch Recess	15	11:50-12:15 Math	25	11:40-12:15 Math	35	12:15-12:35 Lunch	30	12:35-12:50 Lunch Recess	15
	12:50-1:10 Math	20	12:15-12:35 Lunch	20	12:15-12:35 Lunch	20	12:35-12:50 Lunch Recess	15	12:50-1:10 Math	20
	1:10-1:40 Math I & E	30	12:35-12:50 Lunch Recess	15	12:35-12:50 Lunch Recess	15	12:50-1:10 Math	20	1:10-1:40 Math I & E	30
	1:40-2:00 Sci/SS	20	12:50-1:20 Math	30	12:50-1:10 Math	20	1:10-1:40 Math I & E	30	1:40-2:00 Sci/SS	20
	2:00-2:15 Recess	15	1:20-1:50 Math I & E	30	1:10-1:40 Math I & E	30	1:40-2:00 Sci/SS	20	2:00-2:15 Recess	15
	2:15-2:45 Sci/SS	30	1:50-2:00 Sci/SS	10	1:40-2:00 Sci/SS	20	2:00-2:15 Recess	15	2:15-2:45 Sci/SS	30
			2:00-2:15 Recess	15	2:00-2:15 Recess	15	2:15-2:45 Sci/SS	30		
		2:15-2:45 Sci/SS	30	2:15-2:45 Sci/SS	30					
Total Minutes		405		405		405		405		405
5C - Sanford	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-9:50 ELA	105	8:05-9:50 ELA	105	8:05-8:35 ELA (S1)/Art (S2)	30	8:05-9:20 ELA	75	8:05-9:50 ELA	105
	9:50-10:35 MZMM	45	9:50-10:35 MZMM	45	8:35-9:50 ELA	75	9:20-9:50 Computers	30	9:50-10:35 MZMM	45
	10:35-11:10 ELA	35	10:35-11:10 ELA	35	9:50-10:35 MZMM	45	9:50-10:35 MZMM	45	10:35-10:50 ELA	15
	11:10-11:40 ELA I & E	30	11:10-11:40 ELA I & E	30	10:35-11:05 ELA I & E	30	10:35-11:10 ELA	35	10:50-11:20 Library	30
	11:40-12:15 Math	35	11:40-12:15 Math	35	11:05-11:20 ELA	15	11:10-11:40 ELA I & E	30	11:20-11:50 ELA I & E	30
	12:15-12:35 Lunch	20	12:15-12:35 Lunch	20	11:20-11:50 Span (S1)/ELA	30	11:40-12:15 Math	35	11:50-12:15 Math	25
	12:35-12:50 Lunch Recess	15	12:35-12:50 Lunch Recess	15	11:50-12:15 Math	25	12:15-12:35 Lunch	20	12:15-12:35 Lunch	20
	12:50-1:10 Math	20	12:50-1:10 Math	20	12:15-12:35 Lunch	20	12:35-12:50 Lunch Recess	15	12:35-12:50 Lunch Recess	15
	1:10-1:40 Math I & E	30	1:10-1:40 Math I & E	30	12:35-12:50 Lunch Recess	15	12:50-1:10 Math	20	12:50-1:10 Math	20

	Monday		Tuesday		Wednesday		Thursday		Friday	
	1:40-2:00 Sci/SS	20	1:40-2:00 Sci/SS	20	12:50-1:20 Math	30	1:10-1:40 Math I & E	30	1:10-1:40 Math I & E	30
	2:00-2:15 Recess	15	2:00-2:15 Recess	15	1:20-1:50 Math I & E	30	1:40-2:00 Sci/SS	20	1:40-2:00 Sci/SS	20
	2:15-2:45 Sci/SS	30	2:15-2:45 Sci/SS	30	1:50-2:00 Sci/SS	10	2:00-2:15 Recess	15	2:00-2:15 Recess	15
					2:00-2:15 Recess	15	2:15-2:45 Sci/SS	30	2:15-2:45 Sci/SS	30
					2:15-2:45 Sci/SS	30				
Total Minutes		405		405		405		405		405
5D - Le	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-9:50 ELA	105	8:05-9:50 ELA	105	8:05-9:50 ELA	105	8:05-8:35 ELA (S1)/Art (S2)	30	8:05-8:40 ELA	35
	9:50-10:35 MZMM	45	9:50-10:35 MZMM	45	9:50-10:35 MZMM	45	8:35-9:50 ELA	75	8:40--9:10 Computers	30
	10:35-10:50 ELA	15	10:35-11:10 ELA	35	10:35-11:10 ELA	35	9:50-10:35 MZMM	45	9:10-9:50 ELA	40
	10:50-11:20 Library	30	11:10-11:40 ELA I & E	30	11:10-11:40 ELA I & E	30	10:35-11:05 ELA I & E	30	9:50-10:35 MZMM	45
	11:20-11:50 ELA I & E	30	11:40-12:15 Math	35	11:40-12:15 Math	35	11:05-11:20 ELA	15	10:35-11:10 ELA	35
	11:50-12:15 Math	25	12:15-12:35 Lunch	20	12:15-12:35 Lunch	20	11:20-11:50 Span (S1)/ELA	30	11:10-11:40 ELA I & E	30
	12:15-12:35 Lunch	20	12:35-12:50 Lunch Recess	15	12:35-12:50 Lunch Recess	15	11:50-12:15 Math	25	11:40-12:15 Math	35
	12:35-12:50 Lunch Recess	15	12:50-1:10 Math	20	12:50-1:10 Math	20	12:15-12:35 Lunch	20	12:15-12:35 Lunch	20
	12:50-1:10 Math	20	1:10-1:40 Math I & E	30	1:10-1:40 Math I & E	30	12:35-12:50 Lunch Recess	15	12:35-12:50 Lunch Recess	15
	1:10-1:40 Math I & E	30	1:40-2:00 Sci/SS	20	1:40-2:00 Sci/SS	20	12:50-1:20 Math	30	12:50-1:10 Math	20
	1:40-2:00 Sci/SS	20	2:00-2:15 Recess	15	2:00-2:15 Recess	15	1:20-1:50 Math I & E	30	1:10-1:40 Math I & E	30
	2:00-2:15 Recess	15	2:15-2:45 Sci/SS	30	2:15-2:45 Sci/SS	30	1:50-2:00 Sci/SS	10	1:40-2:00 Sci/SS	20
2:15-2:45 Sci/SS	30					2:00-2:15 Recess	15	2:00-2:15 Recess	15	
						2:15-2:45 Sci/SS	30	2:15-2:45 Sci/SS	30	
Total Minutes		405		405		405		405		405
5E - Harms	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-8:40 ELA	35	8:05-9:50 ELA	105	8:05-9:50 ELA	105	8:05-9:50 ELA	105	8:05-8:35 ELA (S1)/Art (S2)	30
	8:40--9:10 Computers	30	9:50-10:35 MZMM	45	9:50-10:35 MZMM	45	9:50-10:35 MZMM	45	8:35-9:50 ELA	75
	9:10-9:50 ELA	40	10:35-11:10 ELA	35	10:35-10:50 ELA	15	10:35-11:10 ELA	35	9:50-10:35 MZMM	45
	9:50-10:35 MZMM	45	11:10-11:40 ELA I & E	30	10:50-11:20 Library	30	11:10-11:40 ELA I & E	30	10:35-11:05 ELA I & E	30
	10:35-11:10 ELA	35	11:40-12:15 Math	35	11:20-11:50 ELA I & E	30	11:40-12:15 Math	35	11:05-11:20 ELA	15
	11:10-11:40 ELA I & E	30	12:15-12:35 Lunch	20	11:50-12:15 Math	25	12:15-12:35 Lunch	20	11:20-11:50 Span (S1)/ELA	30
	11:40-12:15 Math	35	12:35-12:50 Lunch Recess	15	12:15-12:35 Lunch	20	12:35-12:50 Lunch Recess	15	11:50-12:15 Math	25
	12:15-12:35 Lunch	20	12:50-1:10 Math	20	12:35-12:50 Lunch Recess	15	12:50-1:10 Math	20	12:15-12:35 Lunch	20
	12:35-12:50 Lunch Recess	15	1:10-1:40 Math I & E	30	12:50-1:10 Math	20	1:10-1:40 Math I & E	30	12:35-12:50 Lunch Recess	15
	12:50-1:10 Math	20	1:40-2:00 Sci/SS	20	1:10-1:40 Math I & E	30	1:40-2:00 Sci/SS	20	12:50-1:20 Math	30
	1:10-1:40 Math I & E	30	2:00-2:15 Recess	15	1:40-2:00 Sci/SS	20	2:00-2:15 Recess	15	1:20-1:50 Math I & E	30
	1:40-2:00 Sci/SS	20	2:15-2:45 Sci/SS	30	2:00-2:15 Recess	15	2:15-2:45 Sci/SS	30	1:50-2:00 Sci/SS	10
2:00-2:15 Recess	15			2:15-2:45 Sci/SS	30			2:00-2:15 Recess	15	
2:15-2:45 Sci/SS	30							2:15-2:45 Sci/SS	30	
Total Minutes		405		405		405		405		405
	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5	8:00-8:05 Flag	5
	8:05-9:50 ELA	105	8:05-9:50 ELA	105	8:05-8:35 ELA	30	8:05-8:40 ELA	35	8:05-9:50 ELA	105
	9:50-10:35 MZMM	45	9:50-10:35 MZMM	45	8:35-9:05 ELA (S1)/Art (S2)	30	8:40--9:10 Computers	30	9:50-10:35 MZMM	45

	Monday		Tuesday		Wednesday		Thursday		Friday	
5F - Tiam	10:35-11:10 ELA	35	10:35-10:50 ELA	15	9:05-9:50 ELA	45	9:10-9:50 ELA	40	10:35-11:10 ELA	35
	11:10-11:40 ELA I & E	30	10:50-11:20 Library	30	9:50-10:35 MZMM	45	9:50-10:35 MZMM	45	11:10-11:40 ELA I & E	30
	11:40-12:15 Math	35	11:20-11:50 ELA I & E	30	10:35-11:05 ELA I & E	30	10:35-11:10 ELA	35	11:40-12:15 Math	35
	12:15-12:35 Lunch	20	11:50-12:15 Math	25	11:05-11:20 ELA	15	11:10-11:40 ELA I & E	30	12:15-12:35 Lunch	20
	12:35-12:50 Lunch Recess	15	12:15-12:35 Lunch	20	11:20-11:50 Span (S1)/ELA	30	11:40-12:15 Math	35	12:35-12:50 Lunch Recess	15
	12:50-1:10 Math	20	12:35-12:50 Lunch Recess	15	11:50-12:15 Math	25	12:15-12:35 Lunch	20	12:50-1:10 Math	20
	1:10-1:40 Math I & E	30	12:50-1:10 Math	20	12:15-12:35 Lunch	20	12:35-12:50 Lunch Recess	15	1:10-1:40 Math I & E	30
	1:40-2:00 Sci/SS	20	1:10-1:40 Math I & E	30	12:35-12:50 Lunch Recess	15	12:50-1:10 Math	20	1:40-2:00 Sci/SS	20
	2:00-2:15 Recess	15	1:40-2:00 Sci/SS	20	12:50-1:20 Math	30	1:10-1:40 Math I & E	30	2:00-2:15 Recess	15
	2:15-2:45 Sci/SS	30	2:00-2:15 Recess	15	1:20-1:50 Math I & E	30	1:40-2:00 Sci/SS	20	2:15-2:45 Sci/SS	30
			2:15-2:45 Sci/SS	30	1:50-2:00 Sci/SS	10	2:00-2:15 Recess	15		
				2:00-2:15 Recess	15	2:15-2:45 Sci/SS	30			
				2:15-2:45 Sci/SS	30					
Total Minutes		405		405		405		405		405

MOZ/MOM 6th gr. Teacher Schedule

Subject	ELA	ELA	Science	SS	Unicorn	Math
Teacher	A - Olmstead	B - Gentile	C - Migliore	D - Fuentes-Soto	F - Thompson	E - Basiga
1st Period 8:05-8:57	Class A	Class B	Class C	Class D	ENG	Class E
2nd Period 8:59-9:51	Class B	Class C	Class D	Class E	LIT	Class A
3rd Period 9:53-10:45	Class C	Class D	Class E	Class A	SCI	Class B
4th Period 10:47-11:39	Class D	Class E	Class A	Class B	Math	Class C
LUNCH 11:41-12:16	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5th Period 12:18-1:10	Class E	Class A	Class B	Class C	SS	Class D
6th Period 1:12-2:06	Prep/M & M	Prep/M & M	Prep/M & M	Prep/M & M	Prep/M & M	Prep/M & M
7th Period 2:08-2:55	ELA Intervention & Extension	ELA Intervention & Extension	ELA Intervention & Extension	Math Intervention & Extension	Math Intervention & Extension	Math Intervention & Extension

@ 2:55 Students return to homeroom for driveline

	M	T	W	Th	F
7th period					
Class A	ELA Intervention (Split between ELA/SS teachers)	Art (S1) Spanish(S2)	Math Intervention (Split between Math/Sci teachers)	ELA Intervention (Split between ELA/SS teachers)	Computers (Lingenfelter)
Class B	Computers (Lingenfelter)	ELA Intervention (Split between ELA/SS teachers)	Art (S1) Spanish(S2)	Math Intervention (Split between Math/Sci teachers)	ELA Intervention (Split between ELA/SS teachers)
Class C	ELA Intervention (Split between ELA/SS teachers)	Computers (Lingenfelter)	ELA Intervention (Split between ELA/SS teachers)	Art (S1) Spanish(S2)	Math Intervention (Split between Math/Sci teachers)
Class D	Math Intervention (Split between Math/Sci teachers)	ELA Intervention (Split between ELA/SS teachers)	Computers (Lingenfelter)	ELA Intervention (Split between ELA/SS teachers)	Art (S1) Spanish(S2)
Class E	Art (S1) Spanish(S2)	Math Intervention (Split between Math/Sci teachers)	ELA Intervention (Split between ELA/SS teachers)	Computers (Lingenfelter)	ELA Intervention (Split between ELA/SS teachers)

Class F	ELA Intervention (Split between ELA/SS teachers)	Spanish(S1) Art (S2)	Math Intervention (Split between Math/Sci teachers)	ELA Intervention (Split between ELA/SS teachers)	Computers (Randolph)
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SWLV 2021-2022

Subject:	Math 8/7	Math 7/8	ELA 8	ELA 8	ELA 7	ELA 7	Science 8	Science 7 (ONE 8)	SS 8	SS 7	PE A	PE B	PE C	Music A	Music B	Music C	Music D	Art	Span	Comp A	SPED	RISE
Teacher:	Schneider	Conn	Swink (Wiseman S1) 8	Eugenio 8	L. Williams 7	Vallejos 7	Mehta-Shreve	Daniel	Greenwell	Silverio	Soifua	Sato	Klein	Waters	Tousignant	Valeriani	Beltran	Skerritt-Seskin	Gauger	Lingenfelter	Jacks	White
Room #	Travel. BASE in 518	507	508	Library/Travel	528	509	518	510	506	514	Gym	Gym	Gym	228	235 (Piano)	234	Travel	524/Travel	Lab/529	415	404	
1st Period 8:05-8:57	C3 (LAB529)	C2	8 ENG	8 LIT	7 ENG	7 LIT	8 Sci	7 Sci	8 SS	7 SS						Prep		ELEM (push in)	Span I	Prep (C3)		
2nd Period 8:59-9:51	C3 (514)	C2	8 LIT	8 LIT	7 LIT	7 ENG	8 Sci	7 Sci	8 SS	Prep (C3)								ELEM (push in)	Span II	Coding I		RISE
3rd Period 9:53-10:45	AAG/Geometry (506)	C2	8 ENG	8 LIT	7 ENG	7 LIT	8 Sci	7 Sci	Prep (AAG/Geometry)	7 SS								ELEM (push in)	Span I	Computers I	AAG	
4th Period 10:47-11:39	ALG (528)	C2	8 LIT	8 ENG (509)	Prep (C3)	Prep (BENG)	8 Sci	7 Sci	8 SS	7 SS	PE	Legacy Wellness		ADVBand	Prep	ADV Orchestra		Art I	ELEM (push in)	VEX Robotics		
5th Period 11:41-12:33	Prep NO FILL	Prep (BENG)	8 ENG	8 ENG (507)	7 LIT	7 ENG	8 Sci	7 Sci	8 SS	7 SS	Prep	Legacy Wellness	PE	Prep	Choir			Art I	ELEM (push in)	Yearbook		
LUNCH																						
6th Period 1:12-2:06	ALG (508)	C2	Prep (ALG)	Prep NO FILL	7 ENG	7 LIT	8 Sci	8 Sci	8 SS	7 SS	6th	6th	6th	6th	6th	6th	6th	Art I	ELEM (push in)	Engineering Design & Development		RISE
7th Period 2:08-3:00	C3 (518)	C2	8 LIT	8 ENG (510)	7 LIT	7 ENG	Prep (C3)	Prep (BENG)	8 SS	7 SS	PE	Prep	Prep	INTBand/Orchestra	Musical Theatre I (234)	INTBand/Orchestra	Piano (235)	6th	6th	6th		6th

3:00-3:15 HR

Grade	7	8	Electives	Total
# of students	180	180		360
Grade	7	8	Electives	Total
# of students	180	180		360
# of sections needed per period	6.00	6.00		12.00
1st Period	5	5	1	11
2nd Period	4	5	3	12
3rd Period	4	5	3	12
4th Period	5	5	5	15
5th Period	5	4	5	14
6th Period	5	4	3	12
7th Period	5	4	4	13
TOTAL	33	32	24	89
minimum NEEDED	30.00	30.00	24.00	84.00

Subject:	Math 8/7	Math 7/8	ELA 8	ELA 8	ELA 7	ELA 7	Science 8	Science 7	SS 8	SS 7	PE A	PE B	PE C	Music A	Music B	Music C	Music D	Art	Span	Comp A	SPED	RISE	
Teacher:	Schneider	Conn	Swink (Wiseman 518)	Eugenio 8	L. Williams 7	Vallejos 7	Mehta-Shreve	Daniel	Greenwell	Silverio	Soifua	Sato	Klein	Waters	Tousignant	Valeriani	Beltran	Skerritt-Seskin	Gauger	Lingenfelter	Jacks	White	
Room #	Travel BASE in 518	507	508	Library/Travel	528	509	518	510	506	514	Gym	Gym	Gym	228	235 (Piano)	234	Travel	524/Travel	Lab/529	415	404		
1st Period 8:05-8:57	C3 (Lab/529)	C2	8 ENG	8 LIT	7 ENG	7 LIT	8 Sci	7 Sci	8 SS	7 SS						Prep		ELEM (push in)	Span I	Prep (C3)			
2nd Period 8:59-9:51	C3 (514)	C2	8 LIT	8 LIT	7 LIT	7 ENG	8 Sci	7 Sci	8 SS	Prep (C3)								ELEM (push in)	Span II	Coding II		RISE	
3rd Period 9:53-10:45	AAG/ Geometry (506)	C2	8 ENG	8 LIT	7 ENG	7 LIT	8 Sci	7 Sci	Prep (AAG/Geometry)	7 SS								ELEM (push in)	Span I	Computers II	AAG/ ESS only		
4th Period 10:47-11:39	ALG (528)	C2	8 LIT	8 ENG (509)	Prep (C3)	Prep (8ENG)	8 Sci	7 Sci	8 SS	7 SS	PE	Legacy Wellness		ADVBand	Prep	ADV Orchestra		Art II	ELEM (push in)	VEX Robotics			
5th Period 11:41-12:33	Prep NO FILL	Prep (8ENG)	8 ENG	8 ENG (507)	7 LIT	7 ENG	8 Sci	7 Sci	8 SS	7 SS	Prep	Legacy Wellness	PE	Prep	Choir			Art II	ELEM (push in)	Yearbook			
LUNCH																							
6th Period 1:12-2:06	ALG (508)	C2	Prep (ALG)	Prep NO FILL	7 ENG	7 LIT	8 Sci	8 Sci	8 SS	7 SS	6th	6th	6th	6th	6th	6th	6th	Art I	ELEM (push in)	Engineering Design & Development		RISE	
7th Period 2:08-3:00	C3 (518)	C2	8 LIT	8 ENG (510)	7 LIT	7 ENG	Prep (C3)	Prep (8ENG)	8 SS	7 SS	PE	Prep	Prep	INTBand/Orchestra	Musical Theatre I (234)	INTBand/Orchestra	Piano (235)		6th	6th	6th		6th

3:00-3:15 HR

Grade	7	8	Electives	Total
# of students	180	180		360
# of sections needed per period	6.00	6.00		12.00
1st Period	4	5	2	11
2nd Period	5	5	3	13
3rd Period	4	5	3	12
4th Period	5	5	5	15
5th Period	5	4	5	14
6th Period	5	4	3	12
7th Period	5	4	4	13
TOTAL	33	32	25	90
minimum NEEDED	30.00	30.00	24.00	84.00

Section 4b | Required Supporting Documents

- Current resumes for all Governing Board members

Amanda Paula Pratt

Professional Profile

High-energy, innovative leader and marketing strategist with more than 35 years of experience building and leading integrated sales and marketing teams for high profile nationwide companies. Experienced in all facets of commercial real estate and product marketing strategies. An experienced liaison with comprehensive analytical, planning, communication and negotiating skills.

Professional Experience

Sports Attack, LLC
2009 - Current

Verdi, NV

President (Business Partner)

- **Strategic Leadership:** Responsible to provide strategic leadership for the company by working with the Advisory Board and other management to establish long-range goals, strategies, plans and policies. Plan, develop, organize, implement, direct and evaluate the organization's fiscal function and performance. Enhance and/or develop, implement and enforce policies and procedures of the organization by way of systems that will improve the overall operation and effectiveness.
- **Brand and Marketing Management:** Designs and directs all marketing communications and sales activities including advertising, promotions, trade shows, PR, clinics and website. Coordinates sales efforts with marketing initiatives to maximize revenue and market awareness plus increase or establish brand image for new and existing products.
- **Research & Product Development:** Provides extensive market and competitive research, analysis and recommendations for new equipment in eight segments of the sporting goods industry. Manages the cross-functional teams that have been responsible for the development of a line of innovative training equipment.

DP Partners (Dermody Properties)
2002- 2009

Reno, NV

National Director of Marketing

- **Channel Relations / Event Planning:** Coordinated field efforts with the exclusive brokers in seven regions relative to marketing activity and prospect generation programs. Worked with each team to plan and execute site and media events.
- **Marketing/PR Management:** Collaborated with a variety of external resources such as advertising firms, research firms, design and print providers, to manage all aspects of marketing related initiatives for corporate and exclusive brokers. Drove all national press initiatives that aligned with each regions business and branding goals and managed national media relations.
- **Strategic Planning & Budgeting:** Established strategic marketing plans for national portfolio. Worked with leasing and development departments to design cohesive three and five year marketing strategies and budgets.

Carrier Corporation / United Technologies
1995–2002 *Director of Marketing*

Verdi, NV

- **Marketing/Brand Management:** Managed all aspects of the marketing department's activity and staff. Assisted the sales departments of three divisions with key account development and strategic positioning. Drove awareness and training, externally and internally on all products. Developed marketing communications and directed activities, including trade shows, advertising, website design, public relations efforts, special events and seminars for up to five corporate divisions. Managed outside agencies and services supporting promotional activities and campaigns.
- **Competitive Marketplace/Research / Project Management:** Kept abreast of competitive landscape and maintained an in-depth understanding of customer goals and long-term strategies. Worked with key accounts and managed six successful new product internal cross-functional teams from concept to product rollout.
- **Strategic Planning & Reporting:** Led the development and execution of the annual and five year marketing plan designed to support new product rollout strategies, improve overall sales, expand key customer opportunities and raise market and industry awareness of our full line of food service equipment. Provided quarterly updates to executive staff on revenue generation from new products and assessed the effectiveness of the national marketing effort.

ATEC (Athletic Training Equipment Company)
1990–1995 *Director of Sales & Marketing*

Sparks, NV

- **Management- Sales & Marketing Departments:** Developed strategies and executed programs that contributed to creating a high performance sales organization. Led key account presentations and negotiations. Directed all aspects of advertising and promotion, including print, TV, radio and video production. Guided all account management, relationship building and business development efforts.
- **Product Development / Project Management:** Built processes and systems for obtaining feedback and validating information to drive product strategy. Developed and implemented a detailed plan for the successful introduction of the first consumer-retail product, the Hitting Streak. Led cross-functional new product development teams who were responsible for the introduction of four successful units.
- **Design & Graphics:** Worked through outside agencies to design print advertising, trade show booth graphics and sales materials that included corporate brochures, product sales sheets and price books for a full line of baseball and softball training equipment.

Education

2006- 2009 REGIS UNIVERSITY
• MBA / Marketing Management

Denver, CO

1980-1983 CALIFORNIA STATE UNIVERSITY- FRESNO
• B.S., Business Administration / Marketing

Fresno, CA



Rick Phillips, CCM

President and Chief Investment Officer
FHN Financial Main Street Advisors
rick.phillips@fhnmainstreet.com

Rick Phillips is President and Chief Investment Officer of FHN Main Street and has overseen the day-to-day investment program at the firm since its inception in 2004. Prior to starting Main Street, Rick was the Chief Investment Officer for Clark County, Nevada from 1998 to 2004. Rick was also the Investment Officer for the City of Las Vegas from 1989 to 1998.

Rick has 32 years of experience in municipal cash and investment management. He is also the founder of the Government Investment Officers Association (GIOA), a national organization which has more than 1,000 government investment officers and corporate affiliates as members.

Additionally, Rick is recognized as an expert in the public investment field and has spoken at numerous governmental educational conferences, including the National Government Finance Officers Association (GFOA), and the Government Investment Officer's Association (GIOA). Rick is the Chair of GIOA's Investment Policy Certification Committee and lead GIOA's Certified Government Investment Professional (CGIP) designation development team. He was also instrumental in developing GIOA's Certified Government Investment Professional (CGIP) educational course.

Rick received a bachelor's degree in Finance from Brigham Young University, and a MBA from the University of Utah.

Certified Cash Manager (CCM)

FINRA EXAMS: Series 65

Number of Years at Firm: 17

Total Years of Experience: 32

Member of the following organizations: GFOA, GIOA, CSMFO, CMTA



Stephen D. Steele

Partner
Hall Jaffe & Clayton, LLP
Attorneys at Law

7425 Peak Drive
Las Vegas, NV 89128

(702) 316-4111 Ext. 114
SSteele@lawhjc.com

Stephen practices civil litigation with an emphasis in premise liability, transportation law, products liability and insurance coverage. He is licensed to practice in Nevada, Arizona, and Colorado.

Stephen majored in Latin American Studies at Brigham Young University where he received a Bachelor of Arts. He then attended Arizona State University where he received a Masters in Elementary Education and taught elementary school through Teach for America. After teaching in Phoenix for several years, Stephen relocated to Tucson to attend the University of Arizona, James E. Rogers College of Law.

While in law school, Stephen served on the Student Editorial Board of ILSA Quarterly, and was a writer for the Arizona Journal of International and Comparative Law. Stephen received a CALI award for NAFTA & Regional Trade Agreements, earned a Certificate in International Trade and Business Law, and was a Supreme Court Teaching Fellow. He was an active member of the International Law Society (President), J. Reuben Clark Law Society (Board Member), and Immigration Law Student Association (Director of Mentorship).

In addition to volunteerism, Stephen enjoys watching football and spending time with his wife and son.

Katy Larrabee



Sales Associate
Coldwell Banker Premier Realty

(702) 465-2183
katy.larrabee@cbvegas.com

Katy is a full-time real estate agent with Coldwell Banker Premier Realty in Henderson, Nevada. She earned a Bachelor of Arts degree in Political Science, with a minor in Law and Criminal Deviance - Sociology, from the University of Minnesota. She has also worked as a part time substitute teacher and as a children's dance instructor.

Katy is a mother of three who understands the importance of home, family, and education. She is originally from North Dakota and is grateful to have lived in small town America and also in larger cities like Las Vegas.

She also serves as a board member of Legacy Traditional Schools - Nevada, where her children attend school.

Melissa Woodbury

721 Bighorn Creek Street, Henderson, NV 89002 | (702) 683-1293 | woodmlw@yahoo.com

Education

MASTERS IN EDUCATION | 2001 | SOUTHERN UTAH UNIVERSITY

- **Focus:** Elementary Education

BACHELOR OF SCIENCE DEGREE | 1994 | BRIGHAM YOUNG UNIVERSITY

- **Focus:** Special Education

Experience

ASSEMBLYWOMAN | NEVADA ASSEMBLY DISTRICT 23 | NOVEMBER 2008 – NOVEMBER 2018

- Chair, Assembly Education Committee, 78th Legislative Session, 2015
- Chair, Legislative Committee on Education, 2015-2016
- Served five regular sessions, and five special sessions
- Also served on the Assembly Government Affairs, Transportation, and Taxation committees

TEACHER | CLARK COUNTY SCHOOL DISTRICT | AUGUST 1995 - PRESENT

- Bilingual Resource Room
- Regular Resource Room
- Autism
- First Grade
- Second Grade
- Third Grade

Professional Achievements

- Member, Early Intervention Interagency Coordinating Council for the State of Nevada, 2009-2010
- Member, Health and Human Services Committee of the National Conference of State Legislatures, 2013-2014
- Founding Member, Conservative Leaders for Education, 2015-2018
- Member, Advisory Committee to Develop a Plan to Reorganize the Clark County School District, Dec. 2016-May 2017
- Member, Advisory Committee to Monitor the Implementation for the Reorganization of Large School Districts, June 2017-Nov. 2018
- Holds Nevada State licenses in Special Education and General Education
- Bilingual Education Endorsement
- Teaching English as a Second Language Endorsement
- Full-time church volunteer in Argentina for Church of Jesus Christ of Latter-day Saints
- Fluent in both French and Spanish

Professional Organizations & Affiliations

- Clark County School District

Ralph J. Hartmann

Founder and President
Hartmann and Associates, Inc.

ralph@haamail.com
(775) 358-6649



Ralph Hartmann is a seasoned accounting, tax, and business consulting professional of more than 35 years. As the founder of Hartmann and Associates in 1978, he has helped successfully guide and advise thousands of businesses and individuals in bookkeeping, accounting, taxation and financial planning of all types.

Armed with the ability to first see problems then formulate creative solutions through the study and understanding of financials, accounting practices and taxation, he is consistently able to achieve his goal of providing financial peace of mind to his clients. Whether it's brainstorming in a one-on-one session or engaging an entire audience via formal presentation, his passion is for understanding and driving success in business.

Hartmann has a Bachelor of Science in Business, with a minor in Accounting from Woodbury University in Los Angeles, California and has participated in both Rapport Leadership and Youth Leadership training. He is a member of the National Association of Tax Preparers, National Association of Enrolled Agents, and the National Society of Accountants and has been a member, board member, and chairman of the board of the Reno, Sparks Chamber of Commerce.

As one of ten accomplished children, Ralph credits his parents with instilling in him the overwhelming desire to understand what makes a business successful. He shares this passion with his life's companion Linda and their dynamic family. He can always be counted on to share his considerable accounting and taxation expertise in both professional and educational venues. In his spare time, Ralph enjoys tinkering with anything mechanical and expanding his creative writing abilities through cowboy poetry.

KRISTEN WATSON

Sales Representative

CONTACT

kwatsonvegas@gmail.com ✉

(702) 688-9620 ☎

637 Orbiter Lane Las Vegas, NV, 89148 📍

EDUCATION

ART INSTITUTE

Las Vegas, NV

Graphic Design Interactive & Graphic Art (Dec 2001)

CAREER OBJECTIVE

My goal is to obtain a dynamic and challenging opportunity with a high end luxury company as a member of the sales team, where I can utilize my refined high end skills, and experience. I hope to gain further experience while helping the organization advance efficiently and productively.

EXPERIENCE

OUTBOUND SALES REPRESENTATIVE

Hilton Grand Vacation, Las Vegas, NV / Nov 2019 - Present

- Obtain customer information such as name, address, and payment method, and enter orders into computers.
- Explain products or services and prices, and answer questions from customers.
- Deliver prepared sales talks, reading from scripts that describe products or services, in order to persuade potential customers to purchase a product or service or to make a donation.
- Contact businesses or private individuals by telephone in order to solicit sales for goods or services, or to request donations for charitable causes.

LIFE INSURANCE AGENT

Partners Life Insurance, Las Vegas, NV / Dec 2018 - Present

- Interview prospective clients to obtain data about their financial resources and needs, the physical condition of the person or property to be insured, and to discuss any existing coverage.
- Call on policyholders to deliver and explain policy, to analyze insurance program and suggest additions or changes, or to change beneficiaries.
- Customize insurance programs to suit individual customers, often covering a variety of risks.
- Attend meetings, seminars and programs to learn about new products and services, learn new skills, and receive technical assistance in developing new accounts.

SALES REPRESENTATIVE

Wyndham, Las Vegas, NV / May 2018 - Nov 2018

- Explain products or services and prices and demonstrate use of products.

- Contact customers to persuade them to purchase merchandise or services.
- Answer questions about product features and benefits.

SALES REPRESENTATIVE

Grandview, Las Vegas, NV / Feb 2018 - May 2018

- Explain products or services and prices and demonstrate use of products.
- Contact customers to persuade them to purchase merchandise or services.
- Answer questions about product features and benefits.

SALES AND MARKETING ASSISTANT

Dana Estates Winery, Napa, CA / Feb 2017 - Dec 2017

- Formulate, direct and coordinate marketing activities and policies to promote products and services, working with advertising and promotion managers.
- Develop pricing strategies, balancing firm objectives and customer satisfaction.
- Coordinate or participate in promotional activities or trade shows, working with developers, advertisers, or production managers, to market products or services.
- Negotiate contracts with vendors or distributors to manage product distribution, establishing distribution networks or developing distribution strategies.

CAPTAIN

Restaurant Guy Savoy, Las Vegas, NV / Apr 2006 - Nov 2016

- Greet and seat guests, and present menus and wine lists.
- Conduct meetings and collaborate with other personnel to plan menus, serving arrangements, and related details.

REFERENCES

References available upon request

CHARTER SCHOOL BUDGET INSTRUCTIONS

Per NAC 387.720:

General Instructions:

Enter data in the yellow cells only.

FORM 1 COVER PAGE

- 1 Enter the number of governmental fund types. You will most likely have one (General Fund) or two (also Special Education).
- 2 Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 11.
- 3 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 2.

FORM 2 ENROLLMENT-DSA

- 1 Enter the weighted Average Daily Enrollments (ADE) for **both** "Actual Year Ending 06/30/XX" (columns D/F & H/J) for pre-K, Kindergarten, Elementary, Secondary, and Ungraded. As well as "Students transported into Nevada from out-of-state" and "Students transported to another state".
- 2 Enter the weighted ADE for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
- 3 Enter the Hold Harmless amount in #10. As per SB508 (2015) hold harmless may only consider the prior year.
- 4 Enter the WEIGHTED estimated average daily enrollments based on School District of residence in #11. If the pupils only reside in one school district, enter the total number of students (WEIGHTED) next to that district. If they reside in more than one district, allocate the enrollment to the correct school districts. The rate for basic support will automatically calculate for you.
- 5 Enter an estimated "Outside Revenue" amount in #12. The prior year amounts are listed at the far right under #11 as a reference.
- 6 #13 will calculate based on the numbers you have provided for #1-12.
- 7 Enter the estimated dollar value of Special Education weighted funding anticipated to be received in FY20 (should be based upon FY19 funding).

FORM 3 REVENUES

- 1 Fill in the amounts of revenue for the prior fiscal year per revenue code in column (1) from your audited financial statements.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 6 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance.
- 7 Column (2) will have the audited **ending** balance from column (1) as the budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 8 Check that the "TOTAL ALL RESOURCES" amounts are correct.

FORM 4 EXPENDITURES

- 1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited financial statements.
- 2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.
- 3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 8-11 from your audited financial statements. Do not forget to include your charter school sponsorship fees.
- 6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 8-11 for your current year expenditures. Do not forget to include your charter school sponsorship fees.
- 7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 8-11 based on anticipated expenditures for the school year beginning July 1. Do not forget to include your charter school sponsorship fees.
- 8
Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 8-11 based on the approved and adopted budget for the school year beginning July 1. Do not forget to include your charter school sponsorship fees.
- 9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 11.
- 10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 11. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.

- 11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. **We expect all charter schools to be fiscally responsible.** A positive ending balance is required unless prior arrangements have been made and approved by your sponsor AND the Deputy Superintendent of Business Support and Services.

FORM 5 EXPENDITURE SUMMARY

- 1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

FORM 6 PROPRIETARY OR ENTERPRISE

Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.

- 1 Fill in the amounts of revenue per revenue code in column (1) from your audited financial statements.
 - 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
 - 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
 - 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.*
- 5 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance.
 - 6 Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
 - 7 Check that the "TOTAL ALL RESOURCES" amounts are correct.
 - 8 Fill in the expenditure amounts, per function, in column (1) from your audited financial statements.
 - 9 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
 - 10 Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.,
 - 11 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
 - 12 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

FORM 7 INDEBTEDNESS

Form 7 is only filled out if you currently have or anticipate loans.

- 1 Enter the fund which includes the indebtedness in column (1).
- 2 List each loan in column (1) under the appropriate fund.
- 3 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
- 4 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
- 5 Enter the original amount of the loan (issue) in column (4).
- 6 Enter date of issue in column (5).
- 7 Enter date of final payment in column (6).
- 8 Enter the interest rate of the loan in column (7).
- 9 Enter the outstanding balance at the beginning of the current year in column (8).
- 10 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
- 11 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
- 12 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

FORM 8 - TUITION AND TRANSPORTATION

FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.

- 1 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue.
- 2 Enter the amount into the correct row, under column (1).
- 3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
- 4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
- 5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
- 6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
- 7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
- 8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
- 9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.
- 10 Totals will calculate.

FORM 9 FUND TRANSFERS

FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.

- 1 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
- 2 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
- 3 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
- 4 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
- 5 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.
- 6 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
- 7 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
- 8 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
- 9 The totals will calculate and should balance.

FORM 10 LOBBY EXPENSES

Form 10 is only filled out if you anticipate lobby expenses.

- 1 Item #1, enter the lobbying activity.
- 2 Item #2, enter the source of the funding.
- 3 Item #3, enter the anticipated costs for transportation.
- 4 Item #4, enter the anticipated costs for lodging and meals.
- 5 Item #5, enter the anticipated costs for salaries and wages.
- 6 Item #6, enter the anticipated costs for compensation to lobbyists.
- 7 Item #7, enter the anticipated costs for entertainment.
- 8 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
- 9 The total anticipated expenditures will calculate.
- 10 Enter the Entity involved in the lobbying effort.

Form 11 CASH FLOW

- 1 Enter basic revenue sources in the left column under "REVENUES, Type:".
- 2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
- 3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget". The variance will calculate.
- 4 Enter the basic operating (object) categories in the left column
- 5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
- 6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget". The variance will calculate.
- 7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance (F/B)". The remaining balances will calculate as additional data is entered.

Section 5 | Required Supporting Documents

- Budget for the current and upcoming fiscal year (FY23)

Steve Sisolak
Governor

Jhone M. Ebert
*Superintendent of Public
Instruction*



Southern Nevada Office
2080 East Flamingo Rd,
Suite 210
Las Vegas, Nevada 89119-0811
(702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-9101

Charter School Budget - Renewal

School Name:

Legacy Traditional Schools-Nevada, Inc.



ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL PRIOR YEAR ENDING 06/30/21	WEIGHTED ACTUAL CURRENT YEAR ADE ENDING 06/30/22	WEIGHTED ESTIMATED ADE - YEAR ENDING 06/30/23
1. Pre-kindergarten (NRS 387.123)	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
2. Kindergarten	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
Kindergarten	468 x 1 = 468.0	426 x 1 = 426.0	544 x 1 = 543.7
3. Elementary	<u> </u> 2,579	<u> </u> 2,439	<u> </u> 3,113
4. Secondary	<u> </u> 480	<u> </u> 414	<u> </u> 528
5. Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u> </u> 3,527.0	<u> </u> 3,279.0	<u> </u> 4,185.0
7. Students transported into Nevada from out-of-state	<u> </u>	<u> </u>	<u> </u>
8. Students transported to another state	<u> </u>	<u> </u>	<u> </u>
9. Total WEIGHTED enrollment	<u> </u> 3,527.0	<u> </u> 3,279.0	<u> </u> 4,185.0
10. Hold Harmless			<u> </u>

11. Basic support per pupil amount, Year Ending 06/30/23		<u> </u> 6,067	
Actual 2020 per pupil amount used for budgeting purposes			Use rates below:
	WEIGHTED Est. SY20-2120 ADE		Reference amounts for #12 Estimate: "Outside Revenue"
<u>School District</u>	2020	<u>Subtotal</u>	
Carson City	7,184	\$0	1,165.00
Churchill	7,006	\$0	1,213.00
Clark	6,067	\$25,390,395	1,082.00
Douglas	6,086	\$0	3,035.00
Elko	7,891	\$0	1,517.00
Esmeralda	20,750	\$0	8,329.00
Eureka	11,032	\$0	22,465.00
Humboldt	7,431	\$0	2,544.00
Lander	3,517	\$0	10,082.00
Lincoln	12,131	\$0	1,586.00
Lyon	7,724	\$0	938.00
Mineral	10,152	\$0	1,626.00
Nye	7,967	\$0	1,742.00
Pershing	9,691	\$0	2,587.00
Storey	6,136	\$0	8,459.00
Washoe	6,034	\$0	1,345.00
White Pine	8,512	\$0	2,196.00
Multidistrict	4,185.0	\$25,390,395	<u> </u> 6,067
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.		<u> </u> \$1,082	
13. Total basic support for enrollee including outside revenue		<u> </u> \$29,918,565.00	Total Weighted-#9 <u> </u> \$
14. Estimated dollar value of special education weighted funding		<u> </u> \$0	Hold Harmless-#10 <u> </u> -
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)		<u> </u> \$29,918,565.00	Total Weighted <u> </u> \$
			Hold Harmless <u> </u> -

Form 3	(1)	(2)	(3)	(4)	(4)
#####	ACTUAL PRIOR	ESTIMATED	BUDGET YEAR ENDING	BUDGET YEAR ENDING	AMENDED
REVENUE	YEAR ENDING	CURRENT	TENTATIVE	FINAL	FINAL
	06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services	20,855	51,017	51,000		
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1951 Charter School Fees portion of code 1951					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources	616,690	409,229	453,000		
TOTAL LOCAL SOURCES	637,546	460,246	504,000	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)	34,136,589	33,764,836	34,773,000		
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	34,136,589	33,764,836	34,773,000	0	0

Budget Fiscal Year 2022 - 2023

REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/21	ESTIMATED CURRENT YEAR ENDING 06/30/22	BUDGET YEAR ENDING 06/30/23		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State	4,073,908	968,950	1,748,000		
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	4,073,908	968,950	1,748,000	0	0
OT H E R F U N	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/21	ESTIMATED CURRENT YEAR ENDING 06/30/22	BUDGET YEAR ENDING 06/30/23		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds	0	0	0		
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds	0	0	0		
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds	0	0	0		
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	38,848,043	35,194,032	37,025,000	0	0

Budget Fiscal Year 2022 - 2023

# Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/23		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/21	ESTIMATED CURRENT YEAR ENDING 06/30/22	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	10,714,081	10,146,671	10,737,560		
200 Benefits	3,420,849	3,597,753	3,612,653		
300/400/500 Purchased Services	636,790	688,002	681,904		
600 Supplies	842,065	996,055	946,127		
700 Property	0	0	0		
800 Other	462,854	45,968	261,904		
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	16,076,640	15,474,449	16,240,148	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries	3,203	0	1,649		
200 Benefits	707	0	364		
300/400/500 Purchased Services	975	2,829	1,958		
600 Supplies	30,043	11,416	21,340		
700 Property	0	0	0		
800 Other	4,742	1,380	3,151		
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	39,670	15,625	28,462	0	0

##

Budget Fiscal Year 2022 - 2023

Form 4 Expenditures

3/24/2020

## PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/21	ESTIMATED CURRENT YEAR ENDING 06/30/22	BUDGET YEAR ENDING 06/30/23		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
200 SPECIAL PROGRAMS						
1000 Instruction						
100 Salaries	161,147	796,361	492,854			
200 Benefits	36,685	271,216	158,485			
300/400/500 Purchased Services	15,857	665,000	350,454			
600 Supplies	24,177	34,798	30,356			
700 Property	0	0	0			
800 Other	0	0	0			
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
200 SPECIAL PROGRAMS	237,866	1,767,375	1,032,149		0	0
240 Summer School for Special Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
240 TOTAL Summer School - Spec Prog	0	0	0		0	0

##

Budget Fiscal Year 2022 - 2023

Form 4 Expenditures

3/24/2020

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/21	ESTIMATED CURRENT YEAR ENDING 06/30/22	BUDGET YEAR ENDING 06/30/23		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
270 Gifted and Talented Programs						
1000 Instruction						
100 Salaries	0	0	0			
200 Benefits	0	0	0			
300/400/500 Purchased Services	4,404	0	2,267			
600 Supplies	15,873	1,500	8,942			
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
270 TOTAL Gifted & Talented Programs	20,277	1,500	11,209		0	0
300 Vocational & Technical Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
300 Total Vocational & Technical Prog	0	0	0		0	0

##

Budget Fiscal Year 2022 - 2023

Form 4 Expenditures

3/24/2020

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/21	ESTIMATED CURRENT YEAR ENDING 06/30/22	BUDGET YEAR ENDING 06/30/23		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

##

Budget Fiscal Year 2022 - 2023

Form 4 Expenditures

3/24/2020

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/21	ESTIMATED CURRENT YEAR ENDING 06/30/22	BUDGET YEAR ENDING 06/30/23		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
430 At Risk Education Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
430 Total At Risk Education Programs	0	0	0	0	0
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total Summer School for Other Inst Prog	0	0	0	0	0

##

Budget Fiscal Year 2022 - 2023

Form 4 Expenditures

3/24/2020

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/21	ESTIMATED CURRENT YEAR ENDING 06/30/22	BUDGET YEAR ENDING 06/30/23		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

##

Budget Fiscal Year 2022 - 2023

Form 4 Expenditures

3/24/2020

800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

##

Budget Fiscal Year 2022 - 2023

Form 4 Expenditures

3/24/2020

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/21	ESTIMATED CURRENT YEAR ENDING 06/30/22	BUDGET YEAR ENDING 06/30/23		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
000 UNDISTRIBUTED EXPENDITURES						
2100 Support Services-Students						
100 Salaries	1,137,238	992,804	1,096,387			
200 Benefits	313,224	239,264	284,380			
300/400/500 Purchased Services	652,424	0	335,819			
600 Supplies	0	23,804	12,253			
700 Property	0	0	0			
800 Other	40	0	21			
2100 SUBTOTAL	2,102,926	1,255,872	1,728,859	0	0	0
2200 Support Services-Instruction						
100 Salaries	13,286	81,569	48,824			
200 Benefits	4,121	20,392	12,618			
300/400/500 Purchased Services	42,712	0	21,985			
600 Supplies	0	23,804	12,253			
700 Property	0					
800 Other	0					
2200 SUBTOTAL	60,120	125,765	95,680	0	0	0
2300 Support Services-Gen Admin						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2300 SUBTOTAL	0	0	0	0	0	0
2400 Support Serv-School Admin						
100 Salaries	1,364,165	1,472,397	1,460,051			
200 Benefits	429,945	439,676	447,616			
300/400/500 Purchased Services	3,554	14,263	9,171			
600 Supplies	3,064	6,094	4,714			
700 Property	0	0	0			
800 Other	8,745	0	4,501			
2400 SUBTOTAL	1,809,473	1,932,431	1,926,053	0	0	0
2500 Central Services						
100 Salaries	5,233	0	2,693			
200 Benefits	1,280	0	659			
300/400/500 Purchased Services	5,651,965	5,843,704	5,917,113			
600 Supplies	0	0	0			
700 Property	0	0	0			
800 Other	0	0	0			
2500 SUBTOTAL	5,658,478	5,843,704	5,920,466	0	0	0

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Budget Fiscal Year 2022 - 2023

Form 4 Expenditures

3/24/2020

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/21	ESTIMATED CURRENT YEAR ENDING 06/30/22	BUDGET YEAR ENDING TENTATIVE APPROVED	06/30/23 FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries	565,893	708,785	656,109		
200 Benefits	174,918	212,803	199,569		
300/400/500 Purchased Services	843,251	742,376	816,162		
600 Supplies	162,079	82,279	125,778		
700 Property	0	0	0		
800 Other	2,567,909	2,633,792	2,677,447		
2600 SUBTOTAL	4,314,049	4,380,035	4,475,066	0	0
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 SUBTOTAL	0	0	0	0	0
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2900 SUBTOTAL	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	13,945,046	13,537,807	14,146,123	0	0
3100 Food Service					
100 Salaries	288,092	362,840	335,051		
200 Benefits	97,597	118,329	111,143		
300/400/500 Purchased Services	26,321	3,000	15,092		
600 Supplies	334,912	311,748	332,852		
700 Property	0	0	0		
800 Other	239	800	535		
3100 TOTAL FOOD SERVICES	747,161	796,718	794,674	0	0

##

Budget Fiscal Year 2022 - 2023

Form 4 Expenditures

3/24/2020

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/21	ESTIMATED CURRENT YEAR ENDING 06/30/22	BUDGET YEAR ENDING 06/30/23		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL	0	0	0	0	0
4400 Educational Specifications Dev					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	0	0	0	0	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

##

Budget Fiscal Year 2022 - 2023

Form 4 Expenditures

3/24/2020

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/21	ESTIMATED CURRENT YEAR ENDING 06/30/22	BUDGET YEAR ENDING 06/30/23		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
4700 Building Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4700 SUBTOTAL	0	0	0		0	0
4900 Other (All Objects)						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4900 SUBTOTAL	0	0	0		0	0
4000s TOTAL FACILITIES ACQUISITION & CONSTR	0	0	0		0	0
5000 Debt Service	3,499,577	3,494,901	3,600,236			
000 TOTAL UNDISTRIBUTED EXPENDITURES	18,191,784	17,829,426	18,541,033		0	0
TOTAL ALL EXPENDITURES	34,566,238	35,088,375	35,853,000		0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX XXXXXXXXXXXXXX XXXXXXXXXXXXXX					
8000 ENDING FUND BALANCE						
Reserved Ending Balance						
Unreserved Ending Balance	5,151,164	7,199,459	9,385,831			
TOTAL ENDING FUND BALANCE	5,151,164	7,199,459	9,385,831		0	0
TOTAL APPLICATIONS	39,717,402	42,287,834	45,238,831		0	0
CHECKS:						
Contingency cannot exceed:	XXXXXXXXXX	1,052,651	1,075,590		0	0
Calculated Total Ending Fund Balance:	4,281,805	105,657	1,172,000		0	0

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Budget Fiscal Year 2022 - 2023

Form 4 Expenditures

3/24/2020

TENTATIVE BUDGET 2022 - 2023		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	10,739,209	3,613,017	1,916,384	16,268,609
200	Special	492,854	158,485	392,020	1,043,358
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		11,232,062	3,771,501	2,308,404	17,311,967
000 Undistributed Expenditures					
2000	Support Services	3,264,064	944,842	9,937,217	14,146,123
3100	Food Service	335,051	111,143	348,479	794,674
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			3,600,236	3,600,236
6300	Contingency				0
8000	Ending Balance				9,385,831
UNDISTRIBUTED TOTALS		3,599,116	1,055,985	13,885,932	27,926,864
TOTAL ALL FUNDS TENTATIVE		14,831,178	4,827,486	16,194,336	45,238,831
FINAL BUDGET 2022 - 2023					
		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000 Undistributed Expenditures					
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	0

#REF!

Budget Fiscal Year 2022 - 2023

FINAL AMENDED BUDGET - Estimate		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL FINAL AMENDED BUDGET		0	0	0	0

#REF!

Budget Fiscal Year 2022 - 2023

PROPRIETARY OR ENTERPRISE FUND

Fund: REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/21	ESTIMATED CURRENT YEAR ENDING 06/30/22	BUDGET YEAR ENDING 06/30/23		
			TENTATIVE APPROVED		FINAL APPROVED
1000 LOCAL SOURCES					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues					
TOTAL LOCAL SOURCES	0	0	0		0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3200 State Govt Restricted Funding					
TOTAL STATE SOURCES	0	0	0		0
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass- thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
TOTAL FEDERAL SOURCES	0	0	0		0
5000 OTHER FINANCING SOURCES					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
TOTAL OTHER SOURCES	0	0	0		0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0		0
TOTAL ALL RESOURCES	0	0	0		0

Budget Fiscal Year 2022 - 2023

Form 6 Proprietary/Enterprise	(1)	(2)	(3)		(4)
		ESTIMATED	BUDGET YEAR ENDING 06/30/23		
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/21	CURRENT YEAR ENDING 06/30/22	TENTATIVE APPROVED		FINAL APPROVED
EXPENSES					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0		0
2000 Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL SUPPORT EXPENSES:	0	0	0		0
3100 Food Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0		0
4000 Facilities Acquisition & Construction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0		0
5000 Debt Service					
6000 Miscellaneous					
SUBTOTAL OTHER SERVICES	0	0	0		0
TOTAL EXPENSES	0	0	0		0
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0		0
TOTAL APPLICATIONS	0	0	0		0

Budget Fiscal Year 2022 - 2023

#REF!

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

- 1 - General Obligation Bonds
- 2 - G. O. Revenue Supported Bonds
- 3 - G. O. Special Assessment Bonds
- 4 - Revenue Bonds
- 5 - Medium-Term Financing
- 6 - Medium-Term Financing - L
- 7 - Capital Leases
- 8 - Special Assessment Bonds
- 9 - Mortgages
- 10 - Other (Specify Type)
- 11 - Proposed (Specify Type)

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2022	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/23	
								INTEREST PAYABLE	PRINCIPAL PAYABLE
FUND:									
General Fund	4	360	\$22,260,000	11/16/2016	7/1/2046	4.95%	\$22,260,000	1,055,300.00	
General Fund	4	414	\$22,820,000	12/5/2019	7/1/2054	4.16%	22,820,000.00	1,124,250.00	
General Fund	4	414	\$25,955,000	12/5/2019	7/1/2054	4.15%	25,955,000.00	1,278,900.00	
TOTAL ALL DEBT SERVICE			\$71,035,000				\$71,035,000	\$3,458,450	\$0

#REF!

Budget Fiscal Ye

Form 7 INDEBTEDNESS

ease Purchase

(11)
(9) + (10)
6/30/2023
TOTAL
\$1,055,300
\$1,124,250
\$1,278,900
\$0
\$0
\$0
\$0
\$0
\$0
\$0
\$0
\$0
\$0
\$0
\$0
\$0
\$0
\$0
\$3,458,450

ear 2022 - 2023

3/24/2020

#REF!

REPORT FOR ALL FUNDS		2022 - 2023		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION		
REVENUES	Revenue CODES	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD		
Nevada Individuals	1310/1410						
Nevada School Districts	1321/1421						
Out-of-state Individuals	1310/1410						
Out-of-State School Districts	1331/1431						
		\$0	\$0	\$0	\$0		

		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
		561	511	562	512
EXPENDITURES	Object Codes				
100 - Regular Programs					
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
TOTALS		\$0	\$0	\$0	\$0

##

Budget Fiscal Year 2022 - 2023

#REF!

FUND TRANSFERS 2022 - 2023 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
			Special	1,032,149
SUBTOTAL	0	0	0	1032148.688
SPECIAL REVENUE FUNDS				
	General	1032148.688		
SUBTOTAL	0	1032148.688	0	0
TOTAL TRANSFERS	0	1032148.688	0	1032148.688

#REF!

Budget Fiscal Year 2022 - 2023

LOBBY EXPENSES 2022 - 2023

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity: _____

2. Funding Source: _____

3. Transportation \$ _____

4. Lodging and meals \$ _____

5. Salaries and Wages \$ _____

6. Compensation to lobbyists \$ _____

7. Entertainment \$ _____

8. Supplies, equipment & facilities; other personnel and services spent in Carson City \$ _____

Total \$ _____

Entity: _____

Lobbying Expense Estimate,

#REF!

Budget Fiscal Year 2022 - 2023

School Name: #REF!

Budget: Tentative

Select whether this budget is Tentative, Final or Amended from the drop down box in cell B2.

Projected Cash Flow

Projected Cash Flow

2022 - 2023	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET	TOTAL REVENUES FROM FORM 3	VARIANCE
REVENUES															
DSA (Basic Support)	2,897,750	2,897,750	2,897,750	2,897,750	2,897,750	2,897,750	2,897,750	2,897,750	2,897,750	2,897,750	2,897,750	2,897,750	34,773,000		
DSA Sponsorship Fee															
State Special Ed															
IDEA - Early Childhood (Part C)															
IDEA - Special Education (Part B)															
Title I															
Title II															
Title III															
Bully Prevention (SB504)															
Pre K															
E-Rate Funds															
Gifted and Talented															
SPCSA Charter Loan															
Federal Grant A	145,667	145,667	145,667	145,667	145,667	145,667	145,667	145,667	145,667	145,667	145,667	145,667	1,748,000		
Other	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	504,000		
Total Revenues	3,085,417	3,085,417	3,085,417	3,085,417	3,085,417	3,085,417	3,085,417	3,085,417	3,085,417	3,085,417	3,085,417	3,085,417	37,025,000	37,025,000	
Total Revenues Y-T-D	3,085,417	6,170,833	9,256,250	12,341,667	15,427,083	18,512,500	21,597,917	24,683,333	27,768,750	30,854,167	33,939,583	37,025,000			
Percent of Revenues Y-T-D	8.33 %	16.67 %	25.00 %	33.33 %	41.67 %	50.00 %	58.33 %	66.67 %	75.00 %	83.33 %	91.67 %	100.00 %			
EXPENDITURES															
Salaries	1,256,000	1,256,000	1,256,000	1,256,000	1,256,000	1,256,000	1,256,000	1,256,000	1,256,000	1,256,000	1,256,000	1,256,000	15,072,000		
Benefits	414,500	414,500	414,500	414,500	414,500	414,500	414,500	414,500	414,500	414,500	414,500	414,500	4,974,000		
Purchased Services	684,000	684,000	684,000	684,000	684,000	684,000	684,000	684,000	684,000	684,000	684,000	684,000	8,208,000		
Supplies	101,250	101,250	101,250	101,250	101,250	101,250	101,250	101,250	101,250	101,250	101,250	101,250	1,215,000		
Other	532,000	532,000	532,000	532,000	532,000	532,000	532,000	532,000	532,000	532,000	532,000	532,000	6,384,000		
Total Expenditures	2,987,750	2,987,750	2,987,750	2,987,750	2,987,750	2,987,750	2,987,750	2,987,750	2,987,750	2,987,750	2,987,750	2,987,750	35,853,000	45,238,831	(9,385,831)
Total Expenditures Y-T-D	2,987,750	5,975,500	8,963,250	11,951,000	14,938,750	17,926,500	20,914,250	23,902,000	26,889,750	29,877,500	32,865,250	35,853,000			
Percent of Expenditures Y-T-D	8.33 %	16.67 %	25.00 %	33.33 %	41.67 %	50.00 %	58.33 %	66.67 %	75.00 %	83.33 %	91.67 %	100.00 %			
Net Change	97,667	97,667	97,667	97,667	97,667	97,667	97,667	97,667	97,667	97,667	97,667	97,667	1,172,000	(8,213,831)	9,385,831
Net Change Y-T-D	97,667	195,333	293,000	390,667	488,333	586,000	683,667	781,333	879,000	976,667	1,074,333	1,172,000			
Percent of Net Change Y-T-D	8.33 %	16.67 %	25.00 %	33.33 %	41.67 %	50.00 %	58.33 %	66.67 %	75.00 %	83.33 %	91.67 %	100.00 %			

Projected Cash Balance

Projected Cash Balance

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	TOTAL PROJECTED BUDGET
Net Change in Cash (F/B)	97,667	97,667	97,667	97,667	97,667	97,667	97,667	97,667	97,667	97,667	97,667	97,667	1,172,000
Begin Cash Balance(F/B)		97,667	195,333	293,000	390,667	488,333	586,000	683,667	781,333	879,000	976,667	1,074,333	
End Cash Balance (F/B)	97,667	195,333	293,000	390,667	488,333	586,000	683,667	781,333	879,000	976,667	1,074,333	1,172,000	1,172,000

#REF!

Form 4

PROGRAM FUNCTION OBJECT

100

1000

100 TOTAL REGULAR PROGRAMS

140

1000

140 TOTAL Summer School - Reg Prog

200

1000

200 SPECIAL PROGRAMS

270

1000

270 TOTAL Gifted & Talented Programs

2100

	2100 SUBTOTAL
	2200
	2200 SUBTOTAL
	2400
	2400 SUBTOTAL
	2500
	2500 SUBTOTAL
	2600
	2600 SUBTOTAL
2000s TOTAL SUPPORT SERVICES	
	3100
3100 TOTAL FOOD SERVICES	
	5000
000	
TOTAL ALL EXPENDITURES	

K
Elementary
Secondary

426
2,439
414
3,279

REGULAR PROGRAMS	
	Instruction
100	Salaries
200	Benefits
300/400/500 Purchased Services	
600	Supplies
700	Property
800	Other
Summer School for Reg Programs	
	Instruction
100	Salaries
200	Benefits
300/400/500 Purchased Services	
600	Supplies
700	Property
800	Other
SPECIAL PROGRAMS	
	Instruction
100	Salaries
200	Benefits
300/400/500 Purchased Services	
600	Supplies
700	Property
800	Other
Gifted and Talented Programs	
	Instruction
100	Salaries
200	Benefits
300/400/500 Purchased Services	
600	Supplies
Support Services-Students	
100	Salaries
200	Benefits
300/400/500 Purchased Services	
600	Supplies
700	Property
800	Other

Support Services-Instruction	
100	Salaries
200	Benefits
300/400/500 Purchased Services	
600	Supplies
700	Property
800	Other
Support Serv-School Admin	
100	Salaries
200	Benefits
300/400/500 Purchased Services	
600	Supplies
700	Property
800	Other
Central Services	
100	Salaries
200	Benefits
300/400/500 Purchased Services	
600	Supplies
700	Property
800	Other
Operating/Maintenance Plant Service	
100	Salaries
200	Benefits
300/400/500 Purchased Services	
600	Supplies
700	Property
800	Other
Food Service	
100	Salaries
200	Benefits
300/400/500 Purchased Services	
600	Supplies
700	Property
800	Other
Debt Service	
TOTAL UNDISTRIBUTED EXPENDITURES	

13%
74%
13%

(1) ACTUAL PRIOR YEAR ENDING 06/30/21	(2) ESTIMATED CURRENT YEAR ENDING 06/30/22		Allocation	Allocation	
10,714,081	10,146,671	10,430,376		66.12%	10,737,559.71
3,420,849	3,597,753	3,509,301		22.25%	3,612,652.78
636,790	688,002	662,396		4.20%	681,903.99
842,065	996,055	919,060		5.83%	946,127.46
0	0	0		0.00%	-
462,854	45,968	254,411		1.61%	261,903.89
16,076,640	15,474,449	15,775,545	45.30%		16,240,147.83
3,203	0	1,602		5.79%	1,648.82
707	0	353		1.28%	363.80
975	2,829	1,902		6.88%	1,958.04
30,043	11,416	20,729		74.98%	21,339.99
0	0	0		0.00%	-
4,742	1,380	3,061		11.07%	3,150.95
39,670	15,625	27,647	0.08%		28,461.60
161,147	796,361	478,754		47.75%	492,853.53
36,685	271,216	153,951		15.35%	158,484.82
15,857	665,000	340,428		33.95%	350,454.33
24,177	34,798	29,488		2.94%	30,356.01
0	0	0		0.00%	-
0	0	0		0.00%	-
237,866	1,767,375	1,002,621	2.88%		1,032,148.69
0	0	0		0.00%	-
0	0	0		0.00%	-
4,404	0	2,202		20.22%	2,266.85
15,873	1,500	8,687		79.78%	8,942.48
20,277	1,500	10,889	0.03%		11,209.32
1,137,238	992,804	1,065,021		7.75%	1,096,386.66
313,224	239,264	276,244		2.01%	284,379.92
652,424	0	326,212		2.37%	335,819.03
0	23,804	11,902		0.09%	12,252.60
0	0	0		0.00%	-
40	0	20		0.00%	20.58

2,102,926	1,255,872	1,679,399		
13,286	81,569	47,427	0.35%	48,824.16
4,121	20,392	12,257	0.09%	12,617.74
42,712	0	21,356	0.16%	21,985.13
0	23,804	11,902	0.09%	12,252.60
0		0		
0		0		
60,120	125,765	92,942		
1,364,165	1,472,397	1,418,281	10.32%	1,460,050.78
429,945	439,676	434,811	3.16%	447,616.12
3,554	14,263	8,909	0.06%	9,170.87
3,064	6,094	4,579	0.03%	4,713.92
0	0	0		
8,745	0	4,373	0.03%	4,501.34
1,809,473	1,932,431	1,870,952		
5,233	0	2,616	0.02%	2,693.49
1,280	0	640	0.00%	658.72
5,651,965	5,843,704	5,747,835	41.83%	5,917,113.42
0	0	0		
0	0	0		
0	0	0		
5,658,478	5,843,704	5,751,091		
565,893	708,785	637,339	4.64%	656,109.36
174,918	212,803	193,860	1.41%	199,569.37
843,251	742,376	792,813	5.77%	816,162.29
162,079	82,279	122,179	0.89%	125,777.76
0	0	0		
2,567,909	2,633,792	2,600,850	18.93%	2,677,447.28
4,314,049	4,380,035	4,347,042		
13,945,046	13,537,807	13,741,427	39.46%	14,146,123.15
288,092	362,840	325,466	42.16%	335,051.39
97,597	118,329	107,963	13.99%	111,142.97
26,321	3,000	14,661	1.90%	15,092.50
334,912	311,748	323,330	41.89%	332,852.17
0	0	0		
239	800	520	0.07%	534.80
747,161	796,718	771,940	2.22%	794,673.83
3,499,577	3,494,901	3,497,239	10.04%	3,600,235.59
18,191,784	17,829,426			
34,566,238	35,088,375	34,827,306		

Unreserved Balance

	North Valley	Cadence	SWLV	Total
Opening Balance 21-22	2,133,090	1,743,665	1,274,409	5,151,164
Loans				
Bond Proceeds				-
Bond Premium (Discount)				-
Less Principal Payments	350,000			350,000
Depreciation	928,755	726,968	908,188	2,563,911
Amortization	(13,013)	(70,075)	(81,093)	(164,181)
Land				
Building				
Improvements		-	-	-
Computers		-	-	-
Furniture and Equipment		-	-	-
Textbooks		-	-	-
CIP	-	-	-	-
Extraordinary Items				-
Unreserved Closing Balance 21-22	2,698,464	2,400,503	2,101,129	7,199,459

22-23 Unreserved Opening Balance

Opening Balance 22-23	2,698,464	2,400,503	2,101,129	7,199,459
Loans				
Bond Proceeds				
Bond Premium (Discount)				
Less Principal Payments	365,000			
Depreciation	634,000	729,000	974,000	2,337,000
Amortization	435	(70,075)	(81,093)	(150,733)
Land				
Building				
Improvements				
Computers				
Furniture and Equipment				
Textbooks				
CIP				
Unreserved Closing Balance 22-23	2,967,769	3,059,340	2,994,361	9,385,831

Reserved Balance

SY 19-20 Closing Balance	North Valley	Cadence	SWLV	Total
Opening Balance	2,299,825	1,558,404	6,041,845	9,900,074

Loans

Bond Proceeds - - -

Bond Premium (Discount)

Less Principal Paymer - - - -

Depreciation - - - -

Amortization - - - -

Land - - - -

Building

Improvements - - - -

Computers - - - -

Furniture and Equipment - - - -

Textbooks - - - -

CIP - - - -

Unreserved Closing B 2,299,825 1,558,404 6,041,845 9,900,074

20-21 Unreserved Opening Balance

Opening Balance	2,299,825	1,558,404	6,041,845	9,900,074
-----------------	-----------	-----------	-----------	-----------

Loans

Bond Proceeds

Bond Premium (Discount)

Less Principal Payments

Depreciation

Amortization

Land

Building

Improvements

Computers

Furniture and Equipment

Textbooks

CIP

Unreserved Opening 2,299,825 1,558,404 6,041,845 9,900,074

Section 6 | Required Supporting Documents

- Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application.



NOTICE OF PUBLIC MEETING

Notice is hereby given that the Board of Directors of Legacy Traditional Schools-Nevada, Inc., a public charter school, will conduct a public meeting on September 29, 2021 beginning at 5:00 PM. Attached here is an agenda of all items scheduled to be considered. Unless otherwise stated, the Board Chairperson may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion relating to an item. Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Those individuals requiring assistance are asked to contact Alyx Randolph at nvboardmeetings@legacytraditional.org at least two days prior to the meeting so that arrangements may be conveniently made. Public comment is limited to three minutes per person under the direction of the Chairperson.

This Notice and Agenda have been posted and this meeting on or before 9 a.m. on the third working day before the meeting at <https://legacytraditional.org> and at <https://notice.nv.gov/>. As allowed under Governor Sisolak's Declaration of Emergency Directive 006, this Notice and Agenda have not been posted at any physical locations. However, the meeting will be available virtually through Zoom and at a physical location. As such, public comment may be submitted in either of the following ways:

- *In advance of the meeting by email to nvboardmeetings@legacytraditional.org. Public comments submitted this way will be read in the meeting up to a limit of three minutes.*
- *During the meeting if present at the physical location or by use of the chat feature in Zoom by sending a message stating the desire to make public comment along with the commenter's name, email address, and city of residence. When the public comment agenda items come up, the Board President will allow three minutes to commenters who have requested to make public comment.*

To attend the meeting in person:

**Legacy Traditional School - Southwest
7077 W Wigwam Ave, Las Vegas, NV 89113**

To attend the meeting via Zoom please register using the link below:

https://zoom.us/webinar/register/WN_ikztBltLR4OTJLqkhhLoeg



AGENDA

MEETING OF THE BOARD OF DIRECTORS OF LEGACY TRADITIONAL SCHOOLS-NEVADA, INC.

September 29, 2021, 5:00 pm

- I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE
- II. ROLL CALL
- III. ANNOUNCEMENTS, REPORTS, AND UPDATES (DISCUSSION)
 1. Academic Update, presented by Jennifer Emling, Superintendent of Academics and Nathalie Burgess, Leadership Coach
 2. Enrollment update, presented by Julien Picard, Chief Marketing Officer
 3. Financial update, presented by Rob Howatt, Chief Financial Officer, and Richard Yang, Director of Finance
- IV. PUBLIC COMMENTS

Public comment will be taken during this agenda item, with a time limit of three (3) minutes, subject to the discretion of the Chairperson. Since this meeting will be held by videoconference, public comment may be made following the instructions on the Notice of Public Meeting. Under Nevada open meeting law, members of the Board may not take action on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken.
- V. NEW BUSINESS - DISCUSSION AND POSSIBLE ACTION
 1. Review and approval of minutes of July 13, 2021 board meeting, presented by Amanda Pratt (For Possible Action)
 2. Review and possible approval of the submission of the charter renewal application to the Nevada SPCSA, presented by Jennifer Emling, Superintendent and Corey Kennedy, Chief of Staff (For Possible Action)
 3. Review and possible approval of updated Community Education Service Agreement, presented by Becky Ratliff, Director of Community Education (For Possible Action)



4. Discussion regarding additional one-time compensation to teachers and support staff with ESSER III grant funds, presented by Jennifer Emling, Superintendent (For Possible Action)

VI. PUBLIC COMMENTS

Public comment will be taken during this agenda item, with a time limit of three (3) minutes, subject to the discretion of the Chairperson. Since this meeting will be held by videoconference, public comment may be made following the instructions on the Notice of Public Meeting. Under Nevada open meeting law, members of the Board may not take action on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken.

VII. ADJOURN



MINUTES

OF THE MEETING OF THE BOARD OF DIRECTORS OF LEGACY TRADITIONAL SCHOOLS-NEVADA, INC.

September 29, 2021

***** Meeting held at Legacy Traditional School - Southwest and through Zoom *****

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE

At 5:02 pm, President Pratt called the meeting of Legacy Traditional Schools-Nevada, Inc. to order. She stated that the meeting is being held both virtually and in person and asked for a description of the in person attendees. Alyx indicated that board member Kristen Watson, Superintendent Jennifer Emling, and Leadership Coach Nathalie Burgess were present at the Southwest campus.

President Pratt asked everyone to stand to recite the Pledge of Allegiance.

II. ROLL CALL

President Pratt asked Superintendent Jennifer Emling to call roll.

- *President Pratt: Present*
- *Rick Phillips: Present*
- *Stephen Steele: Present*
- *Katy Larrabee: Present*
- *Melissa Woodbury: Not Present*
- *Ralph Hartmann: Present*
- *Kristen Watson: Present*

President Pratt noted that a quorum had been established.

III. ANNOUNCEMENTS, REPORTS, AND UPDATES (DISCUSSION)

1. Academic Update, by Jennifer Emling, Deputy Superintendent and Nathalie Burgess, Leadership Coach

President Pratt invited Mrs. Emling and Ms. Burgess to present an academic update. Mrs. Emling began the academic overview by sharing that LTS Nevada is operating at full capacity in person. She described updates in the areas of in-person learning, pre-service, new levels of support for the current school year, current SBAC and NWEA-MAP data, improvement strategies, and campus events.

Mrs. Emling shared that at this point instruction is 100% in-person and there is no online option unless it is deemed medically necessary for those students. She shared that pre-service set



the tone for a great school year and emphasized that weekly CTM's (collaborative team meetings) and MTSS (multi-tiered systems of support) are non-negotiables. Mrs. Emling shared that Dr. Michael Troop, a school improvement specialist from Vertex Education is focused on the North Valley campus and improving outcomes. Ms. Burgess walked through some charts showing SBAC results in ELA and math for 2020-21 as well as NWEA-MAP results in fall 2021 for the 2021-22 school year.

2. Enrollment update, presented by Julien Picard, Chief Marketing Officer

President Pratt invited Mr. Picard to present an enrollment update. Mr. Picard noted that 4,279 students are currently enrolled across the 3 campuses, with 4,100 students on the waitlist. He observed that more absences and no shows took place during the first week of school this year than has been seen in previous years, presumably due largely to COVID concerns. He also shared some social media highlights of recent events such as Grandparents' Day and Patriot Day.

3. Financial update, presented by Rob Howatt, Chief Financial Officer, and Richard Yang, Director of Finance

President Pratt invited Mr. Howatt and Mr. Yang to present a financial update. Mr. Yang presented several charts and provided commentary about them. Such charts included accrual net income and cash available after debt service for each campus, and Mr. Yang noted strong EBITDA results of between \$600,000 and \$700,000 each campus. He also displayed cash balances by school. Finally, he presented similar info for the Legacy Obligated Group, noting generally strong results.

IV. PUBLIC COMMENTS

President Pratt asked if any public comments had been emailed in advance of the meeting that would be read at this time. Alyx Randolph responded that no public comments had been received in advance of the meeting. President Pratt then asked if any members of the public had requested through the CHAT feature to comment live in the meeting. Ms. Randolph responded that no such requests had been made. President Pratt asked if any members of the public had requested to comment live in-person. Ms. Randolph responded that no such request had been made. President Pratt observed that there is an additional opportunity for public comment following the New Business portion of the meeting.

V. NEW BUSINESS - DISCUSSION AND POSSIBLE ACTION

1. Review and approval of minutes of July 13, 2021 board meeting (presented by Amanda Pratt) (For Possible Action)

President Pratt asked if board members had any comments or questions about the July 13, 2021 meeting minutes. Hearing none, she asked if there was a motion.

Member Phillips moved to approve the board meeting minutes from the July 13, 2021 meeting. Member Hartmann seconded the motion.



*President Pratt called for a vote by those in favor and then by those not in favor.
In favor: Larrabee, Phillips, Hartmann, Steele, Watson, and Pratt
Not in favor: None*

President Pratt noted that the motion passed.

2. Review and possible approval of the submission of the charter renewal application to the Nevada SPCSA, presented by Jennifer Emling, Superintendent and Corey Kennedy, Chief of Staff (For Possible Action)

President Pratt invited Mrs. Emling and Mr. Kennedy to present the charter renewal application. Mr. Kennedy described the timeline of the SPCSA's charter renewal process and noted that the renewal application will be submitted by 10/15/21 and that the SPCSA staff recommendation would be approved by the SPCSA board by 12/15/21. He described the strong and well-organized preparation process that led to the final renewal application recommended today, noting that the application is considered to be very high quality. Mrs. Emling described the components of the charter application as well as changes planned in the new charter term.

President Pratt thanked all who contributed to what she considered to be a "most excellent" renewal application. She asked if there was any discussion on the item, then asked if there was a motion.

Member Hartmann moved to approve the submission of the charter renewal application, as presented, to the Nevada SPCSA and to authorize the use of electronic signatures on the last page of the application.

Member Larrabee seconded the motion.

President Pratt called for a vote by those in favor and then by those not in favor.

In favor: Larrabee, Phillips, Hartmann, Steele, Watson, and Pratt

Not in favor: None

President Pratt noted that the motion passed.

3. Review and possible approval of updated Community Education Service Agreement, presented by Becky Ratliff, Director of Community Education (For Possible Action)

President Pratt noted that this agenda item will be moved to the next meeting and that no action is needed at this time. She explained that a sub-team of 3 board members are working with attorney Kara Hendricks to review the proposed document before the next board meeting.

4. Discussion regarding additional one-time compensation to teachers and support staff with ESSER III grant funds, presented by Jennifer Emling, Superintendent (For Possible Action)

President Pratt invited Mrs. Emling to discuss the one-time compensation to teachers and support staff with ESSER III grant funds. Mrs. Emling acknowledged that the board has consistently shown interest in paying teachers and staff as much as reasonably possible. She noted that significant increases in per-pupil state funding have not taken place, the schools



have received additional one-time COVID related funding through ESSER funds, particularly ESSER III. She noted that while no formal approval is needed, she did want to share with the board that the ESSER III budget that has been prepared and submitted to the NDE does reflect planned stipends for 2021-22 of \$2,000 for each teacher and \$500 for each support staff. She noted that this is still subject to approval by NDE, but that she's really excited to see this come through for teachers and staff.

President Pratt asked if there was any discussion on the item. She stated that no action is needed at this time since the ESSER III budget was previously submitted to the state.

VI. PUBLIC COMMENTS

President Pratt asked if any members of the public had requested through the CHAT feature to comment live in the meeting. Ms. Randolph responded that no such requests had been made. President Pratt asked if any members of the public had requested to comment live in-person. Ms. Randolph responded that no such request had been made.

VII. ADJOURN

President Pratt thanked everyone for their participation and asked if there was a motion to adjourn the meeting.

Member Phillips moved to adjourn the board meeting.

Member Watson seconded the motion.

President Pratt called for a vote by those in favor and then by those not in favor.

In favor: Larrabee, Phillips, Hartmann, Steele, Watson, and Pratt

Not in favor: None

President Pratt noted that the motion passed and the meeting was adjourned at 5:44 pm.