

## **A. EXECUTIVE SUMMARY**

Founders Classical Academy of Las Vegas “FCALV” is located at 5730 W. Alexander Road, Las Vegas, NV 89130 “the campus”. The most recent 4<sup>th</sup> Quarter ADE [902]. In its 9<sup>th</sup> year of operation, FCALV has seen consistent annual growth in student enrollment, facilities expansion and improvements, and financial security. From 2014-2017, FCALV leased facilities located at 4025 N Rancho Road, Las Vegas, NV, under the leadership of two principals – Mrs. Carol Leavitt and Mr. Timm Peterson. From 2017-2018, FCALV leased its current campus, occupying 20+ portable classrooms while the existing main building was under construction. From 2018-Present, FCALV occupied its main building (56,107 sq. ft.), completed bond financing to purchase the campus (and main building) in 2020, and built and occupied an additional classroom annex (11,430 sq. ft.) in 2020. From 2017-Present, FCALV has been under the leadership of one principal – Ronald Fick.

Policy and governance are the sole responsibility of the FALV Governing Board of Directors (GBOD). In addition to its statutory requirements, the GBOD provides goals for the school that is aligned with the charter and the elements of a classical school. The school leader serves the school shareholders as FCALV Superintendent-Principal, assuming all responsibilities of the leadership and supervision of operations, human resources, financial accountability, and the academic and cultural objectives of the school.

The policy and governance of FCALV are led by its Board of Directors (BOD) – President Ramir Hernandez (Attorney), Vice President Danielle Butler (Homemaker), Secretary Jamie Combs (Attorney), Treasurer Steve Trupp (Banking), Director Jesus Marquez (Marketing), Director Dr. Mary Greene (Education-Special Education), and Director John Hackmann (Education-Business Owner). In addition, the BOD’s currently sit on various committees – Audit, Governance, Risk Management, and Expansion (Ad Hoc). In addition to Nevada requirements, the FCALV Directors must complete a two-day classical school board training at Hillsdale College, including ethics, policy, governance, and financial training.

The operations of FCALV are led by its Superintendent-Principal Ronald Fick, with 27+ years of experience in public education, including 22 years in the CCSD (9 as a teacher and 13 as an administrator) as well as 5+ as the school leader at FCALV. The remainder of the leadership team includes Assistant Principal Gilbert Donatelli (4<sup>th</sup> year) and three quasi-administrators – Learning Strategist Bridget Coleman (5<sup>th</sup> year), Sped Facilitator Rachael Bechtold (3<sup>rd</sup> year), and Counselor Caroline Thompson (1<sup>st</sup> year).

The mission of Founders Academy of Las Vegas is to train the minds and improve the hearts of young people through a rigorous, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

FCALV is a K-12 classical public charter school engaged in a unique philanthropic relationship with the Barney Charter School Initiative (BCSI) of Hillsdale College, Hillsdale, Michigan. BCSI employs classical school content and pedagogy specialists who develop curriculum and instructional practices that best serve classically educated students. Additionally, BCSI provides professional development to ensure the proper curriculum implementation in K-12 classical classrooms.

The purpose of our K-12 classical education is to grow young children into young adults who are strong in mind and character. A classical school achieves this through a time-tested, content-rich program emphasizing traditional learning, virtuous living, and civic responsibility.

Albeit a classical school, the focus of FCALV's classroom instruction is always the Nevada Content Standards (NCSs), course/grade-level scopes, and related timelines, ensuring alignment and vertical integration between and among grade levels and courses. Professional development endeavors to take the best of classical instruction and high-quality texts and programs, using them as drivers to teach NCSs in preparation for state assessments. Academic growth data through annual and episodic formative and summative assessments are regularly utilized to measure growth and identify areas needing remediation.

The cultural focus at FCALV is defined as a school community that shares a joint mission and code of conduct – 1) to honor what is good, true, and beautiful, 2) to show respect to others at all times; 3) to do good things for others without being asked; 4) to strive for excellence in all things; and 5) to persevere and fulfill commitments and not give up or act on discouragement. The FCALV faculty, staff, and administrators are expected to exemplify behavior and role models for students and families in the Eight Pillars – Honesty, Respect, Courage, Integrity, Citizenship, Cooperation, Responsibility, and Perseverance. These are not empty words at FCALV – these elements are at the core of our school's mission. FCALV welcomes parents and guardians to immerse in the culture, volunteering to assist in classrooms and special school projects. FCALV has an active and productive Parent Teacher Organization (PTO).

Special populations are encouraged to enroll and supported with accommodations to ensure academic achievement and proficiency. FCALV incorporates programs and related monitoring in special education, Section 504, and English Language Learner, with testing, accommodations, and educational support to ensure academic and social growth.

**The Board of the above-named charter school, operating under a current contract with a start date of July 1, 2020, and a five-year expiration date of June 30, 2025, requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following: 3 Enrollment: Expand enrollment in existing grades and facilities and 7. Facilities: Occupy additional sites.**

**To clarify, FCALV seeks to construct a two-story annex classroom building of approximately 20,017 sq. ft. with 17 additional classrooms (including specialty classrooms in science classrooms, computer lab, art classroom, and music classroom). The proposed annex would primarily be occupied by high school level students/courses with its own multipurpose room/cafeteria, administrative offices, staff workroom and restroom, food service areas, storage, and six single-use and two multi-use student restrooms (M and F). This construction would be on the current campus of FCALV on the east side of the property adjacent to the gymnasium. The proposed two-story annex classroom building would be connected to the second floor of the main building by an elevated pedestrian bridge. Additionally, all remaining natural grass would be replaced with artificial turf. Additional parking would be on the east side of the property (35 spaces).**

**The two-story annex classroom building would be funded through bond financing, adding secondary debt to our primary bond purchasers. The professional participants in the secondary bond financing event would be identical to a primary bond event – RBC Capital Markets (Mr. John Solarczyk), Warren Charter Law – Bond Counsel (Mr. Terry Warren), and Kutak Rock LLC – Bond counsel (Mrs. Jessica Shaham). This would go to a straight-to-financing bond (second) issuance without the additional need or costs of a developer or project facilitator. This would not be a design-build; instead, FCALV has hired an architectural firm – Encompass Studios (Mr. Barrett Powley). The construction would bid for**

**licensed contractors and be selected for a contract by the FCALV BODs in alignment with NRS and NAC.**

FCALV seeks this expansion in response to the classical school community to serve more students with a classical school education (K-12). As of September 1, 2022, FCALV had an enrollment of 940 students, with 1,060 students on its waitlist. A preponderance of those students on the waitlist is in Kindergarten and siblings awaiting preference. FCALV retained (pre-lottery) 88.6% and retained (post-lottery) 82.0% of its students from the 21-22 to the 22-23 school year. FCALV has a weighted lottery – 3.0 in FRL and 4.0 in Special Education, which would statistically benefit from the expansion.

FCALV has developed a target model for underserved communities in its community. Specifically, FCALV has completed and submitted an Enrollment and Recruitment Plan to recruit and retain a more-diversified student population. In addition, FCALV has collected a significant amount of data to better know our community, identified as the school's zip codes by student enrollment (89130) [16.2%] and adjoining zip codes (89129 to the W) [5.6%], (89108 to the SW) [15.8%], (89031 to the NE) [9.9%], and (89032 to the SE) [15.4%].

FCALV geography significantly contributes to its racial/ethnic diversity, with the continuous growth of Hispanic/Latino students. To increase enrollment of minority and FRL students, FCALV plans to target the 89108 and the far west areas in the 89031 and 89032 zip codes. Additionally, student support and licensed staff training are needed to best support diverse FRL and SpEd populations to ensure robust recruitment and retention. This includes better academic, behavioral, and basic needs (NSLP) support for students.

FCALV is unified in that classical school curriculum and instruction benefit all students regardless of race/ethnicity, economic status, academic status, language status, or disability.

FCALV affirms specific expectations of its Academy -- Statement of Outcomes: 1) Index scores aligned to 4-Star Ratings in ES, MS, and HS; 2) Annual 'Good Standing' in the SPCSA's Academic, Financial, and Organizational Frameworks; 3) Implementation of *Restorative Justice* aligned with classical school virtues; 4) Implementation of the Enrollment and Recruitment Plan to improve diversity enrollment and retention; 5) maintenance of high levels of communication and engagement to ensure community understanding of the school's mission and goals; and 6) maintenance of a *Memorandum of Understanding* with Hilldale K-12, providing curriculum, materials, and professional development that aligns for Nevada Content Standards.

The critical components of the FCALV educational model are founded in the classical school curriculum, instruction, and pedagogy. They are defined in the trivium, consisting of the **grammar stage (K-5)**, **logic stage (6-8)**, and **rhetoric stage (9-12)**. **The grammar stage** teaches raw facts to children through memorization, rote learning, and books. Children love to learn plain facts at this age, even though they don't know their implications or all about them. In this phase, we teach children basic Latin to have a more holistic understanding of words and their origins. **The logic or dialectic stage** teaches children to understand the facts they learned in the grammar stage. Here we continue the study of Latin, which aids them in defining their terms. We also introduce them to debating techniques to make a point logically. **The rhetoric stage** is the last, and high-school-aged students learn to present facts and logically formed arguments in a persuasive and winsome manner.

FCALV utilized the principles of *Restorative Justice* in academy-wide discipline; moreover, the disciplinary plan of the academy aligns with the philosophy of restorative justice. **Empowering students to resolve conflicts on their own and in small groups**, FCALV brings students together in peer-mediated small groups to talk, ask questions, and air their grievances – Grades K-5 are led by the counselor and special education administrator; Grades 6-12 are led by the assistant principal. The goal is to find resolution and understanding while limiting punitive punishments. As a classical academy, training in virtue and manners is embedded in the academy’s culture, whereas FCALV has no “Rules.” Instead, the academy focuses on Honesty, Respect, Courage, Integrity, Citizenship, Cooperation, Responsibility, and Perseverance as the Pillars of character modeling and development.

FCALV was actively involved in MTSS and logging into that system; however, it was clear that FCALV did not experience issues beyond Tier 1 infractions. FCALV uses the IC Discipline Portal for the 22-23 school year. For the 21-22 school year, remarkable data in Student Discipline indicated that Black students had slightly higher incidents of formal discipline. While FCALV enrolled about 7% of Black students, formal discipline data showed 13.7% of discipline events were logged as Black students, almost half that 13.7% were enrolled as FRL, and a slightly larger percentage were enrolled as SpEd. FCALV is committed to reflecting on this data and being mindful of the root causes of the behaviors so as not to show an extreme bias to any student subgroup.

FCALV did a comprehensive analysis of data in its commitment to acknowledge and improve to ensure enrollment diversity and equity commensurate with the neighborhood and zip codes it serves. FCALV has a weighted lottery – 3.0 in FRL and 4.0 in Special Education and is **completing the final stages of the National School Lunch Program.**

Greater specificity is included in the FCALV Enrollment and Recruitment Plan.

FCALV values affiliate membership with Hillsdale K-12 – funded by the BCSI -- whose sole purpose is to bring high-quality classical education to public school students and the opportunity to exercise a school choice option under the guidance of the SPCSA.

FCALV’s approach is unique. Our primary focus is the Liberal Arts – they are the foundation of our humanity and our collective experiences and interactions with each other. We are a classical school, and what we do is “a bit different,” conserving those ideas and systems that work while still open to common sense changes that improve instruction and benefit the student’s long-term academic and social maturation. The goal of our school is to share the story of us (as a people) -- Who are we? What are we? Why are we? by providing students a comprehensive, organized, and objective collection of shared knowledge that sets a foundation for meaningful discussions; hence, the school is a deep dive into the emergence and growth of Western Civilization and its influences on the United States. We acknowledge that teachers make great efforts to provide your children and their students with the gifts of knowledge and virtue. The balance of these gifts is embedded in classical school instruction with high expectations placed on our school -- through its staff -- to **model** those behaviors. We are ever cognizant that when children and students witness virtuous actions and hear the kind words of trusted and respected adults, that best predicts the kind of adults they will be at maturity.

In addition to the SPCSA, FCALV benefits from support and partners with essential community and other organizations to contribute to the school’s success. These include Cognia Global National Accreditation,

Hillsdale K-12 (BCSI), American Association of School Personnel Administrators, Charter School Association of Nevada, Project 150, Northwest Area Residential Association, S&P Global, and NIAA.

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



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

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

For the: Founders Classical Academy of Las Vegas

Date Submitted: October 3, 2022

Current Charter Contract Start Date: July 1, 2020

Charter Contract Expiration Date: June 30, 2025

Key Contact: Ronald Fick

Key Contact title: Principal

Key Contact email and phone: [ronald.fick@fcalv.net](mailto:ronald.fick@fcalv.net)

Date of School Board approval of this application: September 27, 2022

### Deadlines

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

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

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

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

1.  [Add Distance Education](#)
2.  [Add Dual-Credit Program](#)
3.  [Change Mission and/or Vision](#)
4.  [Eliminate a Grade Level or Other Educational Services](#)
5.  [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#)
6.  [Enrollment: Expand Enrollment in \*\*Existing\*\* Grade Level\(s\) and Facilities](#)
7.  [Enrollment: Expand Enrollment in New Grade Levels](#)
8.  [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#)
9.  [Facilities: Occupy New or Additional Facility](#)
10.  [Facilities: Occupy a Temporary Facility](#)
11.  [Facilities: Relocate or Consolidate Campuses](#)
12.  [RFA: Transportation](#)
13.  [Change of Incorporation Status](#)
14.  [Other changes](#)

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## **Introduction**

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

The SPCSA have now add a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for most frequently requested RFA applications.

If you're submitting RFAs in one of these areas, the following guidance may help you prepare and process your application faster

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

## **Most Frequent Request For Amendment Applications**

Here are the four most frequently Request For Amendment (RFA) application types submitted to the Authority for approval by the SPCSA board. If you are requesting one of these RFA types, then you may follow the below described abbreviated process.

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

Below are the processing requirements of the RFA types above. Complete the following check marked items (☒) from the overall application requirements list below. You do not need to respond to the unchecked areas.

## Sections Required

The below focused requirements are only for schools seeking approval for the above RFA types. RFAs for Facility acquisitions or expansions have additional requirements described below:

- Executive Summary
- Meeting The Need
  - Expansions to new grade levels or new campuses must complete the Meeting the Need section.
  - Lottery RFAs must include Meeting the Need section for relevant sections.
  - Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan
  1. Not required for Dual Credit or Distance Education RFAs assuming fiscal cost impacts less than 5%.
  2. Enrollment RFAs: complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
  3. Facility RFAs: complete the appropriate tab under the “**Facilities**” section below including the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
- Operations Plan
- RFA Specific Sections (as applicable for your RFA, as opposed to General Sections). This includes completing the “**Facilities**” related RFA section below.

All other amendment types require applicants to complete each applicable section below. Should you have questions, please reach out to Mike Dang for further guidance.

## Section I: Standard RFA Requirements

### **A) EXECUTIVE SUMMARY (Attachment: A. Executive Summary -- FCALV)**

**Required for all submissions. 4 Pages or less per RFA, If your RFA submission includes more than one requested change, this must be listed in the Executive Summary. Should you have questions, please contact Mike Dang.**

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members
2. Statement and overview of the mission and vision
3. Specific statement of the request

(Example:) “The Board of the above named charter school, operating under a current contract with a start date of \_\_\_\_\_ and a six-year expiration date of \_\_\_\_\_ requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO or CMO
- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses
- 9. Facilities: Occupy a temporary facility
- 10. Other (specify): \_\_\_\_\_

(See full list above of RFA amendment types)

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

4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.
5. Description of proposed target model and target communities
6. Statement of outcomes you expect to achieve across the network of campuses
7. Key components of your educational model for the expanded school
- 8. Describe the charter school’s plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.**
- 9. Describe the charter school’s plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.**
10. The values, approach, and leadership accomplishments of your school or network leader and leadership team
11. Key supporters, partners, or resources that will contribute to your expanded school’s success.

## *NOTES*

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate “No change” for any below requested response that has not changed from your charter school contract.**
3. **Indicate “N/A” for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond “N/A” to any Specific Requirements RFA section for which they are not applying.**
4. *If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:*
  - a. *Letter from the Board chair requesting Good Cause Exemption;*
  - b. *Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and*
  - c. *The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.*
5. **To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle ( ▲ ) left of that heading.**

## **B) MEETING THE NEED**

### **TARGETED PLAN**

- (1) **Identify the community you wish to serve** as a result of the expansion or RFA and describe your interest in serving this specific community.

FCALV endeavors to provide a high-quality classical education to a diverse student population. The academy serves a preponderance of students from the following zip codes: (89130) [16.2%], (89108) [15.8%], (89032) [15.4%], (89031) [9.9%], (89131) [8.6%], and (89129) [5.6%], comprising 71.5% of FCALV’s enrollment near our single-site campus. The overall goal of Hillsdale K-12, in which FCALV is a member school, is to bring classical instruction, pedagogy, and

materials to public school students and to embrace the school-choice movement. FCALV aligns with that goal, adding that classical school education is an excellent educational option accessible to all students regardless of gender, race, ethnicity, disability, economic status, or second language challenges. Moreover, FCALV is a K-12 school that many in our community appreciate a single campus that knows its families and community and promotes sibling and family connectedness.

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

Although FCALV has grown each year over the last nine years, the academy's expansion model has demonstrated restraint and careful strategic planning. FCALV has incrementally added new classes to grow the school four-wide (K-10) and to encourage matriculation. For the 22-23 school year, FCALV has an 82% retention rate with precise data that monitors the academy's withdrawal and related rationales. Currently, FCALV's Kindergarten – 2<sup>nd</sup> grade is four-wide, 3<sup>rd</sup> – 8<sup>th</sup> grade is three-wide, 9<sup>th</sup> – 11<sup>th</sup> grade is two-wide, and 12<sup>th</sup> grade is one-wide. This slow growth was purposeful and measured a) to grow a vibrant and successful academy from the foundational primary grades forward and b) to build positive K-12 school culture. Even with a current enrollment of 940 students and, unfortunately, 1,060 waitlisted students, FCALV seeks to continue to grow its enrollment slowly and incrementally over seven years.

## **GROWTH RATE AND RATIONALE**

**(1) Specifically identify the key risks associated with this growth plan** and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

FCALV is mindful of regulated growth to ensure proper staffing, training, and the academy's educational programming quality. Classical school instruction is different from progressive school instruction; this demands proper onboarding, orientation, training, and mentoring of new staff. FCALV's highest priority is a well-trained teacher in each classroom to provide classical school curriculum and pedagogy with fidelity while always cognizant of Nevada Content Standards and Nevada standard assessments. This is the academy's greatest challenge, and we are committed to a growth trajectory in alignment with high-quality instruction, positive school culture, and alignment to the goals and Standards of the SPCSA. FCALV has been fortunate to witness increased interest in classical schools with full student waitlists and increased teacher candidates. FCALV will work with Hillsdale K-12 to implement a recruitment plan in preparation for our significant growth years 24 -25 and 28-29.

FCALV has benefited from a previous transition to its current campus and a successful annex expansion of 11,430 sq. ft. in 2020. Additionally, FCALV had experience in successful bond financing in 2019. FCALV board and administrative team know the importance of quality partners in construction and bond financing. They have the experience to anticipate the costs and growth processes of additional construction that includes 17 other classrooms (including specialty classrooms in science classrooms, computer lab, art classroom, and music classroom).

**(2) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.**

FCALV has grown carefully and thoughtfully as the academy enters its ninth year of operation. Previous expansion from 2017 to the present, including the transition to the current school property that housed students in portable classrooms in 2017-2018, to the construction and occupancy of FCALV's existing two-story main building in 2019 and

its successful bond financing, to the construction and occupancy of a one-story classroom annex 2019-2020, to the current RFA for the construction and occupancy of this proposed two-story annex and related bond financing (additional bonds); all of these facilities and student growth has been led by exceptional board members and executed by Principal Fick. In addition, Principal Fick has experience in this development process through planning and architecture, assembling a bond financing team, submission for RFA to the SPCSA, taking the construction project to bid, and properly furnishing facilities to support teacher and student needs.

For FCALV, the most relevant challenges are construction timelines, the safety of students during construction, and inconvenience to the school day. FCALV has hired *Encompass Studios*, who has provided architectural services and collected proposed/anticipated construction costs (from reputable licensed contractors) at prevailing wage in the worst-case scenario economic situation. Moreover, as our partner, they are committed to completing the project on time and have begun work in advance of the RFA approval to initiate final architectural plans, authorization, and permitting to ensure timelines are met for a 24-25 open of the proposed two-story annex building.

FCALV has had valuable experience in construction on its school site and budget and bond financing. Additionally, the school has experience bringing a new building online and anticipating and estimating operations costs.

## **PARENT AND COMMUNITY INVOLVEMENT**

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

FCALV has been in regular direct and indirect communications about the two-story annex classroom building of approximately 20,017 sq. ft. with its community. Specifically, the expansion project has been a regular item of discussion on the monthly FCALV Board agenda (posted), the Ad Hoc Expansion Committee agenda (posted), the local HOA NARA meetings (posted and hosted at FCALV campus), PTO monthly meetings, newsletters, family events and orientations; and staff meetings. The architecture layout has been shared with the academy's classical school committee for feedback and suggestions. Additionally, the entire school staff is aware and encouraged to share input on the project and its goals.

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

FCALV family and neighborhood communities support the academy's future expansion. NARA appreciates the high-quality seats in the 89130-zip code and regularly commends us as a community partner. FCALV will continue to have regular and committee board meetings to collect community input, and the academy will continue to share construction timelines, architectural plans, costs, and programmatic/operation adjustments anticipated with increased enrollment and an additional annex building.

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

FCALV is a K-12 classical academy that allows families to grow with the school in alignment with its mission and beliefs. The academy is very purposeful in its mission to teach virtue through knowledge and example, as all of our community are expected to be role models for others. Our most significant partnership is the understanding that our shared values – are embedded in the academy's virtues (Honesty, Respect, Courage, Integrity, Citizenship, Cooperation, Responsibility, and Perseverance). FCALV has no school rules; instead, the academy is built on an agreement with parents to teach and model these futures exclusively and not assume the role of the parent. FCALV

knows that the word discipline is derived from the Latin – to provide knowledge. FCALV and its community see the power of shared purpose and clear delineations between school and family. FCALV has an Onboarding, Orientation, and Community Outreach office that makes every effort to meet with every new family and align them with knowledge about classical school instruction and character-building. Our PTO is active with many family events and fun activities that support community building. Parents are also regularly solicited and participate in committees or groups to discuss important school and community issues.

**(4) Discuss the community resources that will be available to students and parents at the expanded school.**

Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school’s core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment Partner**, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

FCALV has strategic relationships include: a) Hillsdale College as a *Member School* of Hillsdale K-12 (BCSI), providing curriculum, pedagogy, materials, training, and visitation/feedback at no cost; b) Cognia Global National Accreditation, providing school self-study and visitation/feedback at approximately \$1,200.00 annually; c) Charter School Management Corporation (CSMC), providing budget, payroll, and grant assistance at \$99,996.00 annually; d) Founders Education Legacy, providing philanthropic and retiree payroll services at \$22,000.00 annually; e) Northwest Area Residential Association -- NARA, providing community participation and partners at no cost, f) and the Nevada Interscholastic Athletic Association –NIAA, providing access and participation in high-quality sports programs at \$1,100 annually.

**(5) Describe the school’s ties to and/or knowledge of the target community.** How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

FCALV regularly communicates with the Northwest Area Residential Association – NARA – as this community organization represents the most prominent physical presence in our local community. NARA is well-connected politically (city and county) and to local businesses. FCALV has completed a recent deep dive into the demographics of its school community and related zip codes as part of its **Enrollment and Recruitment Plan** to gain greater knowledge of the community and its diversity. FCALV’s Onboarding, Orientation, and Committee Outreach office is building a relationship with *Project 150*, a local (a mile away) non-profit that assists high school youth in supporting this charity’s efforts. FCALV is proud of its relationships in the Arts, including *City of the World* (a permanent art exhibit at Meadows Mall and our music programs that perform for local audiences. FCALV has learned that cooperation and communication with its regional associations, non-profits, daycare/Head Start programs, politicians and community leaders, and business owners/managers have led to a greater understanding of its community and its needs. We will continue to invite our community to tour our school (weekly Tuesday tours at 9:00 am) and promote our mission to support a safe school environment with high-quality instruction.

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

To date, FCALV has been working with these partners related to the proposed expansion: a) **NARA** – local community communication and feedback on construction and traffic; b) **Odyssey Partners** – general guidance on property development; c) **CSMC** – Financial assumptions and budget projections; d) **Korte Construction** – General construction assumptions and trends; e) **Encompass Studios** – Architectural; f) **S&P Global** – Annual bond rating; g) **RBC Capital**

**Markets** – Bond marketing and sales information and market updates; h) **Kutak Rock Law** – Seller’s legal counsel information, i) **Warren Law** – Buyer’s legal counsel information, and j. **Campanile Group** – Market Advisor.

## **C) ACADEMIC PLAN NO CHANGE**

### **MISSION & VISION -- NO CHANGE**

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

Explain whether the proposed mission and vision for the school/network is different from the existing school’s mission and vision and how they differ. Describe the reasoning behind any modifications.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

### **CURRICULUM & INSTRUCTIONAL DESIGN -- NO CHANGE**

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

#### (1) Historical Performance

- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
  - (i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator’s contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning’s STAR, etc.). If provided, describe student performance on these metrics.
  - (ii) ***Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.***
- (b) **Interventions:** Please explain any past performance that has not met the organization’s expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

#### (2) Academic Vision and Theory of Change

- (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

#### (3) Performance Management

- a) **Measuring Progress:** Describe the school’s approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.

- a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
  - b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
  - c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
  - d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
  - e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at [http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment\\_Template.xlsx](http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment_Template.xlsx)) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
  - f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
  - g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
  - h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general education curriculum in the least restrictive environment, and fulfill NV’s required Response to Intervention model.
  - i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
  - j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school’s comprehensive strategy to ensure that all pupils are making accelerated academic progress.
  - k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

## **SCHOOL STRUCTURE: CALENDAR AND SCHEDULE NO CHANGE**

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.
- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.
- c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

## **DISTANCE EDUCATION**

(Distance Education Expansion Amendments)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

## **PRE-KINDERGARTEN PROGRAMS N/A**

(All Operators Currently Operating or Proposing to Operate Pre-K)

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

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially

and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

## **HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS NO CHANGE**

*(New High School Amendments Only)*

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

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

## **SPECIAL POPULATIONS NO CHANGE**

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

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

## Special Education NO CHANGE

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
  - a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
  - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
  - a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.
- (4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

## Staffing NO CHANGE

How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

- (1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?
- (2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?

- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

## **D) FINANCIAL PLAN**

**This section must be completed for all applications.**

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services. *NO CHANGE*
- (2) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs. **Attachment FCALV 220826-RFA-Budget-Workbook-FY23-Fall**
- (3) Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
  - (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment FCALV BUDGET NARRATIVE**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
  - (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
  - (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
  - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
  - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (4) Submit a completed financial plan for the proposed school as an **Attachment FCALV Budget Projections 2022-09-28 --RFA** (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (5) Submit, as an **Attachment** \_\_\_\_, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative). **N/A**
- (6) Provide, as an **Attachment** \_\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility. **N/A**

- (7) Complete the audit data worksheet in **Attachment** \_\_\_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state’s charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** \_\_\_\_\_. **N/A**
- (8) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school’s fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school. *NO CHANGE*
- (9) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance. *NO CHANGE*

## **E) OPERATIONS PLAN**

◆ **Indicate “No Change” to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.**

1. Historical performance; **No Change**
  - (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
  - (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?
  - (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?
2. Organization governance structure & board development: **No Change**
  - (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses
  - (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
  - (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.
  - (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.
3. Organization charts and decision-making authority: **No Change**
  - (a) Provide the following organizational charts:
    - (i) Current

- (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
- (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

4. Describe the proposed organizational model; include the following information: **No Change**
  - a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment** \_\_\_)
  - b) Resumes of all current leadership (provide as an **Attachment** \_\_\_).
  - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** \_\_\_)
5. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as: **No Change**
  - (a) School leadership;
  - (b) School business operations and finance;
  - (c) Governance management and support to the Board;
  - (d) Curriculum, instruction, and assessment;
  - (e) At-risk students and students with special needs;
  - (f) Performance management; and
  - (g) Parent and community engagement.
6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment** \_\_\_). **No Change**
7. Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff. **No Change**
8. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance? **No Change**
9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

#### **LEADERSHIP FOR EXPANSION No Change**

- a) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions. **No Change**
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment** \_\_\_). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network. **No Change**
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** \_\_\_) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2022-23 school

year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses. **No Change**

**STAFFING**

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

This spreadsheet represents “projected” employee positions added by year in response to proposed student enrollment growth – 2023-2029 (6 years).

Year	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
HS Foreign Language Teacher						1
3 <sup>rd</sup> Grade Teacher	1					
ES-MS PE Teacher	1					
MS-HS ELA Teacher		1				1
MS-HS Math Teacher		1				1
MS-HS Science Teacher		1				1
MS-HS History-Social Studies Teacher		1				1
ES-MS Art Teacher		1				
ES-MS Music Teacher		1				
ES Special Education Teacher		1				1
4 <sup>th</sup> Grade Teacher		1				
5 <sup>th</sup> Grade Teacher		1				
Dean of Students		1				
Campus Security Monitor		1				
Custodian		1				
Administrative Assistant – Dean’s Office			1			

**HUMAN CAPITAL STRATEGY No Change**

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.*

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers. **No Change**
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain: No Change**
  - 1) How the school plans to identify leadership internally and externally;

- 2) Who will be responsible for hiring leaders;
  - 3) Formal and informal systems that will prepare leaders for their responsibilities;
  - 4) The school’s philosophy regarding internal promotions;
  - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
  - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development. **No Change**
  - d) **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators? **No Change**
  - e) **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable. **No Change**

**SCALE STRATEGY**

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses. **No Change**
- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states. **No Change**
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open. **No Change**
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada. **No Change**
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment** \_\_\_\_. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization. **No Change**
- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally. **No Change**

Function	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision-Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				

Professional Development				
Data Mgt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

## STUDENT RECRUITMENT AND ENROLLMENT

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

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

please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

FCALV completed a comprehensive **Recruitment and Enrollment Plan [REP]**, specifically in the areas ‘economically disadvantaged’ and ‘students with disabilities.’ The academy currently has a SPCSA-approved *weighted lottery* in FRL and Special Education.

Due to high retention, sibling preference, and staff preference, FCALV’s **REP** focuses on action steps focused and both recruitment and retention (primary at kindergarten) with specific goals, objectives, timelines, and responsible parties across all grade levels. Currently, FCALV marketing is targeted to incoming kindergarteners and students located in the 89108 and the far west areas in the 89031 and 89032 zip codes.

**Statement of Need** -- To recruit and retain a diversified student population, certain subgroups need additional academic, behavioral, and economic supports and resources to ensure a successful educational experience.

**Recruitment and Enrollment Goals** -- FCALV selects two areas of need that are specifically related to current initiatives – the growth of FRL and SpEd populations. The Black student population need will be addressed outside this plan. Additionally, FCALV has limited seats available to Grades 1-12 due to high student retention; therefore, some action steps will be focused specifically on new Kindergarten for recruitment and retention.

**Goal 1:** To recruit and retain a diversified student population, FCALV will increase its percentage of FRL [Economically Disadvantaged] student population by 5% per year until the school’s FRL student population is 39.5% as measured by both *Infinite Campus* enrollment data (post lottery) and the *Nevada Report Card* (22-23).

**Goal 2:** To recruit and retain a diversified student population, FCALV will increase its percentage of SpEd [Students with Disabilities] student population by 5% per year until the school’s SpEd student population is 10% as measured by both *Infinite Campus* enrollment data (post lottery) and the *Nevada Report Card* (22-23).

### Recruitment and Enrollment Objectives, Action Steps, Timeline, and Monitoring

#### **Goal 1: List of Objectives**

Recruit – Targeted direct mail into zip code 89108 (4x) (Oct 2022, Dec 2022, Jan 2023, & Feb 2023). Principal. [*Bulk Mail Address List and USPS Receipt*].

Recruit -- Implement a FRL Weighted Lottery of 3.0 (January 2022). Registrar. [*Lottery Weight Requests, Confirmed Eligibility, Seat Offered, and Enrolled*].

Recruit & Retain -- Implement a FRL program with NDA, providing lunch to qualifying students in the National School Lunch Program (September 2022). Principal. [*FRL Eligibility List, Percentage Utilizing the NSLP, and Annual Retention List of FRL Students*].

Retain -- Develop and implement a school-wide onboarding and orientation plan that supports new and existing FRL students and families with targeted supports and communications for students and their families led by a Spanish-speaking employee (August 2022). Counselor & Adm Assistant – Onboarding and Community Outreach. [*FRL Exit Surveys and Annual Retention List of FRL Students*].

Retain – Provide employees training on the identification and support for *Economically Disadvantaged* students through Project 150. (October 2022). Counselor & Adm Assistant – Onboarding and Community Outreach. [*Annual Training Agenda and Participant List*].

Recruit – Physically visit and provide recruitment (tour) information to feeder pre-schools and early childhood learning centers (both providers and families) at least quarterly to promote accessibility to support for *Economically Disadvantaged* families. (Oct 2022, Dec 2022, Jan 2023, & Feb 2023). Administrator & Adm Assistant – Onboarding and Community Outreach. [*List of Assigned Early Childhood Centers & Contacts and Sign-In Sheets for School Tours*].

Retain – Draft and distribute a quarterly *Community Resource Newsletter* with important support services for economically-disadvantaged students (Oct 2022, Dec 2022, Feb 2023, & Apr 2023). Counselor & Adm Assistant – Onboarding and Community Outreach. [*List of Recipients and Distribution Counts/Dates*].

Retain – Develop and implement a cooperative relationship with *Project 150*. The mission of Project 150 is to provide support and services to homeless, displaced, and disadvantaged high school students so they can remain in school, graduate, and build bright futures. This non-profit organization is within one mile of the FCALV campus. (August 2022 – May 2023). Counselor & Adm Assistant – Onboarding and Community Outreach. [*List of Project 150 Outreach and Referrals*].

Retain – Administer a FAMILY EXIT SURVEY to better understand the reasons and rational for FRL withdraws (October 2022 – May 2023). Onboarding and Community Outreach

## **Goal 2: List of Objectives**

Recruit -- Implement a SpEd Weighted Lottery of 4.0 (January 2022). Registrar. [*Lottery Weight Requests, Confirmed Eligibility, Seat Offered, and Enrolled*].

Retain -- Develop and implement a school-wide onboarding and orientation plan that supports new and existing SpEd students and families with targeted supports and communications for students and their families (August 2022). Counselor & Adm Assistant – Onboarding and Community Outreach & SpEd Facilitator. [*FRL Exit Surveys and Annual Retention List of SpEd Students*]

Recruit – Physically visit and provide recruitment (tour) information to feeder pre-schools and early childhood learning centers (both providers and families) at least quarterly to promote accessibility to support for *Students with Disabilities* families. (Oct 2022, Dec 2022, Jan 2023, & Feb 2023). Administrator & Adm Assistant – Onboarding and Community Outreach. [*List of Assigned Early Childhood Centers & Contacts and Sign-In Sheets for School Tours*].

Retain – Provide employees training on the assessment of *Student with Disabilities* – “Grading Students with Disabilities” (NASET). (October 2022). SpEd Facilitator. [*Annual Training Agenda and Participant List*].

Retain- Provide employees training on working with students with disabilities- “Introduction to Learning Disabilities” (NASET). (January 2023). SpEd Facilitator. [*Annual Training Agenda and Participant List*].

Retain -- Provide training to SPED department employees about communicating with parents and staff – “Meeting and communicating with Staff and Parents” (NASET) (September 2022). SpEd Facilitator. [*Annual Training Agenda and Participant List*].

Retain – Draft and distribute a quarterly Special Programs Committee Newsletter. The Newsletter will provide information on a variety of topics (i.e. Tips and Tricks for reading, ADHD articles, how to help

your student be prepared for school after a break, how to set up study time/ area), upcoming school activities, events, or testing (Oct 2022, Dec 2022, Feb 2023, & Apr 2023). SpEd Facilitator & Teachers. [List of Recipients and Distribution Counts/Dates].

Retain -- Implement “Welcome back to school cards” for students receiving SPED services- (August 2022). SpEd Facilitator & Teachers.

Retain -- Provide parents monthly progress reporting. SpEd Facilitator

Recruit & Retain – Focus the K-5<sup>th</sup> RTI program. The RTI program is implementing in class Tier 1 & 2 interventions. Students are identified for interventions in conjunction with RB3 guidelines and identification baseline of the 39% percentile. Students will be monitored through weekly data collection, and quarterly MAPs benchmark testing to identify if a student needs to be referred for an evaluation with the School Psychologist for Special Education services (August 2022 – May 2023). TSOAs & SPED Facilitator & Academic Literacy Coach

Retain – Administer a FAMILY EXIT SURVEY to better understand the reasons and rationale for SpEd withdraws (October 2022 – May 2023). Onboarding and Community Outreach & SpEd Facilitator

- b. Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school’s current zoned schools.

FCALV has worked to improve the schools track record of recruiting and retaining a diverse student population reflective of its community.

FCALV Internal Race/Ethnicity Demographic Data Analysis:

By percentage, the White population of all FCALV students and of K-5 students has decreased over the last 4 years from 45% in 19-20 to 39% 22-23. By percentage, the White population of Kindergarten students is static over 4 years.

By percentage, the Hispanic/Latino population of all FCALV students has increased over the last 4 years from 36% in 19-20 to 40% 22-23. By percentage, the Hispanic/Latino population of all FCALV of K-5 students has increased over the last 4 years from 33% in 19-20 to 40% 22-23. By percentage, the Hispanic-Latino population of Kindergarteners over the last 4 years from 33% in 19-20 to 44% 22-23.

By percentage, the Black population of all FCALV students and of K-5 students is static over the last 4 years at 7%. By percentage, the Black population of Kindergarteners decreased over the last 4 years from 9% in 19-20 to 4% 22-23.

FCALV Internal FRL/IEP Demographic Data Analysis:

**By Percentage, FCALV overall retained (pre lottery) 88.6% and retained (post lottery) 82.0% of its students from the 21-22 to the 22-23 school year. Of those withdrawing, 31% left Clark County; 29% went to the CCSD (a great majority in grades 6-12); 29% went to another charter school, 9% to Homeschooling, and 2% to local Private Schools.**

By Percentage, the FRL population of all FCALV students has decreased over the last 4 years from 27.31% in 19-20 to 21.14% 22-23. FCALV is implementing the National School Lunch Program through NDE in October 2022. To date, FCALV has had limited participation in the NSLP form interest or completion due to no lunch program being offered. Moreover, there is some community sentiment against receiving a free and reduced lunch product due to the quality

(and satisfaction) of the paid-for lunch program and a lack of enthusiasm to share financial information on the required forms.

By percentage, all students with IEPs have increased over the last four years from 5.57% to 6.52%.

FCALV's SpEd population has stayed between 4.77% and 6.63% in the 2019-2022 school years -- 2019-2020 6.63%, 2020/2021 4.77%, 2021-2022 5.08%, and 2022-2023 with an anticipated 6.70%). The number of students in SpEd retained at FCALV has grown over the past four years. In 2019-2020 school year, FCALV retained 66% of its SpEd population, in 2020-2021 FCALV retained 70% of its SpEd population, in 2021-2022 90% of its SpEd population was retained.

FCALV's retention is also affected by the number of students who are exited from services each school year. In 2019-2020 school year, FCALV exited 16% of its SpEd population, in 2020/2021 FCALV exited 10% of its SpEd population, and in 2021-2022 school year 15.21% of the SpEd population was exited from services.

FCALV SpEd students left the school for various reasons. In 2019-2020 school year FCALV had 16% of the SpEd population leave and attend CCSD school, 6% left to attend another charter school, 2% left and homeschooled, 2% left and went to private school, and 6% moved out of state. In the 2020-2021 year, FCALV had 20% of the SpEd population leave and attend CCSD school, 5% left to attend another charter school, 5% left and homeschooled, 0% left and went to private school, and 0% moved out of state. In 2021-2022 year, FCALV had 4.34% of the SpEd population leave and attend CCSD school, 4.34% left to attend another charter school, 0% left and homeschooled, 0% left and went to private school, and 0% moved out of state.

Due to the strong academic nature of FCALV's Kindergarten program students who enroll with a DD eligibility have been exited. In 2019-2020, FCALV had 4 students enroll with an eligibility of DD, and all four were found not eligible at their 6<sup>th</sup> birthday re-evaluation.

In 2020-2021, FCALV had 0 students enroll with a DD eligibility. In 2021-2022, FCALV had 0 students enroll with a DD eligibility.

Currently, for the 2022-2023 school year FCALV has enrolled 1 student with a DD eligibility.

#### FCALV Academic Demographic Data Analysis:

This data is a representation of 21-22 Second Semester Grades by Race/Ethnicity, FRL, and SpEd, specifically "remarkable" data.

In middle and high school courses, Hispanic/Latino students failed Math courses at a higher percentage, specifically, 40.4% of the cumulative F grades were FRL students. A similar trend was evident in Algebra I, specifically, 62.5% of the cumulative F grades were FRL students.

In middle and high school courses, FRL students failed Math courses at a higher percentage, specifically, 41.5% of the cumulative F grades were FRL students. A similar trend was evident in Geometry, specially, 44.4% of the cumulative F grades were FRL students.

In middle and high school courses, SpEd students did not fail core courses at a higher percentage.

This data is a representation of 21-22 ACT. By Percentage, the average 11<sup>th</sup> Grade ACT Composite Score was 19.9 with the average White ACT Composite Score as 22.07, the average Hispanic/Latino ACT Composite Score as 18.55, the average Black ACT Composite Score as 12.5. The 21-22 11<sup>th</sup> Grade was comprised of 29 students who participated in the ACT.

This data is a representation of 21-22 Graduation. By Percentage, 100% of the 30, 12<sup>th</sup> grade student successfully completed the graduation requirements, including by percentage 100% White, 100% Hispanic/Latino, and 100% Black.

### Discipline by Race Ethnicity, FRL, and SpEd

Remarkable data in Student Discipline indicated Black students had slightly higher incidents of formal discipline. While FCALV enrolled about 7% Black students, formal discipline data indicated 13.7% of discipline events were logged as Black students, almost half that 13.7% were enrolled as FRL, and a slightly larger percentage were enrolled as SpEd.

### FCALV Comparative Demographic Data (21-22) – Quest NW ES-MS and Parson ES

FCALV, Quest NW, and Parsons ES are within one mile of each other. Parsons ES is .9 mile to the East of FCALV.

By White Student Population, FCALV has 39%, Quest NW has 12%, and Parson ES has 13%.

By Hispanic/Latino Student Population, FCALV has 40%, Quest NW has 28%, and Parson ES has 50%.

By Black Student Population, FCALV has 12%, Quest NW has 49%, and Parson ES has 29%.

Therefore, FCALV has most White students, the average of Hispanic/Latino students, and has least Black students at the comparative schools.

By FRL Student Population, FCALV has 21%, Quest NW has 100%, and Parson ES has 100%. FCALV had very few eligibility forms 'physically' submitted due to not offering the National School Lunch Program in 21-22.

By SpEd Student Population, FCALV has 6.7%, Quest NW has 11.32%, and Parson ES has 16.77%. FCALV is has the least enrolled SpEd students.

### FCALV Comparative Demographic Data (21-22) – Quest NW ES-MS and Parson ES

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By SpEd Student Population, FCALV has 6.7%, Quest NW has 11.32%, and Parson ES has 16.77%. FCALV is has the least enrolled SpEd students.

- c. Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which

targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery<sup>2</sup> which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

FCALV's **Enrollment and Recruitment Plan (REP) Attached** goes into detail as to its recruitment and retention goals, objectives and timelines, included targeted marketing by zip code, implementation of an NSLP, intentional recruitment from day care and Head Start programs in targeted zip codes, making appropriate accommodations in and modifications of instruction and materials to serve a diverse student population, implementing a weighted lottery in FRL and Special Education, and providing additional tutoring, onboarding, orientations, and resources available to our school community.

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

FCALV's enrollment calendar -- applications and windows -- has remain consistent, and like other SPCSA schools, throughout its 8+ years of operation. Generally, *Intent to Returns* are requested before Winter Break with a two-week extension (end of second week in semester two) where FCALV calls families to collect missing data. From the return from Winter Break until the Friday before the lottery, FCALV provides additional weighted lottery reminders to collect supporting documents. After a minimum of 45 days, FCALV holds its lottery on the second or third Friday of February at 9:00am, dependent on the 45 days. Those who have won sets in the lottery are informed by letter and email during the week immediately following the lottery.

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

FCALV looks to grow slowly with a focus on sustaining the quality of programs, instruction, and staff. FCALV's **Planned Enrollment** reflects a 28:1 student to teacher ratio and a proposed growth plan that results in a four-wide academy with some anticipated withdraws in the 11<sup>th</sup> and 12<sup>th</sup> grades due to further exploration of school choice. This will result in graduated and methodical growth except for the 2024-25 school year where FCALV elects to add both a 4<sup>th</sup> and 5<sup>th</sup> grade classroom simultaneously. FCALV is committed to its 28:1 ratio, projecting a maximum 102 Kindergarten students, 112 1<sup>st</sup> – 10<sup>th</sup> grade students, 81 11<sup>th</sup> graders, and 54 12<sup>th</sup> graders in the 2029-30 school year. **FCALV sets reenrollment targets for overall student retention of 85% overall and for all subgroups.** For the 2022-23 school year, FCALV utilizes as more comprehensive exit survey, including race/ethnicity, FRL, ELL, and SpED indicators to ensure traditionally at-risk populations are appropriately acknowledged. These surveys, data collection, and data disaggregation will be shared by the Registrar and the Administrative Assistant over Onboarding, Orientation, and Community Outreach.

- f. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

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<sup>2</sup> See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

FCALV is fortunate to have a quality enrollment staff who work cooperatively in serving all students as well as students of special populations. The FCALV Registrar has 8+ years of institutional experience and works in cooperation with the academy Counselor (504 & McKinney-Vento). Additionally, the academy has a knowledgeable team: the administrative assistant of Onboarding, Orientation, and Outreach (FRL & McKinney-Vento), the special programs administrator (SpEd & ELL), the administrative assistant of Attendance, the administrative assistant of School Reporting, and the Business Manager over grant management. All these individuals cross-train, attend required trainings, and work in cooperation to ensure proper procedures and reporting to Bighorn, Epicenter, and the GMS. Additionally, FCALV is a member of the AASPA [American Association of School Personnel Administrators], traveling and attending 10+ days of training in the areas of effective school management.

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

FCALV's recruitment is more targeted than ever as we refocus and formalize our efforts to recruit and retain a diverse student population. FCALV currently has 940 enrolled students in the 2022-23 school year with 1,060 students on the waitlist. There is a need for additional seats; however, FCALV understands the importance of filling those seats with students more reflective of our overall community.

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

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

**Sample Excerpt**

Grade Level	Number of Students					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
27:1						
K	98	98	98	98	98	98
1	108	108	108	108	108	108
2	108	108	108	108	108	108
3	108	108	108	108	108	108
4	81	108	108	108	108	108
5	81	108	108	108	108	108
6	81	81	108	108	108	108
7	81	81	81	108	108	108
8	81	81	81	81	108	108
9	81	81	81	81	81	108
10	54	81	81	81	81	81
11	54	54	81	81	81	81
12	27	27	54	54	54	54
<b>TOTAL</b>	<b>1043</b>	<b>1124</b>	<b>1178</b>	<b>1232</b>	<b>1259</b>	<b>1286</b>

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

**Sample Excerpt**

Grade Level	Number of Students					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
28:1						
K	102	102	102	102	102	102

1	112	112	112	112	112	112
2	112	112	112	112	112	112
3	112	112	112	112	112	112
4	84	112	112	112	112	112
5	84	112	112	112	112	112
6	84	84	112	112	112	112
7	84	84	84	112	112	112
8	84	84	84	84	112	112
9	84	84	84	84	84	112
10	56	84	84	84	84	84
11	56	56	84	84	84	84
12	28	28	28	56	56	56
<b>TOTAL</b>	<b>1082</b>	<b>1166</b>	<b>1222</b>	<b>1278</b>	<b>1306</b>	<b>1334</b>

3) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
28:1+10%						
K	112	112	112	112	112	112
1	123	123	123	123	123	123
2	123	123	123	123	123	123
3	123	123	123	123	123	123
4	92	123	123	123	123	123
5	92	123	123	123	123	123
6	92	92	123	123	123	123
7	92	92	92	123	123	123
8	92	92	92	92	123	123
9	92	92	92	92	92	123
10	62	92	92	92	92	92
11	62	62	92	92	92	92
12	31	31	31	62	62	62
<b>TOTAL</b>	<b>1190</b>	<b>1282</b>	<b>1343</b>	<b>1405</b>	<b>1436</b>	<b>1467</b>

a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.

The proposed campus expansion of a two-story annex classroom building of approximately 20,017 sq. ft. will include 17 additional classrooms (including specialty classrooms in science classrooms, computer lab, art classroom, and music classroom). The proposed annex would primarily be occupied by high school level students/courses with its own multipurpose room/cafeteria, administrative offices, staff workroom and restroom, food service areas, storage, and six single-use and two multi-use student restrooms (M and F). This expansion aligns with our charter and board goals to be a comprehensive K-12 school and to provide a continuous aligned curriculum over thirteen years. Currently, FCALV has students who have attended this academy since 2014; this growth in enrollment to four-wide ensures that this school choice option – a classical school – can fully express its mission and beliefs, providing high-quality seats in the community. The academy’s community embraces families and relationships, sharing a school space where children of

differences ages in the same family receive a consistent, well-organized curriculum. The goal is to build a strong relationship between school and home – educators and parents. This expansion would maximize the current parcel (school site); moreover, FCALV does not seek to grow this site to greater than four-wide of the **Planned Enrollment** with a maximum enrollment of 1,362 students in the 2029-2030 school year.

- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

FCALV's **Planned Enrollment** proposes 84 additional elementary school students to its academy. Previously, FCALV has grown incrementally and purposely from two-wide, to three-wide, to four-wide with careful attention to quality of programs, qualified staff, assessment success, and retention. In the 22-23 school year, FCALV is three-wide 3-5 and four-wide K-2. FCALV's proposed Kindergarten enrollment is a bit less due to the physical size of two of four classrooms. FCALV has significant waitlists and high retention in ES. NSPF Index Scores indicate a 4 star-rating in 18-19 and a 3 star-rating in 21-22 (post epidemic).

- c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

FCALV's **Planned Enrollment** growth proposes 84 additional middle school students and 168 additional high school students to its academy. Previously, FCALV has grown incrementally and purposely for two-wide, to three-wide, to four-wide with careful attention to quality of programs, qualified staff, assessment success, and retention. In the 22-23 school year, FCALV is two-wide 9-12 and three-wide 6-8. FCALV has significant waitlists and high retention in MS. In MS, NSPF Index Scores indicate a 5 star-rating in 18-19 and a high 3 star-rating in 21-22 (post epidemic). In HS, NSPF Index Scores indicate a 3 star-rating in 18-19 and a high 3 star-rating in 21-22 (post epidemic).

## **BOARD GOVERNANCE NO CHANGE**

**Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate "No change from original application or most recent amendment. See attached."**

- i. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups. **No Change**
- j. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents. **No Change**
- k. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment** \_\_\_\_). Please note that at least 75% of new board members for SY 2021-2022 must be identified at the time of the submission of the expansion request. **No Change**
- l. Provide, as part of **Attachment** \_\_\_\_, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical

summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school. **No Change**

- m. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509? **No Change**
- n. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools. **No Change**
- o. Describe the board’s history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time? **No Change**
- p. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. **No Change**
- q. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports. **No Change**
- r. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership. **No Change**
- s. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. **No Change**
- t. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process? **No Change**

Goal	Purpose	Outcome Measure


**INCUBATION YEAR DEVELOPMENT** (for approved schools that have not yet opened) *NO CHANGE*

- u. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** \_\_\_\_.
- v. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- w. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

**SCHOOL MANAGEMENT CONTRACTS** *NO CHANGE*

Indicate “Not Applicable” if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO) or charter management organization (CMO).

- x. How and why was the EMO or CMO selected? **Not Applicable**
- y. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model). **Not Applicable**
- z. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations. **Not Applicable**
- aa. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable. **Not Applicable**
- bb. Please provide the following in **Attachment** \_\_\_\_: **Not Applicable**

1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract; **Not Applicable**
2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations; **Not Applicable**
3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization. **Not Applicable**
4. Documentation of the service provider’s for-profit or non-profit status and evidence that it is authorized to do business in Nevada. **Not Applicable**
5. Provide a brief overview of the EMO/CMO's history. **Not Applicable**
6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement. **Not Applicable**
7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement. **Not Applicable**
8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement. **Not Applicable**

**SERVICES NO CHANGE**

9. Provide **Attachment \_\_\_** describing how the school leadership team will support operational execution. **No Change**
10. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below. **No Change**

11. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement. **No Change**
  - i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - ii. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - iii. Facilities maintenance (including janitorial and landscape maintenance)
  - iv. Safety and security (include any plans for onsite security personnel)
  - v. Other services
12. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges. **No Change**
13. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy. **No Change**
14. Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations. **No Change**
15. Provide, as an Attachment \_\_\_\_, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail. **No Change**

#### **ONGOING OPERATIONS NO CHANGE**

16. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies? **No Change**
17. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context. **No Change**

## Section II: SPECIFIC RFA SECTIONS

### RFA: Academic Amendments

#### 1. RFA: Add Distance Education

- a. Executive Summary
  - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
  - ii. A list of the current school campuses
  - iii. Proposed model and target communities by zip code
  - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
  - v. The key components of your educational model and how the distance education program aligns with the educational model.
  - vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
  - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
  - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
  - i. Describe the system of course credits that the school will use.
  - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
  - iii. Describe how the school will ensure students participate in assessments and submit coursework.
  - iv. Describe how the school will conduct parent-teacher conferences.
  - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
  - i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
  - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- e. Scale Strategy
  - i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
  - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
  - i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

- ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
- iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?

g. Services

- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school’s plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
- ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

h. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

## 2. RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

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

## 3. RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

- a. Complete and submit your RFA with the General application sections above completed.

- b. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- c. Indicate “N/A” for any below requested response that is not applicable to your request.

#### **4. RFA: Eliminate a grade level or other educational services**

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

- a) Complete and submit your RFA with the General Requirements sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

#### **5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO**

##### **a) School Management Contracts**

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
10. Provide a brief overview of the organization's history.
11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary

of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

#### **b) Financial Plan**

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).
3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment** \_\_\_ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment** \_\_\_, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment** \_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school

authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

8. Complete the audit data worksheet in **Attachment** \_\_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state’s charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** \_\_\_\_.

### **Attachments Necessary for EMO Amendment**

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider’s non-profit or for-profit status
- 9) Documentation of Service Provider’s authorization to do business in Nevada (e.g. current business license)
- 10) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits
- 14) Audit Data Worksheet
  - (a) Academic Performance Worksheet
  - (b) Good Cause Exemption Letter
  - (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.

## **6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities**

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high

levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).

Of the zip codes identified in the SPCSA Assessment, FCALV serves two (the second and third most FCALV enrolled students by zip code) – 89108 with 80.7% of students and 89032 with 73.9% of students enrolled in 1- or 2-Star schools. Specifically, FCALV’s REP focuses on recruitment from the 89018, 89031, and 89032 (the fourth at 53.3%) with targeted bi-lingual mailing and the support of our bilingual (Spanish-speaking front desk receptionist and Onboarding, Orientation, and Outreach administrative assistant’s office) employees. As well, FCALV is committed to serve its community, engaging in outreach to Pre-K Centers, Head Start supported care, and private Pre-K daycare programs with visits to those establishments to share our mission – academic and cultural – with communities of need with proximity of FCALV. FCALV offers scheduled weekly tours and additional tours by appointment.

- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school work to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?

21-22 State Test Data (CRT 3-8 and CCR 11) indicated that FCALV earned 68.8/100 points equivalent to 3-Stars in HS, 63.8/100 points equivalent to 3-Stars in MS, and 55.0/90 points equivalent to 3-Stars in HS in the NSPF. While disappointed in our post-covid index points, FCALV has implemented focused interventions for identified students related to educational loss and covid. Specifically, FCALV has implemented a daily intervention block of 30 minutes per day, delivered to highest need students in pull-outs and all other students in leveled instruction by student deficiencies with push-in TOSA staff. Additionally, lowest performing students (with regular family communications) are highly encouraged to attend after school tutoring in Grades 1-11 in Math (four teachers), ELA four teachers), and Science (two teachers).

FCALV has reviewed our 21-22 academic data by subgroups (SpEd, ELL, FRL, and Race/Ethnicity) identifying specific students for remediation in **Attachment Subgroup Academic Data 1 & 2**. Remarkable data indicates racial/ethnic parity in Math and ELA proficiency rates [SBAC 3-8] except for Hispanic students slightly below the other combined Race/Ethnic groups and Black students significantly below the other combined Race/Ethnic groups. These gaps are evident mostly in Mathematics. Similar, but not as significant, trends are evident in the EL and FRL populations (especially in Mathematics) and to a significantly lesser degree in the SpEd population (with its more focused accommodations and supports). To close these gaps in 22-23, additional data outside standardized testing was gathered, specifically classroom assessments. From that information, teachers developed individualized ELA and/or Math Plans to tailor lessons to struggling students (in classroom) and to guide pull-out instruction and tutoring activities.

FCALV additionally reviewed CCR [ACT 11] data, identifying a schoolwide composite of 20.0; however, the Hispanic (18.6), Black (15.5), and Asian (14.0) student performed at a lower level than their White counterparts. This data is complicated by a small N-count of **23** – 10 White, 9 Hispanic, 2 Black, 1 Asian, and 1 Two or More. The same is true of FRL with 5 students at (17.0), SpEd with 1 student at (19.0), and EL with 1 student at (13.0). FCALV is committed to double of our efforts in ACT prep, hiring an outside vendor and test prep company free of charge to all students in the 22-23 school year.

FCALV is committed to its mission to provide rigorous instruction but cognizant that students are unique and face both academic and environmental challenges as barriers to learning. FCALV will continue to track data, identify trends, and target interventions to whole and subgroups. We are committed to individualized ELA and/or Math Plans based on data and implementation actions specific to student needs.

- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

Overall, FCALV has very limited formal discipline as the focus in a classical school is the social growth of the individual and regular discussion and modeling of virtuous behavior embedded into instruction. The only remarkable data in Student Discipline indicated Black students had slightly higher incidents of formal discipline. While FCALV enrolled about 7% Black students, formal discipline data indicated 13.7% of all discipline events were logged as Black students, almost half that 13.7% of disciplined Black Students were also enrolled as FRL, and a slightly larger percentage were also enrolled as SpEd. This disproportionate data was examined by the school administration to identify areas of improvement and to create intentional awareness. This data was reviewed with staff with recommendations to better serve Black students, specifically the Principal attended the 2022 *Diversity and Ethnicity Conference* (AASPA) in Chicago, IL. From that conference, FCALV focused hiring on Black candidates, increasing representation from two Black teachers in 21-22 to 4 Black teachers in 22-23, increasing staff to 11% Black teachers (the CCSD reported 7.3% Black teachers). These Black teachers are working on the Discipline and Student Wellness Committees (and the Recruitment, Retention, and Outreach Office) to improve staff awareness while understanding and appreciation of diverse communities and ensuring bias is recognized to prevent discriminatory actions. Additional data was collected in the REP and used as the springboard for discussions to improve awareness of sub-populations and providing appropriate support. FCALV has integrated in its REP to target recruitment efforts in Black communities and to utilize the lessons from or Black employees and families to better retain those students with proper academic, behavioral, and basic needs support, including tutoring, pull-outs, mediation, NSLP, and connections to social service agencies.

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

Year	20-21	21-22	22-23	23-24	24-25	
<i>Enrollment --</i> <b>(Actual +10%)</b>	785 <b>808</b>	820 <b>902</b>	855 <b>940</b>	890	925	

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

Year	23-24	24-25	25-26	26-27	27-28	28-29
<b>Enrollment</b>	<b>1082</b>	<b>1166</b>	<b>1222</b>	<b>1278</b>	<b>1306</b>	<b>1334</b>

## 7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)

For an RFA to accomplish this objective:

- Complete and submit your RFA with the General application sections above completed.
- The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of

public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they've proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

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

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

~~The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract.~~

~~To incorporate a weighted lottery program, a Request For Amendment must present, in at least three to five narrative pages, plus any spreadsheet, a description of the following:~~

- ~~1. The current academic model including current student demographics and academic performance, including performance by student group,~~
- ~~2. An updated Meeting the Need section noting relevant sections and changes. The projected impacts from the proposed weighted lottery on student demographics,~~
- ~~3. How the school will ensure strong academic results for all students, including any adjustments to the school model and/or staffing to account for expected changes in student demographics,~~
- ~~4. A summary of the current fiscal state of the school under the current model, such as by a copy of the current school budget, and~~
- ~~5. A summary of the projected fiscal impact to revenues, expenditures, reserves, and surplus (deficit).~~

~~Additionally, include a copy of the current lottery policy as well as a copy of the charter school board approved, proposed weighted lottery policy.~~

~~The draft of your proposed lottery policy must include a thorough explanation/rationale for any adjustments to lottery priorities and/or weights. Proposed policies must demonstrate alignment to [NRS 388A.456](#) and/or [R131-16](#). If your school/network is proposing a weighted lottery, please be sure to provide a thorough explanation for the proposed weighting system.~~

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

~~Attach a revised student enrollment form to be used under the proposed policy<sup>3</sup>.~~

## **Facility RFAs**

### **General Facility RFA requirements**

1. Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.

FCALV has experience with lease, financing, and construction as it enters its ninth year of operation. Previous expansion (2014-present) includes the lease and remodeling of warehouse space to classroom and related offices (currently Quest Academy NW) in 2014-2017; the transition to the current school property that housed students in portable classrooms in 2017-2018; the construction and occupancy of FCALV's current two-story main building in 2019 and its successful bond financing; and the construction and occupancy of a one-story classroom annex 2019-2020. The current proposed RFA is for the construction and occupancy of this proposed two-story annex and related bond financing funded with additional bonds. Additionally, FCALV has modified its current campus to facilitate growth and improved community experiences, adding bleachers, bathrooms, shade shelters, improved electrical capabilities and surveillance systems, improved hardening of the school campus against instructions, remodeling the main office reception area, and remodeling the Health Office and location. FCALV has experience in this process of growth through planning and architect, assembling a bond financing team, submission for RFA to the SPCSA, taking the construction project to bid, and properly furnishing of facilities to support teacher and student needs.

For FCALV, the most relevant challenges are construction timelines, safety of students during construction, and inconvenience to the school day. FCALV has hired *Encompass Studios* who has provided architectural services and collected proposed/anticipated construction costs (from reputable licensed contractors) at prevailing wage in the worst-case-scenario economic situation. Moreover, as our partner, they are committed to completing the project on-time and have begun work in advance of the RFA approval to begin processes of final architectural plans, authorization, and permitting to ensure timelines are met for a 24-25 open of the proposed two-story annex building.

FCALV intends to stay with our previous bond financing team as the team is most aware of the current bond financing agreement and configuration.

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<sup>3</sup> Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

FCALV has had valuable experience in construction on its school site and budget and bond financing. Additionally, the school has experience with bringing a new building online and anticipating and estimating operations costs.

2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

The FCALV Board of Directors and its Superintendent-Principal share responsibility for policy and governance and operations and academic programs respectfully. The FCALV Board of Directors provides the Superintendent-Principal power to manage tasks of expansion related to this RFA. FCALV does not have a CMO or EMO; however, the academy contracts budgetary and payroll services with Charter School Management Corporation (CSMC), a professional services vendor, for a fee and Hillsdale K-12 as a Member School of the Barney Charter School Initiative (BCSI) free or charge. FCALV is exclusively dependent on per-pupil funding and state and federal grants as operational revenue.

3. List names and roles of any parties which could be deemed financially interested and describe the potential or actual interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.

Founders Classical Academy of Las Vegas, a 501c3, will be the sole owner of the proposed classroom annex at 5730 W. Alexander Road. FCALV is unaware of any existing, direct or indirect, potential ownership interests.

4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of the most recent model for your school). Explain plans to address any pro forma rating declines—if any—to at least the below areas from implementation of the plan.

- a) Current Ratio (CR)
- b) Unrestricted Days Cash on Hand (UDCOH)
- c) Cash Flow (CF)
- d) Debt to Asset Ratio (D/A)
- e) Debt (or Lease) Service Coverage Ratio (DSCR or LSCR). **Attachment FCALV 220826-RFA-Budget-Workbook-FY23-Fall.**

5. N/A If a proposed facility ~~has been~~ identified and ~~requires no construction or renovation~~ prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:

- a) ~~The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.~~
- b) ~~A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.~~
- c) ~~A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.~~
- d) ~~A copy of the floor plan of the facility and all other documentation required pursuant to NAC 388A.315 ("Request to occupy new or additional facility"). Include notations of all included campus facilities with a table or statement describing **the square footage** of the facility AND an assurance the school will submit any final versions of the documentation called for here and in NAC 388A.315.~~
  - i) ~~Include conditioned space square footage, total campus acreage acquired/ under control of the school. (Do not simply refer reviewers to architectural drawings which may or may not include specific dimensions.)~~
- e) ~~The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business~~

- with or is otherwise affiliated with the school as an **Attachment** \_\_\_\_.
- ~~f) A copy of the Certificate of Occupancy at **Attachment** \_\_\_\_.~~
- ~~g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment** \_\_\_\_.~~
- ~~h) The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.~~
- ~~i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate "N/A"...If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an **Attachment** \_\_\_\_.~~
- ~~j) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.~~
6. If a proposed facility has **NOT** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
- ~~d) Either a discussion of the desired community of location and the rationale for selecting that community **AND** an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** \_\_\_\_ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an **Attachment** GFR4.~~
- ~~e) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility **AND** an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** \_\_\_\_ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment** GFR5 & GFR7.~~
- ~~f) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage **AND** an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** \_\_\_\_ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet **AND** an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment** GFR 6~~
- ~~g) Either a description of the process and resources the school will use to identify a facility **AND** an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** \_\_\_\_ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** GFR5 & GFR7.~~
- ~~h) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school **AND** documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment** GFR 8a & 8b.~~

Encompass Studio has put together a detailed construction plan and timeline which is attached as Exhibit (1). This timeline outlines the design phases and the necessary approvals for permit and construction start and finish. Within the document we show the details of each construction task on the Gantt chart. These tasks show the facility development activities and the sequence of events to obtain a certificate of occupancy prior the first day of school.

The documentation for the inspection and approval process is attached as Exhibit (2). Once the building permit is obtained from the City of Las Vegas, the inspection documents are provided to the contractor and used as a checklist for inspections for the milestones of construction as they occur during the project. As all the inspections pass an application is made online to the City of Las Vegas Building Department Website for the Certificate of Occupancy or a Temporary Certificate of Occupancy as required to occupy the building.

- i) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment** GFR 9a & 9b.

This is identical to item d above for the construction plan and timeline. The code approvals are completed after the construction documents are approved per the 2018 International building Code and amendments. The code is checked by the City of Las Vegas per the Commercial Submittal Checklist (GRF 9a) and the Code Analysis (GFR 9b) and are reviewed by the City prior to the issuance of the building permit. The City of Las Vegas will perform all code inspections for approval per the approved construction documents and an online application will be made for any temporary or conditional approvals as required during the construction process.

- j) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315 as an **Attachment** Not Yet Available.

Encompass Studio confirms a letter will be sent to the state from either the Architect or the Contractor or Owner to the State Division of Industrial Relations of the Department of Business and Industry for compliance with OSHA.

- k) The organization's plans/methods to finance these facilities, including:

- i) Whether the school is seeking: N/A

- (1)  A loan (CDFI or other),

- (a)  For Construction financing,

- (b)  For Permanent financing,

- (c)  Refinancing

- (2)  Bond Financing,

- (a)  For Construction financing,

- (b)  For Permanent financing,

- (c)  Refinancing

- (d)  Tax-exempt

- (e)  Rated

- (f)  Privately placed

- (3) Identification and description of bond instrument terms, including a schedule showing planned face amount, years/term to maturity, coupon/interest rate(s).

See page 4 of Appendix B of the **Attachment FCALV Expansion (Annex 2) Financing Plan**

(4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.

See page 4 of Appendix B of the **Attachment FCALV Expansion (Annex 2) Financing Plan**

b) Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).

See page 6 of Appendix B of the **Attachment FCALV Expansion (Annex 2) Financing Plan**

c) What is the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”)?

See page 6 of Appendix B of the **Attachment FCALV Expansion (Annex 2) Financing Plan**

i) State the planned total classroom student capacity of the new facilities (e.g., “24,750 sqft total planned for up to 450 students at 55 square feet per pupil”).

25,368 sqft classroom building planned for 1,390 students by FY2031 at 18.25 sqft per pupil. See page 2 of Appendix A of the attachment “SPCSA Attachments (Founders)” for full details.

d) Will the financing/refinancing trigger any prepayment penalties?  Yes,  No.

i) If “Yes”, describe the amount.

e) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction?  Yes,  No. If so, please identify the parties and describe the interest(s).

f) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.

<b>Founders Academy Expansion</b>			
Site Work	72,217.50	14.36	\$ 1,037,043.30
Building	25,368.00	279.21	\$ 7,082,999.28
Bridge	1,140.00	150.00	\$ 171,000.00
<b>Construction Subtotal</b>			<b>\$ 8,291,042.58</b>
6 Months Inflation @ 2.5%			\$ 207,276.06
Construction Contingency @ 5%			\$ 414,552.13
AE Fee @ 8.5%			\$ 704,738.62
(Arch, Civil, GeoTech, Interiors, Structural, MEP, Low Voltage, Specs)			
<b>Project Estimate</b>			<b>\$ 9,617,609.39</b>

See page 2 of Appendix A of the **Attachment FCALV Expansion (Annex 2) Financing Plan**

g) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant’s facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.

See page 6 of Appendix B of the **FCALV Expansion (Annex 2) Financing Plan**

h) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those

facilities.

**N/A**

- i) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.

The financing will be completed to complete the construction of an additional educational building on the campus of Founders Academy of Las Vegas. The financing will be in the form of Bonds sold to institutional and accredited investors. The 2023 Bonds will be structured to create overall level annual payments for both this financing and the existing Series 2020 Bonds. The 2023 Bonds will have a final maturity of 35 to 40 years and will be fixed-rate. The 2023 Bonds will be structured with lower payments over the next 4-5 years, while the new building is being constructed and then while enrollment is growing. The combined debt service payments on the Series 2020 and Series 2023 Bonds will be level (non-escalating) thereafter until final maturity.

The financing is not anticipated to include a lease.

- j) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.

See page 6 of Appendix B of the **FCALV Expansion (Annex 2) Financing Plan**

- k) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities. FCALV proposes a staggered ***Drop-off and Pick Up Plan*** for Elementary School and Middle/High School beginning in the 23-24 school year.

Elementary School student (K-5) Drop-Off will be 6:50am - 7:30am with 8 employees operating carline and 4 employees stationed in the Gym to supervise students. Note: Families with **both** Elementary and Middle/High School students will Drop-Off at 7:15am.

Middle/High School student (6-12) without Elementary student siblings Drop-Off will 7:40am - 8:00am with 5 employees operating carline and 2 employees stationed in the MPR to supervise students.

FCALV utilizes Pik-My-Kid software for student Pick-Up.

Elementary School students (K-5) Pick-Off will begin 2:20pm. Note: Families with **both** Elementary and Middle/High School student will Pick-Up at 2:45am.

Middle/High School student (6-12) without Elementary student siblings Pick-Up will begin at 2:50pm

**Attachment FCALV Carline - Pick up Drop off MAP**

7. For schools which are seeking to occupy multiple facilities over several years, list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas. **N/A**
- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc. **N/A**
- b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the

current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of an **Attachment** \_\_\_\_. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of **Attachment** \_\_\_\_. N/A

### **Facility RFA Attachments Required**



- (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

	SYE22	SYE23	SYE24	SYE25	SYE26	SYE27	SYE28
SALARIES & BENEFITS	4,143,763	5,114,282	5,307,209	6,113,967	6,338,948	6,502,354	6,665,761
PURCHASED SERVICES	992,885	879,680	985,311	1,014,259	1,037,194	1,060,404	1,083,890
BOOKS & SUPPLIES	380,942	440,655	276,421	286,303	292,029	297,870	303,829
CAPITAL OUTLAY (DEPRECIATION)	388,000	400,000	400,000	400,000	400,000	400,000	400,000
OTHER	1,209,394	1,349,179	1,439,614	1,957,885	1,953,747	1,958,316	1,967,595

- (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

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

FCALV has prepared a fiscally conservative budget. In the event that state and local revenue projections are not met in advance of opening the additional facility, the school will review the anticipated projections and make cuts to operating expenses and possibly staff.
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- (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Not applicable.
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- (3) Submit a completed financial plan for the proposed school as an **Attachment**\_\_\_ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

See excel or pdf attachment
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- (4) Submit, as an **Attachment**\_\_\_, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit

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

- (5) Provide, as an **Attachment** \_\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

Not applicable.

- (6) Complete the audit data worksheet in **Attachment** \_\_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** \_\_\_\_.

Not applicable.

September 12, 2022

Mr. Ron Fick  
Executive Director  
Founders Academy of Las Vegas  
5730 W. Alexander Rd.  
Las Vegas, Nevada 89130

Re: Bond Counsel Engagement Letter for Bond Financing to Benefit Founders  
Academy of Las Vegas – Series 2023 Bonds

Dear Mr. Fick:

The purpose of this engagement letter is to set forth certain matters concerning the services we will perform as bond counsel for the benefit of Founders Academy of Las Vegas (the “School”) in connection with an issuance of tax-exempt bonds in 2023 (the “Bonds”) to finance improvements to the School’s existing facility in Las Vegas, Nevada (the “Project”). Our goal is to provide the School with responsive, high quality and cost-effective legal services. We are pleased to work with the School again as it expands its program and facilities, and believe it is important to briefly set forth some of the important aspects of our relationship. Accordingly, the purpose of this letter is to serve as our engagement agreement (the “Engagement Agreement”).

## **SCOPE OF ENGAGEMENT**

In this engagement, we expect to perform the following duties:

1. Subject to the completion of proceedings to our satisfaction, render our unqualified legal opinion (the “Bond Opinion”) regarding the validity and binding effect of the Bonds, the source of payment and security for the Bonds, the excludability of interest on the Bonds (other than taxable bonds) from gross income of the owners of the Bonds for federal income tax purposes, and the permissibility of the issuance of the Bonds under the documents governing the School’s outstanding 2020 bond obligations.

2. Draft the basic agreements and resolutions governing the authorization and issuance of the Bonds, including, but not limited to, all necessary resolutions of the Public Finance Authority or another issuer selected by the School (the “Issuer”), a Supplemental Indenture of Trust providing for the issuance of the Bonds as parity obligations to the outstanding 2020 bonds, a Loan Agreement Amendment for the loan of the proceeds thereof to

the School, a Tax Regulatory Agreement, various security and collateral documents, assignment agreements and various closing certificates.

3. Prepare and review other documents necessary or appropriate to the authorization and issuance of the Bonds and the entry into the financing transaction between the Issuer and the School and coordinate the authorization and execution of the necessary documents.

4. Assist the Issuer and the School in seeking from other governmental authorities (including Clark County, Nevada) and existing bondholders such approvals, permissions and exemptions as we determine are necessary or appropriate in connection with the authorization and issuance of the Bonds, excluding any required blue sky filings.

5. Review and advise the Issuer, the underwriter selected by the School (the "Underwriter") and the School of any legal issues relating to the structure of the Bonds and the financing documents among the Issuer, the Underwriter and the School.

6. Provide any additional opinions required in connection with the authorization and issuance of the Bonds.

7. Prepare and deliver to the Issuer, the Underwriter and the School complete transcripts of the documents and certificates executed in connection with each of the Bonds.

Our Bond Opinion will be addressed to the Issuer and will be delivered by us on the date the Bonds are funded. The Bond Opinion will be based on facts and law existing as of its date. In rendering our Bond Opinion, we will rely upon the certified proceedings and other certifications of public officials, officers of the Issuer, the School and other persons furnished to us without undertaking to verify the same by independent investigation, and we will assume continuing compliance by the Issuer and the School with applicable laws relating to the Bonds. During the course of this engagement, we will rely on the Issuer and the School to provide us with complete and timely information on all developments pertaining to any aspect of the School, the Project, the Bonds and the security for the Bonds.

## **WAIVER OF CONFLICT**

Kutak Rock LLP has represented, and may in the future represent, the Underwriter, the School and the Issuer in other, unrelated matters. Those representations may create a conflict of interest. We do not believe that such unrelated representations will conflict with our role as Bond Counsel in the proposed financing transaction.

Professional rules require a law firm to obtain client consents before representing one client on a matter which is adverse to another current client, even though the representations are

September 12, 2022

Page 3

on unrelated subject matters. In requesting these consents, we assure you: (1) that we will not use confidential client information in any way to either client's disadvantage, and (2) that we will be able, fully and properly, to act as Bond Counsel on this matter without such representation being affected by our representation of the other clients. If, however, contentious disputes with or threats of litigation involving the School and the Underwriter and/or the Issuer were to arise during our representation in this matter, we would not represent any party with respect to such disputes or litigation, and we would be required to withdraw from the representation.

Your signature below will confirm that you waive any conflict of interest as a result on Kutak Rock LLP's role as Bond Counsel in connection with the Bond financing and its representation of the Underwriter, the School or the Issuer in unrelated matters.

## **FEES AND EXPENSES**

The School will be responsible for paying our fees and expenses in connection with services provided by us in connection with the structuring, documentation and issuance of the Bonds. Our fee with respect to the Bonds is contingent upon the issuance of the Bonds. Our services as Bond Counsel are based on a flat fee of \$85,000. This fee covers the scope of services as described in this Engagement Letter. Other items may present themselves in the course of the financings that are outside of the proposed scope of services, such as issues that may arise in connection with the acquisition of the land, review and negotiation of construction contracts or unique corporate structuring or governance issues. If such excess work is significant, we will discuss the extra work and associated charges with you and, with your approval, bill such work at agreed-upon rates.

We request reimbursement for our reasonable out-of-pocket expenses, at the firm's cost, incurred in the course of providing legal services. We typically request reimbursement for the costs of obtaining public records and reports, overnight delivery services, postage and travel (if appropriate and preapproved by the client). We do not charge for long-distance telephone calls. We would expect that any such expenses would not exceed \$2,500. Our collection of reimbursement for such expenses is contingent upon the issuance of the Bonds.

## **RECORDS**

Papers and property furnished to us will be returned promptly upon request. Our own files, including lawyer work product, pertaining to the transaction will be retained by us. For various reasons, including the minimization of unnecessary storage expenses, to the extent permitted by law and in accordance with industry practices, we reserve the right to dispose of any documents or other materials retained by us after the termination of our engagement.

**INDEPENDENT CONTRACTOR**

The parties intend that in performing the services specified herein, Kutak Rock LLP shall act as an independent contractor, having control of the work and the manner in which it is performed. We are not to be considered an agent or employee of the Issuer, the Underwriter or the School.

**NON-ASSIGNABILITY**

This Engagement Agreement shall not be assignable by either party without the prior written consent of the other party.

If the terms of our engagement are acceptable, please sign a copy of this letter and return it to me at the address above. I look forward to working with you and the School on this transaction. Please do not hesitate to contact me if you have any questions.

Sincerely yours,

KUTAK ROCK LLP



By \_\_\_\_\_  
Jessica I. Shaham, Partner

APPROVED AND ACCEPTED

FOUNDERS ACADEMY OF LAS VEGAS

By \_\_\_\_\_  
Name:  
Title:



August 23, 2022

Ronald Fick  
CEO - Principal  
Founders Academy of Las Vegas  
5730 W. Alexander Road  
Las Vegas, NV 89130

Re: Public Finance Authority Charter School Revenue Bonds (Founders Academy of Las Vegas), Series 2023AB

Dear Mr. Fick:

RBC Capital Markets, LLC (RBCCM) is writing you on behalf of Founders Academy of Las Vegas (the "Obligor") to:

- (i) Confirm the engagement of RBC Capital Markets, LLC as underwriter, and not as a financial advisor or municipal advisor, in connection with the issuance of the above-captioned Bonds pursuant to the Securities and Exchange Commission's Municipal Advisor Rule, and
- (ii) Provide certain disclosures as required by the Municipal Securities Rulemaking Board (MSRB) Rule G-17 as set forth in MSRB Notice 2019-20 (Nov. 8, 2019).<sup>1</sup>

As part of our underwriting services, we may provide advice concerning the structure, timing, terms, and other similar matters concerning the issuance of the Bonds.

Both the Issuer and the Obligor will be a party to the bond purchase agreement if an underwriting, and certain other legal documents to be entered into in connection with the issuance of the Bonds, but the material financial risks described in this letter will be borne by the Obligor, as set forth in those legal documents. The Issuer will receive a copy of this letter from RBCCM to comply with MSRB Rule G-17.

The following MSRB Rule G-17 (Rule G-17) conflict of interest disclosures are now broken down into three types, including: (i) dealer-specific conflicts of interest disclosures; (ii) transaction-specific disclosures (if applicable); and (iii) standard disclosures.

#### I. Dealer-Specific Conflicts of Interest Disclosures:

RBCCM has identified the following potential or actual material conflicts:

#### ORDINARY COURSE OF BUSINESS ACTIVITIES AND RELATIONSHIPS

- RBCCM and its affiliates comprise a full service securities firm and a commercial bank among other entities. RBCCM engages in municipal advisory activities, securities trading and underwriting, corporate investment banking, asset management, retail and institutional brokerage, and other commercial and investment banking products and services for a wide range of corporations, municipal entities and individuals.
- The activities of RBCCM and its affiliates may include investment in, and trading of, securities and other financial instruments for their own account or the account of customers relating to the securities and/or financial instruments of the Issuer and/or the Obligor.
- RBCCM and its affiliates may also communicate independent investment recommendations, market advice or trading ideas and/or publish or express independent research views relating the securities of the Issuer and/or the Obligor.
- RBCCM maintains business relationships with municipal advisory firms, broker-dealers, law firms and other transaction participants as part of its national municipal securities business but does not utilize referral arrangements with such

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<sup>1</sup> Revised Interpretive Notice Concerning the Application of MSRB Rule G-17 to Underwriters of Municipal Securities (effective Mar. 31, 2021).

entities regarding municipal underwriting, sales or trading. Further, RBCCM does not maintain any distribution agreements with respect to municipal securities offerings.

## II. Transaction-Specific Disclosures

Attached is a general description of the financial characteristics and security structures of fixed rate municipal bonds as well as a general description of certain financial risks of the financing.

## III. Standard Disclosures

Attached is a general description of the financial characteristics and security structures of fixed rate municipal bonds as well as a general description of certain financial risks of the financing.

- Disclosures Concerning the Underwriter's Role:
  - MSRB Rule G-17 requires an underwriter to deal fairly at all times with issuers, obligors and investors.
  - The underwriter's primary role is to purchase the Bonds with a view to distribution in an arm's-length commercial transaction with the Issuer and/or the Obligor. The underwriter has financial and other interests that differ from those of the Issuer and/or the Obligor.
  - Unlike a municipal advisor, an underwriter does not have a fiduciary duty to the Issuer and/or the Obligor under the federal securities laws and is, therefore, not required by federal law to act in the best interests of the Issuer and/or the Obligor without regard to its own financial or other interests.
  - The Issuer and/or the Obligor may choose to engage the services of a municipal advisor with a fiduciary obligation to represent the Issuer/Obligor's interest in this transaction.
  - The underwriter has a duty to purchase the Bonds from the Issuer and/or the Obligor at a fair and reasonable price, but must balance that duty with its duty to sell the Bonds to investors at prices that are fair and reasonable.
  - The underwriter will review the official statement for the Bonds in accordance with, and a part of, their respective responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of this transaction.<sup>2</sup>
  
- Disclosures Concerning the Underwriter Compensation:
  - The underwriter will be compensated by a fee and/or an underwriting discount that will be set forth in the bond purchase agreement to be negotiated and entered into in connection with the issuance of the Bonds. Payment or receipt of the underwriting fee or discount will be contingent on the closing of the transaction and the amount of the fee or discount may be based, in whole or in part, on a percentage of the principal amount of the Bonds. While this form of compensation is customary in the municipal securities market, it presents a conflict of interest since the underwriter may have an incentive to recommend to the Issuer and/or the Obligor a transaction that is unnecessary or to recommend that the size of the transaction be larger than is necessary.

If you or any other Issuer and/or Obligor officials have any questions or concerns about the engagement of RBCCM or these disclosures, please make those questions or concerns known immediately to the undersigned. In addition, you should consult with the Issuer and/or the Obligor's own financial and/or municipal, legal, accounting, tax and other advisors, as applicable, to the extent you deem appropriate. This engagement is preliminary, non-binding and may be terminated at any time without penalty or liability for costs incurred by the underwriter.

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<sup>2</sup> Under federal securities law, an issuer of securities has the primary responsibility for disclosure to investors. The review of the official statement by the underwriters is solely for purposes of satisfying the underwriters' obligations under the federal securities laws and such review should not be construed by an issuer as a guarantee of the accuracy or completeness of the information in the official statement.

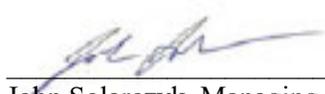
Please note that nothing in this letter should be viewed as a commitment by the underwriters to purchase or sell all the Bonds and any such commitment will only exist upon the execution of any bond purchase agreement or similar agreement and then only in accordance with the terms and conditions thereof.

It is our understanding that you have the authority to bind the Issuer by contract with us, and that you are not a party to any disclosed conflict of interest relating to the subject transaction. If our understanding is incorrect, please notify the undersigned immediately.

Please sign and return the enclosed copy of this letter to me via PDF. Depending on the structure of the transaction that the Issuer/Obligor decides to pursue, or if additional actual or potential material conflicts are identified, we may be required to send you additional disclosures regarding the material financial characteristics and risks of such transaction and/or describing those conflicts. At that time, we also will seek your acknowledgement of receipt of any such additional disclosures.

We look forward to working with you in connection with the issuance of the Bonds. Thank you.

Sincerely,



\_\_\_\_\_  
John Solarczyk, Managing Director  
RBC CAPITAL MARKETS, LLC

Acknowledged:

\_\_\_\_\_  
Ronald Fick

Date: \_\_\_\_\_

## Fixed Rate Bonds

The following is a general description of the financial characteristics and security structures of fixed rate municipal bonds (Fixed Rate Bonds), as well as a general description of certain financial risks that are known to us and reasonably foreseeable at this time and that you should consider before deciding whether to issue Fixed Rate Bonds. If you have any questions or concerns about these disclosures, please make those questions or concerns known immediately to us. In addition, you should consult with your financial and/or municipal, legal, accounting, tax, and other advisors, as applicable, to the extent you deem appropriate.

### Financial Characteristics

*Maturity and Interest.* Fixed Rate Bonds are interest-bearing debt securities issued by state and local governments, political subdivisions and agencies and authorities, whether for their benefit or as a conduit issuer for a nongovernmental entity. Maturity dates for Fixed Rate Bonds are fixed at the time of issuance and may include serial maturities (specified principal amounts are payable on the same date in each year until final maturity) or one or more term maturities (specified principal amounts are payable on each term maturity date) or a combination of serial and term maturities. The final maturity date typically will range between 10 and 30 years from the date of issuance. Interest on the Fixed Rate Bonds typically is paid semiannually at a stated fixed rate or rates for each maturity date.

*Redemption.* Fixed Rate Bonds may be subject to optional redemption, which allows you, at your option, to redeem some or all the bonds on a date prior to scheduled maturity, such as in connection with the issuance of refunding bonds to take advantage of lower interest rates. Fixed Rate Bonds will be subject to optional redemption only after the passage of a specified period, often approximately ten years from the date of issuance, and upon payment of the redemption price set forth in the bonds, which may include a redemption premium. You will be required to send out a notice of optional redemption to the holders of the bonds, usually not less than 30 days prior to the redemption date. Fixed Rate Bonds with term maturity dates also may be subject to mandatory sinking fund redemption, which requires you to redeem specified principal amounts of the bonds annually in advance of the term maturity date. The mandatory sinking fund redemption price is 100% of the principal amount of the bonds to be redeemed.

### Security

Payment of principal of and interest on a municipal security, including Fixed Rate Bonds, may be backed by various types of pledges and forms of security, some of which are described below.<sup>3</sup>

*General Obligation Bonds.* “General obligation (GO) bonds” are debt securities to which your full faith and credit is pledged to pay principal and interest. If you have taxing power, generally you will pledge to use your ad valorem (property) taxing power to pay principal and interest. The debt service on “unlimited tax” GO bonds are paid from ad valorem taxes which are not subject to state constitutional property tax millage limits, whereas “limited tax” GO Bonds are subject to such limits.

General obligation bonds constitute a debt and, depending on applicable state law, may require that you obtain approval by voters prior to issuance. In the event of default in required payments of interest or principal, the holders of general obligation bonds generally will have certain rights under state law to compel you to impose a tax levy.

*Revenue Bonds.* “Revenue bonds” are debt securities that are payable only from a specific source or sources of revenues. Revenue bonds are not a pledge of your full faith and credit, and you (or, if you are a conduit issuer, the obligor, as described in the following paragraph) are obligated to pay principal and interest on your revenue bonds only from the revenue source(s) specifically pledged to the bonds. Revenue bonds do not permit the bondholders to compel you to impose a tax levy for payment of debt service. Pledged revenues may be derived from operation of the financed project or system, grants or excise or other specified taxes. Generally, subject to state law or local charter requirements, you are not required to obtain voter approval prior to issuance of revenue bonds. If the specified source(s) of revenue become inadequate, a default in payment of principal or interest may occur. Various types of pledges of revenue may be used to secure interest and principal payments

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<sup>3</sup> The discussion of security characteristics is limited to general obligation and revenue bond structures. This summary should be expanded and modified, as necessary, for other security structures, such as bonds that are secured by a double-barreled pledge (general obligation and revenues), annual appropriations or a moral obligation of the issuer or another governmental entity. If the security for the bonds is known at the time this disclosure is provided to the issuer, include only those portions relevant to the actual security for the bonds.

on revenue bonds. The nature of these pledges may differ widely based on state law, the type of issuer, the type of revenue stream and other factors.

Some revenue bonds (conduit revenue bonds) may be issued by a governmental issuer acting as a conduit for the benefit of a private sector entity or a 501(c)(3) organization (the obligor). Conduit revenue bonds commonly are issued for not-for-profit hospitals, educational institutions, single and multi-family housing, airports, industrial or economic development projects, and student loan programs, among other obligors. Principal and interest on conduit revenue bonds normally are paid exclusively from revenues pledged by the obligor. Unless otherwise specified under the terms of the bonds, you are not required to make payments of principal or interest if the obligor defaults.

The description above regarding “Security” is only a summary of certain possible security provisions for the bonds and is not intended as legal advice. You should consult with your bond counsel for further information regarding the security for the bonds.

### **Financial Risk Considerations**

Certain risks may arise in connection with your issuance of Fixed Rate Bonds, including some or all the following (generally, the obligor, rather than the issuer, will bear these risks for conduit revenue bonds):

*Issuer Default Risk.* You may be in default if the funds pledged to secure your bonds are not enough to pay debt service on the bonds when due. The consequences of a default may be serious for you and, depending on applicable state law and the terms of the authorizing documents, the holders of the bonds, the trustee and any credit support provider may be able to exercise a range of available remedies against you. For example, if the bonds are secured by a general obligation pledge, you may be ordered by a court to raise taxes. Other budgetary adjustments also may be necessary to enable you to provide sufficient funds to pay debt service on the bonds. If the bonds are revenue bonds, you may be required to take steps to increase the available revenues that are pledged as security for the bonds. A default may negatively impact your credit ratings and may effectively limit your ability to publicly offer bonds or other securities at market interest rate levels. Further, if you are unable to provide sufficient funds to remedy the default, subject to applicable state law and the terms of the authorizing documents, you may find it necessary to consider available alternatives under state law, including (for some issuers) state-mandated receivership or bankruptcy. A default also may occur if you are unable to comply with covenants or other provisions agreed to in connection with the issuance of the bonds.

This description is only a summary of issues relating to defaults and is not intended as legal advice. You should consult with your bond counsel for further information regarding defaults and remedies.

*Redemption Risk.* Your ability to redeem the bonds prior to maturity may be limited, depending on the terms of any optional redemption provisions. If interest rates decline, you may be unable to take advantage of the lower interest rates to reduce debt service.

*Refinancing Risk.* If your financing plan contemplates refinancing some or all the bonds at maturity (for example, if you have term maturities or if you choose a shorter final maturity than might otherwise be permitted under the applicable federal tax rules), market conditions or changes in law may limit or prevent you from refinancing those bonds when required.

*Reinvestment Risk.* You may have proceeds from the issuance of the bonds available to invest prior to the time that you are able to spend those proceeds for the authorized purpose. Depending on market conditions, you may not be able to invest those proceeds at or near the rate of interest that you are paying on the bonds, which is referred to as “negative arbitrage”.

*Tax Compliance Risk.* The issuance of tax-exempt bonds is subject to several requirements under the United States Internal Revenue Code, as enforced by the Internal Revenue Service (IRS). You must take certain steps and make certain representations prior to the issuance of tax-exempt bonds. You also must covenant to take certain additional actions after issuance of tax-exempt bonds. A breach of your representations or your failure to comply with certain tax-related covenants may cause the interest on bonds to become taxable retroactively to the date of issuance of the bonds, which may result in an increase in the interest rate that you pay on the bonds or the mandatory redemption of the bonds. The IRS also may audit you or your bonds, in some cases on a random basis and in other cases targeted to specific types of bond issues or tax concerns. If tax-exempt bonds are declared taxable, or if you are subject to audit, the market price of your bonds may be adversely affected. Further, your ability to issue other tax-exempt bonds also may be limited.

This description of tax compliance risks is not intended as legal advice and you should consult with your bond counsel regarding tax implications of issuing the bonds.

**BYLAWS OF  
FOUNDERS ACADEMY OF LAS VEGAS  
a Nevada nonprofit corporation**

**ARTICLE I  
OFFICES & LEGAL STATUS**

**1.1. Offices.** The principal place of business for Founders Academy of Las Vegas, a Nevada nonprofit corporation (the “**Company**”) shall be 5730 W. Alexander Road, Las Vegas, Nevada, 89130, or such other place as the Board of Directors (the “**Board**”) for the Company may from time to time designate. The Company may establish such other office(s) and may conduct its affairs, both within and without the State of Nevada, as the Board determines to be necessary or expedient to carry out the purposes of the Company.

**1.2. Legal Status.** The Company is a nonprofit corporation incorporated under Chapter 82 of the Nevada Revised Statutes (“**NRS**”).

**ARTICLE II  
PURPOSE & POWERS**

**2.1. Purpose.** The Company has been incorporated for educational purposes within the scope of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “**Code**”), and more specifically, to operate one or more public charter schools in Clark County, NV all in accordance with Chapters 388A and 386 of the NRS.

**2.2. Powers.** Unless otherwise set forth in the Articles of Incorporation (the “**Articles**”), any other provision contained in these Bylaws, any applicable law or any agreement that Company may enter into with the any instrumentality of the State of Nevada to operate as a public charter school under the provisions of the NRS (such agreement is referred to in these Bylaws as a “**Charter Contract**”), the Company may exercise any power or authority conferred on nonprofit corporation by applicable law that is consistent with the Company’s status as an entity that is exempt from federal income tax under Section 501(c)(3) of the Code and that is not in violation of Chapter 388A or Chapter or Chapter 386 of the NRS, or any other applicable law, rule, regulation, order or decree that is applicable to the Company or its operation of a public charter school.

No substantial part of the activities of the Company shall be for the carrying on propaganda or otherwise attempting to influence legislation, or for the participation or intervening in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

**2.3. Non-Discrimination.** The Company shall admit eligible students (*i.e.*, students eligible for the education services provided by the Company) of any race, color, religion, national or ethnic origin, gender, disability, sexual orientation or other protected class to all the rights,

privileges, programs and activities generally accorded or made available to students at the school.

The Company shall not discriminate on the basis of race, color, national or ethnic origin, gender, disability, sexual orientation or other protected class in the administration of its educational policies, admission policies, scholarship and loan programs (if any), athletic programs (if any) or any other school-administered programs (if any).

The Company shall operate the school in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with the provisions of any Charter Contract and all other laws and regulations applicable to the operation of the public charter schools in the State of Nevada.

### **ARTICLE III MEMBERS**

The Company shall not have any members whatsoever, whether voting or non-voting. Any action, if any, that would require the approval by members of the Company shall only require the approval of the Board. All rights shall vest in the Board of Directors.

### **ARTICLE IV BOARD OF DIRECTORS**

**4.1. Number of Directors and Composition of the Board.** Except as otherwise provided in the Articles, these Bylaws, any Charter Contract, or applicable law, the business and affairs of the Company shall be managed by the Board. The Board shall consist of no less than five (5) and not more than eleven (11) directors; *provided, however*, that the size of the Board may be increased to more than eleven (11) directors by a resolution adopted by the Board. At all times while the Company operates a public charter school and is a party to a Charter Contract, the size and composition of the Board shall comply with the provisions of NRS §388A.320 or any successor statute thereto. Currently, NRS §388A.320 requires at least five (5) directors and requires the Board to have the following composition (NRS §388A.320.1 and .6):

- (a) An individual who holding a teaching license under Chapter 391 of the NRS with at least 2 years of experience, another individual who is licensed under Chapter 391 of the NRS, or an individual who previously held such a license and has the requisite years of experience and is now retired, as long as his or her license was held in good standing. For purposes of this item (a), the term teacher does not include a person licensed or employed as a substitute teacher or the experience of any person as a substitute teacher.
- (b) An individual who either (i) satisfies the qualifications of item (a) above; or (ii) is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing.

- (c) An individual who is a parent or legal guardian of a student enrolled in the school operated by the Company who is not a teacher or an administrator thereat.
- (d) Two individuals who possess knowledge and experience in one or more of the following areas (i) accounting; (ii) financial services; (iii) law; or (iv) human resources.

So long as the composition of the Board required by NRS §388A.320.1 is satisfied, the other directorships, if any, may be filled by individuals who are, without limitation, parents or representatives of other nonprofit organizations and businesses. In no event, however, may more than two persons who serve on the Board represent the same organization or business or otherwise represent the interests of the same organization or business. A majority of the directors must reside in the State of Nevada. If the membership of the governing body changes, the governing body shall provide written notice to the Nevada State Public School Authority (or other governmental entity that is permitted to sponsor a public charter school, if any) (the “*Sponsor*”) within 10 working days after such change. (NRS §388A.320.2).

Each director shall submit an affidavit to the Sponsor indicating the he or she: (a) has not been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude; (b) has received training or read and understands material concerning the roles and responsibilities of a person who serves as a member of the governing body of a charter school and other training and material designed to assist the governing body of a charter school, if such training and material is provided to the person by the Sponsor or an application to amend the Charter Contract entered into by the Company provides that directors will receive such training or read and understand such material; and (c) has complied with the requirements of NRS §388A.323 (regarding fingerprinting).

In addition to the above, each director must be an individual person who is at least twenty-five (25) years of age or older. Each director shall exhibit: (a) enthusiasm for the school operated by the Company and a conviction in its Company’s purpose; and (b) support for the principles and characteristics to be embraced by charter schools that are supported by Hillsdale College or such other institution as the Board may, from time to time, seek assistance from in connection with the operation of its public charter school.

**4.2. Election; Classification and Tenure.** The Board shall be self-perpetuating. With the exception of the Company’s initial directors, who are appointed by the incorporator, all directorships shall be filled with qualified persons selected by a majority of the directors then serving on the Board without regard to the provisions of Section 6.5 below. There shall be three (3) classes of directorships: Class I, Class II, and Class III. Initially, Class I directors shall serve one (1) year and the term of each Class I director thereafter shall be three (3) years. Initially, Class II directors shall serve two (2) years and the term of each Class II director thereafter shall be three (3) years. The term of each Class III director, initial or otherwise, shall be three (3) years. In the event the Board is expanded or contracted, the number of directors in each class shall be expanded or contracted so to achieve balance and equality in the number of directors in

each class. The purpose of staggering the terms of each class of directors is to ensure continuity in the Board.

The following individuals (and their respective successors) are Class I directors:

Trupp  
Butler  
Brooks

The following individuals (and their respective successors) are Class II directors

Heide  
Waite  
Barnard

The following individuals (and their respective successors) are Class III directors

Hernandez  
Marquez  
Kerfoot

Except as otherwise prohibited by applicable law, no director may serve more than two (2) consecutive full three (3) year terms. Notwithstanding the prior sentence, a person shall be eligible to be re-elected to the Board after having been off the Board for at least one (1) full year.

The yearly term for the Board shall be a fiscal year (see Section 10.2) 10.0a fiscal year and shall run from [July 1] to [June 30] of each calendar year.

**4.3. Powers and Duties.** As the Company operates a public charter school, the Board is, and shall be, a public body and shall have such reasonable and necessary powers (not conflicting with the Constitution and the laws of the State of Nevada) as may be requisite to attain the ends of the Company's operation of a public charter school and to promote the welfare of the pupils who are enrolled thereat. (NRS §388A.320.4).

**4.4. Meetings.** The provisions relating to the meetings of the Board are set forth in Article V below.

**4.5. Compensation; Reimbursement.** Except as permitted as described in NRS 388A.320.5 or 388A.408.2, no director shall receive compensation for serving as a director. To the extent not prohibited by applicable law and in accordance with conditions of applicable law, each director may be reimbursed for his or her expenses advanced on behalf of the Company in accordance with the Company's published policies.

**4.6. Removal or Resignation.** Any director may be removed "*for cause*" by the affirmative vote of two-thirds (2/3) of the directors then serving on the Board excluding the director that is the subject of such vote. Any director may resign at any time by giving written notice to the Board. Unless otherwise specified in the notice of resignation, the resignation shall take effect upon the receipt of the same by the Board. The Board's acceptance of any such resignation shall not be necessary to make it effective. For purposes of this Section 4.6, the term "*for cause*"

means: (a) a violation of the Company's published policies that is not cured (if curable) after (i) the expiration of the applicable cure and/or grace periods or, if none and the same is capable of cure, (ii) the expiration of the ten (10) day period following receipt of written notice; (b) the finding by any governmental body that the applicable person is or has become unsuitable to serve as a director of the Company; or (c) the good-faith determination of the Board (by at least two-thirds [2/3] of the directors) has engaged in any act (whether in connection with such person's private life, private business, the business or affairs of the Company, or otherwise) that (I) involves moral turpitude under any governmental law, rule, or regulation (whether under the United States of America, any foreign government having jurisdiction over such person, under any state, city, province, municipality having jurisdiction over such person or any other governmental body or agency having jurisdiction over such person); or (II) may cause public hatred, public disrepute, contempt, scorn, or ridicule toward either such person, any affiliate of such person, or the Company; (IV) may shock, insult, or offend either the community or the public morals and/or decency; and/or (V) that may in general cause material prejudice to such person, such person's business, and/or the Company.

**4.7. Vacancies.** Any vacancy occurring on the Board and any newly created directorship resulting from any increase in the number of authorized directors shall be filled by a majority of the directors then serving on the Board without regard to the provisions of Section 6.5 below. A director appointed to fill such vacancy shall serve for the unexpired term of his or her predecessor or for the term for the Class of directorship so established for the newly created directorship (see Section 4.2 regarding the how directors of newly created directorships shall be assigned to a Class).

**4.8. Committees; Supervising Employee.**

(a) Committees. In addition to its ability to designate or delegate to a Supervising Employee as provided in Section 4.8(b) below, the Board may designate one or more committees, each committee to consist of one or more directors of the Company. The Board may designate one or more directors as alternate members of any committee, who may replace any absent or disqualified committee member at any meeting of such committee.

Any such committee, to the extent provided in the resolution establishing the same, shall have and may exercise all the powers and authority of the Board (as limited by either NRS Chapter 82 or 388A) in the management of the business and affairs of the Company, but no such committee shall have the power or authority to adopt, amend or repeal any part of the Articles or these bylaws.

The delegation of authority to any committee shall not operate to relieve the Board or any director from any responsibility imposed by law. Except as otherwise expressly provided in these bylaws, any rules and procedures governing meetings of the Board shall be applicable to meetings of each committee of the Board; *provided, however*, that such meetings shall, if permitted by applicable law, be private.

In the absence or disqualification of any member of a committee at a meeting, the remaining member or members present at such meeting, whether or not a quorum is present, may

unanimously appoint another member of the Board to act at such meeting in the place of the absent or disqualified member if an alternate member has not otherwise been appointed or designated by the Board (see Section 4.8(a) above).

Such committee or committees shall have such name or names as may be determined from time to time by resolution adopted by the Board. Each committee shall keep regular minutes of its meetings and report the same to the Board when requested.

(b) Supervising Employee. In addition to its ability to designate or delegate one or more committees as provided in Section 4.8(a) above, the Board may, to the extent permitted by applicable law, delegate all or part of its powers and authority to one employee who may be an administrator (a “*Supervising Employee*”) as the Board deems appropriate; *provided, however,* that the delegation of such power or authority shall not operate to relieve the Board or any director from any responsibility imposed by law. The Supervising Employee may be the Chief Executive Officer of the Company. (Also see Section 5.5(d) below).

## ARTICLE V OFFICERS AND AGENTS

**5.1** Selection of Officers. The Company shall have the following officers, each of which shall be appointed by the Board: (a) President; (b) Treasurer; and (c) Secretary. The Board may appoint such other officers, or leave positions vacant, as it shall deem necessary, including, without limitation, a Chief Executive Officer, Chief Operating Officer, one or more Vice Presidents, a Chief Financial Officer or one more Assistant Secretaries. Any number of offices may be held by the same person. Except for the President, Treasurer and Secretary, all of whom must be directors, an officer does not have to be a director. A failure to appoint officers shall not require the Company to be dissolved.

**5.2** Term of Office. The officers of the Company shall be appointed by the Board each fiscal year or from time to time as the Board may otherwise deem appropriate. Each officer shall hold office until his or her successor shall have been duly appointed and qualified or until his or her earlier death, resignation or removal.

**5.3** Removal. Any officer may be removed with or without cause by the Board. The election or appointment of an officer shall not itself create contract or other rights in favor of such officer, whether employment or otherwise.

**5.4** Vacancies. Any officer may resign at any time, subject to any rights or obligations under any existing contract between such officer and the Company, by giving written notice to the Board. An officer’s resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any vacancy occurring by death, resignation, removal or otherwise in any office may be filled by the Board for the remainder of the unexpired term.

**5.5** Authority and Duties of Officers. The officers of the Company shall have the authority and shall exercise the powers and perform the duties specified below and, to the extent not inconsistent with the duties stated below, as may be additionally specified by the Board.

(a) President. The President shall be president of the Board and, subject to the direction and supervision of the Board, shall: (i) preside at all meetings of the Board; (ii) see that all orders and resolutions of the Board are carried into effect; and (iii) perform all other duties incidental to the office of President of the Board and that may, from time to time, be assigned to him or her by the Board.

(b) Secretary. The Secretary shall: (i) keep all minutes of the proceedings of the Board and any committees of the Board; (ii) see that all notices are duly given in accordance with the provisions of these bylaws and/or as required by law; (iii) be custodian of the corporate records; and (iv) in general, perform all duties incident to the office of secretary and such other duties as may, from time to time, assign to him or her, subject to the supervision of the Board. Assistant Secretaries, if any, shall have the same duties and powers, subject to supervision by the Secretary, and the President.

(c) Treasurer. The Treasurer shall oversee the Chief Financial Officer, if any, and the financial condition and results of operations of the Company. In addition, he or she shall perform all the usual duties incident to the office of treasurer and such other duties as from time to time may be assigned to him or her, subject to supervision of the Board. The Treasurer shall also chair any committee designated by the Board that is related to the Company's finances,

(d) Chief Executive Officer ("CEO"). The CEO shall, subject to the supervision of the Board and the terms of any contract between the Company and the CEO, perform all duties incident and normally attributable to the office of chief executive officer, including, without limitation, duties as may be assigned to him or her by the Board. The CEO may, if authorized by the Board or any contract between the CEO and the Company, execute bonds, mortgages and other contracts requiring the seal of the Company, unless such action is otherwise required by law to be performed by the Board, another officer of the Board to whom such action is to be delegated, or some other person designated by the Board. The Supervising Employee may serve as the CEO. The CEO shall not be a director or other member of the Board. The CEO shall attend meetings of the Board or any committee as the Board may, from time to time, direct.

**5.6** Surety Bonds. The Board may require any officer or agent of the Company to execute to the Company a bond in such sums and with such sureties as shall be satisfactory to the Board, conditioned upon the faithful performance of his or her duties and for the restoration to the Company of all books, papers, vouchers, money and other property of whatever kind in his or her possession or under his or her control belonging to the Company.

**5.7** Compensation. Except as provided in Section 4.5 above, neither the President, the Treasurer nor the Secretary or any Assistant Secretary shall receive compensation for services provided in such capacity (i.e., no member of the Board shall be compensated except as provided

in Section 4.5 above). The salaries of other officers who are not directors may be fixed or changed from time to time by the Board.

## **ARTICLE VI MEETINGS; VOTING**

**6.1. Regular Meetings.** The Board shall establish a regular schedule for regular meetings that shall occur monthly, no fewer than eight (8) months per year. The meetings required pursuant to Section 6.2 below may qualify as a regular meeting for purposes of attaining the above eight (8) meeting threshold.

**6.2. Public Meetings.** The Board shall establish a regular schedule for a public meeting to be held by the Board at least once per calendar quarter. Such meeting shall be noticed and held so to comply with NRS 388A.320.5 (or any successor statute thereto).

**6.3. Special Meetings.** Special meetings may be called by or at the request of the President or any other two (2) directors. Special meetings should only be called when circumstances require immediate action or in order to resolve specific items of business that could not be addressed at a regular meeting. The person(s) responsible for calling the special meeting shall make every reasonable effort to ensure all the directors are able to attend. Minutes of each special meeting shall be taken and approved by the Board.

**6.4. Notice.**

(a) **Public Meetings.** Notice of all meetings that are required to be public meetings (or changes to the calendar of such regular meetings) must be given in accordance with applicable law (i.e. Nevada's laws regarding open meetings).

(b) **Non-Public Meetings.** Meetings that are not required to be public meetings may be held without notice at such time and at such place as shall from time to time be determined by the Board. A special meeting of the Board may be called by the President or by any two (2) directors. Notice of each special meeting that is not required to be a public meeting shall specify the place, day and time of the meeting, shall be given to each director at least (a) two (2) days before such meeting, if such notice is delivered personally or by means of telephone, electronic mail or facsimile; (b) three (3) days before such meeting if such notice is delivered by a recognized overnight delivery service; or (c) five (5) days before the meeting if such notice is delivered through the United States first class mail, postage prepaid. The manner of notice need not be the same to each director. Neither the business to be transacted at, nor the purpose of, any such meeting, needs to be specified in the notice of the special meeting.

(c) **Waiver of Notice.** A written waiver, signed by a director entitled to notice, whether before or after the time stated herein, shall be deemed the equivalent of notice. Attendance of a director at a meeting shall constitute a waiver of notice, except when the person attends a meeting for the express purpose of objecting to the transaction of any business because the meeting was not lawfully called or convened and such person states such objection at the beginning of such meeting. Neither the business to be transacted at, nor the purpose of, any

regular or special meeting of the Board need be specified in any written waiver of notice.

**6.5** Quorum and Voting. Unless otherwise required by applicable law, a majority of the total number of directors then serving shall constitute a quorum for the transaction of business at any meeting. Except as otherwise specifically provided in NRS Chapter 82 or 388A, in the Articles or in these bylaws, the vote of a majority of the directors present at any meeting at which a quorum is present shall be the act of the Board. If less than a quorum is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice until a quorum is be present. No director may vote or act by proxy at any meeting. Unless otherwise provided by applicable law, the participants at any meeting may participate by means of conference telephone or similar communications equipment by which all persons participating in the meeting can simultaneously communicate with each other. Such participation shall constitute presence in person at the meeting.

**6.6** Confidentiality. As a public body, most of the Company's records are subject to public inspection upon request. Except as required by applicable law, directors shall not publicly discuss the business or affairs of the Company.

**6.7** Action by Written Consent. Unless otherwise prohibited by applicable law (including, but not limited to, NRS Chapters 82 and 388A) or the Articles, any action required or permitted to be taken at any meeting of the Board, or of any committee thereof, may be taken without a meeting if a majority or such other required amount of the members of the Board or committee, as the case may be, consent thereto in writing, and the writing or writings are filed with the minutes of the proceedings of the Board or committee.

## **ARTICLE VII CONFLICTS OF INTEREST**

**7.1.** Conflict of Interest Policy. The Conflict of Interest Policy attached to these bylaws as **Exhibit I** are hereby incorporated herein as though fully set forth in these bylaws.

**7.2.** Nepotism. In order to avoid both the reality and appearance of nepotism, neither any member of the Board nor any member of any committee with Board delegated power or authority shall employ or accept an application for hire from any teacher or other employee if such teacher or other employee is the parent, child, grandparent, grandchild, guardianship relationships, brother, sister, half-brother, half-sister, spouse, domestic partner, aunt, uncle, niece, nephew, first cousin, spouse of a child, sister-in-law, stepparent, stepchild or brother-in-law of a school administrator, the Supervising Employee, any director or any member of such above referenced committee. Each director, member of any such committee, administrator or Supervising Employee that has either (a) an existing familial relationship with an employee of the Company or (b) a change in circumstances that creates a relationship with any employee of the Company, shall declare such relationship as soon as possible to the Board.

Furthermore, no individual shall be appointed to any full-time, part-time or temporary position that would create a supervisor-subordinate relationship between employees within the Company between two individuals who are related. The degrees of relatedness to which the

forgoing apply are as follows: parent, child, grandparent, grandchild, guardianship relationships, brother, sister, half-brother, half-sister, spouse, domestic partner, aunt, uncle, niece, nephew, first cousin, spouse of a child, sister-in-law, stepparent, stepchild or brother-in-law. If a change in circumstances creates a relationship that is described above between parties related as described above, then the Company reserves the right to seek a transfer of either such employee in order to resolve the conflict.

## **ARTICLE VIII PARLIAMENTARY AUTHORITY**

The rules contained in the most current edition of Robert's Rules of Order shall govern all meetings of the Board or any committee to the extent the same is not inconsistent with these bylaws or any other published rules of the Board.

## **ARTICLE IX INDEMNIFICATION**

**9.1** Indemnification of Directors and Officers. Every person who was or is a party or is threatened to be a party to or is involved in any action, suit, or proceedings, whether civil, criminal, administrative or investigative, by reason of the fact that he or she or a person of whom he or she is the legal representative is or was a director or officer of the Company or is or was serving at the request of the Company or for its benefit as a director or officer of another entity, or as its representative in a partnership, joint venture, trust, or other enterprise, shall be indemnified and held harmless to the fullest extent legally permissible under NRS Chapters 82 and 388A from time to time against all expenses, liability, and loss (including attorneys' fees, judgments, fines, and amounts paid or to be paid in settlement) reasonably incurred or suffered by him in connection therewith. The expenses of officers, directors and directors incurred in defending a civil or criminal action, suit or proceedings must be paid by the Company as they are incurred and in advance of the final disposition of the action, suit, or proceedings upon receipt of an undertaking by or on behalf of the director or officer to repay the amount if it is ultimately determined by a court of competent jurisdiction that such person is not entitled to be indemnified by the Company. Such right of indemnification shall be a contract right that may be enforced in any manner desired by such person. Such right of indemnification shall not be exclusive of any other right that such director, officer, or representative may have or hereafter acquire and, without limiting the generality of such statement, they shall be entitled to their respective rights of indemnification under any bylaw, agreement, vote of director, provision of law, or otherwise, as well as their rights under this Article IX.

**9.2** Policies of Insurance. The Board may cause the Company to purchase and maintain insurance on behalf of any person who is or was a director or officer of the Company, or is or was serving at the request of the Company as a director or officer of another entity, or as its representative in a partnership, joint venture, trust, or other enterprise against any liability asserted against such person and incurred in any such capacity or arising out of such status, whether or not the Company would have the power to indemnify such person.

**9.3** Further Amendments. The Board may from time to time adopt further bylaws with respect to indemnification and may amend these such bylaws to provide at all times the fullest indemnification permitted by NRS Chapters 82 and 388A.

**9.4** Limitation on Indemnification. Notwithstanding any other provision of these bylaws, the Company shall neither indemnify any person nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with qualification of the Company as an organization described in Section 501(c)(3) of the Code or would result in liability under Section 4941 of the Code.

## **ARTICLE X MISCELLANEOUS**

**10.1** Account Books, Minutes, Etc. The Company shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees. The books and records of the Company may be audited at each fiscal year end by an independent certified public accountant selected by the Board. All books and records of the Company may be inspected by any director (or by his or her duly appointed representative) for any proper purpose at any reasonable time.

**10.2** Fiscal Year. The fiscal year of the Company shall be established by the Board.

**10.3** Conveyances and Encumbrances. The property of the Company may be assigned, conveyed, or encumbered by such officers of the Company as may be authorized to do so by the Board, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance, and disposition of all or substantially all of the property and assets of the Company shall be authorized only in the manner prescribed by applicable law.

**10.4** Designated Contributions. The Company may accept any designated contribution, grant, bequest, or devise consistent with its general tax-exempt purposes and NRS Chapter 388A. As so limited, donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the Company shall reserve all right, title, and interest and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special fund, purposes or use. Further, the Company shall retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the Company's tax-exempt purposes.

**10.5** Reference to Internal Revenue Code. All references in these bylaws to provisions of the Code shall include the corresponding provisions of any subsequent federal tax laws, rules or regulations.

**10.6** Amendments. The power to alter, amend, or repeal either the Articles or these bylaws shall be vested in the Board and must, if at all, be approved as permitted by applicable law (including, but not limited to, NRS Chapters 82 and 388A) and by the affirmative vote of at least two-thirds (2/3) of all the directors then in office.

## **EXHIBIT I**

### **Conflict of Interest Policy**

#### ***Article I Purpose***

*The purpose of the conflict of interest policy (this “Policy”) is to protect the Company when, if ever, it enters into a transaction or other arrangement that might either (a) benefit the private interest of a director, committee member, officer, employee or other person affiliated with the Company or an officer or director of the Organization or (b) result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to the Company as a nonprofit and charitable organization.*

#### ***Article II Definitions***

*For purposes of this Policy, the following terms have the following meanings:*

***Interested Person.*** *Any director, principal officer, Supervising Employee (as defined in the bylaws) or member of a committee to which the Board has delegated any of its powers or authorities when such person has a direct or indirect financial interest (defined below).*

***Financial Interest.*** *A person has a financial interest if he or she has, directly or indirectly, through business, investment, or family: (a) An ownership or investment interest in any entity with which the Company has a transaction or arrangement; (b) A compensation arrangement with the Company or with any entity or individual with which the Company has a transaction or arrangement, or (c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Company is negotiating a transaction or arrangement.*

*As used in this definition, “compensation” includes, but is not limited, to direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Section 3.2 below, a person who has a financial interest may have a conflict of interest only if the Board that a conflict of interest exists.*

#### ***Article III Procedures***

***3.1 Duty to Disclose.*** *In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or, if other than the Board, the members of committees with governing board delegated powers that will be considering the proposed transaction or arrangement.*

**3.2 Determining Whether a Conflict of Interest Exists.** *After an interested person discloses a financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave Board or committee considering the same while the determination as to whether a conflict of interest exists is discussed and voted upon. If all of the directors or committee members are interested persons, then the Board shall appoint a disinterested person or committee to either (a) make a determination as to whether a conflict of interest exists or (b) investigate alternatives to the proposed transaction or arrangement. If the Board, committee or disinterested person or committee determines a conflict of interest exists, then the deciding body shall determine whether the transaction or arrangement is in the best interests of the Company or if another transaction or arrangement that is at least as advantageous making The After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.*

**3.4 Violations of the Conflict of Interest Policy.** *If the Board or the applicable committee has reasonable cause to believe an interested person failed to disclose an actual or possible conflict of interest, then the Board or such committee shall inform the interested persons of the basis for such belief and provide such interested person an opportunity to explain the alleged failure to disclose. If, after hearing the interested person's response and making further investigation as may be warranted, if any, the Board or committee determines the interested person was grossly negligent, reckless or willful in his or her failure to disclose, the Board or committee shall take appropriate action.*

#### **Article IV** **Records of Proceedings Involving Conflicts of Interest**

*In considering whether any conflict of interest exists or the failure of an interested person to disclose the existence of an actual or potential conflict of interest, the minutes of the Board or committee making such consideration shall contain (a) the name(s) of the person(s) who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision as to whether a conflict of interest in fact exists; and (b) the names of the persons who were present for either the discussions or votes (or both) relating to the transaction or arrangement, the content of the discussion (including, if at all, any alternatives presented) and a record of any votes taken in connection with the proceedings.*

#### **Article V** **Statements**

*Each director, each officer, and each member of a committee with Board delegated powers or authority shall, at the time of his or her appointment and installation, on a per term basis, sign a statement affirming that he or she has (a) received a copy of Company's conflict of interest policy; (b) read and understands the policy, (c) agrees to comply with the policy, and (d) understands the Company is charitable and must engage primarily in activities that accomplish one or more of its tax-exempt purposes to maintain its federal tax exemption.*



Data Interaction  
for Nevada Accountability Portal

Group Summary Report

CRT (Grades 3-8 ELA/Math), Year 2021-2022

92.8%

Group	Organization Code	Year	Mathematics						ELA										
			Number Enrolled	Number Tested	% Not Tested	% Tested	% Proficient	% in Each Performance Level			Number Tested	% Not Tested	% Tested	% Proficient	% in Each Performance Level				
								ED	AS	MS					ES	ED	AS	MS	ES
Founders Academy of Las Vegas	51430	2021-2022	467	467	<5	>95	40.0	25.1	34.9	27.8	12.2	467	<5	>95	49.5	22.9	27.6	37.3	12.2
Am In/AK Native	51430	2021-2022	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black	51430	2021-2022	37	37	<5	>95	16.2	56.8	27.0	-	-	37	<5	>95	29.7	40.5	29.7	27.0	-
Hispanic	51430	2021-2022	181	181	<5	>95	26.5	32.0	41.4	22.1	-	181	<5	>95	40.3	27.6	32.0	30.9	9.4
White	51430	2021-2022	183	183	<5	>95	53.6	14.2	32.2	34.4	19.1	183	<5	>95	59.6	14.8	25.7	42.6	16.9
Two or More Races	51430	2021-2022	46	46	<5	>95	54.3	-	26.1	39.1	-	46	<5	>95	54.3	26.1	-	43.5	-
Asian	51430	2021-2022	18	18	<5	>95	55.6	-	-	-	-	18	<5	>95	66.7	-	-	-	-
IEP	51430	2021-2022	26	26	<5	>95	-	50.0	-	-	-	26	<5	>95	-	50.0	-	-	-
Not IEP	51430	2021-2022	441	441	<5	>95	40.4	23.6	36.1	28.1	12.2	441	<5	>95	51.0	21.3	27.7	38.5	12.5
EL	51430	2021-2022	57	57	<5	>95	22.8	42.1	35.1	22.8	-	57	<5	>95	22.8	40.4	36.8	19.3	-
Not EL	51430	2021-2022	410	410	<5	>95	42.4	22.7	34.9	28.5	13.9	410	<5	>95	53.2	20.5	26.3	39.8	13.4
FRL	51430	2021-2022	106	106	<5	>95	28.3	40.6	31.1	17.9	10.4	106	<5	>95	36.8	33.0	30.2	31.1	-
Not FRL	51430	2021-2022	361	361	<5	>95	43.5	20.5	36.0	30.7	12.7	361	<5	>95	53.2	19.9	26.9	39.1	14.1



Name of Student	Gender	Test score (1-36) and percent at or below test score												Writing Domains (2-12)				Test Date	Test Location				
		Composite		Math		Science		STEM		English		Reading		Writing*		ELA				Ideas/Analy.	Dev/Supp.	Org.	Lang/Conv.
		Score	US Rank %s	Test Score	US Rank %s	Test Score	US Rank %s	Test Score	US Rank %s	Test Score	US Rank %s	Test Score	US Rank %s	Test Score	US Rank %s	Score	US Rank %s						
ERMOJENES ROLDAN <b>EL</b>	M	13	11	12	2	18	40	15	19	9	3	14	21	4	17	10	8	4	4	4	4	03/2022	H
EMMA SEVIER	F	27	85	24	75	22	64	23	71	31	91	31	89	8	91	28	90	8	8	8	8	03/2022	H
MACIE SILVESTRI S	F	21	60	17	44	22	64	20	55	24	76	22	62	8	91	23	74	8	8	8	8	03/2022	W
TAJSHA SIMON J	F	13	11	15	23	15	20	15	19	10	8	12	11	4	17	10	8	4	4	4	4	03/2022	H
<b>High School Seniors</b>																							
NATALYA PHILOGENE V	F	12	5	13	5	14	15	14	12	9	3	12	11	5	29	12	16	6	4	5	6	03/2022	H
<b>Total STUDENTS ==&gt;</b>																							



# High School Report Checklist

FOUNDERS ACADEMY OF LAS VEGAS  
LAS VEGAS

290-233

MAY 2, 2022

CYCLE 62768

Name of Student	Gender	Test score (1-36) and percent at or below test score												Writing Domains (2-12)				Test Date	Test Location				
		Composite		Math		Science		STEM		English		Reading		Writing*		ELA				Ideas/Analy.	Dev/Supp.	Org.	Lang/Conv.
		Score	US Rank %s	Test Score	US Rank %s	Test Score	US Rank %s	Test Score	US Rank %s	Test Score	US Rank %s	Test Score	US Rank %s	Test Score	US Rank %s	Score	US Rank %s						
High School Juniors DORNHOFFER C-HLOE	F	17	36	16	35	15	20	16	27	19	50	16	30	8	91	20	60	8	8	8	9	03/2022	W
Total STUDENTS ==>		1																					

Note: This list reflects the score reports included in this mailing.

\*The writing score range is 1-36 for events Sept. 2015 to Aug. 2016 and 2-12 for all other test events. Writing domain scores are not available for test events prior to Sept. 2015.

**Data Interaction**  
for Nevada Accountability Portal

**Group Summary Report**

CCR (Grade 11 High School ELA/Math), Year 2021-2022

Group	Organization Code	Year	Number Enrolled	Mathematics										ELA																			
				Number Tested	% Tested	% Not Tested	% Proficient	% in Each Performance Level			Number Tested	% Tested	% Not Tested	% Proficient	% in Each Performance Level																		
								ED	AS	MS ES					ED	AS	MS ES																
Founders Academy of Las Vegas	51430	2021-2022	27	27	>95	<5	-	-	-	-	51.9	-	-	-	27	>95	<5	-	-	-	-	70.4	-	-	-	27	>95	<5	-	-	-	-	48.1
Black	51430	2021-2022	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic	51430	2021-2022	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	51430	2021-2022	13	13	>95	<5	-	-	-	-	-	-	-	-	13	>95	<5	-	-	-	-	92.3	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	51430	2021-2022	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Asian	51430	2021-2022	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
IEP	51430	2021-2022	-	1	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Not IEP	51430	2021-2022	26	26	>95	<5	-	-	-	-	50.0	-	-	-	26	>95	<5	-	-	-	-	69.2	-	-	-	-	-	-	-	-	-	-	46.2
EL	51430	2021-2022	-	1	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Not EL	51430	2021-2022	26	26	>95	<5	-	-	-	-	53.8	-	-	-	26	>95	<5	-	-	-	-	73.1	-	-	-	-	-	-	-	-	-	-	50.0
FRL	51430	2021-2022	-	7	-	-	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Not FRL	51430	2021-2022	20	20	>95	<5	-	-	-	-	50.0	-	-	-	20	>95	<5	-	-	-	-	85.0	-	-	-	-	-	-	-	-	-	-	55.0

Show Footers



	\$ per Student	\$	\$					
	\$	7,151.20	7,338.00	7,411.38	7,485.49	7,560.35	7,635.95	7,712.31
	# of Students	900.00	941.00	1082.00	1166	1222	1278	1306
	Date Approved	6/30/2022	5/10/2022	Forecast	Forecast	Forecast	Forecast	Forecast
		FINAL FY2122	FY2223 INITIAL	FY2324 - TENTATIVE	FY2425	FY2526	FY2627	FY2728
<b>REVENUES</b>								
	Revenue Limit	6,830,986.00	7,259,655.00	8,399,407.00	9,109,796.00	9,621,886.00	10,143,331.00	10,458,322.00
	Federal Revenue	433,155.00	540,932.00	265,544.00	80,524.00	80,524.00	80,524.00	80,524.00
	Local Revenue	2,138,636.00	431,196.00	431,196.00	431,196.00	431,196.00	431,196.00	431,196.00
	<b>Total Revenues</b>	<b>9,402,777.00</b>	<b>8,231,783.00</b>	<b>9,096,147.00</b>	<b>9,621,516.00</b>	<b>10,133,606.00</b>	<b>10,655,051.00</b>	<b>10,970,042.00</b>
<b>SALARIES &amp; BENEFITS</b>								
	SUBTOTAL SALARIES	3,176,997.00	3,940,986.00	4,112,482.00	4,664,831.00	4,840,453.00	4,973,678.00	5,106,901.00
	SUBTOTAL BENEFITS	966,766.00	1,148,275.00	1,194,727.00	1,449,136.00	1,498,495.00	1,528,676.00	1,558,860.00
	<b>SUBTOTAL SALARIES &amp; BENEFITS</b>	<b>4,143,763.00</b>	<b>5,089,261.00</b>	<b>5,307,209.00</b>	<b>6,113,967.00</b>	<b>6,338,948.00</b>	<b>6,502,354.00</b>	<b>6,665,761.00</b>
<b>PURCHASED SERVICES</b>								
	SUBTOTAL PURCHASED SERVICES	992,885.00	889,394.00	985,311.00	1,014,259.00	1,037,194.00	1,060,404.00	1,083,890.00
<b>BOOKS &amp; SUPPLIES</b>								
	SUBTOTAL BOOKS & SUPPLIES	380,942.00	440,655.00	276,421.00	286,303.00	292,029.00	297,870.00	303,829.00
<b>CAPITAL OUTLAY</b>								
	SUBTOTAL CAPITAL OUTLAY	388,000.00	400,000.00	400,000.00	400,000.00	400,000.00	400,000.00	400,000.00
<b>OTHER</b>								
	SUBTOTAL OUTHER OUTGO	2,533,042.46	1,349,179.00	1,439,614.00	1,957,885.00	1,953,747.00	1,958,316.00	1,967,595.00
	<b>TOTAL EXPENSES</b>	<b>8,438,632.46</b>	<b>8,168,489.00</b>	<b>8,408,555.00</b>	<b>9,772,414.00</b>	<b>10,021,918.00</b>	<b>10,218,944.00</b>	<b>10,421,075.00</b>
	<b>Net Income</b>	<b>964,144.54</b>	<b>63,294.00</b>	<b>687,592.00</b>	<b>(150,898.00)</b>	<b>111,688.00</b>	<b>436,107.00</b>	<b>548,967.00</b>



	\$ per Student	\$	\$					
		7,151.20	7,338.00	7,411.38	7,485.49	7,560.35	7,635.95	7,712.31
	# of Students	900.00	941.00	1082.00	1166	1222	1278	1306
	Date Approved	6/30/2022	5/10/2022	Forecast	Forecast	Forecast	Forecast	Forecast
		FINAL FY2122	FY2223 INITIAL	FY2324 - TENTATIVE	FY2425	FY2526	FY2627	FY2728
<b>CASH FLOWS</b>								
Net Cash provided/ (used) by Operating Activities		820,860.54	63,294.00	687,592.00	(150,898.00)	111,688.00	436,107.00	548,967.00
Net Cash provided/ (used) by Investing Activities		(205,493.00)	(350,000.00)	(350,000.00)	(350,000.00)	(350,000.00)	(350,000.00)	(350,000.00)
Net Cash provided/ (used) by Financing Activities		(14,678.00)	-	-	-	-	-	-
Net Increase/(Decrease) in Cash		600,689.54	-	337,592.00	(500,898.00)	(238,312.00)	86,107.00	198,967.00
Cash at Beginning of Period		4,083,886.18	4,092,039.00	4,092,039.00	4,767,223.00	4,266,325.00	4,028,013.00	4,114,120.00
Cash At End of Period		4,684,575.72	4,092,039.00	4,429,631.00	4,266,325.00	4,028,013.00	4,114,120.00	4,313,087.00
<b>FINANCIAL RATIOS</b>								
EBITDA		2,236,699.54	1,253,816.00	1,951,314.00	1,642,624.00	1,894,610.00	2,208,029.00	2,309,489.00
DAYS CASH ON HAND		202.62	166.54	183.55	153.08	141.07	141.41	145.48
PERSONNEL % OF REVENUE		44.07%	61.82%	58.35%	63.54%	62.55%	61.03%	60.76%
PURCHASED SERVICES % OF REVENUE		10.56%	10.80%	10.83%	10.54%	10.24%	9.95%	9.88%
BOOKS & SUPPLIES % OF REVENUE		4.05%	5.35%	3.04%	2.98%	2.88%	2.80%	2.77%
CAPITAL OUTLAY % OF REVENUE		4.13%	4.86%	4.40%	4.16%	3.95%	3.75%	3.65%
OTHER % OF REVENUE		26.94%	16.39%	15.83%	20.35%	19.28%	18.38%	17.94%
DSCR		10.46	7.92	8.03	5.75	6.06	6.37	6.55
DEBT TO ASSET RATIO		0.94	0.94					



	Fund	Project	Revenue	Program	Function	Object	\$ per Student										
							# of Students										
							Date Approved										
							FINAL FY2122	FY2223 -INITIAL	FY2324 - FINAL	FY2425	FY2526	FY2627	FY2728				
1	Pupil Centered Funding Plan (Basic Aid)	100	201	3110			6,477,300.00	6,905,058.00	8,019,113.00	8,728,086.00	9,238,746.00	9,758,747.00	10,072,279.00				
2	Pupil Centered Funding Plan: English Learners	206	211	3254			89,904.00	90,531.00	97,492.00	98,467.00	99,452.00	100,446.00	101,451.00				
3	Pupil Centered Funding Plan: At-Risk Pupil	208	212	3255			40,707.00	40,991.00	44,072.00	44,513.00	44,958.00	45,408.00	45,862.00				
4	State SPED	250	205	3270			107,457.00	107,457.00	123,011.00	123,011.00	123,011.00	123,011.00	123,011.00				
5	Pupil Centered Funding Plan: Local Special Education	100	210	3115			115,618.00	115,618.00	115,719.00	115,719.00	115,719.00	115,719.00	115,719.00				
11	<b>Revenue Limit</b>							<b>6,830,986.00</b>	<b>7,259,655.00</b>	<b>8,399,407.00</b>	<b>9,109,796.00</b>	<b>9,621,886.00</b>	<b>10,143,331.00</b>	<b>10,458,322.00</b>			
13	SPED- IDEA Part B	280	639	4500			56,857.00	45,298.00	45,298.00	45,298.00	45,298.00	45,298.00	45,298.00				
14	Project Aware	280	698	4500			315.00	-	-	-	-	-	-				
15	Title II	280	709	4500			42,501.00	30,951.00	30,951.00	30,951.00	30,951.00	30,951.00	30,951.00				
17	ESSER I	280	740	4500			10,477.00	-	-	-	-	-	-				
18	ESSER II	280	741	4500			290,296.00	-	-	-	-	-	-				
19	ESSER III	280	742	4500			-	460,408.00	185,020.00	-	-	-	-				
22	CARES - ESSER WAS	280	746	4500			2,834.00	-	-	-	-	-	-				
23	GEER I	280	749	4500			13,374.00	-	-	-	-	-	-				
25	ARP IDEA	280	757	4500			12,226.00	-	-	-	-	-	-				
26	E-Rate Funds	280	000	4703			4,275.00	4,275.00	4,275.00	4,275.00	4,275.00	4,275.00	4,275.00				
27	<b>Federal Revenue</b>							<b>433,155.00</b>	<b>540,932.00</b>	<b>265,544.00</b>	<b>80,524.00</b>	<b>80,524.00</b>	<b>80,524.00</b>	<b>80,524.00</b>			
28	Interest Income	100	000	1510			250.00	2,646.00	2,646.00	2,646.00	2,646.00	2,646.00	2,646.00				
29	Interest Income -Capital Projects	300	000	1510			20.00	500.00	500.00	500.00	500.00	500.00	500.00				
30	Interest Income -Debt Service	400	000	1510			85.00	50.00	50.00	50.00	50.00	50.00	50.00				
32	Centurions Enterprise Program	600	001	1750			175,000.00	200,000.00	200,000.00	200,000.00	200,000.00	200,000.00	200,000.00				
33	OTHER ACTIVITY FEES	100	000	1790			17,031.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00				
34	Riggs Camp	105	011	1790			23.00	-	-	-	-	-	-				
35	Student Generated Funds (SGF)	279	000	1790			243,169.00	225,000.00	225,000.00	225,000.00	225,000.00	225,000.00	225,000.00				
36	Other Revenue	100	000	1900			26,160.00	-	-	-	-	-	-				
41	Refund of Prior Year Expenses	100	000	1980			7,112.00	-	-	-	-	-	-				
42	Refund of Prior Year Expenses: TITLE II	280	709	1980			9,167.00	-	-	-	-	-	-				
43	Transfer In GEN FUND	100	000	5200			264,511.00	-	-	-	-	-	-				
44	Transfer In Riggs Camp	105	011	5200			32.00	-	-	-	-	-	-				
45	Transfer In SPED	250	205	5200			115,618.00	-	-	-	-	-	-				
46	Transfer In Food Service	290	000	5200			54,053.00	-	-	-	-	-	-				
47	Transfer In Capital Projects Fund	300	000	5200			1,226,405.00	-	-	-	-	-	-				
51	<b>Local Revenue</b>							<b>2,138,636.00</b>	<b>431,196.00</b>	<b>431,196.00</b>	<b>431,196.00</b>	<b>431,196.00</b>	<b>431,196.00</b>	<b>431,196.00</b>			
52	<b>Total Revenues</b>							<b>9,402,777.00</b>	<b>8,231,783.00</b>	<b>9,096,147.00</b>	<b>9,621,516.00</b>	<b>10,133,606.00</b>	<b>10,655,051.00</b>	<b>10,970,042.00</b>			
53																	
54	Salaries- Instruction					0101	1,925,546.00	2,637,813.00	2,541,593.00	3,016,300.00	3,101,666.00	3,187,033.00	3,272,400.00				
55	Salaries- Teacher- Substitutes					0103	42,000.00	40,000.00	97,251.00	100,084.00	102,917.00	105,749.00	108,582.00				
56	Salaries- Licensed Admin					0104	225,680.00	227,732.00	242,896.00	249,970.00	257,045.00	264,120.00	271,194.00				



	Fund	Project	Revenue	Program	Function	Object	\$ per Student	# of Students	Date Approved							
										\$ 7,338.00	\$ 7,338.00	7,411.38	7,485.49	7,560.35	7,635.95	7,712.31
										900.00	941.00	1082.00	1166.00	1222.00	1278.00	1306.00
										6/30/2022	5/10/2022	Forecast	Forecast	Forecast	Forecast	Forecast
									FINAL FY2122	FY2223 -INITIAL	FY2324 - FINAL	FY2425	FY2526	FY2627	FY2728	
57	Salaries- Other Licensed Teachers						0106	184,111.00	70,027.00	218,565.00	288,531.00	296,697.00	304,863.00	313,029.00		
58	Additional Compensation Such as Bonuses, or Incentives						0151	2,272.00	25,000.00	25,750.00	26,500.00	27,250.00	28,000.00	28,750.00		
59	Additional Compensation Such as Bonuses, or Incentives						0153	-	-	-	-	-	-	-		
60	Additional Compensation Such as Bonuses, or Incentives						0154	2,044.00	-	-	-	-	-	-		
61	Additional Compensation Such as Bonuses, or Incentives						0156	2,800.00	-	-	-	-	-	-		
62	Extra Duty						0161	25,506.00	75,800.00	78,074.00	-	-	-	-		
63	Extra Duty						0163	1,215.00	-	-	-	-	-	-		
64	Extra Duty						0164	-	-	-	-	-	-	-		
65	<b>Certified</b>							<b>2,411,174.00</b>	<b>3,076,372.00</b>	<b>3,204,129.00</b>	<b>3,681,385.00</b>	<b>3,785,575.00</b>	<b>3,889,765.00</b>	<b>3,993,955.00</b>		
66	Salaries- Para-Professional						0102	271,068.00	320,093.00	302,156.00	310,957.00	319,757.00	328,558.00	337,359.00		
67	Salaries- Non-Licensed Admin						0105	53,212.00	61,784.00	63,637.00	65,491.00	67,344.00	69,198.00	71,051.00		
68	Salaries- Classified/Support Staff						0107	432,831.00	478,137.00	537,822.00	606,998.00	667,777.00	686,157.00	704,536.00		
69	Salaries for Overtime Employees Paid to Non-licensed Administration						0132	431.00	-	-	-	-	-	-		
71	Salaries for Overtime Employees Paid to Other Classified / Support Staff						0137	3,481.00	-	-	-	-	-	-		
74	Additional Compensation Such as Bonuses, or Incentives						0157	500.00	-	-	-	-	-	-		
75	Extra Duty						0162	4,300.00	4,600.00	4,738.00	-	-	-	-		
76	<b>Classified</b>							<b>765,823.00</b>	<b>864,614.00</b>	<b>908,353.00</b>	<b>983,446.00</b>	<b>1,054,878.00</b>	<b>1,083,913.00</b>	<b>1,112,946.00</b>		
77	<b>Total Salaries</b>							<b>3,176,997.00</b>	<b>3,940,986.00</b>	<b>4,112,482.00</b>	<b>4,664,831.00</b>	<b>4,840,453.00</b>	<b>4,973,678.00</b>	<b>5,106,901.00</b>		
78	Group Insurance						0210	311,945.00	344,850.00	340,100.00	397,100.00	401,850.00	401,850.00	401,850.00		
79	FICA						0220	13,359.00	7,747.00	8,514.00	8,762.00	9,010.00	9,258.00	9,506.00		
80	PERS						0230	510,368.00	630,976.00	670,471.00	844,042.00	880,901.00	905,146.00	929,391.00		
81	Medicare						0240	45,593.00	55,978.00	59,631.00	67,640.00	70,187.00	72,118.00	74,050.00		
83	Unemployment						0260	67,603.00	81,072.00	86,362.00	97,961.00	101,650.00	104,447.00	107,245.00		
84	Worker's Comp						0270	17,898.00	27,652.00	29,649.00	33,631.00	34,897.00	35,857.00	36,818.00		
87	<b>Total Benefits</b>							<b>966,766.00</b>	<b>1,148,275.00</b>	<b>1,194,727.00</b>	<b>1,449,136.00</b>	<b>1,498,495.00</b>	<b>1,528,676.00</b>	<b>1,558,860.00</b>		
88	<b>Total Personnel Expenses</b>							<b>4,143,763.00</b>	<b>5,089,261.00</b>	<b>5,307,209.00</b>	<b>6,113,967.00</b>	<b>6,338,948.00</b>	<b>6,502,354.00</b>	<b>6,665,761.00</b>		
89	<b>Classroom (1000)</b>															
90	100	000		100	1000	0321	330,007.00	223,604.00	309,483.00	318,497.00	327,511.00	336,526.00	345,540.00			
92	100	000		100	1000	0431	150.00	-	-	-	-	-	-			
93	100	000		100	1000	0535	4,100.00	9,850.00	10,047.00	10,248.00	10,452.00	10,662.00	10,875.00			
95	<b>Support Services- Students (2100)</b>															
96	100	000		100	2130	0340	-	217.00	221.00	226.00	230.00	235.00	240.00			
97	100	000		100	2190	0520	3,624.00	3,624.00	3,696.00	3,770.00	3,846.00	3,923.00	4,001.00			
98	<b>Support Services- Instruction (2200)</b>															
99	100	000		100	2213	0330	18,810.00	-	-	-	-	-	-			
100	100	000		100	2240	0350	928.00	-	-	-	-	-	-			
102	100	000		100	2213	0580	2,219.00	2,000.00	2,040.00	2,081.00	2,122.00	2,165.00	2,208.00			
103	<b>Support Services- General Administration (2300)</b>															





	Fund	Project	Revenue	Program	Function	Object	\$ per Student										
							# of Students										
							Date Approved										
								FINAL FY2122	FY2223 -INITIAL	FY2324 - FINAL	FY2425	FY2526	FY2627	FY2728			
155	Employee Training and Development Services -Title II	100	000		100	4700	0430	1,197.00	-	-	-	-	-	-			
165	<b>Special Education</b>								-	-	-	-	-	-			
169	Other Professional Services -Psychologist	250	205		200	2140	0340	20,000.00	52,784.00	53,840.00	54,916.00	56,015.00	57,135.00	58,278.00			
171	Other Professional Services -Occupational Therapy	250	205		200	2160	0340	11,400.00	10,000.00	10,200.00	10,404.00	10,612.00	10,824.00	11,041.00			
172	Purchased Financial Services (CSMC)	250	205		200	2510	0340	5,213.00	5,266.00	5,372.00	5,479.00	5,589.00	5,701.00	5,815.00			
173	Other Professional Services	250	205		200	2240	0350	45.00	-	-	-	-	-	-			
174	Other Technical Services	250	205		200	2585	0352	232.00	555.00	566.00	577.00	589.00	600.00	612.00			
175	Utilities (Water/Sewer)	250	205		200	2610	0410	2,881.00	2,688.00	2,742.00	2,891.00	2,949.00	3,008.00	3,068.00			
176	Waste Disposal Service	250	205		200	2610	0421	640.00	640.00	653.00	688.00	702.00	716.00	730.00			
177	Repairs and Maintenance Services -Operation of Building	250	205		200	2610	0430	600.00	800.00	816.00	860.00	878.00	895.00	913.00			
178	Repairs and Maintenance Services -Maintenance of Building	250	205		200	2620	0430	1,200.00	1,200.00	1,224.00	1,291.00	1,316.00	1,343.00	1,370.00			
179	Repairs and Maintenance Services -Care and Upkeep of Building	250	205		200	2630	0430	584.00	576.00	588.00	619.00	632.00	644.00	657.00			
180	Repairs and Maintenance Services -Care and Upkeep of Building	250	205		200	2640	0430	234.00	240.00	245.00	258.00	263.00	269.00	274.00			
181	Building Lease	250	205		200	2610	0441	2,573.00	2,573.00	2,625.00	2,677.00	2,731.00	2,785.00	2,841.00			
182	Rent of Equipment	250	205		200	2530	0442	659.00	659.00	672.00	686.00	699.00	713.00	728.00			
183	Insurance (Other than Employee) -Operations & Maintenance	250	205		200	2610	0520	1,398.00	1,398.00	1,426.00	1,504.00	1,534.00	1,565.00	1,596.00			
184	Postage	250	205		200	2510	0531	80.00	80.00	82.00	83.00	85.00	87.00	88.00			
185	Telephone - Land line	250	205		200	2585	0533	174.00	174.00	177.00	181.00	185.00	188.00	192.00			
186	Printing & Binding	250	205		200	2530	0550	40.00	576.00	588.00	599.00	611.00	623.00	636.00			
187	Travel	250	205		200	2213	0580	518.00	-	-	-	-	-	-			
188	<b>E-Rate Funds</b>								-	-	-	-	-	-			
189	Data Communications - Internet	280	000		100	1000	0535	4,275.00	4,275.00	4,361.00	4,448.00	4,537.00	4,627.00	4,720.00			
195	<b>Title II</b>								-	-	-	-	-	-			
196	Employee Training and Development Services -Title II	280	709		100	2213	0330	27,220.00	30,951.00	31,570.00	32,201.00	32,846.00	33,502.00	34,172.00			
206	<b>ESSER WAS</b>								-	-	-	-	-	-			
207	Repairs and Maintenance Services -Maintenance of Building	280	746		100	2140	0340	1,875.00	-	-	-	-	-	-			
214	<b>Debt Service Funds</b>								-	-	-	-	-	-			
215	Other Professional Services	400	000		100	5000	0340	2,500.00	2,500.00	2,550.00	2,601.00	2,653.00	2,706.00	2,760.00			
216	<b>Centurion Program Enterprise Fund</b>								-	-	-	-	-	-			
218	Employee Training and Development Services -Title II	600	001		490	3200	0534	700.00	700.00	714.00	728.00	743.00	758.00	773.00			
219	Printing & Binding	600	001		490	3200	0550	1,207.00	1,207.00	1,231.00	1,256.00	1,281.00	1,307.00	1,333.00			
221	<b>Total Purchased Services</b>							<b>992,885.00</b>	<b>889,394.00</b>	<b>985,311.00</b>	<b>1,014,259.00</b>	<b>1,037,194.00</b>	<b>1,060,404.00</b>	<b>1,083,890.00</b>			
222	<b>Classroom (1000)</b>																
223	General Supplies -Classroom	100	000		100	1000	0610	60,000.00	37,640.00	38,393.00	39,161.00	39,944.00	40,743.00	41,558.00			
225	Books & Periodicals -Classroom	100	000		100	1000	0640	1,450.00	-	-	-	-	-	-			
226	Textbook & Curriculum -Classroom	100	000		100	1000	0641	97,300.00	72,457.00	73,906.00	75,384.00	76,892.00	78,430.00	79,998.00			
227	Supplies-Technology-Software -Classroom	100	000		100	1000	0651	3,009.00	3,292.00	3,358.00	3,425.00	3,494.00	3,563.00	3,635.00			
228	Supplies/Equip-Info Tech Related- Classroom	100	000		100	1000	0652	50.00	50.00	51.00	52.00	53.00	54.00	55.00			



	Fund	Project	Revenue	Program	Function	Object	\$ per Student		# of Students		Date Approved		FINAL FY2122	FY2223 -INITIAL	FY2324 - FINAL	FY2425	FY2526	FY2627	FY2728	
							\$	\$												
							7,338.00	7,338.00	7,411.38	7,485.49	7,560.35	7,635.95								7,712.31
							900.00	941.00	1082.00	1166.00	1222.00	1278.00								1306.00
							6/30/2022	5/10/2022	Forecast	Forecast	Forecast	Forecast	Forecast							
229	Web-Based Curriculum -Classroom	100	000		100	1000	0653	8,888.00	-	-	-	-	-	-	-	-	-	-	-	
230	General Supplies	105	000		140	1000	0610	55.00	-	-	-	-	-	-	-	-	-	-	-	
231	<b>Support Services- Students (2100)</b>							-	-	-	-	-	-	-	-	-	-	-	-	
232	General Supplies -Student Support Services	100	000		100	2130	0610	4,297.00	2,000.00	2,040.00	2,081.00	2,122.00	2,165.00	2,208.00						
233	Supplies/Equipment	100	000		910	2190	0612	620.00	-	-	-	-	-	-						
234	<b>Support Services- Instruction (2200)</b>							-	-	-	-	-	-	-						
237	Books & Periodicals	100	000		100	2213	0640	195.00	-	-	-	-	-	-						
238	Supplies-Technology-Software -Administrative Technolo	100	000		100	2240	0651	3,848.00	-	-	-	-	-	-						
242	<b>Support Services- School Administration (2400)</b>							-	-	-	-	-	-	-						
243	General Supplies -School Admin -Office of the Principal	100	000		100	2410	0610	230.00	500.00	510.00	520.00	531.00	541.00	552.00						
244	General Supplies -School Admin -Other Support Services	100	000		100	2490	0610	1,217.00	1,200.00	1,224.00	1,248.00	1,273.00	1,299.00	1,325.00						
245	<b>Central Services (2500)</b>							-	-	-	-	-	-	-						
246	General Supplies - Central Services	100	000		100	2510	0610	562.00	1,000.00	1,020.00	1,040.00	1,061.00	1,082.00	1,104.00						
247	General Supplies	100	000		100	2530	0610	579.00	-	-	-	-	-	-						
248	General Supplies - Personnel Services	100	000		100	2570	0610	320.00	750.00	765.00	780.00	796.00	812.00	828.00						
250	General Supplies - Network Support	100	000		100	2585	0610	4,378.00	2,244.00	2,289.00	2,335.00	2,381.00	2,429.00	2,478.00						
251	Books & Periodicals -Fiscal Services	100	000		100	2510	0640	120.00	-	-	-	-	-	-						
252	Books & Periodicals -Personnel Services	100	000		100	2570	0640	29.00	-	-	-	-	-	-						
256	Supplies-Technology-Software -Network Support	100	000		100	2585	0651	10,312.00	14,838.00	15,135.00	15,437.00	15,746.00	16,061.00	16,382.00						
258	Supplies/Equip-Info Tech- Network Support	100	000		100	2585	0652	6,400.00	-	-	-	-	-	-						
260	<b>Operation and Maintenance of Plant (2600)</b>							-	-	-	-	-	-	-						
261	General Supplies -Operational	100	000		100	2610	0610	78,341.00	48,000.00	48,960.00	51,625.00	52,658.00	53,711.00	54,785.00						
262	General Supplies -Maintenance of Buildings	100	000		100	2620	0610	4,800.00	8,640.00	8,813.00	9,293.00	9,478.00	9,668.00	9,861.00						
263	General Supplies -Outside Maintenance	100	000		100	2630	0610	864.00	960.00	979.00	1,033.00	1,053.00	1,074.00	1,096.00						
264	General Supplies -Security	100	000		100	2660	0610	2,016.00	2,880.00	2,938.00	3,098.00	3,159.00	3,223.00	3,287.00						
265	General Supplies -Safety	100	000		100	2670	0610	672.00	960.00	979.00	1,033.00	1,053.00	1,074.00	1,096.00						
267	Electricity	100	000		100	2610	0622	51,840.00	57,600.00	58,752.00	61,950.00	63,189.00	64,453.00	65,742.00						
269	Supplies-Technology-Software	100	000		100	2660	0651	634.00	634.00	647.00	660.00	673.00	686.00	700.00						
282	<b>Special Education</b>							-	-	-	-	-	-	-						
283	General Supplies -SPED	250	205		200	1000	0610	400.00	-	1,020.00	1,040.00	1,061.00	1,082.00	1,104.00						
284	General Supplies -SPED	250	205		200	2150	0610	134.00	-	-	-	-	-	-						
285	General Supplies -SPED	250	205		200	2240	0610	2,263.00	2,263.00	2,308.00	2,354.00	2,402.00	2,450.00	2,499.00						
286	General Supplies -SPED	250	205		200	2610	0610	3,264.00	1,000.00	2,040.00	2,151.00	2,194.00	2,238.00	2,283.00						
287	General Supplies -Maintenance of Buildings	250	205		200	2620	0610	200.00	360.00	367.00	387.00	395.00	403.00	411.00						
288	General Supplies -Outside Maintenance	250	205		200	2630	0610	36.00	40.00	41.00	43.00	44.00	45.00	46.00						
289	General Supplies -Security	250	205		200	2660	0610	84.00	120.00	122.00	129.00	132.00	134.00	137.00						
290	General Supplies -Safety	250	205		200	2670	0610	120.00	40.00	41.00	43.00	44.00	45.00	46.00						
292	Electricity	250	205		200	2610	0622	2,160.00	2,400.00	2,448.00	2,581.00	2,633.00	2,686.00	2,739.00						



	Fund	Project	Revenue	Program	Function	Object	\$ per Student															
							# of Students															
							Date Approved															
							FINAL FY2122	FY2223 -INITIAL	FY2324 - FINAL	FY2425	FY2526	FY2627	FY2728									
293	Books & Periodicals -Classroom	250	205		200	1000	0640	77.00	-	-	-	-	-	-	-	-						
294	General Supplies	250	205		200	1000	0641	932.00	932.00	951.00	970.00	989.00	1,009.00	1,029.00								
295	Supplies/Equip-Info Tech- Network Support	250	205		200	2240	0651	65.00	-	-	-	-	-	-	-	-						
308	<b>Project Aware</b>																					
309	Web-Based Curriculum -Classroom	280	698		100	1000	0653	315.00	-	-	-	-	-	-	-	-						
320	<b>ESSER II</b>																					
321	General Supplies	280	741		100	2610	0610	715.00	-	-	-	-	-	-	-	-						
322	Software	280	741		100	1000	0651	6,000.00	-	-	-	-	-	-	-	-						
324	Web-Based Curriculum	280	741		100	1000	0653	2,970.00	-	-	-	-	-	-	-	-						
325	<b>ESSER III</b>																					
326	General Supplies	280	742		100	2610	0610	-	52,077.00	-	-	-	-	-	-	-						
327	Software	280	742		100	1000	0651	-	6,000.00	-	-	-	-	-	-	-						
328	Software	280	742		100	2240	0651	-	9,000.00	-	-	-	-	-	-	-						
329	Supplies/Equip-Info Tech	280	742		100	1000	0652	-	22,470.00	-	-	-	-	-	-	-						
330	Supplies/Equip-Info Tech	280	742		100	2237	0652	-	82,108.00	-	-	-	-	-	-	-						
331	<b>GEER 1</b>																					
333	Supplies/Equip-Info Tech	280	749		100	1000	0652	13,374.00	-	-	-	-	-	-	-	-						
339	<b>Centurions Program Enterprise Funds</b>																					
340	General Supplies -Centurions	600	001		490	2130	0610	-	200.00	204.00	208.00	212.00	216.00	221.00								
341	General Supplies -Centurions	600	001		490	3200	0610	3,507.00	5,000.00	5,100.00	5,202.00	5,306.00	5,412.00	5,520.00								
342	Food -Centurions	600	001		490	3200	0630	1,300.00	1,000.00	1,020.00	1,040.00	1,061.00	1,082.00	1,104.00								
344	<b>Total Books &amp; Supplies</b>							<b>380,942.00</b>	<b>440,655.00</b>	<b>276,421.00</b>	<b>286,303.00</b>	<b>292,029.00</b>	<b>297,870.00</b>	<b>303,829.00</b>								
345																						
347	Depreciation -Capital Projects	300	000		100	6000	0790	388,000.00	400,000.00	400,000.00	400,000.00	400,000.00	400,000.00	400,000.00	400,000.00	400,000.00						
348																						
349	<b>Total Capital Outlay</b>							<b>388,000.00</b>	<b>400,000.00</b>													
354	<b>Support Services- Instruction (2200)</b>																					
355	Dues & Fees	100	000		100	2210	0810	1,200.00	1,200.00	1,224.00	1,248.00	1,273.00	1,299.00	1,325.00								
359	<b>Support Services- General Administration (2300)</b>																					
360	Dues & Fees -General Admin	100	000		100	2310	0810	100.00	-	-	-	-	-	-	-	-						
361	Dues & Fees -Executive Admin	100	000		100	2320	0810	325.00	-	-	-	-	-	-	-	-						
362	<b>Support Services- School Administration (2400)</b>																					
364	Dues & Fees -General Admin	100	000		100	2490	0810	-	4,150.00	4,233.00	4,318.00	4,404.00	4,492.00	4,582.00								
366	<b>Central Services (2500)</b>																					
368	Dues & Fees -Central Services	100	000		100	2510	0810	24,000.00	6,680.00	6,814.00	6,950.00	7,089.00	7,231.00	7,375.00								
369	Dues & Fees -Personnel Services	100	000		100	2570	0810	30,000.00	29,029.00	29,610.00	30,202.00	30,806.00	31,422.00	32,050.00								
372	<b>Operation and Maintenance of Plant (2600)</b>																					
373	Dues & Fees -Operations & Maintenance	100	000		100	2610	0810	163.00	118.00	120.00	241.00	246.00	251.00	256.00								



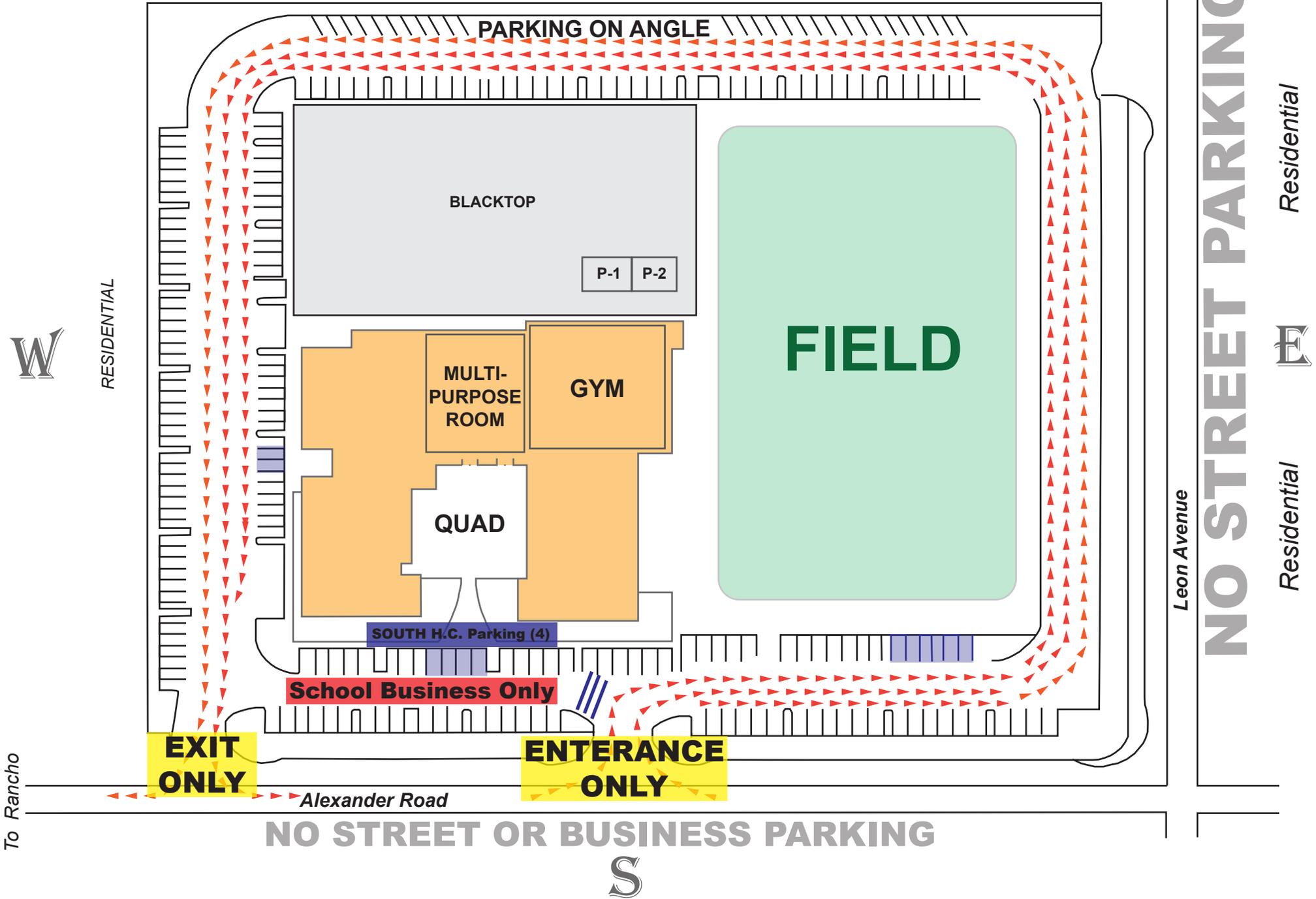
	Fund	Project	Revenue	Program	Function	Object	\$ per Student										
							# of Students										
							Date Approved										
							FINAL FY2122	FY2223 -INITIAL	FY2324 - FINAL	FY2425	FY2526	FY2627	FY2728				
374	<b>Transfers Out of Gen Fund</b>							-	-	-	-	-	-	-			
375	100	000		000	6200	0910	905,030.00	-	-	-	-	-	-				
376	100	210		200	6200	0910	115,618.00	-	-	-	-	-	-				
381	<b>Student Generated Funds (SGF)</b>							-	-	-	-	-	-				
382	279	000		910	6000	0900	240,000.00	200,000.00	204,000.00	208,080.00	212,242.00	216,486.00	220,816.00				
383	279	000		920	6000	0900	16,000.00	25,000.00	25,500.00	26,010.00	26,530.00	27,061.00	27,602.00				
384	279	000		910	6200	0900	6,503.46	-	-	-	-	-	-				
386	<b>ESSER - PD</b>							-	-	-	-	-	-				
387	280	744		100	2213	0810	959.00	-	-	-	-	-	-				
390	<b>Capital Projects Fund</b>							-	-	-	-	-	-				
391	300	000		100	5000	0834	(14,678.00)	(14,678.00)	(14,678.00)	(14,678.00)	(14,678.00)	(14,678.00)	(14,678.00)				
393	300	000		000	6200	0910	13,000.00	-	-	-	-	-	-				
394	<b>Debt Service Funds</b>							-	-	-	-	-	-				
395	400	000		100	5000	0831	-	233,750.00	255,000.00	265,000.00	275,000.00	285,000.00	300,000.00				
396	400	000		100	5000	0832	899,233.00	805,200.00	878,400.00	1,408,200.00	1,397,600.00	1,386,600.00	1,375,200.00				
397	400	000		100	5000	0833	5,534.00	58,730.00	49,391.00	22,314.00	13,235.00	13,152.00	13,067.00				
398	400	000		000	6200	0910	290,000.00	-	-	-	-	-	-				
399	<b>Centurions Program Enterprise Funds</b>							-	-	-	-	-	-				
400	600	001		490	3200	0810	55.00	-	-	-	-	-	-				
402	<b>Total Other Outgo</b>							<b>2,533,042.46</b>	<b>1,349,179.00</b>	<b>1,439,614.00</b>	<b>1,957,885.00</b>	<b>1,953,747.00</b>	<b>1,958,316.00</b>	<b>1,967,595.00</b>			
403	<b>Total Expenditures</b>							<b>8,438,632.46</b>	<b>8,168,489.00</b>	<b>8,408,555.00</b>	<b>9,772,414.00</b>	<b>10,021,918.00</b>	<b>10,218,944.00</b>	<b>10,421,075.00</b>			
404	<b>Net Income</b>							<b>964,144.54</b>	<b>63,294.00</b>	<b>687,592.00</b>	<b>(150,898.00)</b>	<b>111,688.00</b>	<b>436,107.00</b>	<b>548,967.00</b>			
405																	



	Fund	Project	Revenue	Program	Function	Object	\$ per Student										
							# of Students										
							Date Approved										
								FINAL FY2122	FY2223 -INITIAL	FY2324 - FINAL	FY2425	FY2526	FY2627	FY2728			
406	<b>CASH FLOWS</b>																
407	Receivables						249,859.00	-	-	-	-	-	-				
408	Intracompany Receivables						-	-	-	-	-	-	-				
409	Prepaid Expenses						25,892.00	-	-	-	-	-	-				
410	Current Other Expenses						-	-	-	-	-	-	-				
411	Other Assets						-	-	-	-	-	-	-				
412	Accounts Payables						(294,175.00)	-	-	-	-	-	-				
413	Accrued Salaries and Taxes						(124,860.00)	-	-	-	-	-	-				
414	Short Term Loans						-	-	-	-	-	-	-				
415	Deferred Revenue						-	-	-	-	-	-	-				
416	Other Current Liabilities						-	-	-	-	-	-	-				
417	<b>Net Cash provided/ (used) by Operating Activites</b>						<b>820,860.54</b>	<b>63,294.00</b>	<b>687,592.00</b>	<b>(150,898.00)</b>	<b>111,688.00</b>	<b>436,107.00</b>	<b>548,967.00</b>				
418	Capital Expenditures						(205,493.00)	(350,000.00)	(350,000.00)	(350,000.00)	(350,000.00)	(350,000.00)	(350,000.00)				
419	Other Investing Activities						-	-	-	-	-	-	-				
420	Equity Transfers						-	-	-	-	-	-	-				
421	<b>Net Cash provided/ (used) by Investing Activities</b>						<b>(205,493.00)</b>	<b>(350,000.00)</b>	<b>(350,000.00)</b>	<b>(350,000.00)</b>	<b>(350,000.00)</b>	<b>(350,000.00)</b>	<b>(350,000.00)</b>				
422	Cash Flow Financing - Secured Debt						-	-	-	-	-	-	-				
423	Loan Payables						(14,678.00)	-	-	-	-	-	-				
424	Deferred Lease Expense						-	-	-	-	-	-	-				
425	<b>Net Cash provided/ (used) by Financing Activities</b>						<b>(14,678.00)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>				
426	<b>Net Increase/(Decrease) in Cash</b>						<b>600,689.54</b>	<b>(286,706.00)</b>	<b>337,592.00</b>	<b>(500,898.00)</b>	<b>(238,312.00)</b>	<b>86,107.00</b>	<b>198,967.00</b>				
427	<b>Cash at Beginning of Period</b>						<b>4,083,886.18</b>	<b>4,013,782.95</b>	<b>4,429,631.00</b>	<b>4,767,223.00</b>	<b>4,266,325.00</b>	<b>4,028,013.00</b>	<b>4,114,120.00</b>				
428	<b>Cash At End of Period</b>						<b>4,684,575.72</b>	<b>3,727,076.95</b>	<b>4,767,223.00</b>	<b>4,266,325.00</b>	<b>4,028,013.00</b>	<b>4,114,120.00</b>	<b>4,313,087.00</b>				
429																	
430	<b>Estimated 2 months of Expenses</b>						<b>1,387,172.46</b>	<b>1,342,765.32</b>	<b>1,382,228.22</b>	<b>1,606,424.22</b>	<b>1,647,438.58</b>	<b>1,679,826.41</b>	<b>1,713,053.42</b>				
431	<b>5% Reserve (Possibly Included in Total Capital Outlay)</b>						<b>323,865.00</b>	<b>345,253.00</b>	<b>400,956.00</b>	<b>436,404.00</b>	<b>461,937.00</b>	<b>487,937.00</b>	<b>503,614.00</b>				
432	<b>((Cash) / ((Average Expenses past 12 months) / (30.4))</b>						<b>202.62</b>	<b>166.54</b>	<b>197.54</b>	<b>153.08</b>	<b>141.07</b>	<b>141.41</b>	<b>145.48</b>				
433	<b>% of Revenue (Less Depreciation)</b>						<b>10.25%</b>	<b>0.77%</b>	<b>11.96%</b>	<b>2.59%</b>	<b>5.05%</b>	<b>7.85%</b>	<b>8.65%</b>				

# CARLINE - DROP-OFF / PICK-UP MAP

N



To Rancho

Alexander Road

Leon Avenue

NO STREET PARKING

Residential

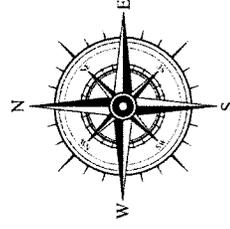
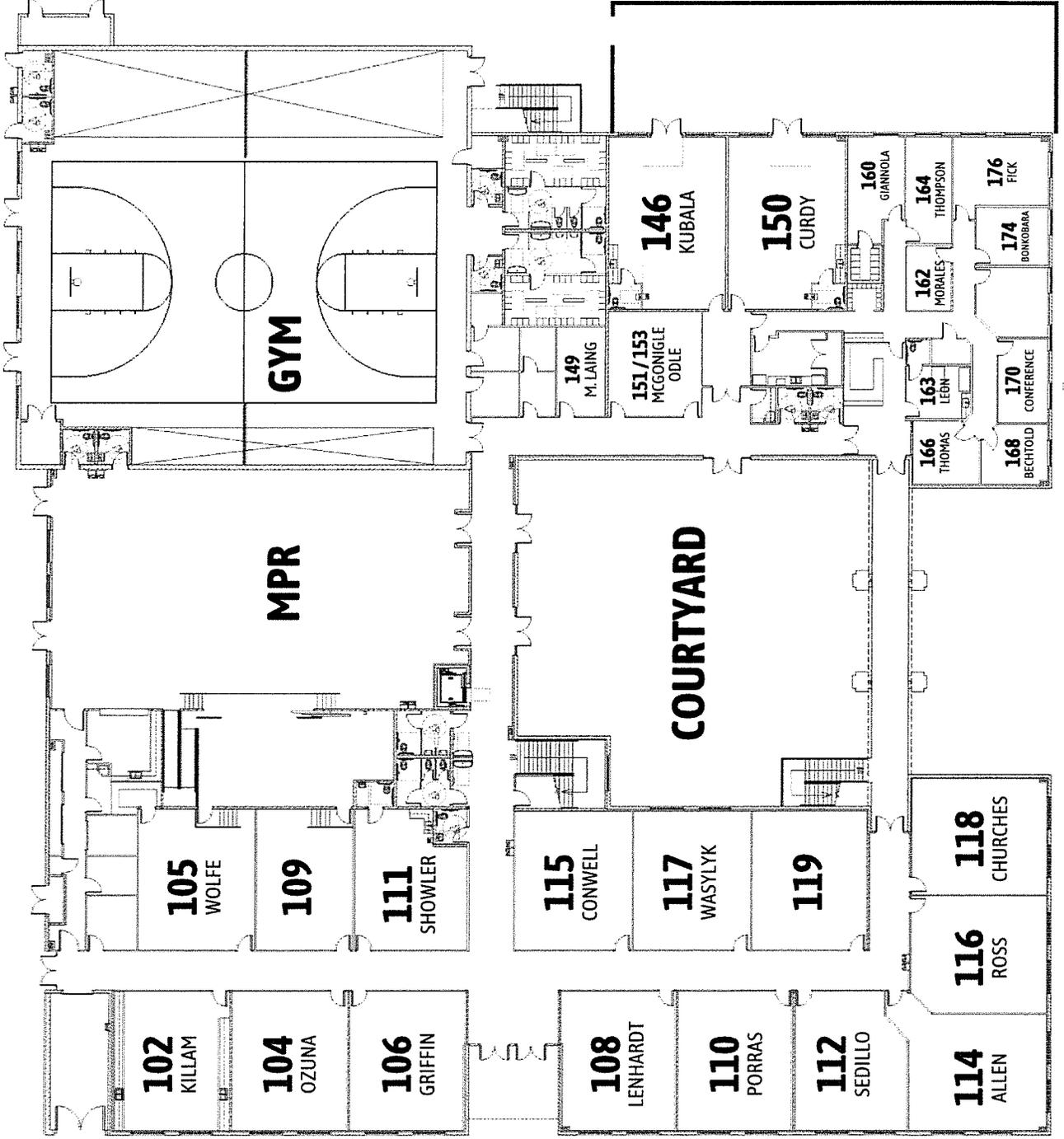
Residential

NO STREET OR BUSINESS PARKING

S

**P2**  
K. ALLRED

**P1**  
LIGHT

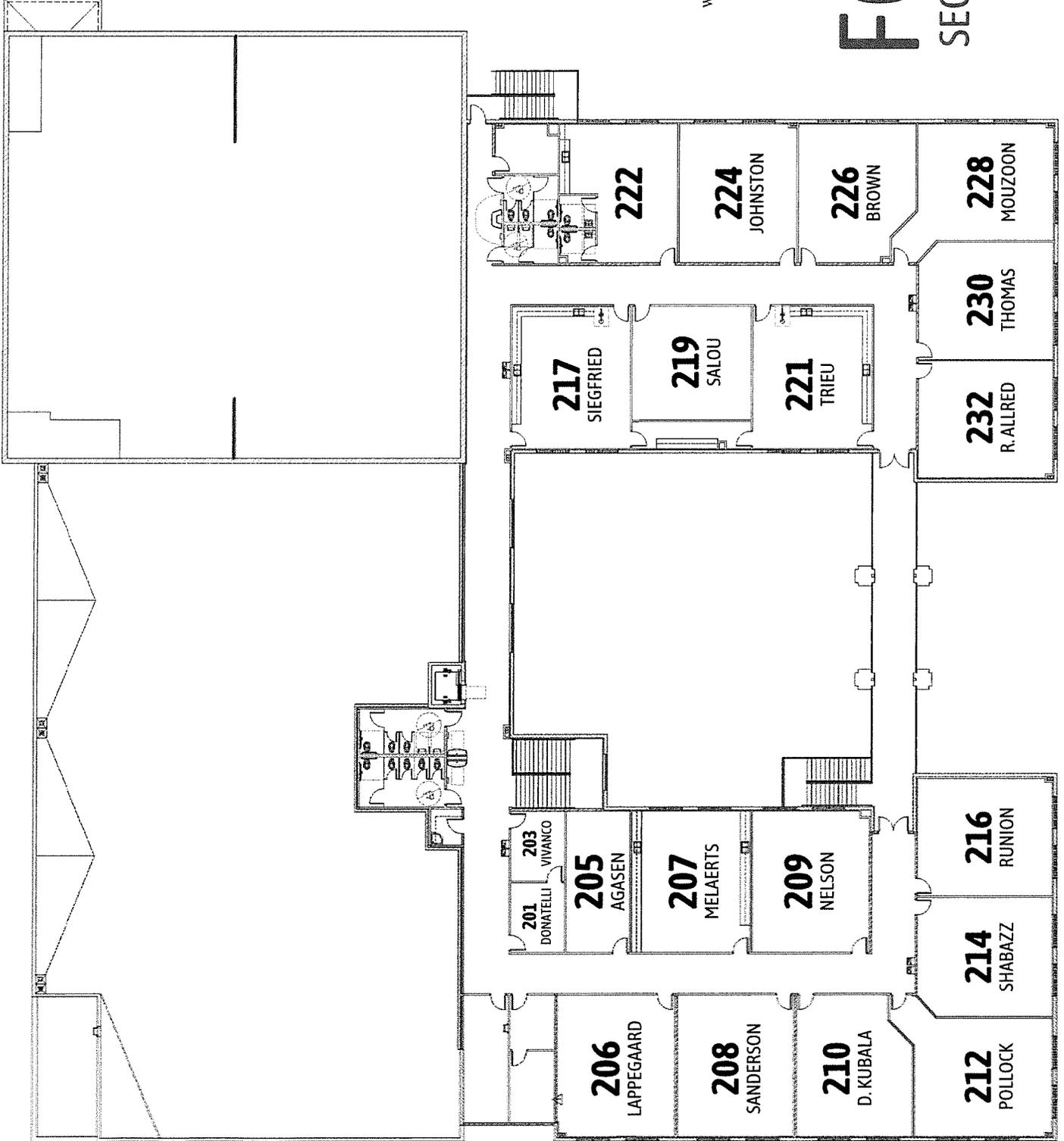
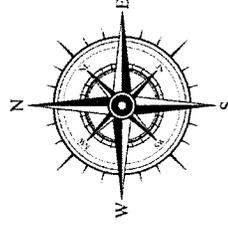


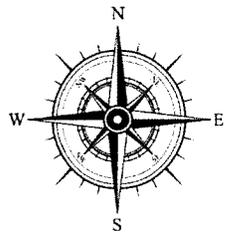
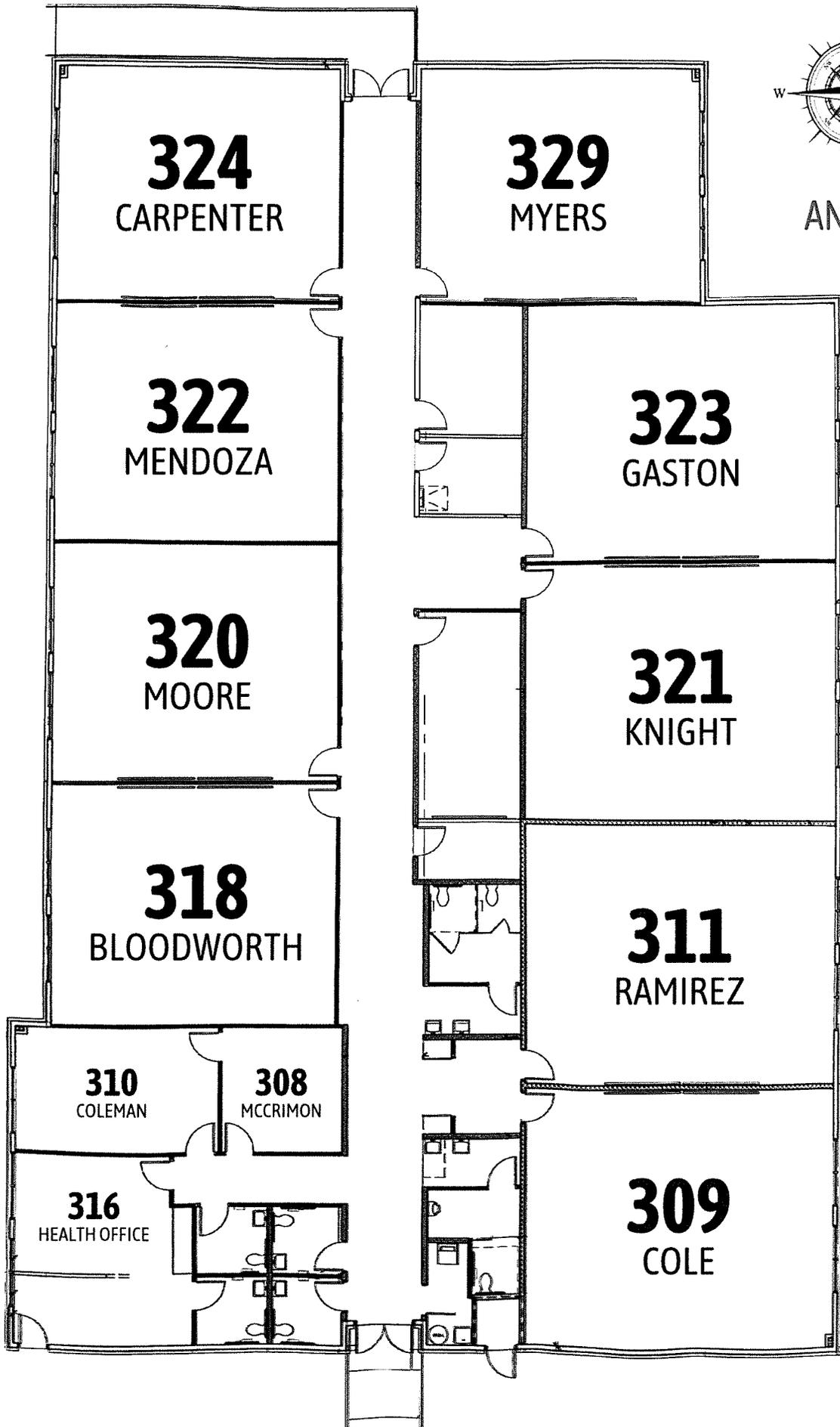
# FCALV

## FIRST FLOOR

# FCALV

## SECOND FLOOR





ANNEX

# FOUNDER'S ACADEMY NEW CLASSROOM ADDITION



**ENCOMPASS STUDIO**  
architecture + interiors

241 W. Charleston Blvd, Suite 155 | Las Vegas, NV 89102  
design@encompassstudio.com 702.733.7759

COVER SHEET

for  
FOUNDER'S ACADEMY CLASSROOM ADDITION  
5730 W. ALEXANDER RD.  
LAS VEGAS, NV 89130

SEAL

NOT FOR  
CONSTRUCTION

REVISIONS

NO.	DESCRIPTION	DATE

DATE: 07.19.2022      DRAWN BY: KG  
PROJECT NO. 11092      CHECKED BY: BP

SHEET NUMBER

G-000

AUGUST 23, 2022  
CONCEPTUAL DESIGN

P. R. E. RANCHO JONES LLC  
 APN: 138-01-401-001  
 O.R. 20160510:001861  
 (NOT A PART)

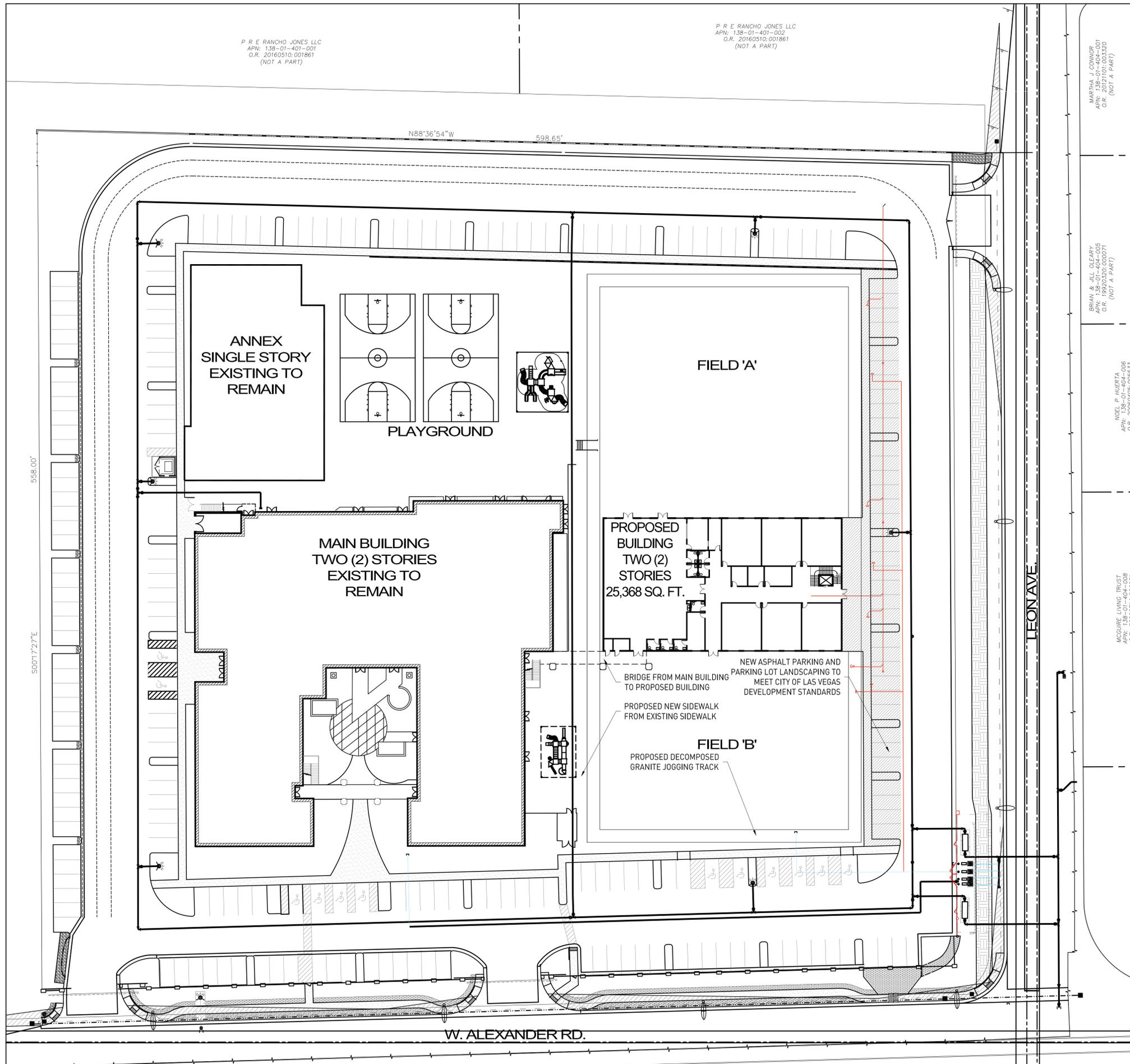
P. R. E. RANCHO JONES LLC  
 APN: 138-01-401-002  
 O.R. 20160510:001861  
 (NOT A PART)

MARSHA J. CONNOR  
 APN: 138-01-404-001  
 O.R. 20121101:003320  
 (NOT A PART)

BRYAN & JILL O'LEARY  
 APN: 138-01-404-005  
 O.R. 19920320:000071  
 (NOT A PART)

NOEL P. HUERTA  
 APN: 138-01-404-006  
 O.R. 20080405:005533  
 (NOT A PART)

MCCOURE LIVING TRUST  
 APN: 138-01-404-008  
 O.R. 20080714:000981  
 (NOT A PART)



**PARKING INFORMATION**

EXISTING PARKING SPACES:	188 SPACES INCLUDING 12 ACCESSIBLE SPACES
PROPOSED NEW PARKING:	35 SPACES - NO ACCESSIBLE SPACES ADDED
TOTAL COMBINED PARKING:	223 SPACES INCLUDING 12 ACCESSIBLE SPACES

**SITE INFORMATION**

JURISDICTION:	CITY OF LAS VEGAS
PARCEL #:	13801401005
ZONING CLASSIFICATION:	UNDEVELOPED/MEDIUM-LOW (U(ML))
SITE AREA:	7.45 ACRES
BUILDING AREA:	25,368 S.F.
PERCENTAGE OF LOT COVERED BY BLDG FOOTPRINT:	TBD
FLOOR AREA RATIO (F.A.R.):	TBD
PROPOSED USE:	PUBLIC / PRIVATE SCHOOL
TYPE OF CONSTRUCTION:	TBD
BUILDING HEIGHT:	TBD
NUMBER OF STORIES:	TWO
FIRE SPRINKLERS:	YES



241 W. Charleston Blvd, Suite 155 | Las Vegas, NV 89102  
 design@encompassstudiovegas.com 702.733.7759

**SITE PLAN**  
 NEW CLASSROOM BUILDING  
 for  
 FOUNDERS ACADEMY OF LAS VEGAS  
 5730 W. ALEXANDER ROAD  
 LAS VEGAS, NV 89130

NOT FOR CONSTRUCTION

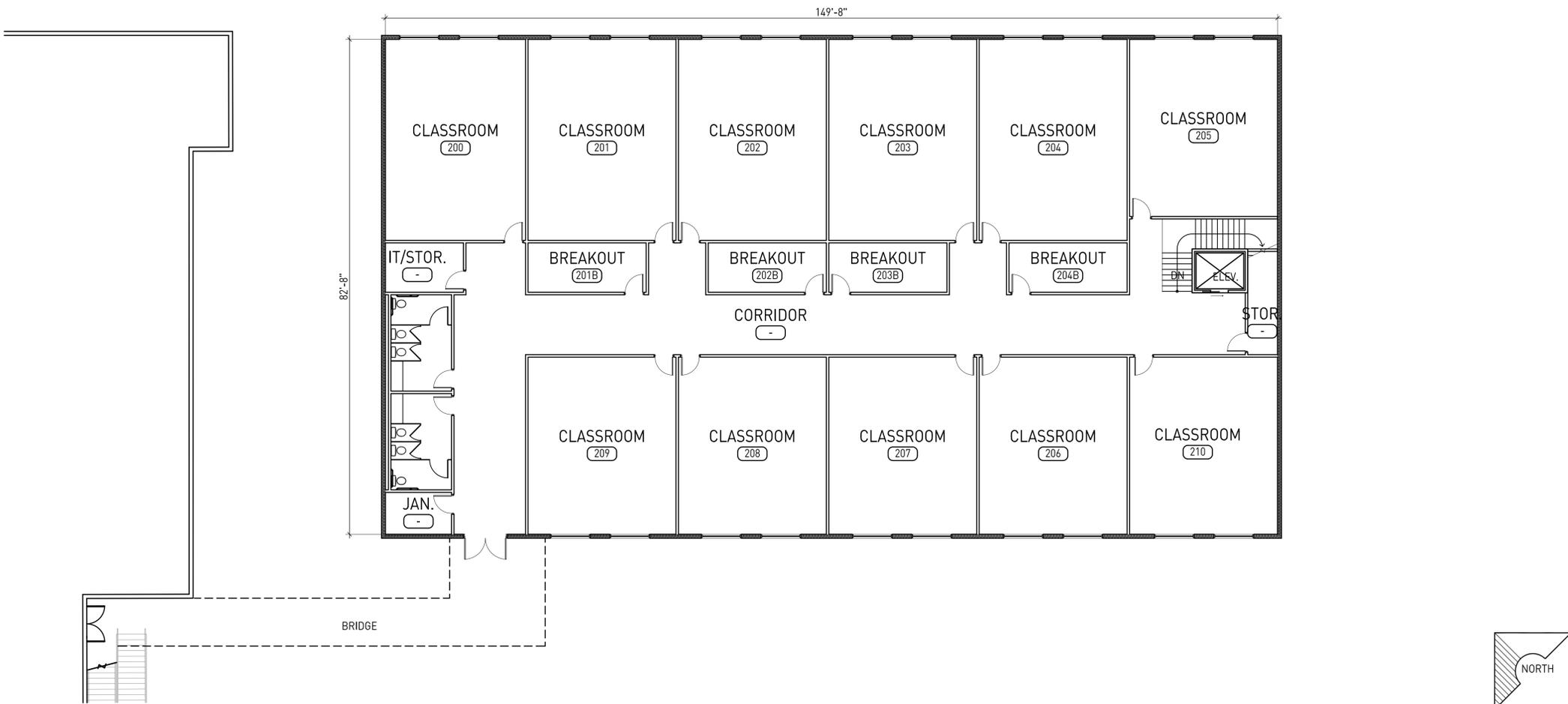
REVISIONS:

NO.	DATE	DESCRIPTION

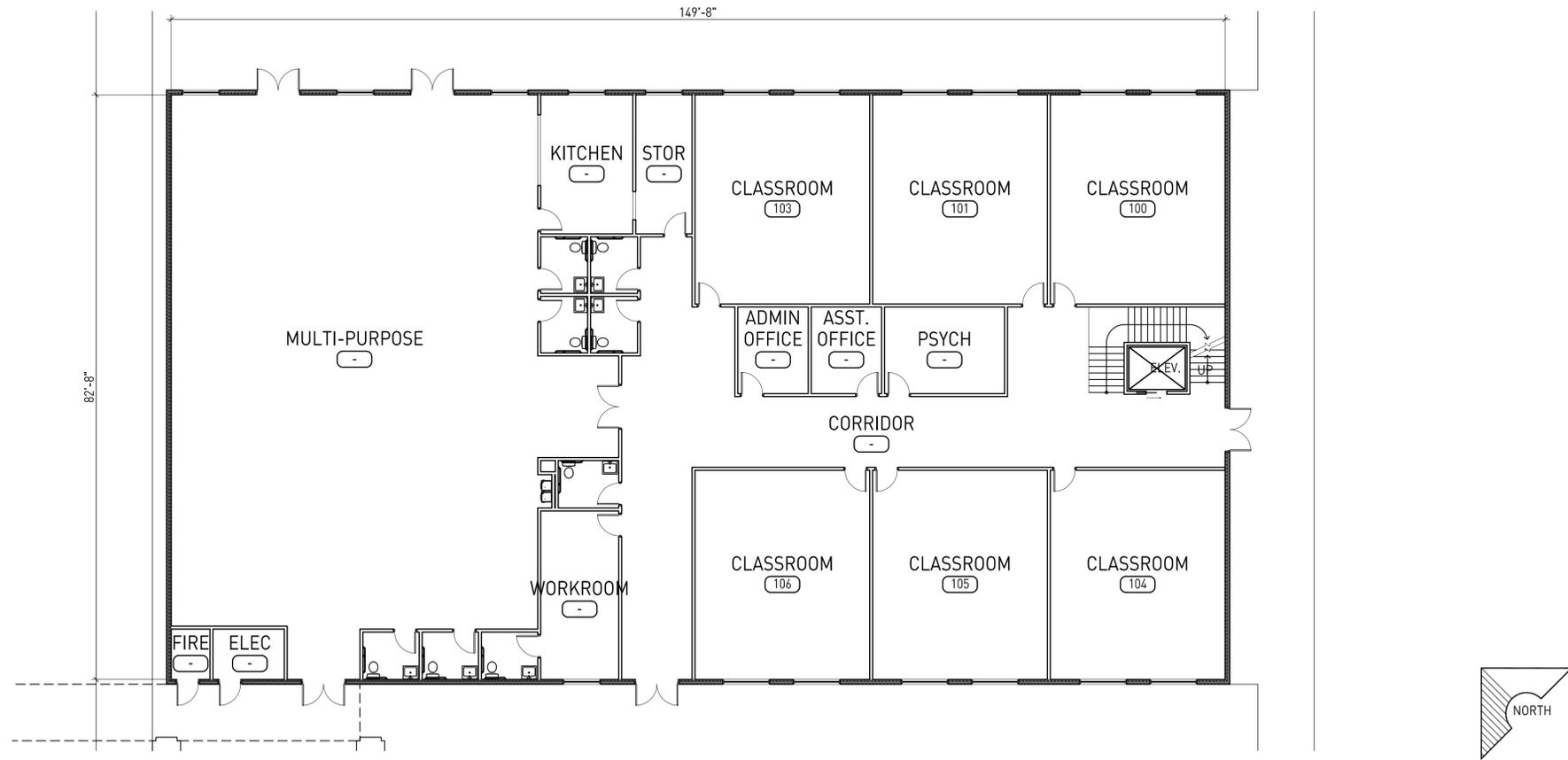
DATE: 05.31.2022 DRAWN BY: KG  
 PROJECT NO. 11092 CHECKED BY: BP

SHEET NUMBER

AS-100



2 SECOND FLOOR PROGRAMMING DIAGRAM SCALE: 3/32" = 1'-0"



1 GROUND FLOOR PROGRAMMING DIAGRAM SCALE: 3/32" = 1'-0"

**GENERAL NOTES**

1. THE LENGTH OF A COMMON PATH OF EGRESS TRAVEL SHALL NOT BE MORE THAN 100 FEET (FULLY SPRINKLER BUILDING).
2. EXIT ACCESS TRAVEL DISTANCE - EXIT SHALL BE LOCATED ON EACH STORY SUCH THAT THE MAXIMUM LENGTH OF EXIT ACCESS TRAVEL, MEASURED FROM THE MOST REMOTE POINT WITHIN A STORY ALONG THE NATURAL AND UNOBSTRUCTED PATH OF EGRESS TRAVEL TO AN EXTERIOR EXIT DISCHARGE SHALL NOT EXCEED 300 FEET IN SPRINKLE BUILDING
3. APPROVED LUMINOUS EGRESS PATH MARKINGS DELINEATING THE EXIT PATH SHALL BE PROVIDED.
4. ASSEMBLY SPACES LESS THAN 750 S.F. ARE CLASSIFIED AS GROUP B OCCUPANTS PER I.B.C. 303.1.2

**OCCUPANT LOAD CALCULATIONS**

**GROUND FLOOR OCCUPANCY CALCULATION**

ROOM#	ROOM NAME	OCC. LOAD FACTOR	SQ. FT.	OCC.
100	CLASSROOM	20	735	37
101	CLASSROOM	20	735	37
102	CLASSROOM	20	735	37
103	CLASSROOM	20	735	37
104	CLASSROOM	20	735	37
105	CLASSROOM	20	735	37
106	CLASSROOM	20	735	37
-	ADMIN OFFICE	150	123	1
-	ASST. OFFICE	150	123	1
-	PSYCH	150	208	2
-	MULTI-PURPOSE	15	4,174	279
-	KITCHEN	200	257	2
-	STOR.	300	157	1
-	WORKROOM	150	264	2
-	ELEC	300	73	1
-	FIRE	300	40	1
<b>TOTAL NE</b>				
<b>NET PROGRAM AREA</b>			<b>10,564</b>	<b>549</b>

**SECOND FLOOR OCCUPANCY CALCULATION**

ROOM#	ROOM NAME	OCC. LOAD FACTOR	SQ. FT.	OCC.	
200	CLASSROOM	20	789	40	
201	CLASSROOM	20	833	42	
201B	BREAKOUT	20	164	9	
202	CLASSROOM	20	833	42	
202B	BREAKOUT	20	164	9	
203	CLASSROOM	20	833	42	
203B	BREAKOUT	20	164	9	
204	CLASSROOM	20	833	42	
204B	BREAKOUT	20	164	9	
205	CLASSROOM	20	734	37	
206	CLASSROOM	20	734	37	
207	CLASSROOM	20	734	37	
208	CLASSROOM	20	734	37	
209	CLASSROOM	20	734	37	
210	CLASSROOM	20	734	37	
-	IT / STORAGE	300	108	1	
-	JAN	300	78	1	
-	STORAGE	300	86	1	
<b>NET PROGRAM AREA</b>				<b>9,453</b>	<b>469</b>



**PROGRAMMING DIAGRAMS**  
 FOUNDER'S ACADEMY

for  
 FOUNDER'S ACADEMY CLASSROOM ADDITION  
 5730 W. ALEXANDER RD.  
 LAS VEGAS, NV 89130

NOT FOR CONSTRUCTION

REVISIONS:

NO.	DESCRIPTION

DATE: 07.19.2022 DRAWN BY: KG  
 PROJECT NO. 11092 CHECKED BY: BP

SHEET NUMBER  
**AE-100**



**ENCOMPASS STUDIO**  
architecture + interiors

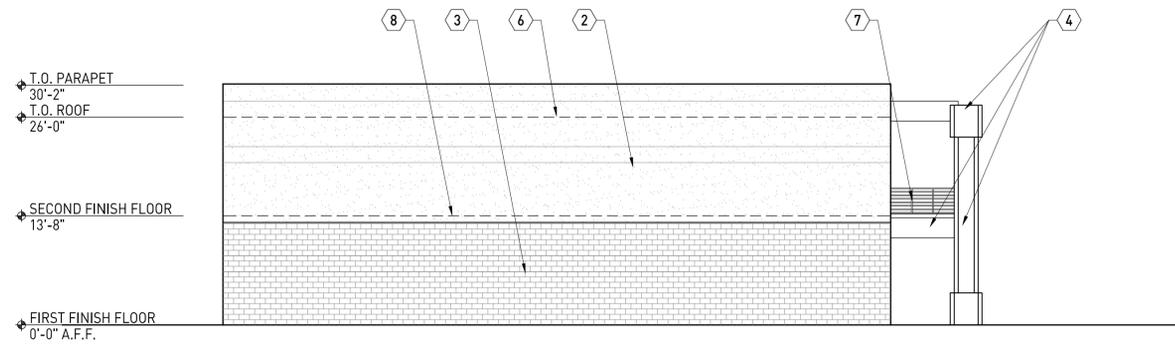
241 W. Charleston Blvd, Suite 155 | Las Vegas, NV 89102  
design@encompassstudio.com 702.733.7759

### SHEET NOTES

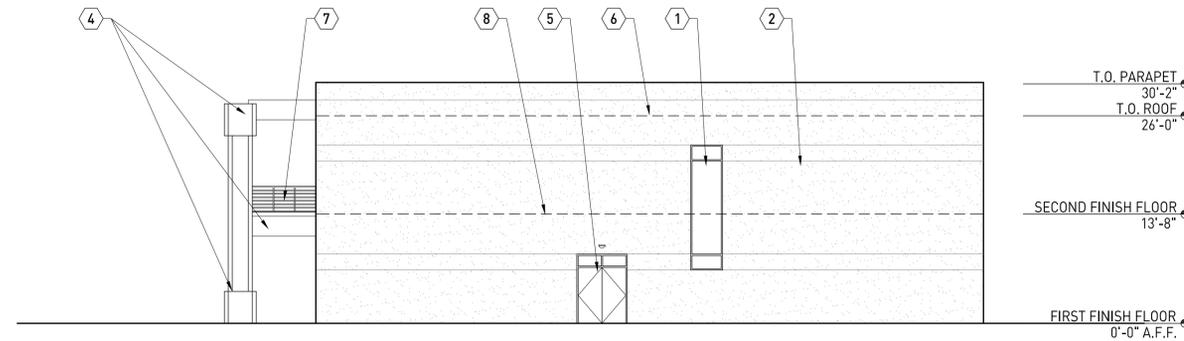
1. ALL ROOF MOUNTED MECHANICAL EQUIPMENT SHALL BE SCREENED PER TITLE 30.56.

### KEYNOTES

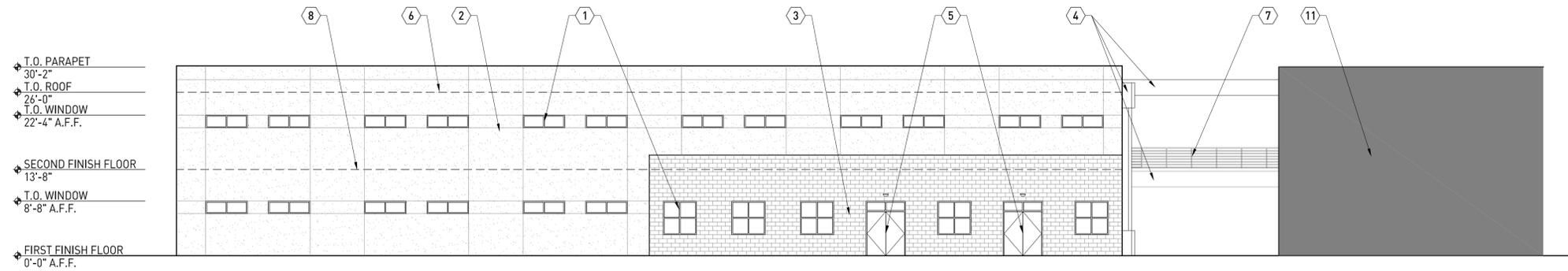
- 1 ALUMINUM STOREFRONT GLAZING SYSTEM - REFER TO PLAN
- 2 EXTERIOR INSULATION AND FINISH SYSTEM - INSTALL PER MANUFACTURER'S RECOMMENDATIONS.
- 3 SPLIT-FACE MASONRY VENEER - COLOR TO MATCH EXISTING
- 4 NEW COVERED PEDESTRIAN BRIDGE FROM EXISTING BUILDING. CONSTRUCTION SHALL MATCH EXISTING PEDESTRIAN BRIDGE. PEDESTRIAN BRIDGE TO BE CONNECTED EXISTING STAIRWAY. HOLLOW METAL DOOR AND FRAME WITH TRANSOM - PAINTED. REFER TO PLAN.
- 5 LINE OF ROOF BEYOND
- 6 METAL GUARDRAIL / HANDRAIL - PAINTED
- 7 LINE OF SECOND FLOOR
- 8 HOLLOW METAL DOOR AND FRAME - PAINTED, REFER TO PLAN
- 9 EXISTING EXTERIOR STAIRWAY TO REMAIN.
- 10 EXISTING BUILDING TO REMAIN. PROTECT IN PLACE.



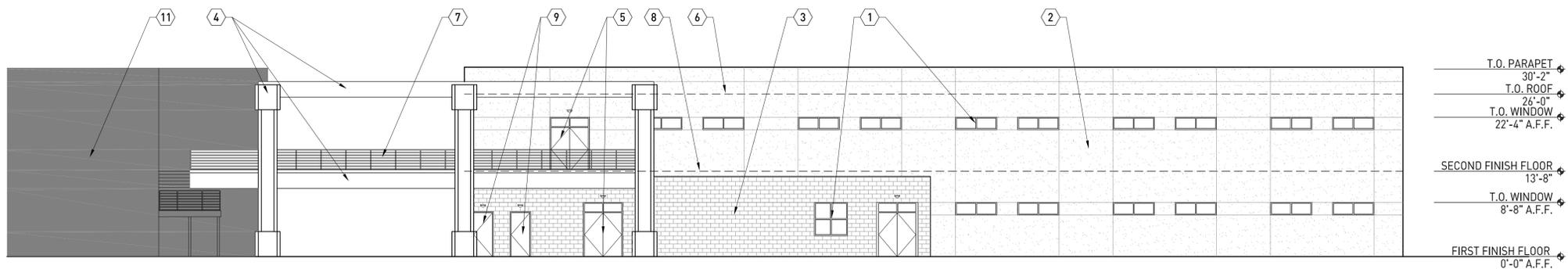
4 WEST ELEVATION SCALE: 3/32" = 1'-0"



3 EAST ELEVATION SCALE: 3/32" = 1'-0"



2 NORTH ELEVATION SCALE: 3/32" = 1'-0"



1 SOUTH ELEVATION SCALE: 3/32" = 1'-0"

**CONCEPTUAL ELEVATIONS**  
 FOUNDER'S ACADEMY  
 for  
 FOUNDER'S ACADEMY CLASSROOM ADDITION  
 5730 W. ALEXANDER RD.  
 LAS VEGAS, NV 89130

SEAL

NOT FOR  
CONSTRUCTION

REVISIONS:		

DATE: 07.19.2022 DRAWN BY: KG  
PROJECT NO. 11092 CHECKED BY: BP

SHEET NUMBER

**AE-200**



Ron Fick, Superintendent-Principal

Gil Donatelli, Assistant Principal

---

August 26, 2022

RE: Notice of Intent: *Enrollment: Expand Enrollment in Existing Grade Level(s) and Facilities*  
*Facilities: Occupy New or Additional Facility*

Attention: Mr. Mark Modrcin, Director of Authorizing

Dear Nevada -- State Public Charter School Authority:

On August 23, 2022, the Board of Directors of Founders Classical Academy of Las Vegas approved a motion to draft and submit this Notice of Intent for a Request for Amendment (RFA) of the current charter to *Expand Enrollment in Existing Grade Level(s) and Facilities* and *Occupy New or Additional Facility*.

Therefore, please accept this letter and draft minutes [attached] as evidence of that motion's approval as it relates to the RFA for the Fall Cycle -- 2022.

Mr. Ronald Fick, Superintendent-Principal will be the primary contact of the RFA application process [ronald.fick@fcalv.net].

Sincerely,

Mr. Ramir Hernandez

President, FCALV Board of Directors

Mr. Ronald Fick

Superintendent-Principal



---

**NOTICE OF GOVERNING BOARD –  
REGULAR BOARD MEETING  
FOUNDERS CLASSICAL ACADEMY OF LAS VEGAS**

Notice is hereby given that the Governing Board of Founders Classical Academy of Las Vegas Charter School will conduct a public, **Regular Board Meeting, at 5:30 p.m. on Tuesday, August 23, 2022 in person at FCALV at 5730 W Alexander Rd, Las Vegas, NV 89130 with the alternative via teleconference # (425) 436-6399 access code 365043#**. The public will be provided the opportunity to offer comments at the appointed times on the agenda.

---

Attached is an agenda of all items scheduled to be considered. Unless otherwise stated, items might be taken out of the order presented on the agenda, combined for consideration.

Reasonable efforts will be made to assist and accommodate physically impaired persons desiring to attend the meeting. Contact Founders Classical Academy at (702) 998-8368.

The supporting materials are available for the public at the meeting or may be requested by contacting Founders Classical Academy at [daniel.bonkobara@fcalv.net](mailto:daniel.bonkobara@fcalv.net).

*The public is hereby noticed that the FCALV Board reserves the right to take agenda items out of posted order, and items may be pulled or removed from the agenda at any time and items may be combined for consideration. A time for public comment is provided at the beginning and at the conclusion of the meeting. Individuals providing testimony should fill out a Visitor Card, which will be numbered in order received by the Board Assistant. Time limit: A time limit (three minutes) will be imposed by the FCALV Chair on public testimony in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available.*

This Notice and Agenda have been posted on or before 9:00 a.m. on the third working day before the meeting at the following locations:

1. <https://fcalv.net/>
2. <https://notice.nv.gov/>
3. Centennial Hills Library, 6711 N. Buffalo Dr., Las Vegas, NV 89131



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**FOUNDERS CLASSICAL ACADEMY OF LAS VEGAS  
GOVERNING BOARD REGULAR MEETING**

**August 23, 2022 at 5:30 PM**

(Action may be taken on those items denoted “Possible Action”)

1. Call to order, roll call and pledge
2. Public comment (Three-minutes maximum per person. Public comment during this portion of the agenda must be limited to matters on the agenda for action. No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken)
3. Review and approval of the meeting minutes from 6/28/22 (for discussion and possible action) (Hernandez)
4. Official guest discourse: Barrett Powley (Encompass Studio) to give updates on school building architecture and cost analysis
5. Official guest discourse: John Solarczyk (RBC Capital Markets) and Jessica Shaham (Kutak Rock) to provide information on bond markets, processes, cost, and to answer legal questions regarding bond financing
6. Financial Update for July 2022 (discussion) (Saenz)
7. School Leader’s Report (discussion) (Fick)
  - a.) Enrollment
  - b.) Changes to personnel
  - c.) School Leader’s Report
  - d.) Follow-up / Reoccurring
  - e.) Assessment
  - f.) Other
8. Committee Report (Discussion)
  - a.) Audit Committee
    - i. Present audit committee report (discussion)
  - b.) Governance Committee
    - i. Present governance committee report (discussion)
  - c.) Risk Management
    - i. Present risk management committee report (discussion)
  - d.) Ad Hoc Expansion Management
    - i. Present ad hoc expansion management committee report (discussion)



---

9. New Business

- a.) Discuss and approve a motion to draft and submit Notice of Intent for a Request for Amendment (RFA) of the current charter to expand enrollment in existing grade level(s) and occupy new or additional facility (for discussion and possible action) (Fick)
  - b.) Review and approve FCALV Mass Media Policy (for discussion and possible action) (Hernandez)
  - c.) Review and approve FCALV Board Archive Preservation Policy (for discussion and possible action) (Hernandez)
  - d.) Review and approve Retainer Agreement for attorney to handle Clark County property tax bill (for discussion and possible action) (Hernandez)
  - e.) Discuss and approve investment of the Bond Reserve Fund with US Bank Money Center, with funds to be held in US Treasury securities (for discussion and possible action) (Trupp)
  - f.) Discuss and approve of an investment sweep account for funds in the operating account with Nevada State Bank, with funds to be held in US Treasury securities (for discussion and possible action) (Trupp)
10. Public comment (Three-minutes maximum per person. Public comment during this portion of the Agenda must be limited to matters NOT on the Agenda for action. No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)
11. Discuss the next Board Meeting to be held Tuesday, September 27, 2022 at 5:30pm (for discussion and possible action)
12. Meeting Adjournment (for possible action)



**FOUNDERS CLASSICAL ACADEMY OF LAS VEGAS  
GOVERNING BOARD REGULAR MEETING  
08/23/2022 05:30 PM**

	Name	Office	Present	Absent	Arrived Late: Time	Departed Early: Time
1	Ramir Hernandez	President	X			
2	Danielle Butler	Vice President	X			
3	Jamie Combs	Secretary	X			
4	Steve Trupp	Co-Treasurer	X			
5	John Hackmann	Co-Treasurer	X			
6	Mary Greene	Director	X			
7	Jesus Marquez	Director	X			

**Attendance from FCALV**

Mr. Fick, CEO-Principal

Mr. Bonkobara, Clerk

1. Call to order, roll call and pledge
2. President Hernandez called for public comment. None offered.
3. President Hernandez led the review for approval of the regular board meeting minutes from 6/28/22. Treasurer Trupp motioned to approve the regular board meeting minutes from 6/28/22. Doctor Greene seconded. No discussion. Motion passed unanimously.
4. Barrett Powley of Encompass Studio gave a presentation regarding the proposed school building architecture and probable cost analysis, with questions from the board.
5. John Solarczyk of RBC Capital Markets and Jessica Shaham of Kutak Rock gave a presentation and information on bond markets, processes, and cost, and answered questions from the board regarding bond financing.
6. CSMC Saenz presented the Financial Update for July 2022, taking questions from the board.
7. Superintendent-Principal Fick provided the School Leader's Report, providing information regarding enrollment numbers, changes to personnel, correspondence with the SPCSA, BCSI, NARA, and CSAN, the high school expansion project, academic updates, financial updates, the future of state testing/assessments, status of the FEL Board and PTO Board. Mr. Fick responded to questions and comments from the board.
8. President Hernandez introduced the Committee Reports.
  - a.) Treasurer Trupp reported that the Audit Committee met and provided details of same.
  - b.) Director Greene reported that the Governance Committee met and drafted the proposed policies discussed in Item 9.
  - c.) President Hernandez reported no meetings or actions of the Risk Management Committee.
  - d.) Director Marquez reported the Ad Hoc Expansion Committee met and provided details of same.



## 9. New Business

- a.) Dr. Greene moved to draft and submit a Notice of Intent for a Request for Amendments (RFA) of the current charter to expand enrollment in existing grade level(s) and occupy new or additional facility. Secretary Combs seconded. No discussion. Motion carried. Vice President Butler was absent from the meeting during the vote.
- b.) President Hernandez presented a proposed FCALV Mass Media Policy. Dr. Greene moved to approve the FCALV Mass Media Policy. Director Marquez seconded. No discussion. Motion carried.
- c.) President Hernandez presented a proposed FCALV Board Archive Preservation Policy. Co-Treasurer Trupp moved to approve the FCALV Board Archive Preservation Policy. Co-Treasurer Hackman seconded. No discussion. Motion carried.
- d.) Superintendent Fick led a discussion about the Clark County property tax bill the school received, and recommended the school retain an attorney to address the tax bill. President Hernandez recommended retaining attorney Mark Gardberg of the law firm of Howard and Howard to handle the issue. Secretary Combs moved to approve President Hernandez to sign the retainer agreement and to approve an initial legal budget of up to \$6,500. Dr. Greene seconds. No discussion. Motion carried.
- e.) Co-Treasurer Trupp led a discussion of the Bond Reserve Fund with US Bank Money Center and recommended investing the funds in US treasury securities with U.S. Bank. Mr. Trupp moved to authorize Mr. Fick to sign the Investment Disclosure and Authorization Letter with U.S. Bank with an initial investment term of 180 days. Mr. Hackman seconded.
- f.) f) Co-Treasurer Trupp led a discussion of moving the funds in the school's operating account with Nevada State Bank to an investment sweep account with funds to be held in US Treasury securities, which will earn the school substantially more in interest per year. Nevada State Bank would charge a \$150 fee per month. Co-Treasurer Hackmann moved to approve. Vice President Butler seconded. Co-Treasurer Trupp disclosed that he is an employee of Nevada State Bank and therefore abstained from voting. Motion carried.

8. President Hernandez called for public comment. Krista Harris (parent) requested an update on the report requested from the charter school authority regarding the school's efforts of diversifying the school population. Ms. Harris also asked about the school's plans to increase safety and security. Superintendent Fick provided details on building modifications to be made that will increase safety and security.

9. President Hernandez announced the next Board Meeting to be held Tuesday, September 27, 2022, at 5:30pm.

10. President Hernandez announced Meeting Adjournment at 7:45 p.m. without objection.

## Briana Johnson, Assessor

[Assessor Map](#)[Aerial View](#)[Building Sketch](#)[Ownership History](#)[Neighborhood Sales](#)[New Search](#)

## GENERAL INFORMATION

<u>PARCEL NO.</u>	138-01-401-005
<u>OWNER AND MAILING ADDRESS</u>	FOUNDERS CLASSICAL ACADEMY LAS VEGAS 5730 W ALEXANDER RD LAS VEGAS NV 89130
<u>LOCATION ADDRESS</u>	5730 W ALEXANDER RD
<u>CITY/UNINCORPORATED TOWN</u>	LAS VEGAS
<u>ASSESSOR DESCRIPTION</u>	PARCEL MAP FILE 122 PAGE 4 LOT 2
<u>RECORDED DOCUMENT NO.</u>	* <a href="#">20200806:02810</a>
<u>RECORDED DATE</u>	AUG 6 2020
<u>VESTING</u>	NS
<u>COMMENTS</u>	

\*Note: Only documents from September 15, 1999 through present are available for viewing.

## ASSESSMENT INFORMATION AND VALUE EXCLUDED FROM PARTIAL ABATEMENT

<u>TAX DISTRICT</u>	200
<u>APPRAISAL YEAR</u>	2021
<u>FISCAL YEAR</u>	2022-23
<u>SUPPLEMENTAL IMPROVEMENT VALUE</u>	638818
<u>INCREMENTAL LAND</u>	0
<u>INCREMENTAL IMPROVEMENTS</u>	0

## REAL PROPERTY ASSESSED VALUE

FISCAL YEAR	2021-22	2022-23
LAND	365050	404163
IMPROVEMENTS	3504585	3676536
PERSONAL PROPERTY	0	0
EXEMPT	0	4080698
GROSS ASSESSED (SUBTOTAL)	3,869,635	4,080,698
TAXABLE LAND + IMP (SUBTOTAL)	11,056,100	11,659,137
COMMON ELEMENT ALLOCATION ASSESSED	0	0
TOTAL ASSESSED VALUE	3,869,635	4,080,698
TOTAL TAXABLE VALUE	11,056,100	11,659,137

[Click here for Treasurer Information regarding real property taxes.](#)

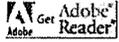
[Click here for Flood Control Information.](#)

## ESTIMATED LOT SIZE AND APPRAISAL INFORMATION

<u>ESTIMATED SIZE</u>	7.45 ACRES
<u>ORIGINAL CONST. YEAR</u>	2018
<u>LAST SALE PRICE</u>	14033861
<u>MONTH/YEAR</u>	8/2020

SALE TYPE	R - RECORDED VALUE
LAND USE	41.410 - OFFICES, PROFESSIONAL AND BUSINESS SERVICES. SCHOOLS
DWELLING UNITS	2

PRIMARY RESIDENTIAL STRUCTURE					
1ST FLOOR SQ. FT.		CASITA SQ. FT.		ADDN/CONV	
2ND FLOOR SQ. FT.		CARPORT SQ. FT.		POOL	NO
3RD FLOOR SQ. FT.		STYLE	ENTIRE ELEMENTARY SCHOOL	SPA	NO
UNFINISHED BASEMENT SQ. FT.	0	BEDROOMS	0	TYPE OF CONSTRUCTION	
FINISHED BASEMENT SQ. FT.	0	BATHROOMS	0	ROOF TYPE	
BASEMENT GARAGE SQ. FT.	0	FIREPLACE		0	
TOTAL GARAGE SQ. FT.	0				

ASSESSOR MAP VIEWING GUIDELINES	
MAP	<a href="#">138014</a>
	<p>In order to view the Assessor map you must have Adobe Reader installed on your computer system.</p> <p>If you do not have the Reader it can be downloaded from the Adobe site by clicking the following button. Once you have downloaded and installed the Reader from the Adobe site, it is not necessary to perform the download a second time to access the maps.</p> 

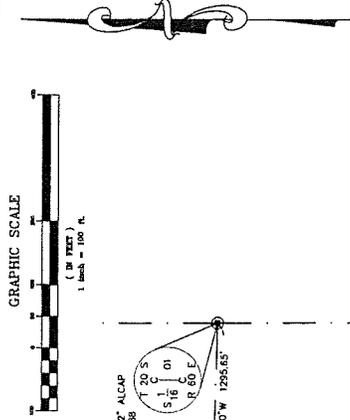
Note: This record is for assessment use only. No liability is assumed as to the accuracy of the data delineated hereon.



# PARCEL MAP

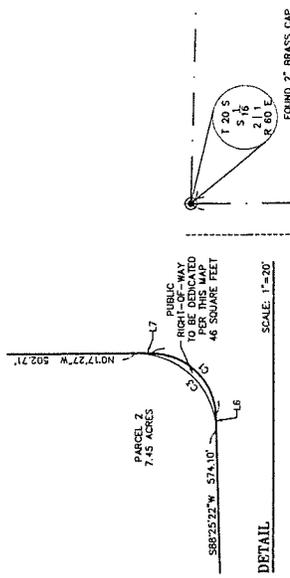
## OF LEON AND ALEXANDER

BEING A PORTION OF THE SOUTHWEST QUARTER (SW 1/4) OF SECTION 01, TOWNSHIP 20 SOUTH, RANGE 60 EAST, M.D.M., CITY OF LAS VEGAS, CLARK COUNTY, NEVADA.



Line #	Direction	Length
L1	N00°17'27\"/>	

Curve #	Radius	Delta	Length	Tangent
C1	30.00'	88°42'48\"/>		



DETAIL

SCALE: 1"=20'

FOUND 2" BRASS CAP PLS 7008

FOUND 2" ALCP PLS 6488

APN 138-01-401-001  
PRE RANCHO JONES LLC  
PER RECORD 2218510.01861  
NOT A PART

APN 138-01-401-002  
PRE RANCHO JONES LLC  
PER RECORD 2018510.01861  
NOT A PART

LEON AVENUE (PUBLICLY DEDICATED RIGHT-OF-WAY)

ALEXANDER ROAD (PUBLICLY DEDICATED RIGHT-OF-WAY)

FOUND 3 1/4" BRASS CAP PLS 8488

FOUND 2" ALCP PLS 19207

FOUND 1 1/2" PLS 11829

**LEGEND**

- SUBJECT PROPERTY BOUNDARY LINE
- SECTION LINE
- EXISTING RIGHT-OF-WAY
- LOT LINE
- STREET CENTERLINE
- ADJONER'S PROPERTY LINE
- FOUND MONUMENT AS NOTED
- SET MONUMENT, PLS 11825

**BASIS OF BEARINGS**  
 BEARINGS ON THIS PARCEL MAP (SW 1/4) OF THE SOUTHWEST QUARTER (SW 1/4) OF SECTION 20 SOUTH, RANGE 60 EAST, M.D.M., AS SHOWN ON THAT MAP ON FILE IN FILE 121 OF SURVEYS, PAGE 06 IN THE CLARK COUNTY RECORDS OFFICE.  
 SAID LINE BEARS: NORTH 001°17'27" WEST.

**NOTE**  
 ALL SUBDIVIDED LOTS WITHIN THIS PARCEL MAP SHALL PROVIDE PERPETUAL INTER-LOT DRAINAGE SYSTEMS TO ALL EXISTING AND FUTURE PARCEL LIMITS.



19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

202 PARCEL SUB/SEQ NUMBER  
 PB 24-45 PLAT RECORDING NUMBER  
 5 BLOCK NUMBER  
 5 LOT NUMBER  
 GL5 GOV. LOT NUMBER

137 138 139 14  
 164 163 162 16

ROAD EASEMENT  
 MATCH / LEADER LINE  
 HISTORIC LOT LINE  
 HISTORIC SUB BOUNDARY  
 HISTORIC PM/LD BOUNDARY  
 SECTION LINE

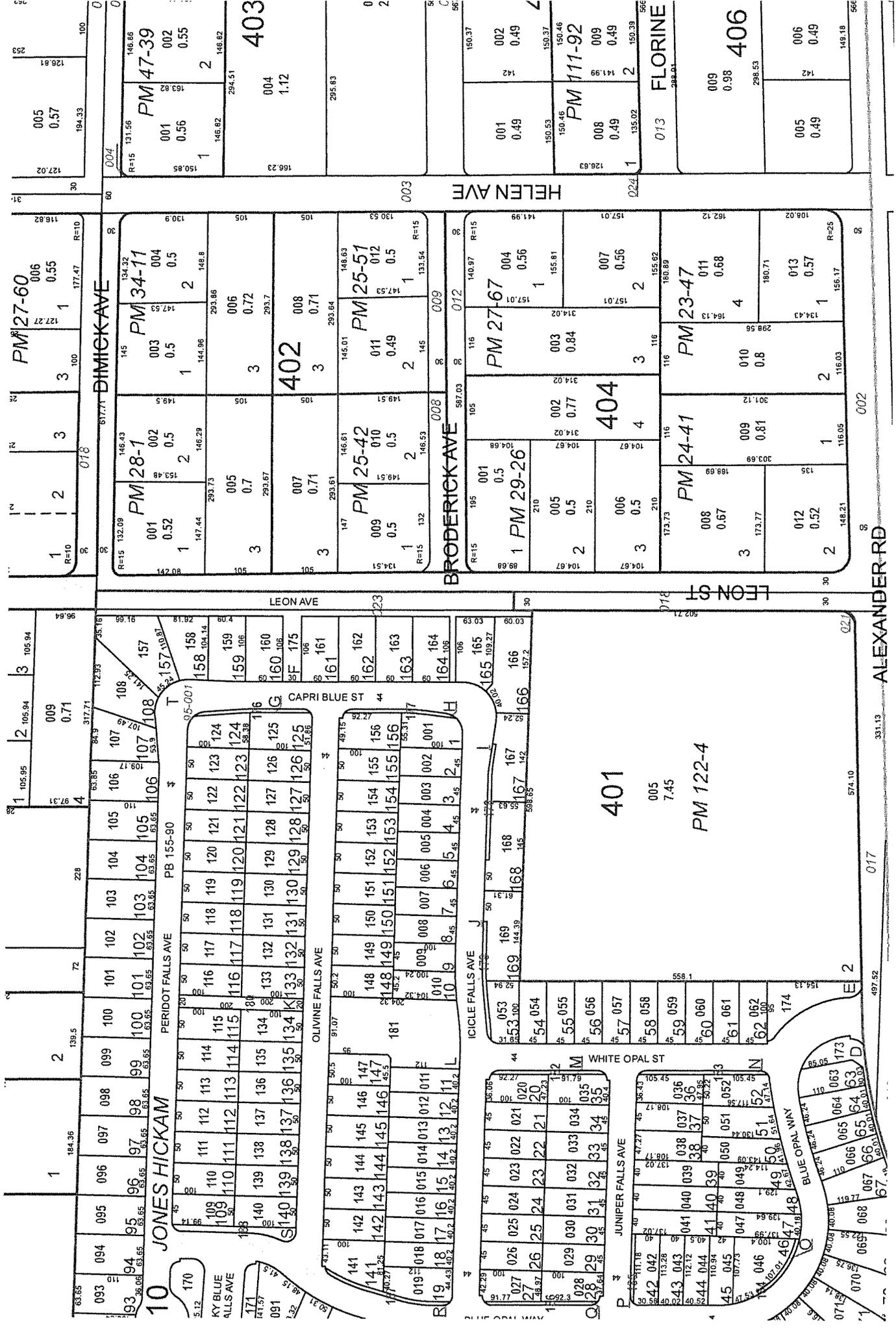
MAP LEGEND

cial records, including surveys and deeds,  
 on required for assessment. See the  
 detailed legal information.

EN MAP REDUCED FROM 11X17 ORIGINAL  
 400 600 800

Rev: 2/13/2020

Scale: 1" = 200'



APN: 138-01-401-005

When Recorded Mail To:  
Terry D. Warren, Esq.  
Warren Charter Law, PLC  
7702 East Doubletree Ranch Road  
Suite 300  
Scottsdale, Arizona 85258

First American Title  
NCS-993635-PHX1

Mail Tax Statements To:  
Founders Classical Academy of Las Vegas  
5730 W. Alexander Road  
Las Vegas, NV 89130

Inst #: 20200806-0002810  
Fees: \$42.00  
RPTT: \$71573.40 Ex #:  
08/06/2020 03:23:39 PM  
Receipt #: 4162738  
Requestor:  
First American Title Insu  
Recorded By: MAYSM Pgs: 4  
Debbie Conway  
CLARK COUNTY RECORDER  
Src: ERECORD  
Ofc: ERECORD

### **GRANT, BARGAIN, AND SALE DEED**

BOYER FALV, L.C., a Utah limited liability company ("Grantor"), does hereby grant, bargain, and sell to FOUNDERS CLASSICAL ACADEMY OF LAS VEGAS, a Nevada nonprofit corporation ("Grantee"), all of Grantor's right, title, and interest in and to the real property described on Exhibit "A" attached hereto and by this reference made a part hereof, together with the tenements, hereditaments, and appurtenances thereunto belonging or in anywise appertaining. (the "Property").

SUBJECT, HOWEVER, to all matters of record and any matters which may be disclosed by an accurate survey of the Property.

Dated this 5 day of August, 2020.

*(Signature and acknowledgment on following page)*



**Exhibit A**  
**(to Grant Bargain, and Sale Deed)**

**LEGAL DESCRIPTION**

THAT PORTION OF THE SOUTHWEST QUARTER (SW 1/4) OF THE SOUTHWEST QUARTER (SW 1/4) OF SECTION 01, TOWNSHIP 20 SOUTH, RANGE 60 EAST, M.D.M., CITY OF LAS VEGAS, CLARK COUNTY, NEVADA.

PARCEL TWO (2) AS SHOWN BY MAP THEREOF IN FILE 122 OF PARCEL MAPS, PAGE 4 IN THE OFFICE OF THE COUNTY RECORDER, CLARK COUNTY, NEVADA.

**STATE OF NEVADA  
DECLARATION OF VALUE**

1. Assessor Parcel Number(s)

- a) 138-01-401-005
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

2. Type of Property

- a)  Vacant Land
- b)  Single Fam. Res.
- c)  Condo/Twnhse
- d)  2-4 Plex
- e)  Apt. Bldg.
- f)  Comm'l/Ind'l
- g)  Agricultural
- h)  Mobile Home
- i)  Other Education Facility

<b>FOR RECORDERS OPTIONAL USE ONLY</b>	
Book _____	Page: _____
Date of Recording: _____	
Notes: _____	

- 3. a) Total Value/Sales Price of Property: \$14,033,860.70
- b) Deed in Lieu of Foreclosure Only (value of property) ( \$ \_\_\_\_\_ )
- c) Transfer Tax Value: \$14,033,860.70
- d) Real Property Transfer Tax Due \$ 71,573.40

4. **If Exemption Claimed:**

- a. Transfer Tax Exemption, per 375.090, Section: \_\_\_\_\_
- b. Explain reason for exemption: \_\_\_\_\_

5. Partial Interest: Percentage being transferred: \_\_\_\_\_ %

The undersigned declares and acknowledges, under penalty of perjury, pursuant to NRS 375.060 and NRS 375.110, that the information provided is correct to the best of their information and belief, and can be supported by documentation if called upon to substantiate the information provided herein. Furthermore, the parties agree that disallowance of any claimed exemption, or other determination of additional tax due, may result in a penalty of 10% of the tax due plus interest at 1% per month. Pursuant to NRS 375.030, the Buyer and Seller shall be jointly and severally liable for any additional amount owed.

Signature: [Signature] Capacity: Authorized Agent  
 Signature: [Signature] Capacity: Authorized Agent

**SELLER (GRANTOR) INFORMATION (REQUIRED)**  
 Boyer FALV, L.C., a Utah limited  
 Print Name: liability company  
 Address: 101 South 200 East, Suite 200  
 City: Salt Lake City  
 State: UT Zip: 84111

**BUYER (GRANTEE) INFORMATION (REQUIRED)**  
 Founders Classical  
 Print Name: Academy of Las Vegas  
 Address: 5730 W. Alexander Road  
 City: Las Vegas  
 State: NV Zip: 89130

**COMPANY/PERSON REQUESTING RECORDING (required if not seller or buyer)**  
 First American Title Insurance  
 Company National Commercial  
 Print Name: Services File Number: NCS-993635-PHX1 BDG/BDG  
 Address 2425 E. Camelback Road, Suite 300  
 City: Phoenix State: AZ Zip: 85016

(AS A PUBLIC RECORD THIS FORM MAY BE RECORDED/MICROFILMED)

# FOUNDER'S ACADEMY NEW CLASSROOM ADDITION



**ENCOMPASS STUDIO**  
architecture + interiors

241 W. Charleston Blvd. Suite 155 | Las Vegas, NV 89102  
design@encompassstudio.com 702.733.7759

COVER SHEET

for  
FOUNDER'S ACADEMY CLASSROOM ADDITION  
5730 W. ALEXANDER RD.  
LAS VEGAS, NV 89130

SEAL

NOT FOR  
CONSTRUCTION

REVISIONS

NO.	DESCRIPTION	DATE

DATE: 07.19.2022      DRAWN BY: KG  
PROJECT NO. 11092      CHECKED BY: BP

SHEET NUMBER

G-000

AUGUST 23, 2022  
CONCEPTUAL DESIGN

P. R. E. RANCHO JONES LLC  
 APN: 138-01-401-001  
 O.R. 20160510:001861  
 (NOT A PART)

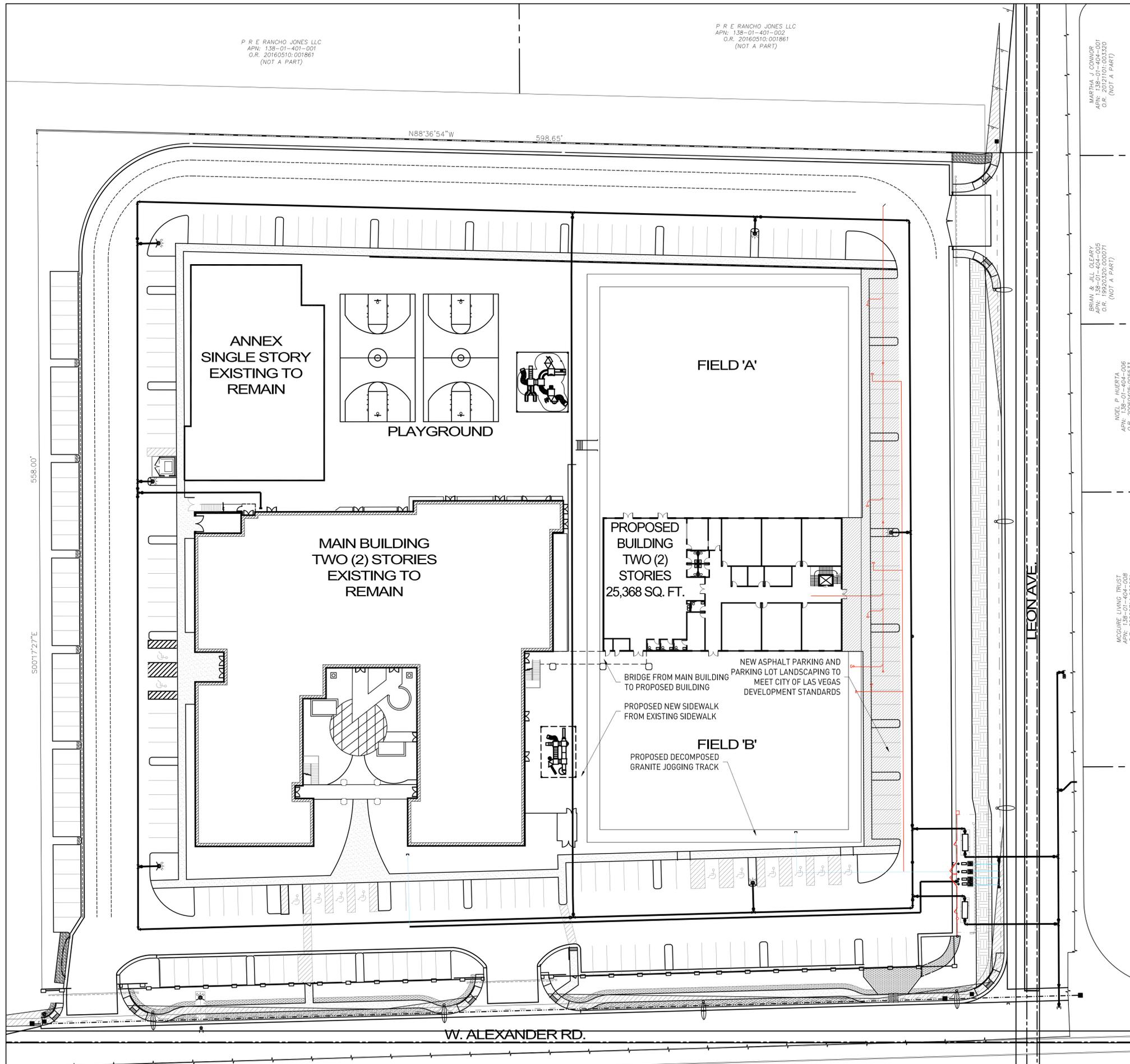
P. R. E. RANCHO JONES LLC  
 APN: 138-01-401-002  
 O.R. 20160510:001861  
 (NOT A PART)

MARSHA J. CONNOR  
 APN: 138-01-404-001  
 O.R. 20121101:003320  
 (NOT A PART)

BRYAN & JILL O'LEARY  
 APN: 138-01-404-005  
 O.R. 19920320:000071  
 (NOT A PART)

NOEL P. HUERTA  
 APN: 138-01-404-006  
 O.R. 20080405:005533  
 (NOT A PART)

MCCOURE LIVING TRUST  
 APN: 138-01-404-008  
 O.R. 20080714:000981  
 (NOT A PART)



**PARKING INFORMATION**

EXISTING PARKING SPACES:	188 SPACES INCLUDING 12 ACCESSIBLE SPACES
PROPOSED NEW PARKING:	35 SPACES - NO ACCESSIBLE SPACES ADDED
TOTAL COMBINED PARKING:	223 SPACES INCLUDING 12 ACCESSIBLE SPACES

**SITE INFORMATION**

JURISDICTION:	CITY OF LAS VEGAS
PARCEL #:	13801401005
ZONING CLASSIFICATION:	UNDEVELOPED/MEDIUM-LOW (U(ML))
SITE AREA:	7.45 ACRES
BUILDING AREA:	25,368 S.F.
PERCENTAGE OF LOT COVERED BY BLDG FOOTPRINT:	TBD
FLOOR AREA RATIO (F.A.R.):	TBD
PROPOSED USE:	PUBLIC / PRIVATE SCHOOL
TYPE OF CONSTRUCTION:	TBD
BUILDING HEIGHT:	TBD
NUMBER OF STORIES:	TWO
FIRE SPRINKLERS:	YES



241 W. Charleston Blvd, Suite 155 | Las Vegas, NV 89102  
 design@encompassstudiovegas.com 702.733.7759

**SITE PLAN**  
**NEW CLASSROOM BUILDING**  
 for  
**FOUNDERS ACADEMY OF LAS VEGAS**  
**5730 W. ALEXANDER ROAD**  
**LAS VEGAS, NV 89130**

NOT FOR CONSTRUCTION

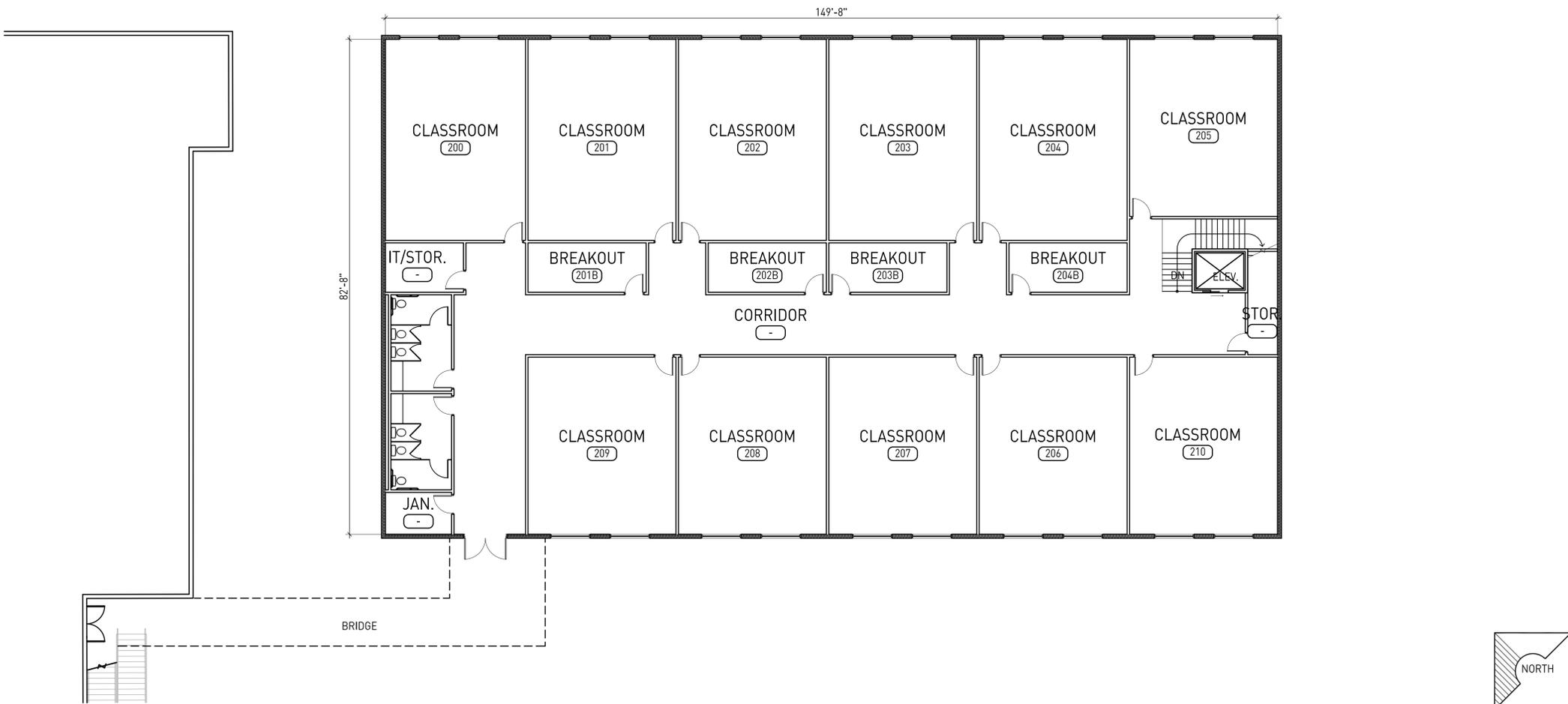
REVISIONS:

NO.	DATE	DESCRIPTION

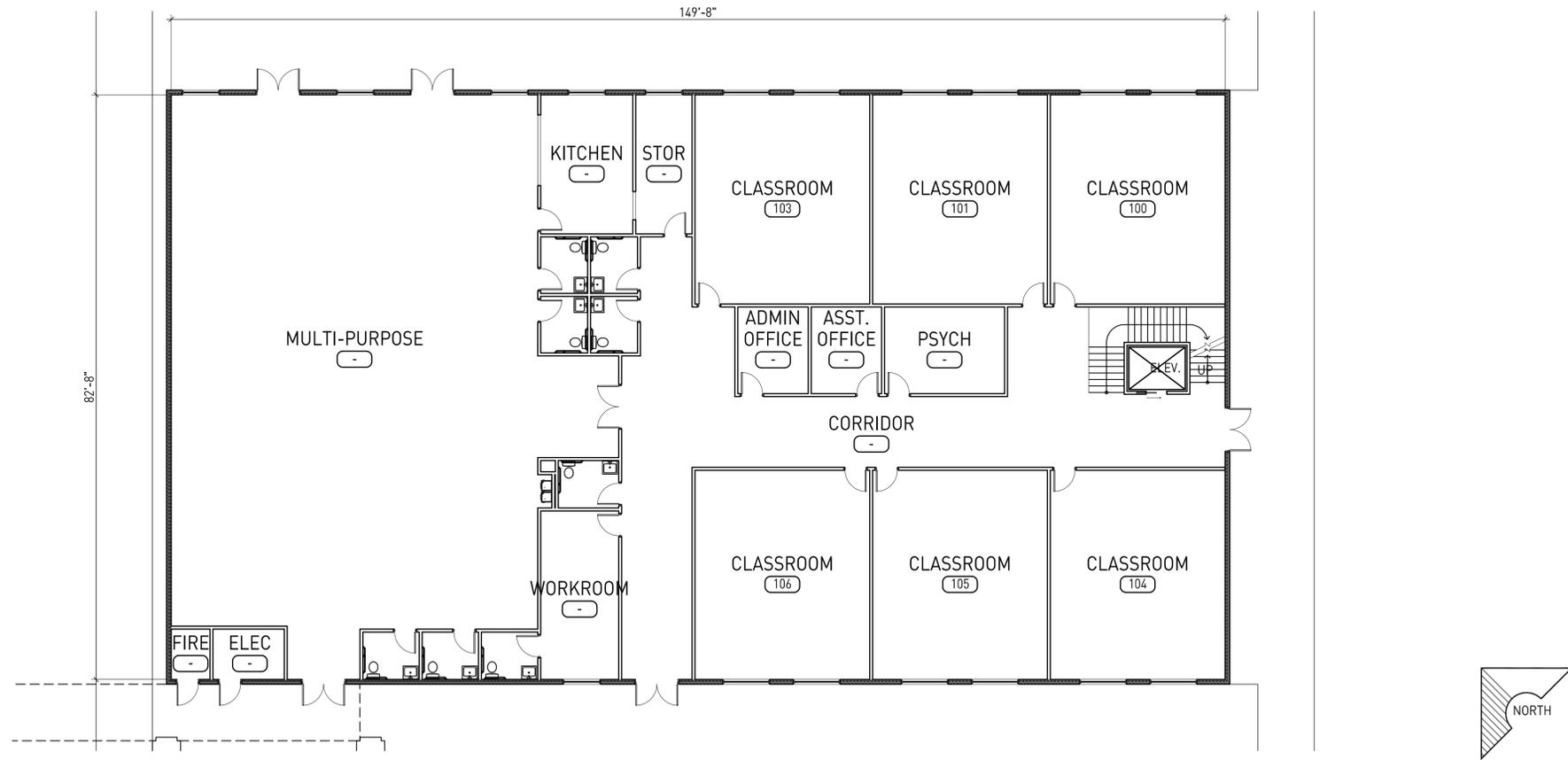
DATE: 05.31.2022 DRAWN BY: KG  
 PROJECT NO. 11092 CHECKED BY: BP

SHEET NUMBER

**AS-100**



2 SECOND FLOOR PROGRAMMING DIAGRAM SCALE: 3/32" = 1'-0"



1 GROUND FLOOR PROGRAMMING DIAGRAM SCALE: 3/32" = 1'-0"

**GENERAL NOTES**

1. THE LENGTH OF A COMMON PATH OF EGRESS TRAVEL SHALL NOT BE MORE THAN 100 FEET (FULLY SPRINKLER BUILDING).
2. EXIT ACCESS TRAVEL DISTANCE - EXIT SHALL BE LOCATED ON EACH STORY SUCH THAT THE MAXIMUM LENGTH OF EXIT ACCESS TRAVEL, MEASURED FROM THE MOST REMOTE POINT WITHIN A STORY ALONG THE NATURAL AND UNOBSTRUCTED PATH OF EGRESS TRAVEL TO AN EXTERIOR EXIT DISCHARGE SHALL NOT EXCEED 300 FEET IN SPRINKLE BUILDING
3. APPROVED LUMINOUS EGRESS PATH MARKINGS DELINEATING THE EXIT PATH SHALL BE PROVIDED.
4. ASSEMBLY SPACES LESS THAN 750 S.F. ARE CLASSIFIED AS GROUP B OCCUPANTS PER I.B.C. 303.1.2

**OCCUPANT LOAD CALCULATIONS**

GROUND FLOOR OCCUPANCY CALCULATION				
ROOM#	ROOM NAME	OCC. LOAD FACTOR	SQ. FT.	OCC.
100	CLASSROOM	20	735	37
101	CLASSROOM	20	735	37
102	CLASSROOM	20	735	37
103	CLASSROOM	20	735	37
104	CLASSROOM	20	735	37
105	CLASSROOM	20	735	37
106	CLASSROOM	20	735	37
-	ADMIN OFFICE	150	123	1
-	ASST. OFFICE	150	123	1
-	PSYCH	150	208	2
-	MULTI-PURPOSE	15	4,174	279
-	KITCHEN	200	257	2
-	STOR.	300	157	1
-	WORKROOM	150	264	2
-	ELEC	300	73	1
-	FIRE	300	40	1
TOTAL NE				
<b>NET PROGRAM AREA</b>			<b>10,564</b>	<b>549</b>

SECOND FLOOR OCCUPANCY CALCULATION				
ROOM#	ROOM NAME	OCC. LOAD FACTOR	SQ. FT.	OCC.
200	CLASSROOM	20	789	40
201	CLASSROOM	20	833	42
201B	BREAKOUT	20	164	9
202	CLASSROOM	20	833	42
202B	BREAKOUT	20	164	9
203	CLASSROOM	20	833	42
203B	BREAKOUT	20	164	9
204	CLASSROOM	20	833	42
204B	BREAKOUT	20	164	9
205	CLASSROOM	20	734	37
206	CLASSROOM	20	734	37
207	CLASSROOM	20	734	37
208	CLASSROOM	20	734	37
209	CLASSROOM	20	734	37
210	CLASSROOM	20	734	37
-	IT / STORAGE	300	108	1
-	JAN	300	78	1
-	STORAGE	300	86	1
NET PROGRAM AREA			<b>9,453</b>	<b>469</b>



**PROGRAMMING DIAGRAMS**  
 FOUNDER'S ACADEMY  
 for  
 FOUNDER'S ACADEMY CLASSROOM ADDITION  
 5730 W. ALEXANDER RD.  
 LAS VEGAS, NV 89130

NOT FOR CONSTRUCTION

REVISIONS:


DATE: 07.19.2022 DRAWN BY: KG  
 PROJECT NO. 11092 CHECKED BY: BP

SHEET NUMBER  
**AE-100**



**ENCOMPASS STUDIO**  
architecture + interiors

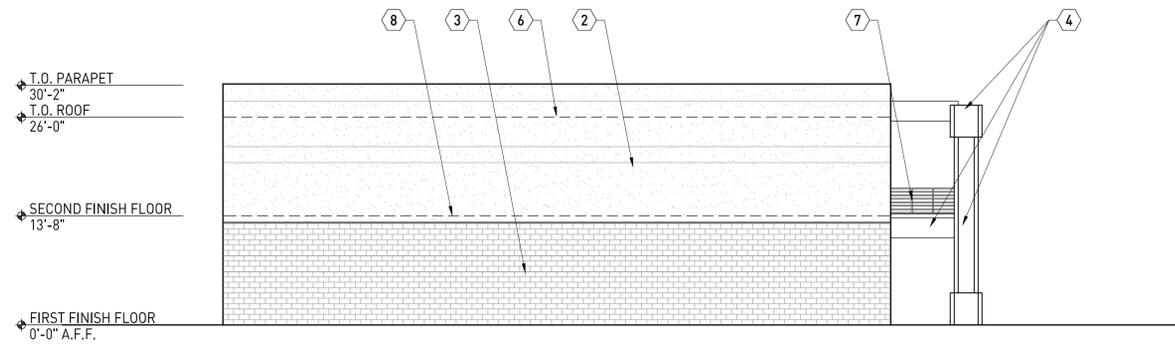
241 W. Charleston Blvd, Suite 155 | Las Vegas, NV 89102  
design@encompassstudio.com 702.733.7759

### SHEET NOTES

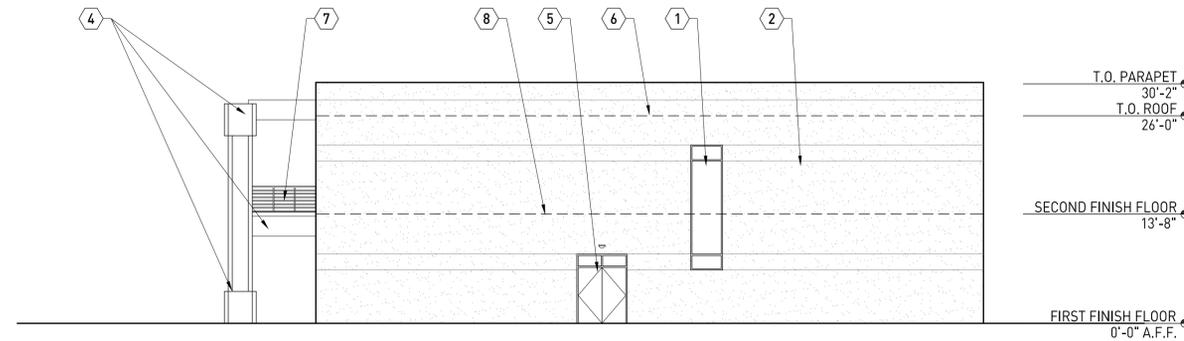
1. ALL ROOF MOUNTED MECHANICAL EQUIPMENT SHALL BE SCREENED PER TITLE 30.56.

### KEYNOTES

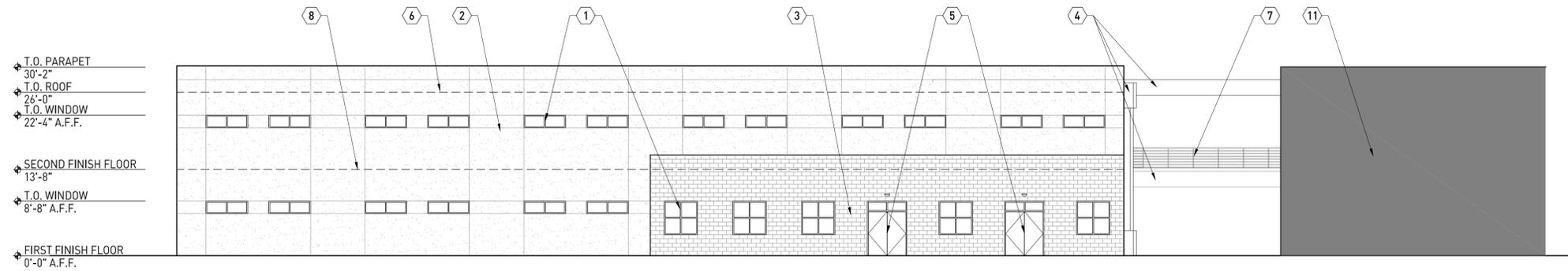
- 1 ALUMINUM STOREFRONT GLAZING SYSTEM - REFER TO PLAN
- 2 EXTERIOR INSULATION AND FINISH SYSTEM - INSTALL PER MANUFACTURER'S RECOMMENDATIONS.
- 3 SPLIT-FACE MASONRY VENEER - COLOR TO MATCH EXISTING
- 4 NEW COVERED PEDESTRIAN BRIDGE FROM EXISTING BUILDING. CONSTRUCTION SHALL MATCH EXISTING PEDESTRIAN BRIDGE. PEDESTRIAN BRIDGE TO BE CONNECTED EXISTING STAIRWAY. HOLLOW METAL DOOR AND FRAME WITH TRANSOM - PAINTED. REFER TO PLAN.
- 5 HOLLOW METAL DOOR AND FRAME WITH TRANSOM - PAINTED. REFER TO PLAN.
- 6 LINE OF ROOF BEYOND
- 7 METAL GUARDRAIL / HANDRAIL - PAINTED
- 8 LINE OF SECOND FLOOR
- 9 HOLLOW METAL DOOR AND FRAME - PAINTED, REFER TO PLAN
- 10 EXISTING EXTERIOR STAIRWAY TO REMAIN.
- 11 EXISTING BUILDING TO REMAIN. PROTECT IN PLACE.



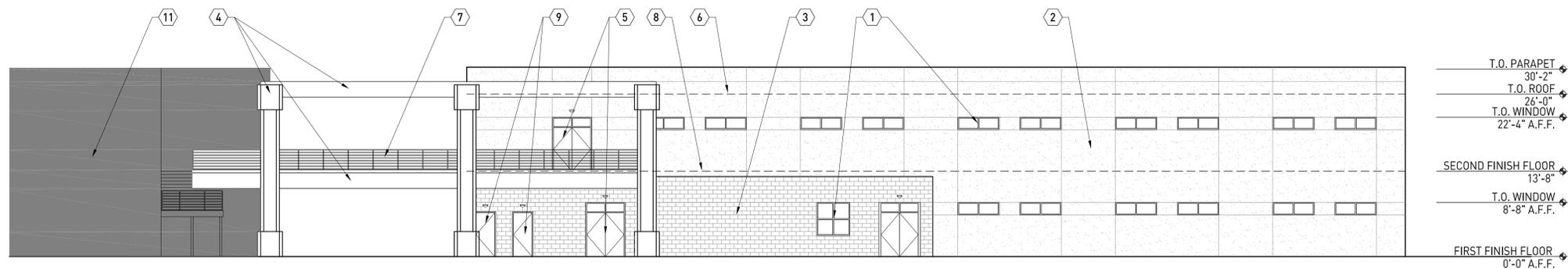
**4 WEST ELEVATION** SCALE: 3/32" = 1'-0"



**3 EAST ELEVATION** SCALE: 3/32" = 1'-0"



**2 NORTH ELEVATION** SCALE: 3/32" = 1'-0"



**1 SOUTH ELEVATION** SCALE: 3/32" = 1'-0"

**CONCEPTUAL ELEVATIONS**  
 FOUNDER'S ACADEMY  
 for  
 FOUNDER'S ACADEMY CLASSROOM ADDITION  
 5730 W. ALEXANDER RD.  
 LAS VEGAS, NV 89130

SEAL

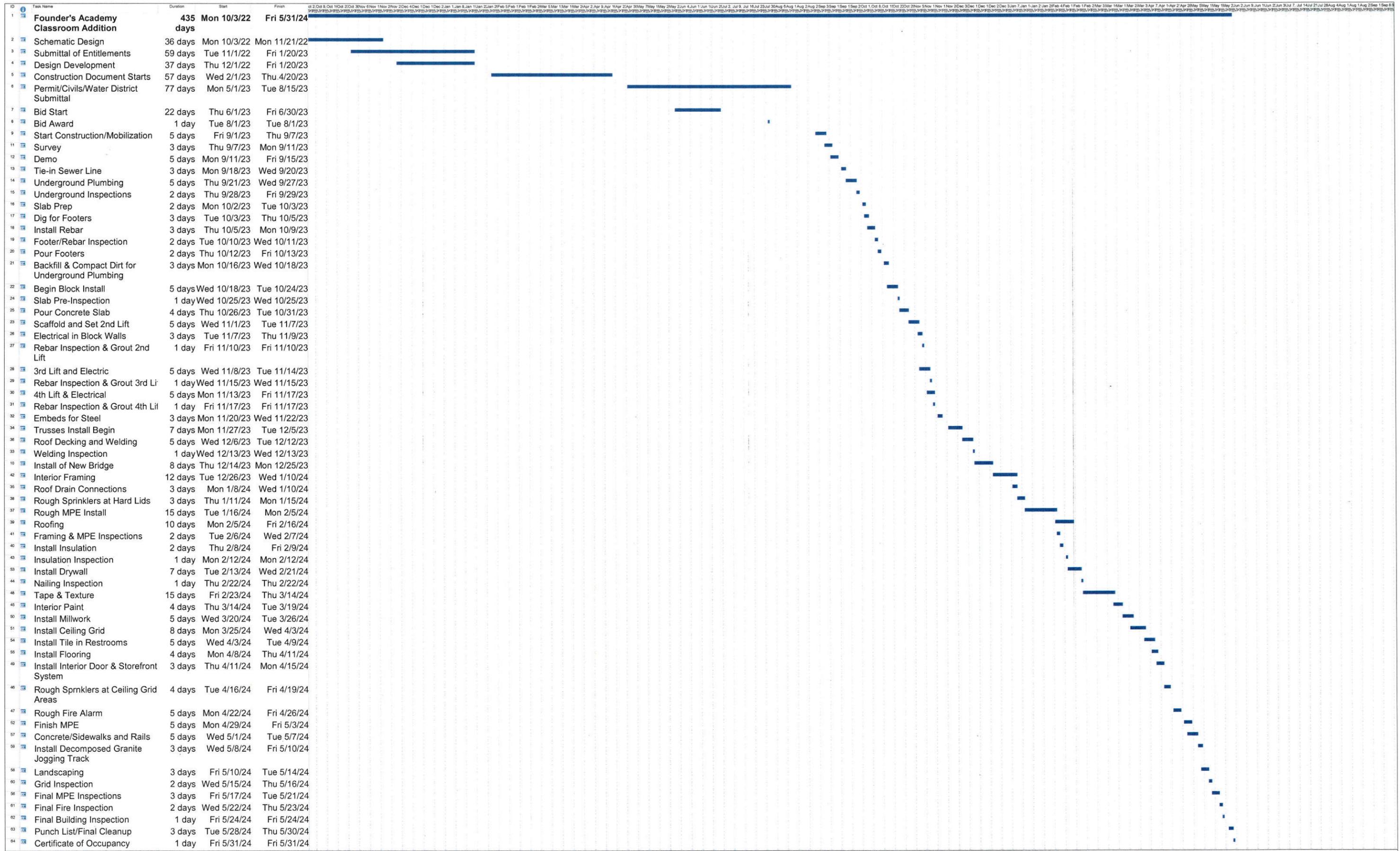
NOT FOR  
CONSTRUCTION

REVISIONS:		

DATE: 07.19.2022 DRAWN BY: KG  
PROJECT NO. 11092 CHECKED BY: BP

SHEET NUMBER

**AE-200**





# City of Las Vegas Department of Building and Safety

## Inspections Available on the

WEB: [www.lasvegasnevada.gov/scheduleinspection](http://www.lasvegasnevada.gov/scheduleinspection)

All Express & Call Out Inspections must be scheduled through Dispatch

Dispatch: (702)-229-6914

BUILDING (B LICENSE)		PLUMBING (C-1 LICENSE)	
101	FOOTING, LAYOUT, REBAR, ZONING	401	ON SITE SEWER (MAINS & COMMERCIAL)
103	STEM WALL - FORMS & REBAR	403	ON SITE WATER (COMMERCIAL)
105	PRE-SLAB	405	BLDG SEWER (YARD LINES)
107	ROOF SHEATHING	407	UNDER-SLAB PLUMBING
109	SHEAR	415	PLUMBING INVESTIGATION
115	BUILDING INVESTIGATION	416	MEDICAL GAS
120	FRAMING	419	SEWER ERU COUNT
123	INSULATION	420	ROUGH PLUMBING TOP OUT
125	DRYWALL NAILING	423	FINAL GAS TEST (GAS TAG)
126	HOOD SHAFT / FIRE WRAP	435	GREASE INTERCEPTOR
127	CEILING GRID	440	FINAL PLUMBING
129	EXTERIOR LATH	441	IRRIGATION-BACKFLOW PREVENTION
131	WALL GROUT & STEEL	450	PLUMBING OTHER
135	**ILLUMINATION TEST	<b>FIRE</b>	
155	*CLV SPECIAL INSPECTION	540	FINAL FIRE - BUILDING
140	FINAL BUILDING	<b>POOL/SPA</b>	
150	BUILDING OTHER	901	POOL PRE-GUNITE
<b>ELECTRICAL (C-2 LICENSE)</b>		903	POOL GAS TEST
201	UNDERGROUND ELECTRIC	905	PRE-DECK
203	UFER GROUND	908	SPA ONLY
215	ELECTRICAL INVESTIGATION	910	POOL PRE-PLASTER / FINAL-EXCAV/GAS TAG
220	ROUGH ELECTRIC	950	POOL OTHER
223	LOW VOLTAGE ELECTRIC	<b>MISCELLANEOUS</b>	
225	SIGN INSPECTION	106	***PAD CERTIFICATION
227	ALTERNATE POWER SOURCE	108	***FINISH FLOOR ELEVATION CERTIFICATION
231	ELECTRIC SERVICE CHANGE	160	***EPOXY / TITEN / ANCHOR BOLT
235	EMERGENCY ELECTRICAL TEST	180	LVVWD INSP – MUST CALL 702-258-7171
239	TEMPORARY POLE / CONST POWER	913	TRAILER
240	FINAL ELECTRIC	915	INVESTIGATION
250	ELECTRICAL OTHER	938	CERTIFICATE OF COMPLETION
<b>MECHANICAL (C-21 LICENSE)</b>		939	TEMP CERTIFICATE OF COMPLETION
305	HOOD / FIRE WRAP	940	CERTIFICATE OF OCCUPANCY
310	DUCT WRAP	<b>PLANNING</b>	
315	MECHANICAL INVESTIGATION	631	PLANNING WALL
320	ROUGH MECHANICAL	640	PLANNING FINAL
323	MECHANICAL GAS LINE	650	PLANNING OTHER
340	FINAL MECHANICAL		
350	MECHANICAL OTHER		

\* - Inspection must be scheduled through Dispatch

\*\* - Building must be darkened for inspection. If building cannot be darkened the inspection must be scheduled as a Call Out through Dispatch

\*\*\* - Email certs and expoxy forms to [certs@lasvegasnevada.gov](mailto:certs@lasvegasnevada.gov)

**COMMERCIAL SUBMITTAL CHECKLIST**[www.LasVegasNevada.gov/BuildingPermits](http://www.LasVegasNevada.gov/BuildingPermits)

Phone: (702) 229-6251 Fax: (702) 382-1240

**GENERAL:**

All plans must be submitted online at [Lasvegasnevada.gov/dashboard](http://Lasvegasnevada.gov/dashboard). Instruction and requirements can be found at:

<https://www.lasvegasnevada.gov/Government/Departments/Building-Safety/Building-Safety-Resources?tab=4>

All plans must be coordinated between design disciplines. Property lines must agree between Civil and Architectural site plan. Plans stamped "Preliminary" and/or "Not for Construction" are unacceptable. Sets of plans shall include the following items:

Plans shall be complete and shall consist of architectural, electrical, plumbing, and mechanical drawings, and supportive data that include the following:

**Note:** Plans that have revisions (deltas or clouds) will not be accepted on original submittals.

**Note:** Information on plans and specifications shall be drawn to scale fully dimensioned and shall be of **uniform** size not to exceed 42x30 inches in size. The plans and specifications shall be of sufficient clarity to indicate the location, nature, and extent of work proposed and to show in detail that the work will conform to the provisions of the technical codes and all relevant laws, ordinances, rules, and regulations.

**Note:** The following items are required regardless of the size or scope of the work:

- STATE WATER PLANNING FORM**
- [DESERT CONSERVATION PLAN](#) DOCUMENTATION (Required when grading work is needed)**

**SITE PLAN:**

- A. Dimensions between structures and property lines.
- B. Property lines or boundaries with dimensions shall be clearly identified.
- C. All public or private easements and right-of-ways to be identified and shown. Width and location of utility easements to be shown.
- D. Location of all proposed and existing buildings, dimensions, setbacks, proposed use shall be shown including fences and type of construction.
- E. Plan for traffic ingress, egress, and parking lot layout. (Show typical space, driveway widths and locations, handicapped parking and accessible route of travel to building.)
- F. Landscaping plan showing size, type, and location of plant material.
- G. Service areas:
  1. Loading/delivery, ramps, and machinery locations.
  2. Location of trash facilities and method of screening. Trash enclosures must be roofed.
  3. Location of roof mounted mechanical equipment and method of screening.

**BUILDING PLANS:**

- A. Plans shall be submitted to Building and Safety for Plan check and only a contractor licensed in the State of Nevada can be issued a permit for construction.
- B. Plans must be drawn by a Nevada State Registered Architect or Engineer, or Nevada State Licensed Contractor where used for his own work. The architect and/or engineer are responsible for the design and shall stamp and sign each sheet submitted. If plans are drawn by a licensed contractor, the plans shall be so identified and signed. The State of Nevada Contractors Board Owner/Builder exemption is not permitted for commercial projects
- C. Plans shall be complete and shall consist of architectural, structural, electrical, plumbing, and mechanical drawings, and supportive data which include the following:

**CODE ANALYSIS:** (See [Code Analysis Handout](#))

**FOUNDATION PLAN AND DETAILS:**

- A. Size and depth of all footings.
- B. Stem wall and slab.
- C. Reinforcing steel - sizing and spacing.
- D. Soils reports. Grading reports and pad certifications before pouring of concrete.

**STRUCTURAL:**

- A. Calculations to include vertical and lateral analysis.
- B. Plans to detail load path elements.
- C. List structural material specifications.
- D. Plans shall be compatible with engineering calculations and be digitally signed by the Engineer of Record.
- E. Identify all required Special Inspection Items

**FLOOR PLANS:**

- A. Names and use of rooms and spaces.
- B. Complete dimensions.
- C. Sizes of doors and windows and hardware specifications.
- D. Wall and ceiling finish materials and specifications.
- E. Illustrate all handicap required special requirements.

**FRAMING PLANS AND DETAILS:**

- A. Plans, sections, details, and schedules showing:
  1. All beams, supports and structural details.
  2. Roof construction, venting, openings, and materials.
  3. Exterior walls and bearing partitions.
  4. Joist and rafter size, spacing, and layout.
  5. Type and thickness of floors.
  6. Truss layouts and wet stamped calculations.
  7. Specify all material types
- B. Roofing type, class, and manufacturer.

**ELEVATIONS:**

- A. Exterior elevations to include all weather resistive construction.
- B. Cross sections: sufficient to reflect structural systems.
- C. Occupancy and area separation walls including hourly ratings.
- D. Rated corridors.
- E. Interior wall lateral support.
- F. Identify all finishes, i.e. EIFS, Masonry

**FIRE RESISTIVE CONSTRUCTION:**

- A. All fire resistive construction is to be shown in section view.
- B. Openings or penetrations of fire resistive construction are to be detailed in section view with applied references.
- C. Closure construction between fire resistive floors and walls and structural or exterior wall components shall be detailed in section view.
- D. Fire resistive assemblies shall be identified by their listings with complete listing assemblies. The assembly instructions shall be provided on the drawings in its entirety.

**MISCELLANEOUS DETAILS AND MATERIALS:**

- A. Details of construction features such as stairs, balconies, retaining walls, ramps, etc., including specifications of all materials.

**ELECTRICAL PLANS:**

- A. Single line diagram.
- B. Service and load calculations, to include all short circuit and fault current calculations.
- C. Panel schedules and descriptions of circuits with connected loads, panel ratings, and feeder size.
- D. All outlets, smoke detectors, equipment and feeders shown on plan with appropriate panel and circuit numbers at devices.
- E. Show emergency power system, type, and model.
- F. Show voltage drop calculations for all feeders to sub-panels, panels, area lighting, free standing signs, and air conditioning units

**MECHANICAL PLANS:**

- A. Show model and type of equipment and provide mechanical load calculation summary page on plans.
- B. Show AFUE/SEER rating.
- C. Energy demand, input, and BTU.
- D. Location, access and working space for mechanical equipment.
- E. Combustion air, flue sizes, and material.
- F. Dampers -- type, size, details and locations.
- G. Sizes of supply/return air ducts and grilles shown in plan view. CFM capacity of ducts, grilles, and diffusers.
- H. Location, material, and insulation of mechanical pipes and ducts.
- I. Size, location, and piping material of all air-conditioning condensate drains.
- J. Size, location, and ducting of all smoke control systems.

**PLUMBING PLANS:**

- A. Plan view of all water, drainage, waste and vent piping, with location, size, and material.
- B. Drainage, waste, vent, and water supply plans. Indicate types of fixtures with symbols.
- C. Location and size of gas, fuel oil, or LPG piping with appliance demands.

- D. Medium Pressure Gas approval from providing utility if used
- E. Size, location, and materials of P/T water relief valve, and table of existing and added fixtures.
- F. Size, type and Location of all water heaters and/or boiler combustion air and flues.
- G. Show location of cleanouts, backwater valves, and water shutoff valves.
- H. Provide grease interceptor location on plumbing plan.
- I. Provide calculations for grease interceptor size.

**2018 INTERNATIONAL ENERGY CONSERVATION CODE CALCULATIONS**

**FIRE PROTECTION SYSTEMS:**

- A. Separate submittal required to Fire Protection Engineers for the following fire protection systems:
  1. Fire alarm diagrams.
  2. Layout, size, location, material, and calculations of fire sprinkler systems.
  3. Halon system.
  4. Kitchen protection.
  5. Specialized system.
  6. Smoke control design and operation.
  7. Standpipe systems.
  8. Flammable/combustible liquid tanks/lines.
  9. Medical gas system design.
  10. Cut sheets for above systems (Catalog).
- B. Smoke control operation/design description.
- C. Please reference 2018 IFC and the Fire Department ordinance for more information on the following issues:
  1. Fire rating of fire pump rooms
  2. Automatic sprinkler requirements for stages
  3. Sprinkler requirements for E Occupancies
  4. Restrictions for equipment in fire pump rooms
  5. Requirements for firefighters' smoke control panel
  6. Smoke control system response time.
  7. Requirements for Fire Command Center
  8. Fire sprinkler requirements in existing buildings
  9. Size of buildings requiring sprinklers

For additional requirements of commercial kitchens, see the City of Las Vegas Plan Submittal requirements for [Food Service Establishments](#).



## 2018 International Building Code Analysis for Plan Submittal

[www.LasVegasNevada.gov/BuildingPermits](http://www.LasVegasNevada.gov/BuildingPermits)

Phone: (702) 229-6251 Fax: (702) 382-1240

The following code analysis information is to be provided on all commercial plans submitted to the Building & Safety department. The information you are providing will help the plans check processing time and accuracy.

<u>Analysis Items</u>	<u>Code Section Reference</u>
1) Code Year / Type (Building, Residential, Electrical, Energy, Fire, Mechanical, Plumbing, Swimming Pool & Spa, Existing Building)	City Ordinance 6632, 6633, 6639, 6635, 6631, 6638, 6636, 6634
2) Occupancy Classification	IBC Chapter 3
3) Type of Construction (For "T.I." only, show type of construction for both the existing shell building and the proposed "T.I.")	IBC 602
4) Fire Sprinklers Yes / No _____ If Yes: New ___ Existing ___ Type NFPA _____	IBC 903, 903.3
5) Fire Alarm Yes / No _____ If Yes: New ___ Existing ___	IBC 907
6) Height Allowable _____ Actual _____	IBC 503, 504 & Table 504.3
7) Stories Allowable _____ Actual _____	IBC 503, 504 & Table 504.4
8) Area Allowable _____ Actual _____ (Include allowable area calculations per IBC 506) (Include mixed occupancy calculations if applicable)	IBC 503, 505 through 507 & Table 506.2
9) Occupant Load per Floor (Identify the use of Fixed or Movable Seats)	IBC 1004 & Table 1004.5
10) Number of Exits Required _____ Provided _____ (If (2) or more exits required Egress Plan Required)	IBC 1006, 1007, & Tables 1006.2.1, 1006.3.2, 1006.3.3(1), 1006.3.3(2)
11) Fire-Resistance Rating Requirements for Building Elements (Specify areas receiving spray applied fire protection)	IBC 602, Chapter 7, & Table 601
12) Fire-Resistance Rating of Exterior Walls Due to Location on Property (Specify fire separation distances on site plans)	IBC 705, & Table 602
13) Fire-Resistance Protection of Openings Due to Location on Property and Maximum Area of Exterior Wall Openings (Provide calculations)	IBC 705.8 & Table 705.8
14) Fire Resistance Rating of Specific Spaces and/or Design (Specify spaces requiring separation and hourly fire resistance rating)	IBC 420, 509, 706, thru 713, 716, 1011.7, 1020, 1023, 1024, 3005 & Tables 509, 716.1(2), 1018.1
15) Fire Resistance Rating of Non-separated or Separated Occupancies (Provide mixed occupancy calculations if applicable)	IBC 508, & Table 508.4
16) Roof Covering Material Class Allowable _____ Actual _____	IBC Table 1505.1
17) Required Plumbing Fixtures (Provide calculations for the number of water closets, urinals, lavatories, drinking fountains, and service sinks)	IBC 2902 & Table 2902.1
18) Special Inspection(s) Required (Provide table specific to the project)	IBC 909.18.8 & 1705
19) I.E.C.C. compliance	IECC C103, C401.2, Ch. 5 - (CE) & (RE), R103, R401.2



**LAS VEGAS  
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*City Manager*

DEPARTMENT OF  
PUBLIC WORKS  
**MIKE JANSSEN**  
DIRECTOR

TRANSPORTATION  
ENGINEERING  
DIVISION  
702-229-6327

**DEVELOPMENT  
SERVICES CENTER**  
333 N. RANCHO DRIVE  
LAS VEGAS, NV 89106



cityoflasvegas  
lasvegasnevada.gov

April 8, 2019

Gil Donatelli  
Founders Academy Las Vegas  
5730 West Alexander Road  
Las Vegas, NV 89130

**RE: Traffic Impact Study Update for Founders Academy at Alexander  
& Leon, SDR 65912, SUPs 65910 & 65911, T66148**

Dear Mr. Donatelli:

Founders Academy is a K-12 charter school with a maximum of 750 students per SUP 65911 and the approved traffic impact study. The previous review, on November 2, 2017 was conducted while the school was still under construction and classes were being held in temporary structures. An additional review was required to be conducted after the completion of construction.

Joseph Corrado and I conducted a review of the school drop-off/pick-up operations on April 3, 2019. In our conversation with you, you stated that the current enrollment of the school is 714. The drop-off/pick-up operations performed satisfactorily with this enrollment. The school is using a counterclockwise circulation, entering from the eastern driveway on Alexander Road and exiting from the western driveway on Alexander Road. At peak times queues extended into the right-of-way, but did not intrude into travel lanes. No on-street parking was observed at this time.

The residential development to the east of the project has installed sidewalk on the north side of Alexander Road from this site to Rancho Drive. School zone flashers are in place and operating satisfactorily. Several schoolchildren leaving the school were observed crossing Alexander Road in the vicinity of Leon Avenue, consequently the City Public Works Department will install a marked crosswalk on the west leg of the Leon Avenue/Alexander Road intersection. No additional improvements are required to be installed by the school.

At this time, additional reviews are not required.

Please contact me at 229-2452 if you have any questions.

Sincerely,

Rick Schroder, P.E.  
Transportation Planning

RES Joey Paskey, P.E.  
Gena Kendall, P.E.  
Christina Karanikolas, P.E.  
Victor Bolanos  
Joseph Corrado  
Michelle Castro, P.E., Nevada Department of Transportation  
file



# Traffic Impact Analysis Scoping Checklist

Department of Public Works – Transportation Division

**Date:** April 21, 2020  
**To:** Phil Wakefield, Blue Diamond Engineering  
**Project Name:** Founder’s Academy Charter School Expansion  
**Description:** 750 Student charter school increasing to approximately 1,000 students.  
**Project Location:** NWC Alexander Road & Leon Avenue

**Required Study/ Analysis:**

- |   |   |
|---|---|
| <input type="checkbox"/> <i>Master Traffic Study</i>          | <input type="checkbox"/> <i>Update Master Traffic Study to</i>              |
| <input type="checkbox"/> <i>Traffic Study</i>                 | <input checked="" type="checkbox"/> <i>Update Traffic Study to TIA66148</i> |
| <input type="checkbox"/> <i>Addendum to</i>                   | <input type="checkbox"/> <i>Conceptual/Courtesy</i>                         |
| <input type="checkbox"/> <i>Pedestrian Connectivity Study</i> | <input type="checkbox"/>  |

Intersections	LOS	Crash History	Left / Right Turn Lane Storage Analysis
Alexander/Jones & Rancho (south)	X	X	X
Alexander & Leon	X	X	X
Alexander & Bradley	X	X	X

**Remarks:**

1. Identify all pedestrian safety measures that are missing and needed including but not limited to sidewalks without PROWAG compliant walking paths, sidewalk ramps and crosswalks.
2. Provide recommendations for all phases for pick-up/ drop-off circulation, parking, and pedestrian safety such as curb extensions, raised centerlines, and median refuges.
3. Note that queuing, parking and/or student drop-off/pick-up in public rights-of-way is prohibited. Show how ALL student drop-off/pick-up can be accommodated on site.
4. cc: NDOT

<input checked="" type="checkbox"/>	<i>Identify all sidewalk and sidewalk ramp PROWAG deficiencies adjacent to the project boundary.</i>
<input checked="" type="checkbox"/>	<i>Include a section addressing Standard Drawings #201.1, 234.1, #234.2 and #234.4 and to determine additional right-of-way requirements for exclusive right turn lanes, dual left turn lanes and bus turnouts adjacent to this site, if any.</i>
<input checked="" type="checkbox"/>	<i>Recommend measures to accommodate pedestrians, such as but not limited to pedestrian accesses, crosswalks, pedestrian activated flashers and temporary sidewalks.</i>
<input checked="" type="checkbox"/>	<i>Include scaled site plan that dimension adjacent driveways, medians, and driveway throat depths.</i>
<input checked="" type="checkbox"/>	<i>Submit 1 hard copy, 1 PDF copy and completed TIA submittal form to 333 N. Rancho Drive, 8th Floor. Include this form with submittal. If submittal takes place during Covid-19 restrictions, contact me for possible alternative submittal methods.</i>
<input type="checkbox"/>	
<input type="checkbox"/>	



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**DEVELOPMENT  
SERVICES CENTER**  
333 N. RANCHO DRIVE  
LAS VEGAS, NV 89106  
702.229.4830 | VOICE  
711 | TTY



July 9, 2020

Philip D. Wakefield, P.E.  
Blue Diamond Civil Engineering  
452 E. Silverado Ranch Boulevard, Suite 186  
Las Vegas, NV 89183

**RE: Traffic Impact Analysis Update for Founders Academy, 20-0035-SDR1, TIA66148-1**

Dear Mr. Wakefield:

The Traffic Engineering Division of the City of Las Vegas has reviewed the traffic impact study for the expansion of Founders Academy, an existing K-12 charter school on the northwest corner of Alexander Road and Leon Avenue. This expansion will increase the number of students to 990. The update has been approved, with the following conditions:

1. Additional rights-of-way in accordance with Clark County Area Standard Drawing #201.1 or 234.1 or 234.4 are not required at this time.
2. Access to the development is proposed to be provided by three existing driveways; one on Leon Avenue and two on Alexander Road. The driveways on Alexander Road will be permitted left turns in and out at this time except during drop-off/pick-up operations. The driveway on Leon will be crash gated at this time. Additional driveways may be required as determined by updates to this study. Any movements may be restricted or required in the future as determined by the City Traffic Engineer.
3. For the drop-off and pick-up operation, the school will use a counterclockwise circulation, entering from the eastern driveway on Alexander Road, proceeding around the school and athletic fields then exiting from the western driveway on Alexander Road. During these operations, the eastern driveway will operate as a one-way in only driveway (right and left turns in), and the western driveway will operate as a one-way out only driveway (right and left turns out). I note that the report states that 3,967' of queuing is provide; however on the revised site plan, 3,858 is provided; this appears to be acceptable.
4. Other than students with special needs, all students will be dropped off and picked up on the west side of the school as shown on the submitted circulation plan. Students with special needs will be dropped off and picked up in the parking lot on the south side of the school.
5. The school is proposed to initially operate with a single bell time. This is acceptable; however this may be changed as a result of the update required below.
6. No queues will be permitted to extend into the public right-of-way.

7. An update to this analysis is required to be submitted within 60 days of the opening of the school in order to determine if the circulation is operating as planned. If not, the update must propose mitigation to address the deficiencies found.

This approval does not supersede or eliminate conditions of approval imposed by the Planning Commission and/or the City Council. An update to this traffic study may be required if the development of the site occurs in a manner not in keeping with the assumptions contained in the report. Please contact me at 229-2452 if you have any questions.

Sincerely,



Rick Schroder, P.E.  
Transportation Planning

RES

cc: Joey Paskey, P.E.  
Christina Karanikolas, P.E.  
Bart Anderson, P.E.  
*LP* Lucien Paet, P.E.  
Victor Bolanos  
file

# UPDATE #1 TO THE TRAFFIC IMPACT ANALYSIS FOR FOUNDERS ACADEMY

Project No. 2011635

June 2020

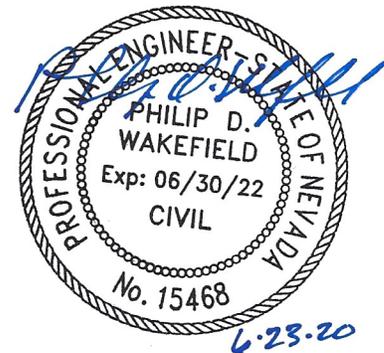
Prepared for:

Founders Academy  
5730 W. Alexander Road  
Las Vegas, NV 89130

Prepared by:



BLUE DIAMOND CIVIL ENGINEERING  
452 E. Silverado Ranch Blvd., #186  
Las Vegas NV 89183  
(702) 478-8580



## **INTRODUCTION**

This update serves to provide an analysis for the changes to the existing development. The site is located at the northwest corner of Alexander Road and Leon Avenue (APN 138-01-401-005). The site is approximately 7.45 acres and has been developed as school. The original Traffic Impact Analysis for Founders Academy (TIA66148) was approved on August 30, 2016. The school intends to increase enrollment from 750 students to 990 students and proposes a new building.

## **SITE AND STUDY AREA BOUNDARIES**

As requested by City of Las Vegas, this study analyzed and updated the following intersections:

- Alexander Road / Jones Boulevard / Rancho Drive (south)
- Alexander Road / Leon Avenue
- Alexander Road / Bradley Road

The scope of the traffic analysis update included level-of-service (LOS), storage analysis, accident analysis, drop off/pick up operation, pedestrian analysis, and additional right of way/public transportation.

As shown in Figure 1 (Vicinity Map) and Figure 1A (APN Map) the site is generally served by Alexander Road. Direct access to the development will be provided along Alexander Road via the provided driveway.

## **EXISTING AND PROPOSED SITE USES**

The project site is currently developed as a school (see Figure 2). The current zoning of the project is Undeveloped/Medium Low (U(ML)). As reflected in site plan included in the appendix, the site is proposed to be developed with an additional building for the school expansion.

## **EXISTING AND PROPOSED ROADWAY AND INTERSECTIONS**

The area roadways that provide primary access to the development are Rancho Drive, Alexander Road, Leon Avenue, and Bradley Road. Direct access to the development will be provided along Alexander Road via the provided driveway. Figure 3 has been provided in the appendix showing the existing lane configurations. The following sections provide a description of the existing and proposed roadways as well as a description of the intersections being analyzed for level-of-service.

### **Roadway Descriptions**

#### **Rancho Drive**

In the vicinity of the site, this improved 120' right-of-way roadway provides three northbound and three southbound travel lanes. The posted speed limit is 45 mph. The street is currently improved which includes curb, gutter, sidewalk, medians, and paving.

#### Alexander Road

In the vicinity of the site, this improved 80' right-of-way roadway provides one eastbound and one westbound travel lane. The posted speed limit is 25 mph. The street is currently partially improved which includes curb, gutter, sidewalk, medians, and paving.

#### Leon Avenue

In the vicinity of the site, this improved 60' right-of-way roadway currently provides one northbound and one southbound travel lane. The street is partially improved which includes curb, gutter, sidewalk, and paving.

#### Bradley Road

In the vicinity of the site, this improved 60' right-of-way roadway currently provides one northbound and one southbound travel lane. The posted speed limit is 25 mph. The street is currently partially improved which includes curb, gutter, sidewalk, and paving.

### Intersection Descriptions

#### Alexander Road / Jones Boulevard / Rancho Drive (south)

This intersection is a partially improved signalized intersection. The northbound approach provides one exclusive left turn lane, three thru lanes, and one exclusive right turn lane. The southbound approach provides one exclusive left turn lane, three thru lanes, and one shared right turn lane. The eastbound approach provides for two exclusive left turn lanes, one thru lanes, and one exclusive right turn lane. The westbound approach provides for one exclusive left turn lane, two thru lanes, and one shared right turn lane.

#### Alexander Road / Leon Avenue

This intersection is a partially improved two-way stop-controlled intersection. The stop sign is on Leon Avenue. The northbound and southbound approaches provide one exclusive left turn lane, one thru lane, and one shared right turn lane. The eastbound approach provides one exclusive left turn lane, one thru lane, and one exclusive right turn lane. The westbound approach provides one shared left turn lane, one thru lane, and one shared right turn lane.

#### Alexander Road / Bradley Road

This intersection is a partially improved two-way stop-controlled intersection. The stop sign is on Bradley Road. The northbound and southbound approaches provide one shared left turn lane, one thru lane, and one shared right turn lane. The eastbound approach provides one exclusive left turn lane, one thru lane, and one shared right turn lane. The westbound approach provides one shared left turn lane, one thru lane, and one exclusive right turn lane.

### **TRIP DISTRIBUTION**

The trip distribution was taken from the approved Traffic Impact Analysis for Founders Academy. Primary distributions of the site generated trips at the intersections generally follow the distribution presented on Figure 4.

### **EXISTING AND PROJECTED TRAFFIC VOLUMNS**

The existing traffic volumns for Alexander Road/Leon Avenue were taken from the approved Traffic Impact Analysis for Founders Academy prepared in 2016. The existing traffic volumns for Alexander Road/Jones Boulevard/Rancho Drive (south) and Alexander Road/Bradley Road were taken from the approved Traffic Impact Analysis for Jones/Hickam prepared in 2017. The traffic volumes are included in the appendix and are shown on Figure 5.

Average Daily Traffic (ADT) Volumes from NDOT count stations in the vicinity of the site were referenced to determine the average growth rate for the area. The growth rate has been calculated using the following equation:

$$F_Y = E_X (1 + G_F)^N$$

- F<sub>Y</sub> = Future Traffic Volume
- E<sub>X</sub> = Existing Traffic Volume
- G<sub>F</sub> = Growth Rate
- N = Number of Years

The referenced information and results are summarized in the following table:

**TABLE 1  
GROWTH RATE**

STATION	2009	2010	2011	2012	2013
003-0366	22000	21000	23000	23500	21500
003-0406	30000	29000	31000	28500	28000
003-0595	9700	9000	8700	7900	7600

STATION	2014	2015	2016	2017	2018	GROWTH
003-0366	21500	19000	21000	22000	21800	-0.1% (0.34%)
003-0406	29000	25000	27000	28000	23500	-3.0% (-5.1%)
003-0595	7800	7200	7800	8900	9200	-0.7% (4.2%)
<b>AVERAGE</b>						<b>-1.3% (-0.2%)</b>

Source: "2018 Annual Traffic Report" published by the Nevada Department of Transportation  
 Growth Rate: Period 2009 to 2018 (Period 2014 to 2018)

Locations of NDOT count stations:

- 003-0366 SR599, Rancho Dr, .3 mi S of SR573 (Craig Rd)
- 003-0406 SR573, Craig Rd, 900 ft E of SR599 (Rancho Dr)
- 003-0595 Jones Blvd, 500 ft S of Gowan Rd

The growth rate was determined between the periods of 2009 to 2018 and 2014 to 2018. The future growth rate was determined to decrease. Future background trips are the same as the existing intersection volumes. Figure 6 provides the estimated future background traffic volumes at the key intersections.

**TRIP GENERATION AND ASSIGNMENT**

Trip generation rates for a.m. peak hour, p.m. peak hour and weekday were calculated using the "Trip Generation", 10<sup>th</sup> Edition by published by the Institute of Transportation Engineers (ITE) publication as provided by the Online Traffic Impact Study Software (OTISS). The trip generation summary is included in the appendix and summarized in Table 2.

**TABLE 2  
TRIP GENERATION**

LAND USE	SIZE	24-HOUR VOLUME	AM		PM	
			ENTER	EXIT	ENTER	EXIT
Private School K-8 (ITE Code 534)	990 students	--	475	389	118	139

Trips were assigned to the project intersections based on the trip distribution assumptions previously discussed. Figure 7A shows primary traffic assigned to each intersection utilizing the projects trip generation and distributions. Figure 7B shows additional background traffic assigned to each intersection based on trips generated from the approved Traffic Impact Analysis for Jones/Hickam and the approved Traffic Impact Analysis for NWC Rancho Drive at Jones Boulevard. The future background traffic volumes were added to the site generated traffic and additional background traffic to estimate the future site with background volumes presented in Figure 8.

**INTERSECTION ANALYSIS**

The level-of-service analyses are based on the methods presented in “2000 Highway Capacity Manual-Special Report 209” (HCM) published by the Transportation Research Board. Simply defined, level-of-service for an intersection is the measurement of driver discomfort and frustration in terms of delay. Six levels of service are used to describe the driver’s experience, designated from the letter “A” to “F”. Level of service “A” represents the minimum delay while level of service “F” represents over saturated flow with excess delays experienced by motorists. Level-of-service criteria stated in term of stop delay per vehicle are presented in the following table:

**TABLE 3  
LEVEL OF SERVICE CRITERIA**

UNSIGNALIZED ( sec/veh)	SIGNALIZED ( sec/veh )	LEVEL OF SERVICE
<10	≤ 10	A
>10 and ≤ 15	10 to 20	B
>15 and ≤ 25	20 to 35	C
>25 and ≤ 35	35 to 55	D
>35 and ≤ 50	55 to 80	E
>50	≥ 80	F

A summary of level-of-service analysis for existing, future, and future with site and background traffic is provided in the following tables and the level-of-service analyses can be found in the appendices.

**TABLE 4  
LEVEL-OF-SERVICE SUMMARY  
FOR ALEXANDER ROAD/JONES BOULEVARD/RANCHO DRIVE (SOUTH)**

Signalized Intersection Alexander Road/Jones Boulevard/Rancho Drive (South)							
		Existing		Future		Future with Site	
		AM Peak	PM Peak	AM Peak	PM Peak	AM Peak	PM Peak
Overall	LOS	D	D	D	D	D	D
	Average Delay (sec)	48.5	46.5	48.5	46.5	48.6	47.1
Northbound	LOS	D	D	D	D	D	D
	Average Delay (sec)	38.9	47.0	38.9	47.0	38.9	48.6
Southbound	LOS	D	D	D	D	D	D
	Average Delay (sec)	53.9	44.5	53.9	44.5	54.6	44.7
Eastbound	LOS	D	D	D	D	D	D
	Average Delay (sec)	48.0	54.0	48.0	54.0	47.0	54.3
Westbound	LOS	D	D	D	D	D	D
	Average Delay (sec)	36.3	36.3	36.3	36.3	42.3	37.7

**TABLE 5  
LEVEL-OF-SERVICE SUMMARY  
ALEXANDER ROAD/LEON AVENUE**

Unsignalized Intersection Alexander Road/Leon Avenue							
		Existing		Future		Future with Site	
		AM Peak	PM Peak	AM Peak	PM Peak	AM Peak	PM Peak
Northbound	LOS	A	A	A	A	B	B
	Average Delay (sec)	9.1	9.6	9.1	9.6	12.7	10.4
Southbound	LOS	A	A	A	A	B	A
	Average Delay (sec)	9.0	9.9	9.0	9.9	10.6	9.5

**TABLE 6  
LEVEL-OF-SERVICE SUMMARY  
FOR ALEXANDER ROAD/BRADLEY ROAD**

Unsignalized Intersection Alexander Road/Bradley Road							
		Existing		Future		Future with Site	
		AM Peak	PM Peak	AM Peak	PM Peak	AM Peak	PM Peak
Northbound	LOS	B	B	B	B	C	B
	Average Delay (sec)	10.8	11.5	10.8	11.5	19.6	13.3
Southbound	LOS	B	B	B	B	B	B
	Average Delay (sec)	10.8	11.8	10.8	11.8	11.7	12.2

The intersections of Alexander Road/Leon Avenue and Alexander Road/Bradley Road operate at an acceptable level of service in the future. The intersection of Alexander Road/Jones Boulevard/Rancho Drive (south) do not operate at an acceptable level of service in the future.. Future improvements to the intersections will increase the level of service. This project will contribute towards each intersection impacted.

**SPECIAL ANALYSIS**

Left Turn Storage Analysis

All the left turn storage bays affected by project trips were evaluated for adequate lengths. The methods adopted by the 2000 HCM Implementation Forum were used to evaluate the storage requirements based upon Poisson’s distribution with a 95% confidence method at signalized locations. The calculations have been included in the appendix. The following table is a summary of the results:

**TABLE 7  
LEFT TURN LANE STORAGE**

INTERSECTION	MOVEMENT	EXISTING LENGTH	REQUIRED LENGTH
Alexander/Jones/Rancho	SB Left	216’	328’
	WB Left	250’	146’
Alexander/Bradley	NB Left	Continuous	59’
	EB Left	Continuous	65’

All turning movements have an acceptable amount of storage with the exception of the westbound left turn lane at Alexander Road/Jones Boulevard/Rancho Drive (south). This project will contribute towards each intersection impacted.

Traffic Accident Analysis

Traffic accident data was obtained from the Nevada Department of Transportation for a three year period from January 2016 thru January 2019 at the intersections of Alexander Road/Jones Boulevard/Rancho Drive (South) and Alexander Road/Bradley Road. No accidents were reported at the intersection of Alexander Road and Leon Avenue. The accident data is provided in the appendix.

#### Alexander Road/Jones Boulevard/Rancho Drive (South)

A total of 21 accidents were reported for the study period which resulted in 21 injuries and no fatalities. The type of accidents was angle (11), non-collision (1), rear end (8), and side swipe (1). The primary contributing factor were disregarded traffic signs, signals, road markings (3), failed to yield right of way (6), failure to keep in proper lane or running off road (1), followed too close (3), hit and run (1), other improper driving (1), unknown (5), and unsafe lane change (1). The calculated accident rate is 0.7638 accidents per one million vehicles entering the intersection in the weekday AM condition. The increase in accidents attributed to the project is 1.3019 accidents per year in the weekday AM condition.

#### Alexander Road/Bradley Road

A total of 2 accidents were reported for the study period which resulted in 2 injuries and no fatalities. The type of accidents were angle (1) and rear end (1). The primary contributing factor were other improper driving (1) and drove left of center (1). The calculated accident rate is 0.7941 accidents per one million vehicles entering the intersection in the weekday PM condition. The increase in accidents attributed to the project is 0.7996 accidents per year in the weekday AM condition.

#### Drop off/Pick up Operations

Drop off and pick up operations have been evaluated for adequate onsite storage. During the drop off and pick up operations, the school has developed a circulation plan through the site. The existing circulation will allow for ingressing traffic for the east driveway and egressing traffic for the west driveway. The circulation is one way around the perimeter of the school. From the approved Traffic Impact Analysis for Founders Academy, parking storage was determined by data collection from a similar school. It was determined that 750 students yielded 116 vehicles for a queue length. The enrollment is anticipated to be 990 students and will yield 153 vehicles to be stored onsite (116 vehicles / 750 students \* 990 students). The anticipated queuing will therefore be increased to 3825 feet (153 vehicles \* 25 ft/vehicle). The current striping allows for 3 storage lanes along the western and northern sides of the school. The storage length for each lane is an average of 926 feet and with a total storage of 2778 feet for the 3 lanes. There are an additional 2 lanes of storage along the eastern side of the school. The storage length for each lane is an average of 505 feet and with a total storage of 1010 feet for the 2 lanes. An additional 179 feet of storage can be provided from the eastern driveway to the beginning of the striping in the southeast corner of the school. A total of 3967 feet has been provided for onsite storage.

#### Pedestrian Analysis

Sidewalk exists along the frontage of the school along Alexander Road. A field investigation was performed. The sidewalk is 5 feet wide with a cross slope of 2%. Sidewalk ramps are standard design with truncated domes. The sidewalk appears to be PROWAG compliant. No additional improvements will be added for pedestrian access.

#### Additional Right of Way/Public Transportation

No additional right of way is required for this project. There are no existing bus routes along the frontage of the project in Alexander Road and Leon Avenue. There is no need for additional bus stops or turnouts, however, we will further coordinate with Clark County RTC if needed.

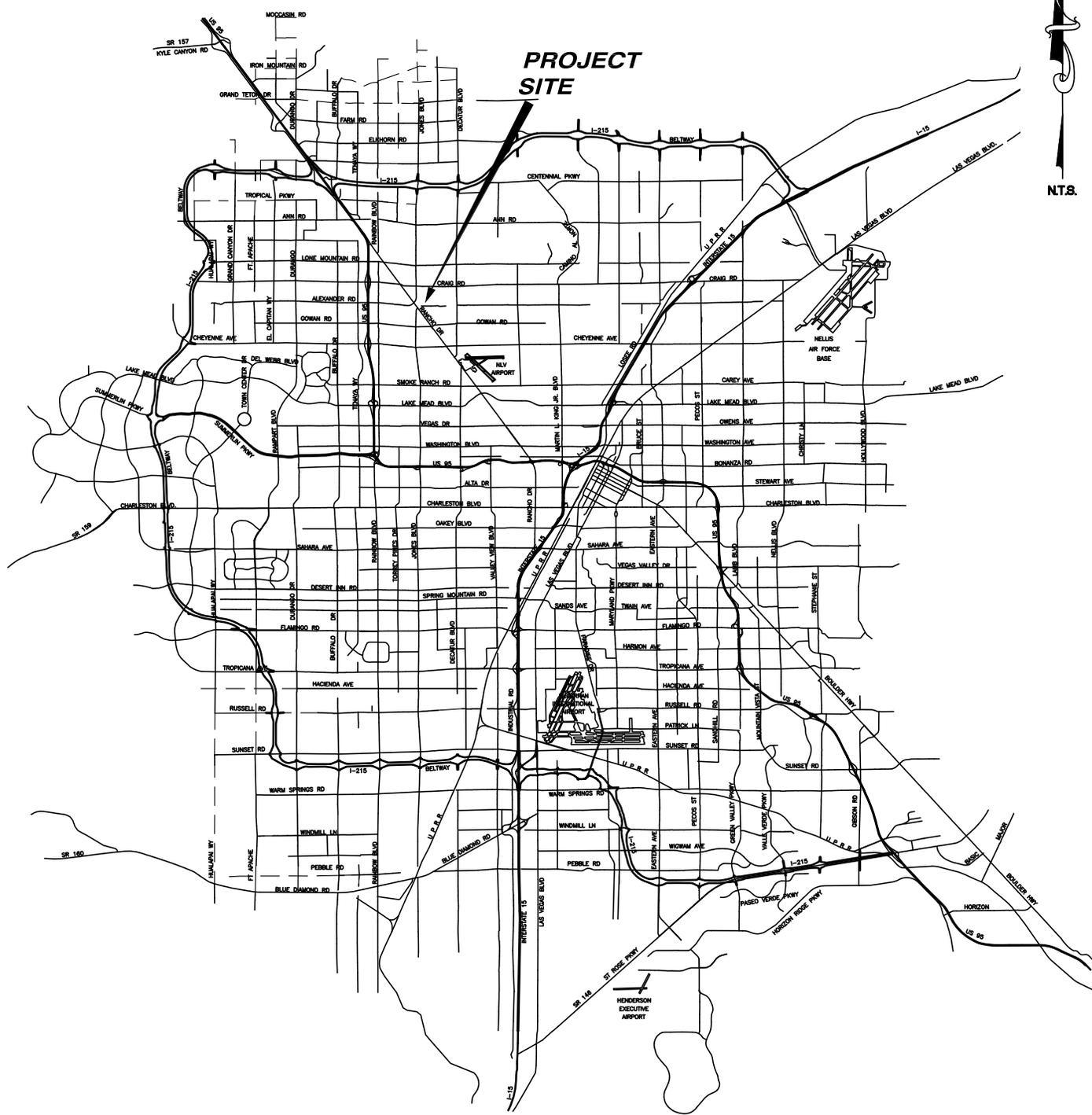
### **CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of all analyses conducted in this report, the following conclusions and recommendations are provided:

1. The intersections of Alexander Road/Leon Avenue and Alexander Road/Bradley Road operate at an acceptable level of service in the future. The intersection of Alexander Road/Jones Boulevard/Rancho Drive (south) do not operate at an acceptable level of service in the future. Future improvements to the intersections will increase the level of service. This project will contribute towards each intersection impacted.
2. All turning movements have an acceptable amount of storage with the exception of the westbound left turn lane at Alexander Road/Jones Boulevard/Rancho Drive (south). This project will contribute towards each intersection impacted.
3. The developer shall monitor the drop off/pick up plan for an efficient operation.

# APPENDIX

# Figures



BLUE DIAMOND CIVIL ENGINEERING  
452 E. SILVERADO RANCH BLVD., #186  
LAS VEGAS, NV 89183  
(702) 478-8580

**FIGURE 1**  
**VICINITY MAP**

This map is for assessment use only and does NOT represent a survey.  
 No liability is assumed for the accuracy of the data delineated herein. Information on roads and other non-assessed parcels may be obtained from the Road Document Listing in the Assessor's Office.  
 This map is compiled from official records, including surveys and deeds, but only contains the information required for assessment. See the recorded documents for more detailed legal information.

USE THIS SCALE(FEET) WHEN MAP REDUCED FROM 11X17 ORIGINAL

0 100 200 400 600 800

**ASSESSOR'S PARCELS - CLARK COUNTY, NV.**  
 Briana Johnson - Assessor

**MAP LEGEND**

—	PARCEL BOUNDARY	□	CONDOMINIUM UNIT	001	ROAD PARCEL NUMBER
- - -	SUB BOUNDARY	□	AIR SPACE PCL	001	PARCEL NUMBER
- · - · -	PM/LD BOUNDARY	□	RIGHT OF WAY PCL	1.00	ACREAGE
- · - · -	ROAD EASEMENT	□	SUB-SURFACE PCL	202	PARCEL SUB/SEQ NUMBER
- · - · -	MATCH / LEADER LINE				PB 24-45 PLAT RECORDING NUMBER
- · - · -	HISTORIC LOT LINE				
- · - · -	HISTORIC SUB BOUNDARY				
- · - · -	HISTORIC PM/LD BOUNDARY				
- · - · -	SECTION LINE				

Scale: 1" = 200'

Rev: 2/13/2020

CLARK COUNTY NEVADA



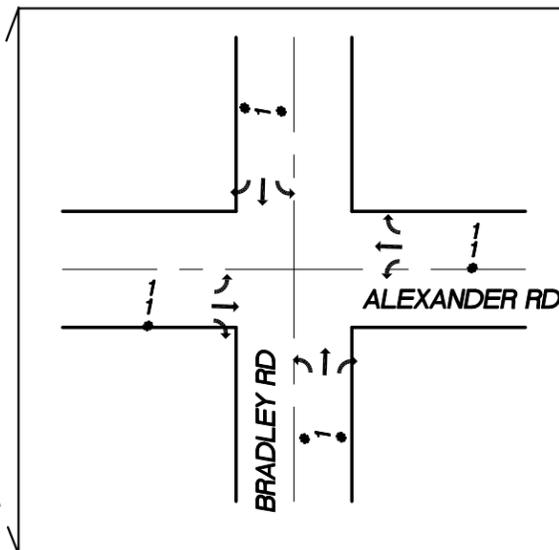
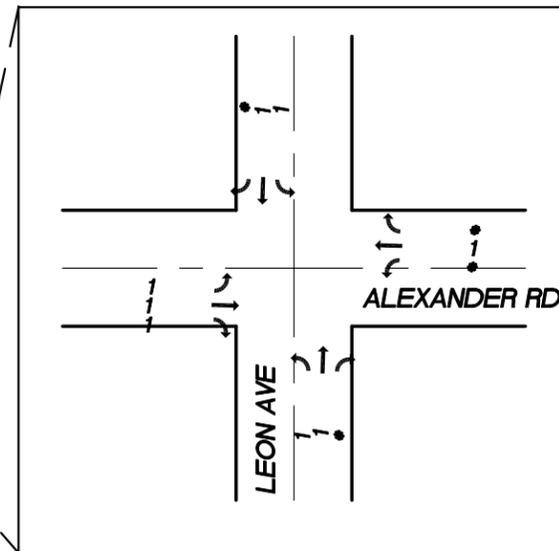
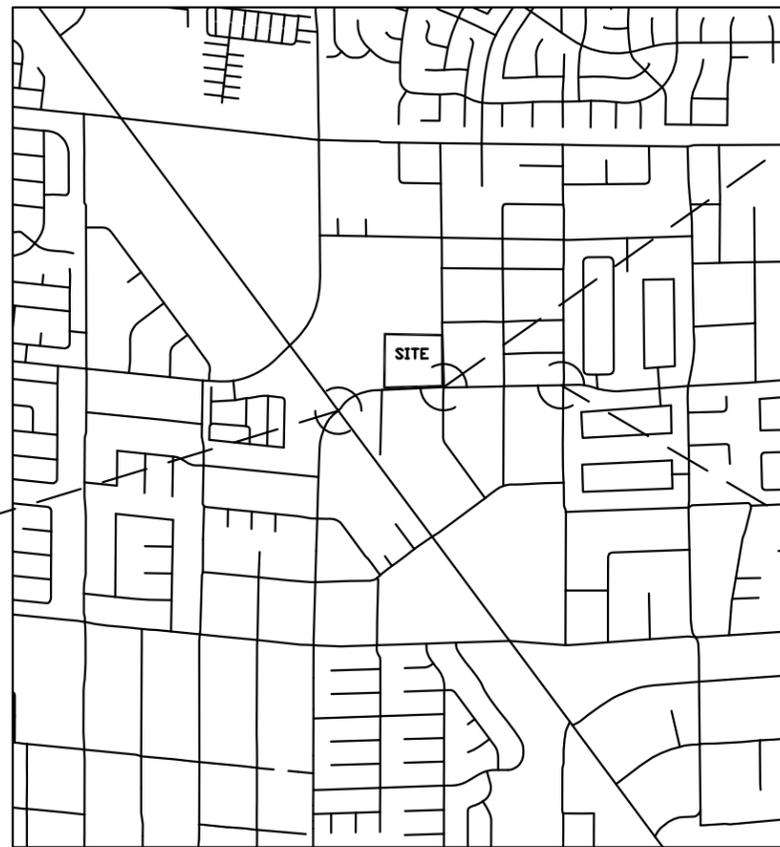
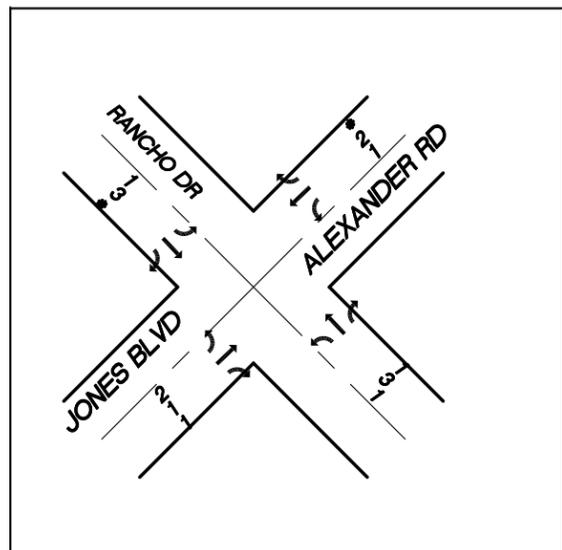
FIGURE 1A



BLUE DIAMOND CIVIL ENGINEERING  
452 E. SILVERADO RANCH BLVD., #186  
LAS VEGAS, NV 89183  
(702) 478-8580

## FIGURE 2

### SITE DESCRIPTION MAP



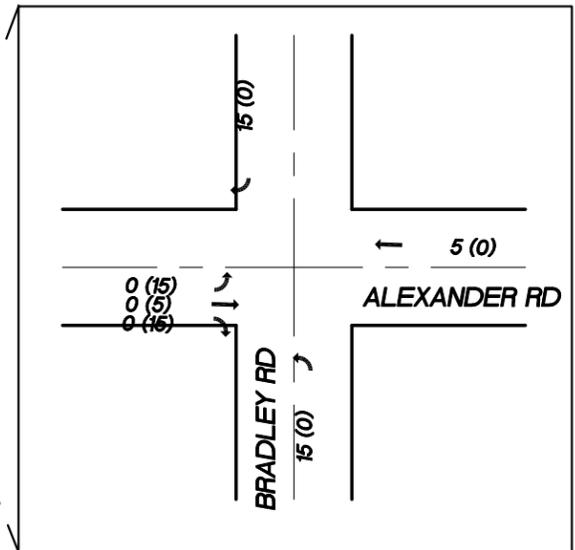
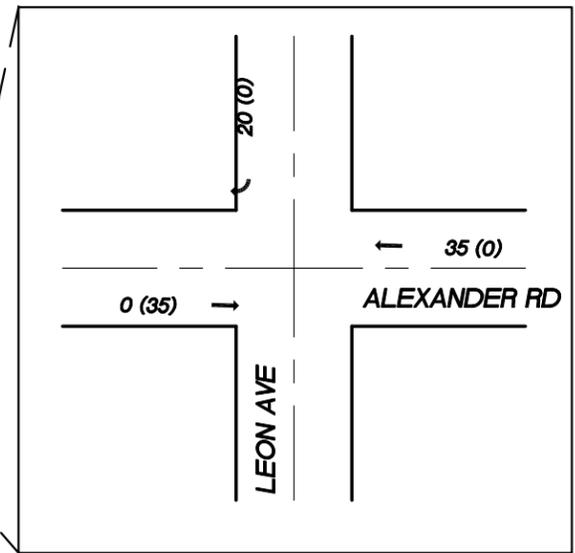
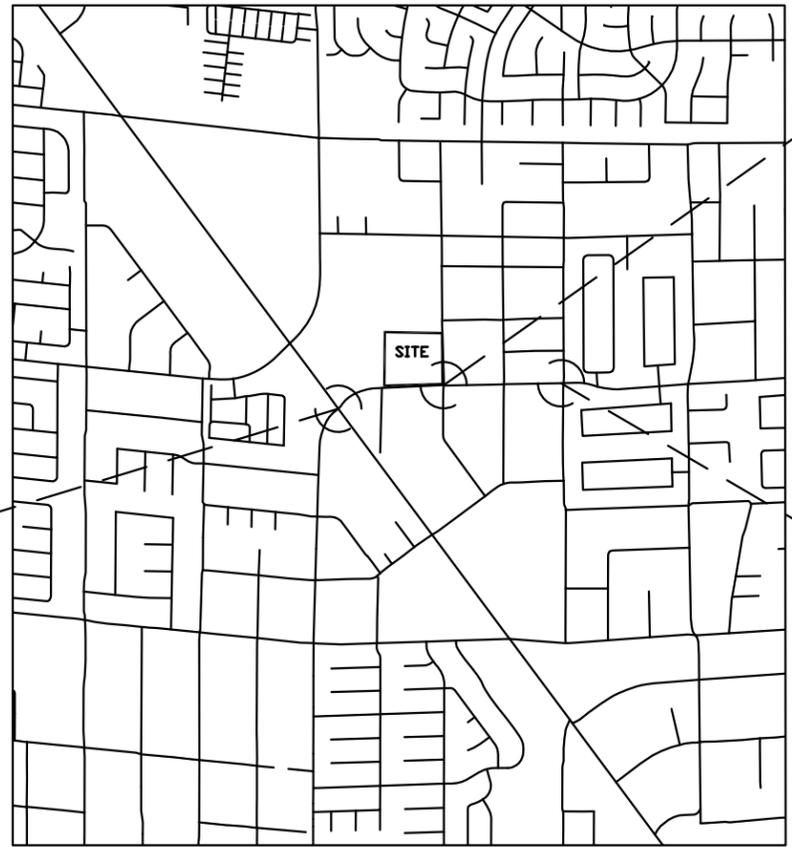
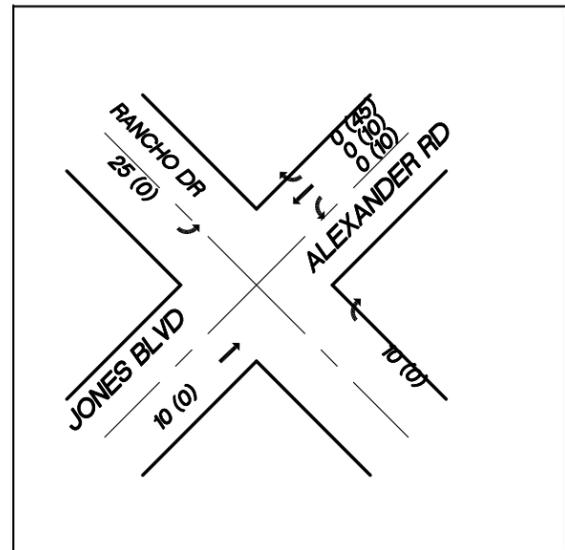
**LEGEND**  
 1 NUMBER OF LANES  
 \* SHARED LANE



### FIGURE 3

#### LANE CONFIGURATION

BLUE DIAMOND CIVIL ENGINEERING  
 452 E. SILVERADO RANCH BLVD., #186  
 LAS VEGAS, NV 89183  
 (702) 478-8580



**LEGEND**  
ENTERING % (EXITING) %



**NOTE:**  
DISTRIBUTION TAKEN  
FROM THE APPROVED  
TIA FOR FOUNDERS  
ACADEMY

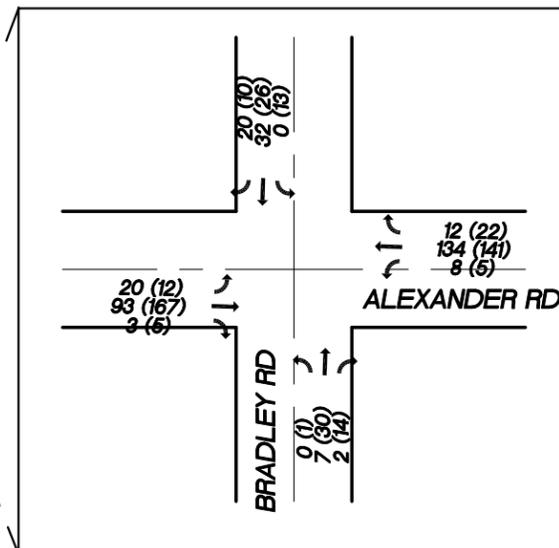
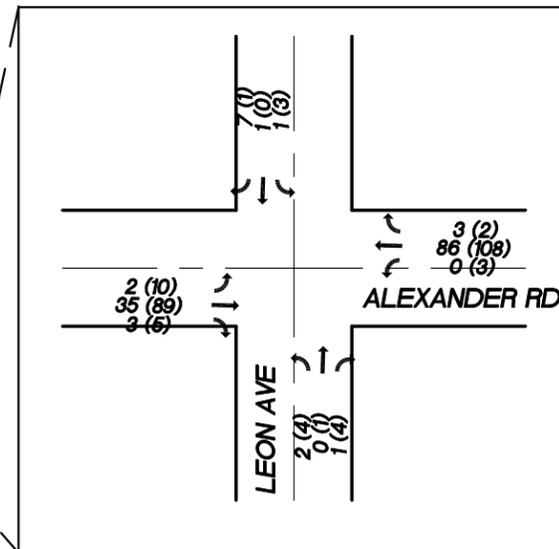
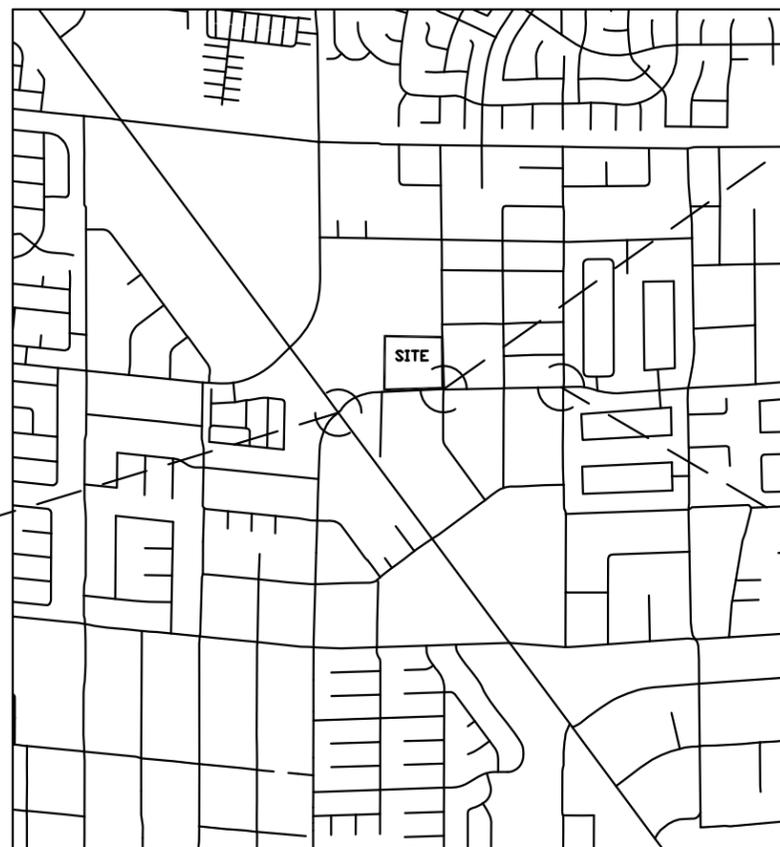
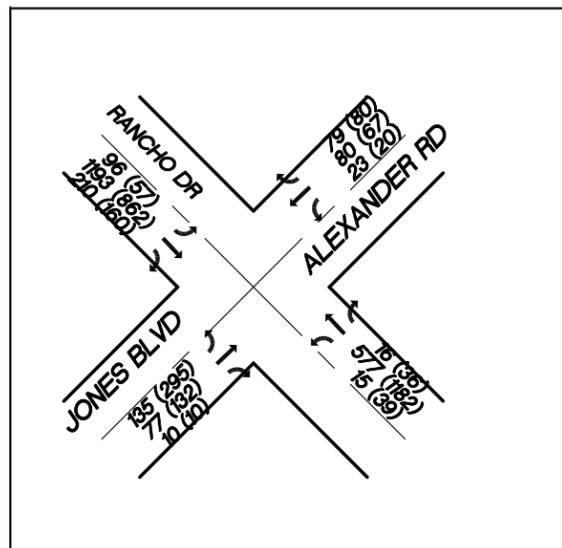
**FIGURE 4**

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**TRIP DISTRIBUTION**

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BLUE DIAMOND CIVIL ENGINEERING  
452 E. SILVERADO RANCH BLVD., #186  
LAS VEGAS, NV 89183  
(702) 287-8914



**LEGEND**  
AM (PM)



**NOTE:**  
EXISTING VOLUMNS FOR  
RANCHO/ALEXANDER  
TAKEN FROM THE  
APPROVED TIA FOR  
JONES HICKAM  
(2017)

**NOTE:**  
EXISTING VOLUMNS FOR  
ALEXANDER/BRADLEY  
TAKEN FROM THE  
APPROVED TIA FOR  
JONES HICKAM  
(2017)

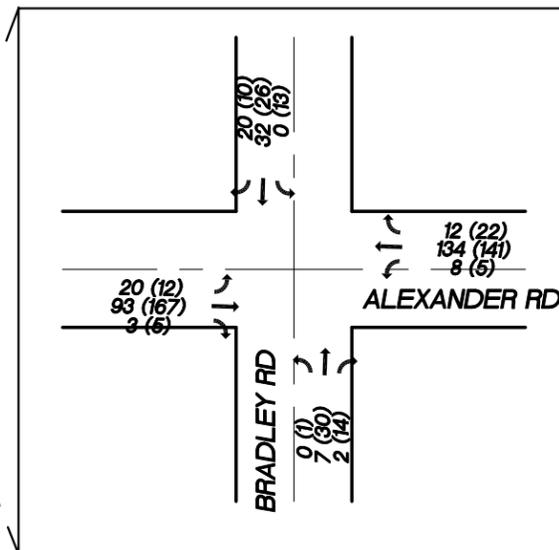
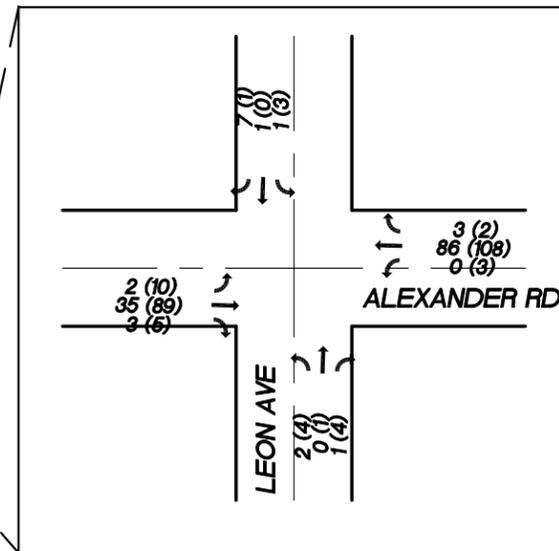
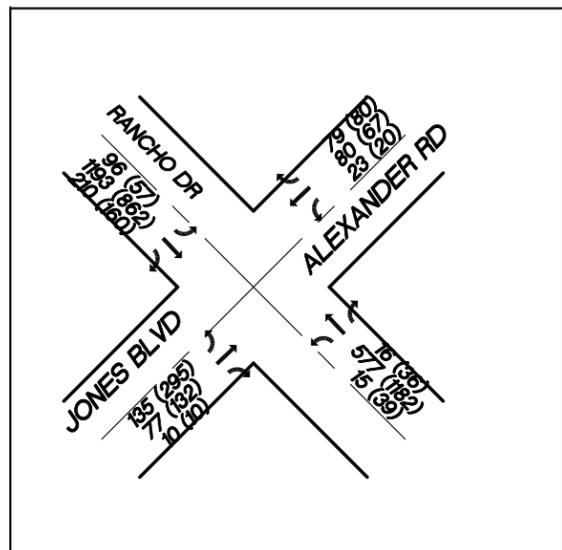
**NOTE:**  
EXISTING VOLUMNS FOR  
ALEXANDER/LEON  
TAKEN FROM THE  
APPROVED TIA FOR  
FOUNDERS ACADEMY  
(2016)

**FIGURE 5**

**EXISTING TRAFFIC VOLUMNS**

---

BLUE DIAMOND CIVIL ENGINEERING  
452 E. SILVERADO RANCH BLVD., #186  
LAS VEGAS, NV 89183  
(702) 478-8580



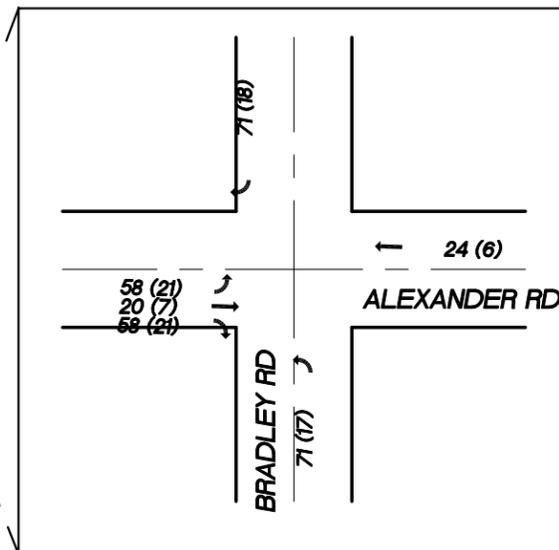
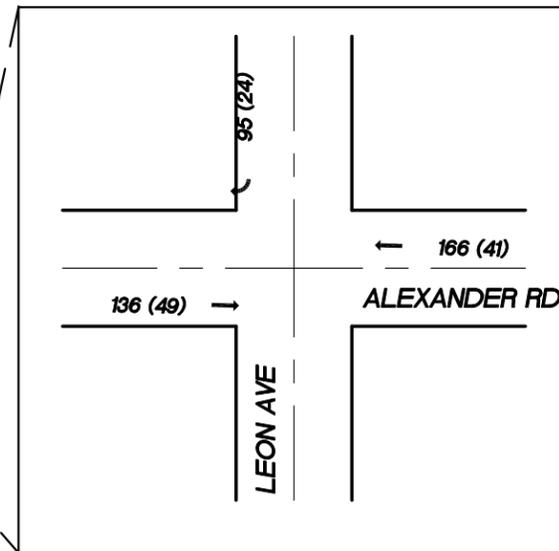
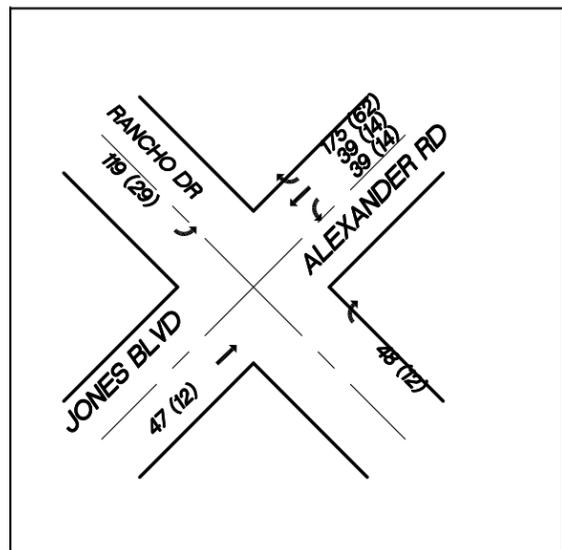
LEGEND  
AM (PM)



## FIGURE 6

### FUTURE TRAFFIC VOLUMUMS

BLUE DIAMOND CIVIL ENGINEERING  
452 E. SILVERADO RANCH BLVD., #186  
LAS VEGAS, NV 89183  
(702) 478-8580



**LEGEND**  
AM (PM)



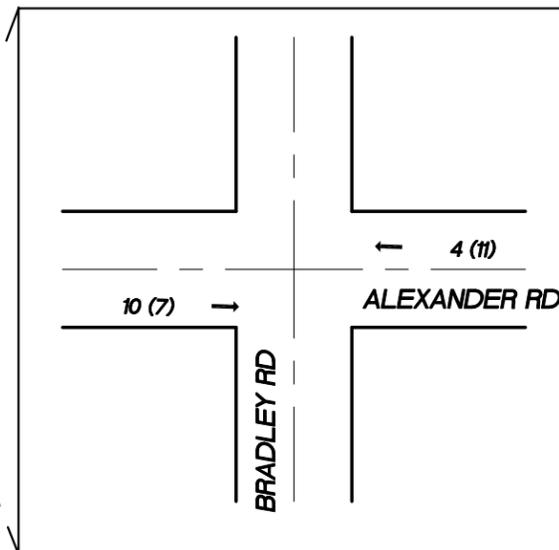
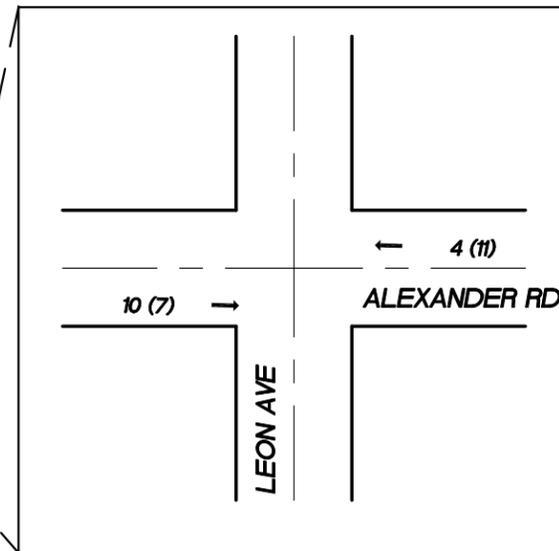
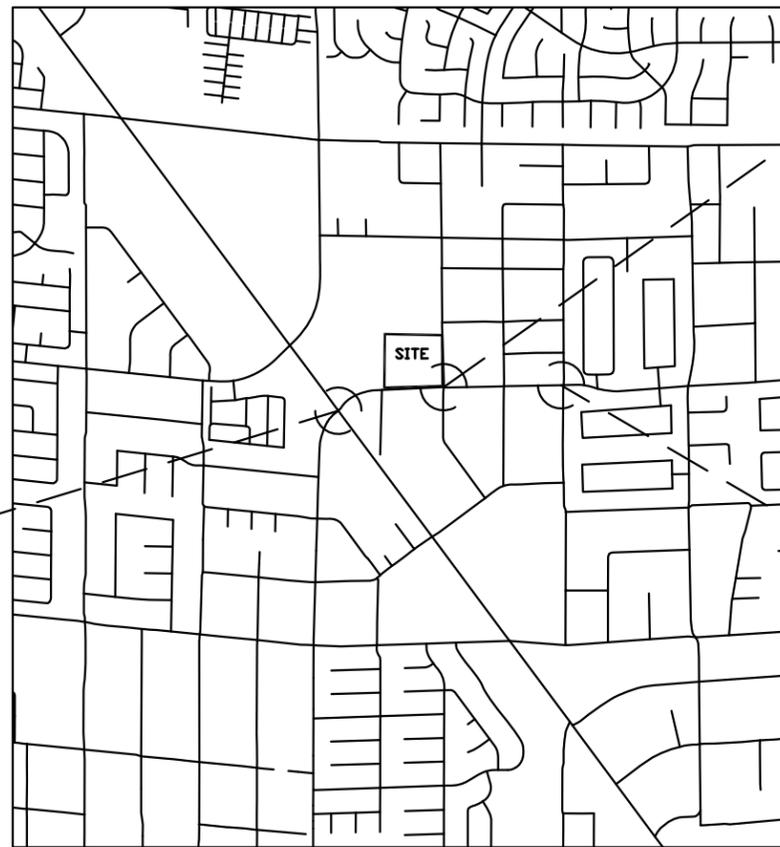
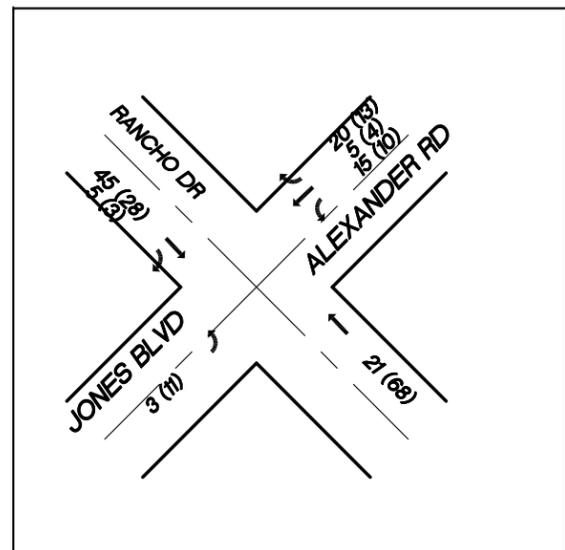
**FIGURE 7A**

**PRIMARY TRIP ASSIGNMENT**

---

BLUE DIAMOND CIVIL ENGINEERING  
452 E. SILVERADO RANCH BLVD., #186  
LAS VEGAS, NV 89183  
(702) 287-8914

**NOTE:**  
DISTRIBUTION TAKEN  
FROM THE APPROVED  
TIA FOR FOUNDERS  
ACADEMY



**LEGEND**  
AM (PM)



**NOTE:**  
BACKGROUND  
VOLUMNS FOR  
RANCHO/ALEXANDER  
TAKEN FROM THE  
APPROVED TIA FOR  
JONES HICKAM AND  
NWC RANCHO • JONES

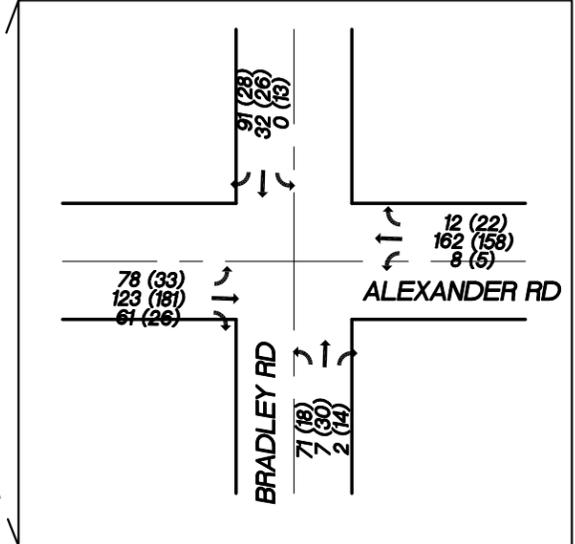
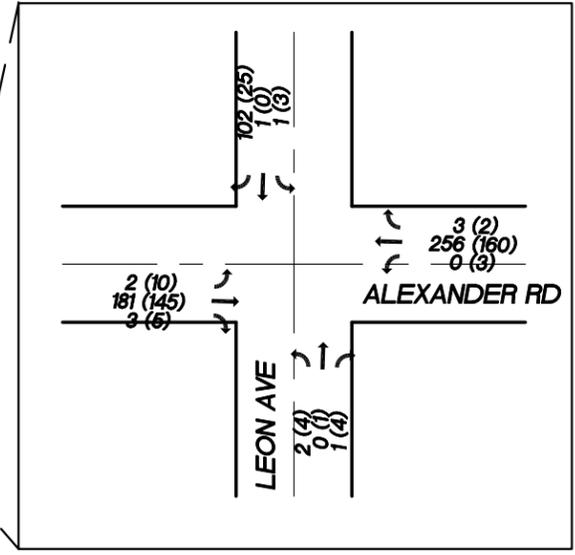
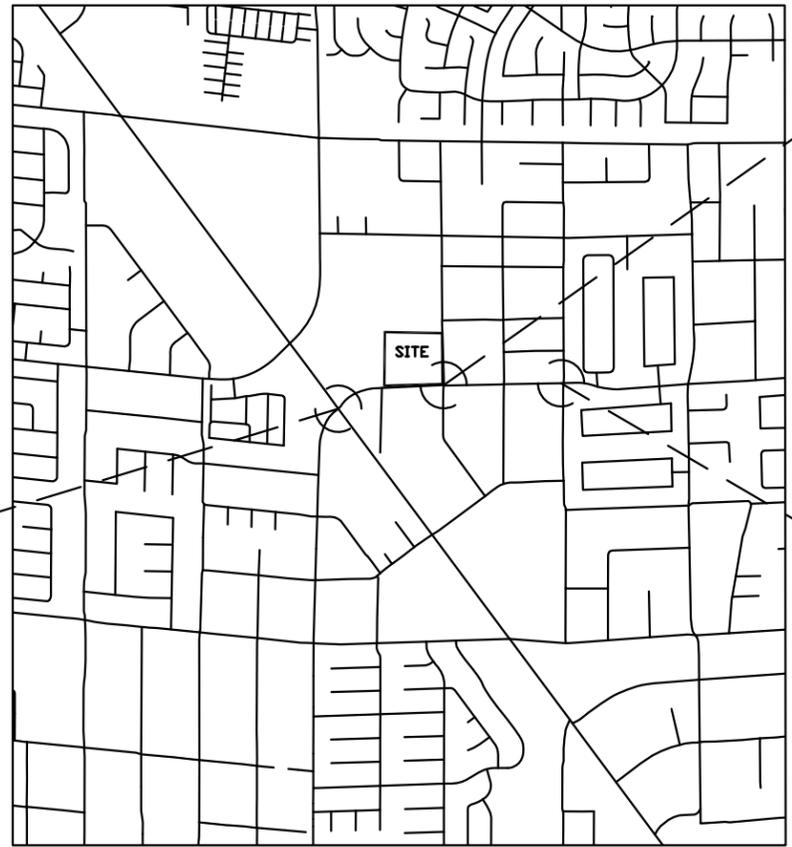
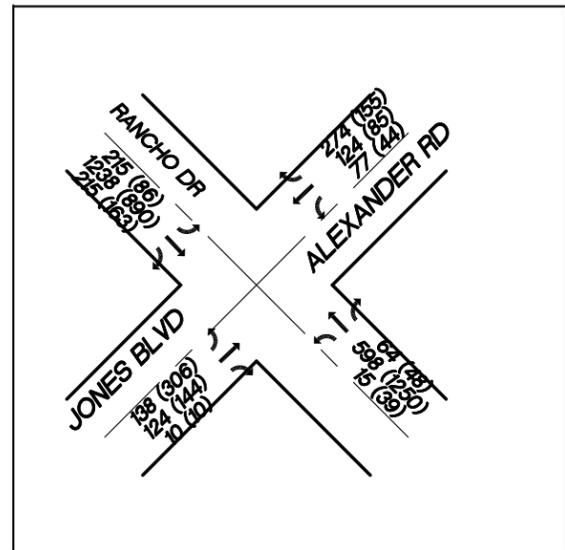
**NOTE:**  
BACKGROUND  
VOLUMNS FOR  
ALEXANDER/BRADLEY  
TAKEN FROM THE  
APPROVED TIA FOR  
JONES HICKAM

**NOTE:**  
BACKGROUND  
VOLUMNS FOR  
ALEXANDER/LEON  
TAKEN FROM THE  
APPROVED TIA FOR  
JONES HICKAM

## FIGURE 7B

### ADDITIONAL BACKGROUND TRIPS

BLUE DIAMOND CIVIL ENGINEERING  
452 E. SILVERADO RANCH BLVD., #186  
LAS VEGAS, NV 89183  
(702) 478-8580



**LEGEND**  
 AM (PM)



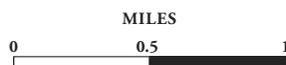
**FIGURE 8**  
**FUTURE WITH SITE AND**  
**ADDITIONAL BACKGROUNDS**  
 BLUE DIAMOND CIVIL ENGINEERING  
 452 E. SILVERADO RANCH BLVD., #186  
 LAS VEGAS, NV 89183  
 (702) 478-8580

# Trip Generation

Project Information	
Project Name:	Founders Academy2
No:	
Date:	6/21/2020
City:	
State/Province:	
Zip/Postal Code:	
Country:	
Client Name:	
Analyst's Name:	
Edition:	Trip Gen Manual, 10th Ed

Land Use	Size	Weekday		Weekday, Peak Hour of Adjacent Street Traffic, One Hour Between 7 and 9 a.m.				Weekday, Peak Hour of Adjacent Street Traffic, One Hour Between 4 and 6 p.m.			
		Entry	Exit	Entry		Exit		Entry		Exit	
<b>534 - Private School (K-8) (General Urban/Suburban)</b>	990 Students	2035	2034			475 389				118 139	
Reduction		0	0			0 0				0 0	
Internal		0	0			0 0				0 0	
Pass-by		0	0			0 0				0 0	
Non-pass-by		2035	2034			475 389				118 139	
<b>Total</b>		2035	2034			475 389				118 139	
<b>Total Reduction</b>		0	0			0 0				0 0	
<b>Total Internal</b>		0	0			0 0				0 0	
<b>Total Pass-by</b>		0	0			0 0				0 0	
<b>Total Non-pass-by</b>		2035	2034			475 389				118 139	

Excerpts from the  
NDOT Annual Traffic Report



		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Station	Route/Location	AADT									
0030357	Alexander Rd, 275ft E of Timberlake Dr	5200	5100	5300	4700	4900	5300	5600	5900	6500	4700
0030358	SR159, Charleston Blvd, 560ft E of county rd to Red Rock Canyon	4800	4300	4100	3600	3500	3700	3800	4000	5000	4200
0030359	SR159, Charleston Blvd, 460ft E of Hickey Dr	2000	1400	2600	2400	2600	2600	3100	3200	3400	3350
0030360	SR160, 655ft N of SR159	8800	7800	8600	8700	8300	8200	8900	9100	10000	10900
0030361	SR160, 920ft E of SR159	10000	8400	8900	9200	8900	9200	10000	10400	12000	12000
0030365	Fairway Dr, 50ft E of Mancha Dr	480	440	400	400	400	400	350	340	340	310
0030366	SR599, Rancho Dr, .3 mi S of SR573 (Craig Rd)	22000	21000	23000	23500	21500	21500	19000	21000	22000	21800
0030367	US95, .5 mi S of the Snow Mountain Intch 'Exit 99'	9200	10000	9700	9500	9900	10100	11500	12000	11000	11100
0030368	SR157, Kyle Canyon Rd, 480ft W of Oso Blanca Rd	3000	2900	2300	2700	2900	3000	2500	2600	3700	3700
0030371	SR158, Deer Creek Rd, 450ft S of SR156 (Lee Canyon Rd)	430	460	370	300	350	400	350	500	640	540
0030372	SR156, Lee Canyon Rd, 2 mi W of SR158 to the Deer Creek Camp Area	580	450	440	450	500	500	700	750	500	500
0030373	SR156, Lee Canyon Rd, .6 mi W of US95	550	500	510	500	500	700	530	760	630	800
0030374	US95, .5 mi N of Coldcreek Rd	6700	7000	6900	6800	6900	6900	7100	7400	7700	8200
0030375	US95, .1 mi N of mp 129 & 9.25 mi N of Indian Springs	3800	3600	3300	3300	3200	3400	4100	3600	4000	4700
0030377	Civic Center Dr, 250ft S of Ferguson Ave	20000	16000	15000	14000	14000	15000	14500	17000	17000	16300
0030378	IR15, 1 mi N of the Craig Intch 'Exit 48'	31000	38000	38000	43000	42000	43500	50000	52500	54000	54200
0030379	IR15, S/B off-ramp of the Craig Intch 'Exit 48'	2900	1800	1700	1800	1900	1900	2100	2100	2300	2300
0030380	SR573, Craig Rd, 300ft W of the Craig Intch 'Exit 48'	56000	61000	62000	61500	60000	63000	65000	68000	68000	66000
0030381	IR15, S/B on-ramp of the Craig Intch 'Exit 48' from E/B Craig Rd	14000	15000	16000	16000	15500	16500	17000	17000	15000	15600

Color indicates that the AADT value is estimated

		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Station	Route/Location	AADT									
0030400	IR215, E/B off-ramp of the Warm Springs/McCarran Intch 'Exit 9' to Warm Springs Rd	12000	12000	11000	13500	11500	12000	12000	12000	12000	12700
0030402	SR599, Rancho Rd, 100ft N of W Mesquite Ave	37000	34000	30000	31500	31000	32000	28000	33000	34500	34500
0030403	SR592, Flamingo Rd, 500ft W of Spencer St	51000	47000	47000	46500	44500	42000	43000	44000	42000	47000
0030404	SR592, Flamingo Rd, 400ft E of Pecos Rd	43000	30000	30000	28000	29000	31000	28000	30000	30500	31000
0030405	SR592, Flamingo Rd, 300ft E of Mountain Vista St	30000	28700	31000	29500	30500	30000	27500	28000	29600	32000
0030406	SR573, Craig Rd, 900ft E of SR599 (Rancho Dr)	30000	29000	31000	28500	28000	29000	25000	27000	28000	23500
0030407	SR573, Craig Rd, 240ft W of Aviation St	19000	21000	22000	21500	21500	21500	22000	22000	22600	21700
0030409	US95, from Martin L King Blvd to S/B US95	6500	5600	5800	6500	6500	7000	7400	7800	6700	6800
0030410	SR582, Boulder Hwy, 720ft N of SR589 (Sahara Ave)	26000	23000	23000	22000	17500	18500	21000	23000	24400	24300
0030412	IR15, N/B off-ramp of the 'D' St/Washington Intch 'Exit 44'	7200	3800	5000	5200	5600	5600	5400	6200	6300	6400
0030414	Hualapai Way, 150ft N of Ann Rd	130	170	180	150	150	150	600	540	570	490
0030416	SR578, Washington Ave, 150ft E of the N/B ramps of IR15	16000	15000	16000	15500	14000	13500	13500	17000	19000	19000
0030417	IR15, N/B on-ramp of 'D' St/Washington Intch 'Exit 44'	2500	2100	2400	2600	2900	2500	2800	3200	4300	4350
0030418	Town Center Dr, .2 mi N of Alta Dr	23000	19000	19000	16500	17000	16000	16500	17000	17000	15900
0030419	IR15, S/B off-ramp of the 'D' St/Washington Intch 'Exit 44'	1700	1800	2000	2100	2400	2600	2200	2300	2400	2400
0030420	El Capitan Way, 100ft N of Alexander Rd	1500	1500	1500	1500	1400	1400	1400	1500	1600	1500
0030421	Buffalo Dr, 262ft N of Agate Ave	7800	7800	7200	7300	8800	11000	11500	12000	11000	10900

Color indicates that the AADT value is estimated

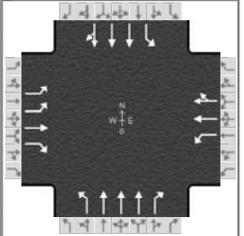
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Station	Route/Location	AADT									
0030581	SR593, Tropicana Ave, 200ft W of McLeod Dr	49000	48000	45000	45500	44000	46000	45000	42000	45000	43000
0030582	SR593, Tropicana Ave, 300ft W of the S/B off-ramp of US95	53000	52000	50000	46500	46000	47500	51000	50000	55000	52000
0030583	SR593, Tropicana Ave, 145ft E of the N/B off-ramp of US95	41000	40000	38000	36000	36000	36500	38000	36000	36000	36000
0030584	SR593, Tropicana Ave, 400ft E of Larkspur St	32000	31000	29000	28500	27500	27000	28000	24000	28000	27900
0030585	Russell Rd, 820ft W of Maryland Pkwy	28000	28000	26000	25500	25500	26000	30500	38000	32000	32000
0030586	Russell Rd, 300ft E of Landing Strip Ave	22000	21000	22000	21500	23500	24000	27500	28000	30000	30500
0030587	Russell Rd, 20ft E of Horseshoe Dr	17000	18000	16000	15500	15000	16500	19500	25000	22000	22100
0030588	Russell Rd, 50ft W of Palm Ave	19000	20000	18000	18000	17000	19000	20500	20000	22000	22100
0030590	SR596, Jones Blvd, 200ft N of Evergreen Ave	30000	22000	25000	25000	25000	25500	30500	31000	33000	34000
0030592	SR596, Jones Blvd, 800ft N of US95	27000	28000	28000	24500	27000	28000	30500	30000	29000	31000
0030593	SR596, Jones Blvd, 525ft S of Vegas Dr	24000	22000	21000	20000	20000	21500	21500	22000	21000	22100
0030595	Jones Blvd, 500ft S of Gowan Rd	9700	9000	8700	7900	7600	7800	7200	7800	8900	9200
0030596	Decatur Blvd, .25 mi N of Tropicana Ave	36000	35000	36000	34500	33000	34000	34000	35000	38000	41000
0030597	Decatur Blvd, 250ft N of SR592 (Flamingo Rd)	39000	36000	35000	34000	34000	34000	34000	39000	39000	44000
0030598	Decatur Blvd, 155ft S of Pioneer Ave	41000	39000	37000	37500	38000	37000	34000	36000	38000	45000
0030600	Decatur Blvd, 350ft S of Obannon Dr	35000	42000	40000	42000	40000	40500	41500	36000	38000	37500
0030603	Berg St, 85ft S of La Madre Way	380	500	370	250	300	350	550	550	560	610
0030604	Decatur Blvd, 300ft S of US95	45000	49000	50000	49000	50000	43000	40500	51000	53500	55500
0030605	Decatur Blvd, 350ft N of W Washington Ave	35000	36000	37000	36000	32000	32000	29500	32000	36000	39000

Color indicates that the AADT value is estimated

# Existing Level of Service

# HCS7 Signalized Intersection Results Summary

General Information				Intersection Information	
Agency				Duration, h	0.25
Analyst	PDW	Analysis Date	Jun 22, 2020	Area Type	Other
Jurisdiction	Las Vegas	Time Period	Existing AM Peak	PHF	1.00
Urban Street	Alexander/Jones/Rancho	Analysis Year	2020	Analysis Period	1 > 7:00
Intersection	rdaram1}	File Name	rdarexam.xus		
Project Description	HCS Export				



Demand Information	EB			WB			NB			SB		
	L	T	R	L	T	R	L	T	R	L	T	R
Approach Movement												
Demand ( v ), veh/h	135	77	10	23	80	79	15	577	16	96	1193	210

Signal Information													
Cycle, s	140.0	Reference Phase	2										
Offset, s	0	Reference Point	End										
Uncoordinated	Yes	Simult. Gap E/W	On	Green	20.0	42.0	20.0	40.0	0.0	0.0			
Force Mode	Fixed	Simult. Gap N/S	On	Yellow	3.0	3.0	3.0	3.0	0.0	0.0			
				Red	1.0	2.0	1.0	2.0	0.0	0.0			

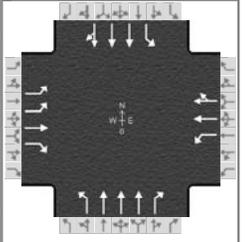
Timer Results	EBL	EBT	WBL	WBT	NBL	NBT	SBL	SBT
Assigned Phase	7	4	3	8	5	2	1	6
Case Number	2.0	3.0	1.1	4.0	1.1	3.0	1.1	4.0
Phase Duration, s	24.0	45.0	24.0	45.0	24.0	47.0	24.0	47.0
Change Period, ( Y+R <sub>c</sub> ), s	4.0	5.0	4.0	5.0	4.0	5.0	4.0	5.0
Max Allow Headway ( MAH ), s	2.8	3.0	2.8	3.0	2.8	3.1	2.8	3.1
Queue Clearance Time ( g <sub>s</sub> ), s	6.8	6.2	3.0	7.2	2.7	14.3	6.4	35.1
Green Extension Time ( g <sub>e</sub> ), s	0.2	0.4	0.0	0.4	0.0	6.0	0.1	3.4
Phase Call Probability	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Max Out Probability	0.00	0.00	0.00	0.00	0.00	0.02	0.00	0.57

Movement Group Results	EB			WB			NB			SB		
	L	T	R	L	T	R	L	T	R	L	T	R
Approach Movement												
Assigned Movement	7	4	14	3	8	18	5	2	12	1	6	16
Adjusted Flow Rate ( v ), veh/h	135	77	10	23	80	79	15	577	16	96	960	443
Adjusted Saturation Flow Rate ( s ), veh/h/ln	1757	1900	1449	1810	1900	1610	1810	1725	1610	1810	1900	1750
Queue Service Time ( g <sub>s</sub> ), s	4.8	4.2	0.7	1.0	4.4	5.2	0.7	12.3	1.0	4.4	33.1	33.2
Cycle Queue Clearance Time ( g <sub>c</sub> ), s	4.8	4.2	0.7	1.0	4.4	5.2	0.7	12.3	1.0	4.4	33.1	33.2
Green Ratio ( g/C )	0.14	0.29	0.29	0.43	0.29	0.29	0.44	0.30	0.30	0.44	0.30	0.30
Capacity ( c ), veh/h	502	543	414	634	543	460	329	1553	483	478	1140	525
Volume-to-Capacity Ratio ( X )	0.269	0.142	0.024	0.036	0.147	0.172	0.046	0.372	0.033	0.201	0.843	0.843
Back of Queue ( Q ), ft/ln ( 95 th percentile)	99.5	92.7	11.7	20.8	96.6	96.8	13.8	228.9	18.5	91	589.3	582.4
Back of Queue ( Q ), veh/ln ( 95 th percentile)	4.0	3.7	0.5	0.8	3.9	3.9	0.6	9.2	0.7	3.6	23.6	23.3
Queue Storage Ratio ( RQ ) ( 95 th percentile)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Uniform Delay ( d <sub>1</sub> ), s/veh	53.5	37.2	36.0	23.3	37.3	37.6	26.5	38.6	34.6	23.8	45.9	45.9
Incremental Delay ( d <sub>2</sub> ), s/veh	1.3	0.5	0.1	0.1	0.6	0.8	0.3	0.7	0.1	0.9	7.6	15.1
Initial Queue Delay ( d <sub>3</sub> ), s/veh	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Control Delay ( d ), s/veh	54.8	37.8	36.1	23.4	37.9	38.4	26.8	39.3	34.8	24.7	53.5	61.0
Level of Service ( LOS )	D	D	D	C	D	D	C	D	C	C	D	E
Approach Delay, s/veh / LOS	48.0		D	36.3		D	38.9		D	53.9		D
Intersection Delay, s/veh / LOS	48.5						D					

Multimodal Results	EB		WB		NB		SB	
Pedestrian LOS Score / LOS	2.73	C	2.59	C	2.13	B	2.45	B
Bicycle LOS Score / LOS	0.85	A	0.64	A	0.82	A	1.31	A

## HCS7 Signalized Intersection Results Summary

General Information				Intersection Information	
Agency				Duration, h	0.25
Analyst	PDW	Analysis Date	Jun 22, 2020	Area Type	Other
Jurisdiction	Las Vegas	Time Period	Existing PM Peak	PHF	1.00
Urban Street	Alexander/Jones/Rancho	Analysis Year	2020	Analysis Period	1 > 7:00
Intersection	rdaram1}	File Name	rdarexpm.xus		
Project Description	HCS Export				



Demand Information	EB			WB			NB			SB		
	L	T	R	L	T	R	L	T	R	L	T	R
Approach Movement												
Demand ( v ), veh/h	295	132	10	20	67	80	39	1182	36	57	862	160

Signal Information													
Cycle, s	140.0	Reference Phase	2										
Offset, s	0	Reference Point	End										
Uncoordinated	Yes	Simult. Gap E/W	On	Green	20.0	42.0	20.0	40.0	0.0	0.0			
Force Mode	Fixed	Simult. Gap N/S	On	Yellow	3.0	3.0	3.0	3.0	0.0	0.0			
				Red	1.0	2.0	1.0	2.0	0.0	0.0			

Timer Results	EBL	EBT	WBL	WBT	NBL	NBT	SBL	SBT
Assigned Phase	7	4	3	8	5	2	1	6
Case Number	2.0	3.0	1.1	4.0	1.1	3.0	1.1	4.0
Phase Duration, s	24.0	45.0	24.0	45.0	24.0	47.0	24.0	47.0
Change Period, ( Y+R <sub>c</sub> ), s	4.0	5.0	4.0	5.0	4.0	5.0	4.0	5.0
Max Allow Headway ( MAH ), s	2.8	3.0	2.8	3.0	2.8	3.1	2.8	3.1
Queue Clearance Time ( g <sub>s</sub> ), s	13.0	9.5	2.9	7.2	3.7	31.0	4.5	24.1
Green Extension Time ( g <sub>e</sub> ), s	0.3	0.4	0.0	0.5	0.0	5.1	0.0	6.3
Phase Call Probability	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Max Out Probability	0.01	0.00	0.00	0.00	0.00	0.37	0.00	0.15

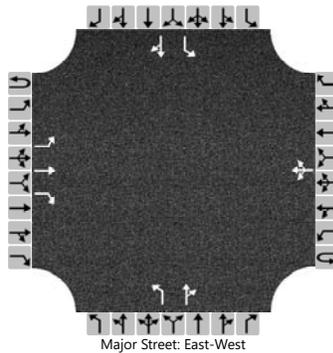
Movement Group Results	EB			WB			NB			SB		
	L	T	R	L	T	R	L	T	R	L	T	R
Assigned Movement	7	4	14	3	8	18	5	2	12	1	6	16
Adjusted Flow Rate ( v ), veh/h	295	132	10	20	67	80	39	1182	36	57	699	323
Adjusted Saturation Flow Rate ( s ), veh/h/ln	1757	1900	1449	1810	1900	1610	1810	1725	1610	1810	1900	1745
Queue Service Time ( g <sub>s</sub> ), s	11.0	7.5	0.7	0.9	3.7	5.2	1.7	29.0	2.2	2.5	22.1	22.3
Cycle Queue Clearance Time ( g <sub>c</sub> ), s	11.0	7.5	0.7	0.9	3.7	5.2	1.7	29.0	2.2	2.5	22.1	22.3
Green Ratio ( g/C )	0.14	0.29	0.29	0.43	0.29	0.29	0.44	0.30	0.30	0.44	0.30	0.30
Capacity ( c ), veh/h	502	543	414	589	543	460	382	1553	483	348	1140	523
Volume-to-Capacity Ratio ( X )	0.588	0.243	0.024	0.034	0.123	0.174	0.102	0.761	0.075	0.164	0.613	0.618
Back of Queue ( Q ), ft/ln ( 95 th percentile)	223.8	164.6	11.7	18.1	80.2	98.1	36.1	470.9	42.1	53.9	404.9	393.3
Back of Queue ( Q ), veh/ln ( 95 th percentile)	9.0	6.6	0.5	0.7	3.2	3.9	1.4	18.8	1.7	2.2	16.2	15.7
Queue Storage Ratio ( RQ ) ( 95 th percentile)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Uniform Delay ( d <sub>1</sub> ), s/veh	56.1	38.4	36.0	23.4	37.0	37.6	24.4	44.5	35.1	26.3	42.0	42.1
Incremental Delay ( d <sub>2</sub> ), s/veh	5.0	1.1	0.1	0.1	0.5	0.8	0.5	3.6	0.3	1.0	2.5	5.4
Initial Queue Delay ( d <sub>3</sub> ), s/veh	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Control Delay ( d ), s/veh	61.1	39.4	36.1	23.5	37.5	38.4	25.0	48.0	35.4	27.3	44.5	47.5
Level of Service ( LOS )	E	D	D	C	D	D	C	D	D	C	D	D
Approach Delay, s/veh / LOS	54.0	D		36.3	D		47.0	D			44.5	D
Intersection Delay, s/veh / LOS	46.5						D					

Multimodal Results	EB		WB		NB		SB	
Pedestrian LOS Score / LOS	2.73	C	2.59	C	2.13	B	2.45	B
Bicycle LOS Score / LOS	1.21	A	0.63	A	1.18	A	1.08	A

# HCS7 Two-Way Stop-Control Report

General Information				Site Information			
Analyst	PDW			Intersection	Alexander/Leon		
Agency/Co.				Jurisdiction	Las Vegas		
Date Performed	6/22/20			East/West Street	Alexander Road		
Analysis Year	2020			North/South Street	Leon Avenue		
Time Analyzed	Existing Site AM			Peak Hour Factor	0.92		
Intersection Orientation	East-West			Analysis Time Period (hrs)	0.25		
Project Description	Founders Academy						

## Lanes



## Vehicle Volumes and Adjustments

Approach	Eastbound				Westbound				Northbound				Southbound			
	U	L	T	R	U	L	T	R	U	L	T	R	U	L	T	R
Movement	1U	1	2	3	4U	4	5	6		7	8	9		10	11	12
Priority																
Number of Lanes	0	1	1	1	0	0	1	0		1	1	0		1	1	0
Configuration		L	T	R			LTR			L		TR		L		TR
Volume (veh/h)		2	35	3		0	86	3		2	0	1		1	1	7
Percent Heavy Vehicles (%)		3				3				3	3	3		3	3	3
Proportion Time Blocked																
Percent Grade (%)									0				0			
Right Turn Channelized	No															
Median Type   Storage	Undivided															

## Critical and Follow-up Headways

Base Critical Headway (sec)		4.1				4.1				7.1	6.5	6.2		7.1	6.5	6.2
Critical Headway (sec)		4.13				4.13				7.13	6.53	6.23		7.13	6.53	6.23
Base Follow-Up Headway (sec)		2.2				2.2				3.5	4.0	3.3		3.5	4.0	3.3
Follow-Up Headway (sec)		2.23				2.23				3.53	4.03	3.33		3.53	4.03	3.33

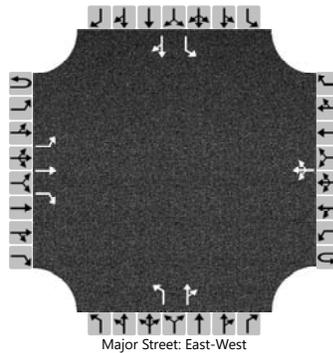
## Delay, Queue Length, and Level of Service

Flow Rate, v (veh/h)		2				0				2		1		1		9
Capacity, c (veh/h)		1490				1561				817		1031		826		926
v/c Ratio		0.00				0.00				0.00		0.00		0.00		0.01
95% Queue Length, Q <sub>95</sub> (veh)		0.0				0.0				0.0		0.0		0.0		0.0
Control Delay (s/veh)		7.4				7.3				9.4		8.5		9.4		8.9
Level of Service (LOS)		A				A				A		A		A		A
Approach Delay (s/veh)	0.4				0.0				9.1				9.0			
Approach LOS	A				A				A				A			

# HCS7 Two-Way Stop-Control Report

General Information				Site Information			
Analyst	PDW			Intersection	Alexander/Leon		
Agency/Co.				Jurisdiction	Las Vegas		
Date Performed	6/22/20			East/West Street	Alexander Road		
Analysis Year	2020			North/South Street	Leon Avenue		
Time Analyzed	Existing Site PM			Peak Hour Factor	0.92		
Intersection Orientation	East-West			Analysis Time Period (hrs)	0.25		
Project Description	Founders Academy						

## Lanes



## Vehicle Volumes and Adjustments

Approach	Eastbound				Westbound				Northbound				Southbound			
	U	L	T	R	U	L	T	R	U	L	T	R	U	L	T	R
Movement	1U	1	2	3	4U	4	5	6		7	8	9		10	11	12
Priority																
Number of Lanes	0	1	1	1	0	0	1	0		1	1	0		1	1	0
Configuration		L	T	R			LTR			L		TR		L		TR
Volume (veh/h)		10	89	5		3	108	2		4	1	4		3	0	1
Percent Heavy Vehicles (%)		3				3				3	3	3		3	3	3
Proportion Time Blocked																
Percent Grade (%)									0				0			
Right Turn Channelized	No															
Median Type   Storage	Undivided															

## Critical and Follow-up Headways

Base Critical Headway (sec)		4.1				4.1				7.1	6.5	6.2		7.1	6.5	6.2
Critical Headway (sec)		4.13				4.13				7.13	6.53	6.23		7.13	6.53	6.23
Base Follow-Up Headway (sec)		2.2				2.2				3.5	4.0	3.3		3.5	4.0	3.3
Follow-Up Headway (sec)		2.23				2.23				3.53	4.03	3.33		3.53	4.03	3.33

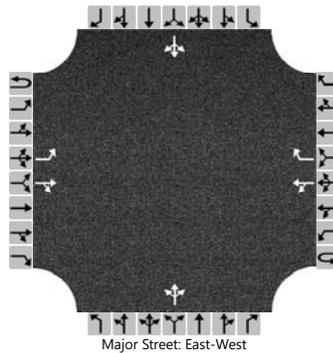
## Delay, Queue Length, and Level of Service

Flow Rate, v (veh/h)		11				3				4		5		3		1
Capacity, c (veh/h)		1462				1484				702		874		693		931
v/c Ratio		0.01				0.00				0.01		0.01		0.00		0.00
95% Queue Length, Q <sub>95</sub> (veh)		0.0				0.0				0.0		0.0		0.0		0.0
Control Delay (s/veh)		7.5				7.4				10.2		9.1		10.2		8.9
Level of Service (LOS)		A				A				B		A		B		A
Approach Delay (s/veh)	0.7				0.2				9.6				9.9			
Approach LOS									A				A			

# HCS7 Two-Way Stop-Control Report

General Information				Site Information			
Analyst	PDW			Intersection	Alexander/Bradley		
Agency/Co.				Jurisdiction	Las Vegas		
Date Performed	6/22/20			East/West Street	Alexander Road		
Analysis Year	2020			North/South Street	Bradley Road		
Time Analyzed	Existing Site AM			Peak Hour Factor	0.92		
Intersection Orientation	East-West			Analysis Time Period (hrs)	0.25		
Project Description	Founders Academy						

## Lanes



## Vehicle Volumes and Adjustments

Approach	Eastbound				Westbound				Northbound				Southbound			
	U	L	T	R	U	L	T	R	U	L	T	R	U	L	T	R
Movement	1U	1	2	3	4U	4	5	6		7	8	9		10	11	12
Priority																
Number of Lanes	0	1	1	0	0	0	1	1		0	1	0		0	1	0
Configuration		L		TR		LT		R			LTR				LTR	
Volume (veh/h)		20	93	3		8	134	12		0	7	2		0	32	20
Percent Heavy Vehicles (%)		3				3				3	3	3		3	3	3
Proportion Time Blocked																
Percent Grade (%)									0				0			
Right Turn Channelized					No											
Median Type   Storage	Undivided															

## Critical and Follow-up Headways

Base Critical Headway (sec)		4.1				4.1				7.1	6.5	6.2		7.1	6.5	6.2
Critical Headway (sec)		4.13				4.13				7.13	6.53	6.23		7.13	6.53	6.23
Base Follow-Up Headway (sec)		2.2				2.2				3.5	4.0	3.3		3.5	4.0	3.3
Follow-Up Headway (sec)		2.23				2.23				3.53	4.03	3.33		3.53	4.03	3.33

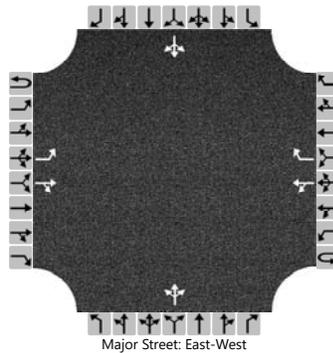
## Delay, Queue Length, and Level of Service

Flow Rate, v (veh/h)		22				9					10					57		
Capacity, c (veh/h)		1415				1481					635					679		
v/c Ratio		0.02				0.01					0.02					0.08		
95% Queue Length, Q <sub>95</sub> (veh)		0.0				0.0					0.0					0.3		
Control Delay (s/veh)		7.6				7.4					10.8					10.8		
Level of Service (LOS)		A				A					B					B		
Approach Delay (s/veh)		1.3				0.4					10.8				10.8			
Approach LOS											B				B			

# HCS7 Two-Way Stop-Control Report

General Information				Site Information			
Analyst	PDW			Intersection	Alexander/Bradley		
Agency/Co.				Jurisdiction	Las Vegas		
Date Performed	6/22/20			East/West Street	Alexander Road		
Analysis Year	2020			North/South Street	Bradley Road		
Time Analyzed	Existing Site PM			Peak Hour Factor	0.92		
Intersection Orientation	East-West			Analysis Time Period (hrs)	0.25		
Project Description	Founders Academy						

## Lanes



## Vehicle Volumes and Adjustments

Approach	Eastbound				Westbound				Northbound				Southbound			
	U	L	T	R	U	L	T	R	U	L	T	R	U	L	T	R
Movement	1U	1	2	3	4U	4	5	6		7	8	9		10	11	12
Priority																
Number of Lanes	0	1	1	0	0	0	1	1		0	1	0		0	1	0
Configuration		L		TR		LT		R			LTR				LTR	
Volume (veh/h)		12	167	5		5	141	22		1	30	14		13	26	10
Percent Heavy Vehicles (%)		3				3				3	3	3		3	3	3
Proportion Time Blocked																
Percent Grade (%)									0				0			
Right Turn Channelized					No											
Median Type   Storage	Undivided															

## Critical and Follow-up Headways

Base Critical Headway (sec)		4.1				4.1				7.1	6.5	6.2		7.1	6.5	6.2
Critical Headway (sec)		4.13				4.13				7.13	6.53	6.23		7.13	6.53	6.23
Base Follow-Up Headway (sec)		2.2				2.2				3.5	4.0	3.3		3.5	4.0	3.3
Follow-Up Headway (sec)		2.23				2.23				3.53	4.03	3.33		3.53	4.03	3.33

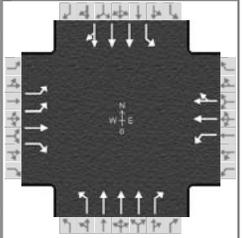
## Delay, Queue Length, and Level of Service

Flow Rate, v (veh/h)		13				5					49					53	
Capacity, c (veh/h)		1393				1381					601					584	
v/c Ratio		0.01				0.00					0.08					0.09	
95% Queue Length, Q <sub>95</sub> (veh)		0.0				0.0					0.3					0.3	
Control Delay (s/veh)		7.6				7.6					11.5					11.8	
Level of Service (LOS)		A				A					B					B	
Approach Delay (s/veh)		0.5				0.3				11.5				11.8			
Approach LOS										B				B			

# Future Level of Service

## HCS7 Signalized Intersection Results Summary

General Information				Intersection Information	
Agency				Duration, h	0.25
Analyst	PDW	Analysis Date	Jun 22, 2020	Area Type	Other
Jurisdiction	Las Vegas	Time Period	Future AM Peak	PHF	1.00
Urban Street	Alexander/Jones/Rancho	Analysis Year	2021	Analysis Period	1 > 7:00
Intersection	rdarfum1}	File Name	rdarfum.xus		
Project Description	HCS Export				



Demand Information	EB			WB			NB			SB		
	L	T	R	L	T	R	L	T	R	L	T	R
Approach Movement												
Demand ( v ), veh/h	135	77	10	23	80	79	15	577	16	96	1193	210

Signal Information													
Cycle, s	140.0	Reference Phase	2										
Offset, s	0	Reference Point	End										
Uncoordinated	Yes	Simult. Gap E/W	On	Green	20.0	42.0	20.0	40.0	0.0	0.0			
Force Mode	Fixed	Simult. Gap N/S	On	Yellow	3.0	3.0	3.0	3.0	0.0	0.0			
				Red	1.0	2.0	1.0	2.0	0.0	0.0			

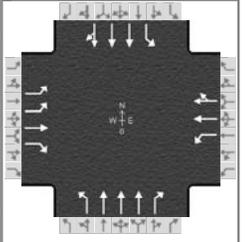
Timer Results	EBL	EBT	WBL	WBT	NBL	NBT	SBL	SBT
Assigned Phase	7	4	3	8	5	2	1	6
Case Number	2.0	3.0	1.1	4.0	1.1	3.0	1.1	4.0
Phase Duration, s	24.0	45.0	24.0	45.0	24.0	47.0	24.0	47.0
Change Period, ( Y+R <sub>c</sub> ), s	4.0	5.0	4.0	5.0	4.0	5.0	4.0	5.0
Max Allow Headway ( MAH ), s	2.8	3.0	2.8	3.0	2.8	3.1	2.8	3.1
Queue Clearance Time ( g <sub>s</sub> ), s	6.8	6.2	3.0	7.2	2.7	14.3	6.4	35.1
Green Extension Time ( g <sub>e</sub> ), s	0.2	0.4	0.0	0.4	0.0	6.0	0.1	3.4
Phase Call Probability	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Max Out Probability	0.00	0.00	0.00	0.00	0.00	0.02	0.00	0.57

Movement Group Results	EB			WB			NB			SB		
	L	T	R	L	T	R	L	T	R	L	T	R
Approach Movement												
Assigned Movement	7	4	14	3	8	18	5	2	12	1	6	16
Adjusted Flow Rate ( v ), veh/h	135	77	10	23	80	79	15	577	16	96	960	443
Adjusted Saturation Flow Rate ( s ), veh/h/ln	1757	1900	1449	1810	1900	1610	1810	1725	1610	1810	1900	1750
Queue Service Time ( g <sub>s</sub> ), s	4.8	4.2	0.7	1.0	4.4	5.2	0.7	12.3	1.0	4.4	33.1	33.2
Cycle Queue Clearance Time ( g <sub>c</sub> ), s	4.8	4.2	0.7	1.0	4.4	5.2	0.7	12.3	1.0	4.4	33.1	33.2
Green Ratio ( g/C )	0.14	0.29	0.29	0.43	0.29	0.29	0.44	0.30	0.30	0.44	0.30	0.30
Capacity ( c ), veh/h	502	543	414	634	543	460	329	1553	483	478	1140	525
Volume-to-Capacity Ratio ( X )	0.269	0.142	0.024	0.036	0.147	0.172	0.046	0.372	0.033	0.201	0.843	0.843
Back of Queue ( Q ), ft/ln ( 95 th percentile)	99.5	92.7	11.7	20.8	96.6	96.8	13.8	228.9	18.5	91	589.3	582.4
Back of Queue ( Q ), veh/ln ( 95 th percentile)	4.0	3.7	0.5	0.8	3.9	3.9	0.6	9.2	0.7	3.6	23.6	23.3
Queue Storage Ratio ( RQ ) ( 95 th percentile)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Uniform Delay ( d <sub>1</sub> ), s/veh	53.5	37.2	36.0	23.3	37.3	37.6	26.5	38.6	34.6	23.8	45.9	45.9
Incremental Delay ( d <sub>2</sub> ), s/veh	1.3	0.5	0.1	0.1	0.6	0.8	0.3	0.7	0.1	0.9	7.6	15.1
Initial Queue Delay ( d <sub>3</sub> ), s/veh	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Control Delay ( d ), s/veh	54.8	37.8	36.1	23.4	37.9	38.4	26.8	39.3	34.8	24.7	53.5	61.0
Level of Service ( LOS )	D	D	D	C	D	D	C	D	C	C	D	E
Approach Delay, s/veh / LOS	48.0	D		36.3	D		38.9	D		53.9	D	
Intersection Delay, s/veh / LOS	48.5						D					

Multimodal Results	EB		WB		NB		SB	
Pedestrian LOS Score / LOS	2.73	C	2.59	C	2.13	B	2.45	B
Bicycle LOS Score / LOS	0.85	A	0.64	A	0.82	A	1.31	A

## HCS7 Signalized Intersection Results Summary

General Information				Intersection Information	
Agency				Duration, h	0.25
Analyst	PDW	Analysis Date	Jun 22, 2020	Area Type	Other
Jurisdiction	Las Vegas	Time Period	Future PM Peak	PHF	1.00
Urban Street	Alexander/Jones/Rancho	Analysis Year	2021	Analysis Period	1 > 7:00
Intersection	rdarfum1}	File Name	rdarfupm.xus		
Project Description	HCS Export				



Demand Information	EB			WB			NB			SB		
	L	T	R	L	T	R	L	T	R	L	T	R
Approach Movement												
Demand ( v ), veh/h	295	132	10	20	67	80	39	1182	36	57	862	160

Signal Information													
Cycle, s	140.0	Reference Phase	2										
Offset, s	0	Reference Point	End										
Uncoordinated	Yes	Simult. Gap E/W	On	Green	20.0	42.0	20.0	40.0	0.0	0.0			
Force Mode	Fixed	Simult. Gap N/S	On	Yellow	3.0	3.0	3.0	3.0	0.0	0.0			
				Red	1.0	2.0	1.0	2.0	0.0	0.0			

Timer Results	EBL	EBT	WBL	WBT	NBL	NBT	SBL	SBT
Assigned Phase	7	4	3	8	5	2	1	6
Case Number	2.0	3.0	1.1	4.0	1.1	3.0	1.1	4.0
Phase Duration, s	24.0	45.0	24.0	45.0	24.0	47.0	24.0	47.0
Change Period, ( Y+R <sub>c</sub> ), s	4.0	5.0	4.0	5.0	4.0	5.0	4.0	5.0
Max Allow Headway ( MAH ), s	2.8	3.0	2.8	3.0	2.8	3.1	2.8	3.1
Queue Clearance Time ( g <sub>s</sub> ), s	13.0	9.5	2.9	7.2	3.7	31.0	4.5	24.1
Green Extension Time ( g <sub>e</sub> ), s	0.3	0.4	0.0	0.5	0.0	5.1	0.0	6.3
Phase Call Probability	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Max Out Probability	0.01	0.00	0.00	0.00	0.00	0.37	0.00	0.15

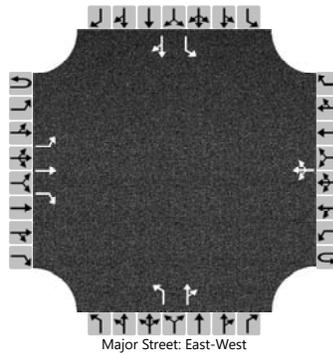
Movement Group Results	EB			WB			NB			SB		
	L	T	R	L	T	R	L	T	R	L	T	R
Approach Movement												
Assigned Movement	7	4	14	3	8	18	5	2	12	1	6	16
Adjusted Flow Rate ( v ), veh/h	295	132	10	20	67	80	39	1182	36	57	699	323
Adjusted Saturation Flow Rate ( s ), veh/h/ln	1757	1900	1449	1810	1900	1610	1810	1725	1610	1810	1900	1745
Queue Service Time ( g <sub>s</sub> ), s	11.0	7.5	0.7	0.9	3.7	5.2	1.7	29.0	2.2	2.5	22.1	22.3
Cycle Queue Clearance Time ( g <sub>c</sub> ), s	11.0	7.5	0.7	0.9	3.7	5.2	1.7	29.0	2.2	2.5	22.1	22.3
Green Ratio ( g/C )	0.14	0.29	0.29	0.43	0.29	0.29	0.44	0.30	0.30	0.44	0.30	0.30
Capacity ( c ), veh/h	502	543	414	589	543	460	382	1553	483	348	1140	523
Volume-to-Capacity Ratio ( X )	0.588	0.243	0.024	0.034	0.123	0.174	0.102	0.761	0.075	0.164	0.613	0.618
Back of Queue ( Q ), ft/ln ( 95 th percentile)	223.8	164.6	11.7	18.1	80.2	98.1	36.1	470.9	42.1	53.9	404.9	393.3
Back of Queue ( Q ), veh/ln ( 95 th percentile)	9.0	6.6	0.5	0.7	3.2	3.9	1.4	18.8	1.7	2.2	16.2	15.7
Queue Storage Ratio ( RQ ) ( 95 th percentile)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Uniform Delay ( d <sub>1</sub> ), s/veh	56.1	38.4	36.0	23.4	37.0	37.6	24.4	44.5	35.1	26.3	42.0	42.1
Incremental Delay ( d <sub>2</sub> ), s/veh	5.0	1.1	0.1	0.1	0.5	0.8	0.5	3.6	0.3	1.0	2.5	5.4
Initial Queue Delay ( d <sub>3</sub> ), s/veh	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Control Delay ( d ), s/veh	61.1	39.4	36.1	23.5	37.5	38.4	25.0	48.0	35.4	27.3	44.5	47.5
Level of Service ( LOS )	E	D	D	C	D	D	C	D	D	C	D	D
Approach Delay, s/veh / LOS	54.0		D	36.3		D	47.0		D	44.5		D
Intersection Delay, s/veh / LOS	46.5						D					

Multimodal Results	EB		WB		NB		SB	
Pedestrian LOS Score / LOS	2.73	C	2.59	C	2.13	B	2.45	B
Bicycle LOS Score / LOS	1.21	A	0.63	A	1.18	A	1.08	A

# HCS7 Two-Way Stop-Control Report

General Information				Site Information			
Analyst	PDW			Intersection	Alexander/Leon		
Agency/Co.				Jurisdiction	Las Vegas		
Date Performed	6/22/20			East/West Street	Alexander Road		
Analysis Year	2021			North/South Street	Leon Avenue		
Time Analyzed	Future Site AM			Peak Hour Factor	0.92		
Intersection Orientation	East-West			Analysis Time Period (hrs)	0.25		
Project Description	Founders Academy						

## Lanes



## Vehicle Volumes and Adjustments

Approach	Eastbound				Westbound				Northbound				Southbound			
	U	L	T	R	U	L	T	R	U	L	T	R	U	L	T	R
Movement	1U	1	2	3	4U	4	5	6		7	8	9		10	11	12
Priority																
Number of Lanes	0	1	1	1	0	0	1	0		1	1	0		1	1	0
Configuration		L	T	R			LTR			L		TR		L		TR
Volume (veh/h)		2	35	3		0	86	3		2	0	1		1	1	7
Percent Heavy Vehicles (%)		3				3				3	3	3		3	3	3
Proportion Time Blocked																
Percent Grade (%)									0				0			
Right Turn Channelized	No															
Median Type   Storage	Undivided															

## Critical and Follow-up Headways

Base Critical Headway (sec)		4.1				4.1				7.1	6.5	6.2		7.1	6.5	6.2
Critical Headway (sec)		4.13				4.13				7.13	6.53	6.23		7.13	6.53	6.23
Base Follow-Up Headway (sec)		2.2				2.2				3.5	4.0	3.3		3.5	4.0	3.3
Follow-Up Headway (sec)		2.23				2.23				3.53	4.03	3.33		3.53	4.03	3.33

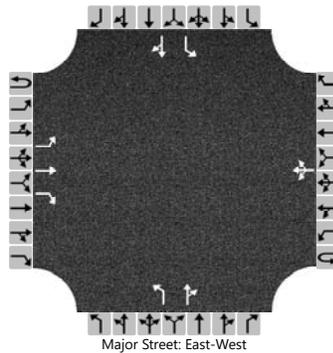
## Delay, Queue Length, and Level of Service

Flow Rate, v (veh/h)		2				0				2		1		1		9	
Capacity, c (veh/h)		1490				1561				817		1031		826		926	
v/c Ratio		0.00				0.00				0.00		0.00		0.00		0.01	
95% Queue Length, Q <sub>95</sub> (veh)		0.0				0.0				0.0		0.0		0.0		0.0	
Control Delay (s/veh)		7.4				7.3				9.4		8.5		9.4		8.9	
Level of Service (LOS)		A				A				A		A		A		A	
Approach Delay (s/veh)		0.4				0.0				9.1				9.0			
Approach LOS										A				A			

# HCS7 Two-Way Stop-Control Report

General Information				Site Information			
Analyst	PDW			Intersection	Alexander/Leon		
Agency/Co.				Jurisdiction	Las Vegas		
Date Performed	6/22/20			East/West Street	Alexander Road		
Analysis Year	2021			North/South Street	Leon Avenue		
Time Analyzed	Future Site PM			Peak Hour Factor	0.92		
Intersection Orientation	East-West			Analysis Time Period (hrs)	0.25		
Project Description	Founders Academy						

## Lanes



## Vehicle Volumes and Adjustments

Approach	Eastbound				Westbound				Northbound				Southbound			
	U	L	T	R	U	L	T	R	U	L	T	R	U	L	T	R
Movement	1U	1	2	3	4U	4	5	6		7	8	9		10	11	12
Priority																
Number of Lanes	0	1	1	1	0	0	1	0		1	1	0		1	1	0
Configuration		L	T	R			LTR			L		TR		L		TR
Volume (veh/h)		10	89	5		3	108	2		4	1	4		3	0	1
Percent Heavy Vehicles (%)		3				3				3	3	3		3	3	3
Proportion Time Blocked																
Percent Grade (%)									0				0			
Right Turn Channelized	No															
Median Type   Storage	Undivided															

## Critical and Follow-up Headways

Base Critical Headway (sec)		4.1				4.1				7.1	6.5	6.2		7.1	6.5	6.2
Critical Headway (sec)		4.13				4.13				7.13	6.53	6.23		7.13	6.53	6.23
Base Follow-Up Headway (sec)		2.2				2.2				3.5	4.0	3.3		3.5	4.0	3.3
Follow-Up Headway (sec)		2.23				2.23				3.53	4.03	3.33		3.53	4.03	3.33

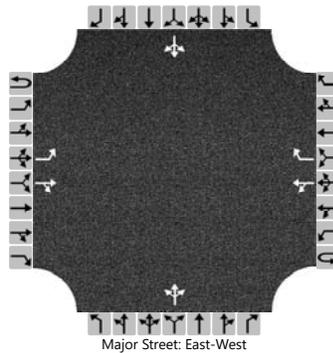
## Delay, Queue Length, and Level of Service

Flow Rate, v (veh/h)		11				3				4		5		3		1
Capacity, c (veh/h)		1462				1484				702		874		693		931
v/c Ratio		0.01				0.00				0.01		0.01		0.00		0.00
95% Queue Length, Q <sub>95</sub> (veh)		0.0				0.0				0.0		0.0		0.0		0.0
Control Delay (s/veh)		7.5				7.4				10.2		9.1		10.2		8.9
Level of Service (LOS)		A				A				B		A		B		A
Approach Delay (s/veh)	0.7				0.2				9.6				9.9			
Approach LOS									A				A			

# HCS7 Two-Way Stop-Control Report

General Information				Site Information			
Analyst	PDW			Intersection	Alexander/Bradley		
Agency/Co.				Jurisdiction	Las Vegas		
Date Performed	6/22/20			East/West Street	Alexander Road		
Analysis Year	2021			North/South Street	Bradley Road		
Time Analyzed	Future Site AM			Peak Hour Factor	0.92		
Intersection Orientation	East-West			Analysis Time Period (hrs)	0.25		
Project Description	Founders Academy						

## Lanes



## Vehicle Volumes and Adjustments

Approach	Eastbound				Westbound				Northbound				Southbound			
	U	L	T	R	U	L	T	R	U	L	T	R	U	L	T	R
Movement	1U	1	2	3	4U	4	5	6		7	8	9		10	11	12
Priority																
Number of Lanes	0	1	1	0	0	0	1	1		0	1	0		0	1	0
Configuration		L		TR		LT		R			LTR				LTR	
Volume (veh/h)		20	93	3		8	134	12		0	7	2		0	32	20
Percent Heavy Vehicles (%)		3				3				3	3	3		3	3	3
Proportion Time Blocked																
Percent Grade (%)									0				0			
Right Turn Channelized					No											
Median Type   Storage	Undivided															

## Critical and Follow-up Headways

Base Critical Headway (sec)		4.1				4.1				7.1	6.5	6.2		7.1	6.5	6.2
Critical Headway (sec)		4.13				4.13				7.13	6.53	6.23		7.13	6.53	6.23
Base Follow-Up Headway (sec)		2.2				2.2				3.5	4.0	3.3		3.5	4.0	3.3
Follow-Up Headway (sec)		2.23				2.23				3.53	4.03	3.33		3.53	4.03	3.33

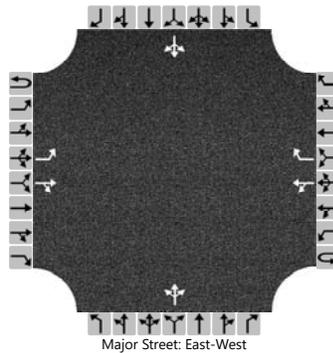
## Delay, Queue Length, and Level of Service

Flow Rate, v (veh/h)		22				9					10					57	
Capacity, c (veh/h)		1415				1481					635					679	
v/c Ratio		0.02				0.01					0.02					0.08	
95% Queue Length, Q <sub>95</sub> (veh)		0.0				0.0					0.0					0.3	
Control Delay (s/veh)		7.6				7.4					10.8					10.8	
Level of Service (LOS)		A				A					B					B	
Approach Delay (s/veh)		1.3				0.4				10.8				10.8			
Approach LOS										B				B			

# HCS7 Two-Way Stop-Control Report

General Information				Site Information			
Analyst	PDW			Intersection	Alexander/Bradley		
Agency/Co.				Jurisdiction	Las Vegas		
Date Performed	6/22/20			East/West Street	Alexander Road		
Analysis Year	2021			North/South Street	Bradley Road		
Time Analyzed	Future Site PM			Peak Hour Factor	0.92		
Intersection Orientation	East-West			Analysis Time Period (hrs)	0.25		
Project Description	Founders Academy						

## Lanes



## Vehicle Volumes and Adjustments

Approach	Eastbound				Westbound				Northbound				Southbound			
	U	L	T	R	U	L	T	R	U	L	T	R	U	L	T	R
Movement	1U	1	2	3	4U	4	5	6		7	8	9		10	11	12
Priority																
Number of Lanes	0	1	1	0	0	0	1	1		0	1	0		0	1	0
Configuration		L		TR		LT		R			LTR				LTR	
Volume (veh/h)		12	167	5		5	141	22		1	30	14		13	26	10
Percent Heavy Vehicles (%)		3				3				3	3	3		3	3	3
Proportion Time Blocked																
Percent Grade (%)									0				0			
Right Turn Channelized					No											
Median Type   Storage	Undivided															

## Critical and Follow-up Headways

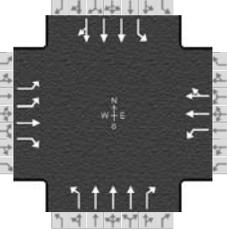
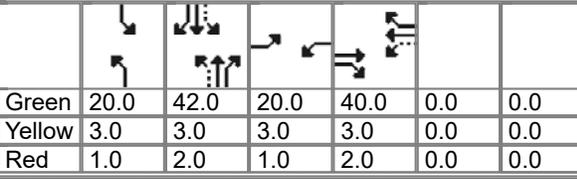
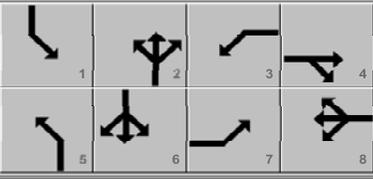
Base Critical Headway (sec)		4.1				4.1				7.1	6.5	6.2		7.1	6.5	6.2
Critical Headway (sec)		4.13				4.13				7.13	6.53	6.23		7.13	6.53	6.23
Base Follow-Up Headway (sec)		2.2				2.2				3.5	4.0	3.3		3.5	4.0	3.3
Follow-Up Headway (sec)		2.23				2.23				3.53	4.03	3.33		3.53	4.03	3.33

## Delay, Queue Length, and Level of Service

Flow Rate, v (veh/h)		13				5				49				53		
Capacity, c (veh/h)		1393				1381				601				584		
v/c Ratio		0.01				0.00				0.08				0.09		
95% Queue Length, Q <sub>95</sub> (veh)		0.0				0.0				0.3				0.3		
Control Delay (s/veh)		7.6				7.6				11.5				11.8		
Level of Service (LOS)		A				A				B				B		
Approach Delay (s/veh)	0.5				0.3				11.5				11.8			
Approach LOS	A				A				B				B			

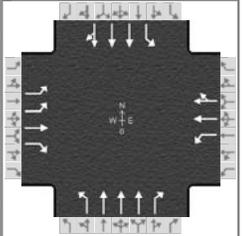
Future With Site  
Level of Service

## HCS7 Signalized Intersection Results Summary

General Information					Intersection Information											
Agency					Duration, h	0.25										
Analyst	PDW	Analysis Date	Jun 22, 2020		Area Type	Other										
Jurisdiction	Las Vegas	Time Period	Future With Site AM Peak		PHF	1.00										
Urban Street	Alexander/Jones/Rancho	Analysis Year	2021		Analysis Period	1 > 7:00										
Intersection	rdarfsam1}		File Name	rdarfsam.xus												
Project Description	HCS Export															
Demand Information					EB			WB			NB			SB		
Approach Movement					L	T	R	L	T	R	L	T	R	L	T	R
Demand ( $v$ ), veh/h					138	124	10	77	124	274	15	598	64	215	1238	215
Signal Information																
Cycle, s	140.0	Reference Phase	2													
Offset, s	0	Reference Point	End													
Uncoordinated	Yes	Simult. Gap E/W	On													
Force Mode	Fixed	Simult. Gap N/S	On													
Green	20.0	42.0	20.0	40.0	0.0	0.0										
Yellow	3.0	3.0	3.0	3.0	0.0	0.0										
Red	1.0	2.0	1.0	2.0	0.0	0.0										
Timer Results					EBL	EBT	WBL	WBT	NBL	NBT	SBL	SBT				
Assigned Phase					7	4	3	8	5	2	1	6				
Case Number					2.0	3.0	1.1	4.0	1.1	3.0	1.1	4.0				
Phase Duration, s					24.0	45.0	24.0	45.0	24.0	47.0	24.0	47.0				
Change Period, ( $Y+R_c$ ), s					4.0	5.0	4.0	5.0	4.0	5.0	4.0	5.0				
Max Allow Headway ( $MAH$ ), s					2.8	3.1	2.8	3.1	2.8	3.1	2.8	3.1				
Queue Clearance Time ( $g_s$ ), s					6.9	9.0	5.6	22.5	2.7	14.8	12.5	36.7				
Green Extension Time ( $g_e$ ), s					0.2	1.0	0.1	0.9	0.0	6.4	0.2	3.0				
Phase Call Probability					1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00				
Max Out Probability					0.00	0.00	0.00	0.00	0.00	0.04	0.01	0.75				
Movement Group Results					EB			WB			NB			SB		
Approach Movement					L	T	R	L	T	R	L	T	R	L	T	R
Assigned Movement					7	4	14	3	8	18	5	2	12	1	6	16
Adjusted Flow Rate ( $v$ ), veh/h					138	124	10	77	124	274	15	598	64	215	994	459
Adjusted Saturation Flow Rate ( $s$ ), veh/h/ln					1757	1900	1449	1810	1900	1610	1810	1725	1610	1810	1900	1752
Queue Service Time ( $g_s$ ), s					4.9	7.0	0.7	3.6	7.0	20.5	0.7	12.8	4.1	10.5	34.7	34.7
Cycle Queue Clearance Time ( $g_c$ ), s					4.9	7.0	0.7	3.6	7.0	20.5	0.7	12.8	4.1	10.5	34.7	34.7
Green Ratio ( $g/C$ )					0.14	0.29	0.29	0.43	0.29	0.29	0.44	0.30	0.30	0.44	0.30	0.30
Capacity ( $c$ ), veh/h					502	543	414	595	543	460	324	1553	483	472	1140	526
Volume-to-Capacity Ratio ( $X$ )					0.275	0.228	0.024	0.129	0.228	0.596	0.046	0.385	0.132	0.456	0.872	0.872
Back of Queue ( $Q$ ), ft/ln ( 95 th percentile)					101.9	153.9	11.7	72.3	153.9	343.5	13.8	236.5	76.4	215.9	619.5	615.4
Back of Queue ( $Q$ ), veh/ln ( 95 th percentile)					4.1	6.2	0.5	2.9	6.2	13.7	0.6	9.5	3.1	8.6	24.8	24.6
Queue Storage Ratio ( $RQ$ ) ( 95 th percentile)					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Uniform Delay ( $d_1$ ), s/veh					53.5	38.2	36.0	24.2	38.2	43.0	26.9	38.8	35.7	25.7	46.5	46.5
Incremental Delay ( $d_2$ ), s/veh					1.4	1.0	0.1	0.4	1.0	5.6	0.3	0.7	0.6	3.2	9.3	17.9
Initial Queue Delay ( $d_3$ ), s/veh					0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Control Delay ( $d$ ), s/veh					54.9	39.2	36.1	24.6	39.2	48.6	27.2	39.5	36.3	28.9	55.7	64.3
Level of Service ( LOS )					D	D	D	C	D	D	C	D	D	C	E	E
Approach Delay, s/veh / LOS					47.0	D		42.3	D		38.9	D		54.6	D	
Intersection Delay, s/veh / LOS					48.6						D					
Multimodal Results					EB			WB			NB			SB		
Pedestrian LOS Score / LOS					2.73	C		2.59	C		2.13	B		2.45	B	
Bicycle LOS Score / LOS					0.94	A		0.88	A		0.86	A		1.41	A	

## HCS7 Signalized Intersection Results Summary

General Information				Intersection Information	
Agency				Duration, h	0.25
Analyst	PDW	Analysis Date	Jun 22, 2020	Area Type	Other
Jurisdiction	Las Vegas	Time Period	Future With Site PM Peak	PHF	1.00
Urban Street	Alexander/Jones/Rancho	Analysis Year	2021	Analysis Period	1 > 7:00
Intersection	rdarspm1}	File Name	rdarfspm.xus		
Project Description	HCS Export				



Demand Information	EB			WB			NB			SB		
Approach Movement	L	T	R	L	T	R	L	T	R	L	T	R
Demand ( v ), veh/h	306	144	10	44	85	155	39	1250	48	86	890	163

Signal Information														
Cycle, s	140.0	Reference Phase	2											
Offset, s	0	Reference Point	End											
Uncoordinated	Yes	Simult. Gap E/W	On	Green	20.0	42.0	20.0	40.0	0.0	0.0				
Force Mode	Fixed	Simult. Gap N/S	On	Yellow	3.0	3.0	3.0	3.0	0.0	0.0				
				Red	1.0	2.0	1.0	2.0	0.0	0.0				

Timer Results	EBL	EBT	WBL	WBT	NBL	NBT	SBL	SBT
Assigned Phase	7	4	3	8	5	2	1	6
Case Number	2.0	3.0	1.1	4.0	1.1	3.0	1.1	4.0
Phase Duration, s	24.0	45.0	24.0	45.0	24.0	47.0	24.0	47.0
Change Period, ( Y+R <sub>c</sub> ), s	4.0	5.0	4.0	5.0	4.0	5.0	4.0	5.0
Max Allow Headway ( MAH ), s	2.8	3.0	2.8	3.0	2.8	3.1	2.8	3.1
Queue Clearance Time ( g <sub>s</sub> ), s	13.4	10.2	4.0	12.7	3.7	33.2	5.9	24.9
Green Extension Time ( g <sub>e</sub> ), s	0.3	0.7	0.0	0.7	0.0	4.7	0.1	6.6
Phase Call Probability	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Max Out Probability	0.02	0.00	0.00	0.00	0.00	0.52	0.00	0.20

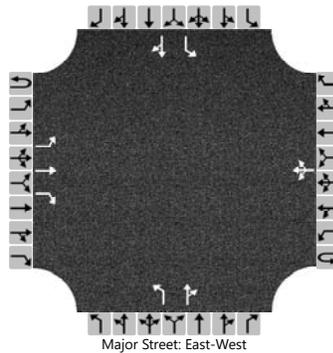
Movement Group Results	EB			WB			NB			SB		
Approach Movement	L	T	R	L	T	R	L	T	R	L	T	R
Assigned Movement	7	4	14	3	8	18	5	2	12	1	6	16
Adjusted Flow Rate ( v ), veh/h	306	144	10	44	85	155	39	1250	48	86	720	333
Adjusted Saturation Flow Rate ( s ), veh/h/ln	1757	1900	1449	1810	1900	1610	1810	1725	1610	1810	1900	1746
Queue Service Time ( g <sub>s</sub> ), s	11.4	8.2	0.7	2.0	4.7	10.7	1.7	31.2	3.0	3.9	22.9	23.1
Cycle Queue Clearance Time ( g <sub>c</sub> ), s	11.4	8.2	0.7	2.0	4.7	10.7	1.7	31.2	3.0	3.9	22.9	23.1
Green Ratio ( g/C )	0.14	0.29	0.29	0.43	0.29	0.29	0.44	0.30	0.30	0.44	0.30	0.30
Capacity ( c ), veh/h	502	543	414	579	543	460	376	1553	483	338	1140	524
Volume-to-Capacity Ratio ( X )	0.610	0.265	0.024	0.076	0.157	0.337	0.104	0.805	0.099	0.254	0.632	0.636
Back of Queue ( Q ), ft/ln ( 95 th percentile)	231.6	180.9	11.7	40.5	102.9	198.8	36.1	503.7	56.6	83.6	417.9	406.3
Back of Queue ( Q ), veh/ln ( 95 th percentile)	9.3	7.2	0.5	1.6	4.1	8.0	1.4	20.1	2.3	3.3	16.7	16.3
Queue Storage Ratio ( RQ ) ( 95 th percentile)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Uniform Delay ( d <sub>1</sub> ), s/veh	56.3	38.6	36.0	23.8	37.4	39.5	24.6	45.2	35.4	27.7	42.3	42.4
Incremental Delay ( d <sub>2</sub> ), s/veh	5.4	1.2	0.1	0.3	0.6	2.0	0.6	4.6	0.4	1.8	2.7	5.8
Initial Queue Delay ( d <sub>3</sub> ), s/veh	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Control Delay ( d ), s/veh	61.8	39.8	36.1	24.1	38.0	41.5	25.1	49.8	35.8	29.5	45.0	48.2
Level of Service ( LOS )	E	D	D	C	D	D	C	D	D	C	D	D
Approach Delay, s/veh / LOS	54.3	D		37.7	D		48.6	D		44.7	D	
Intersection Delay, s/veh / LOS	47.1						D					

Multimodal Results	EB		WB		NB		SB	
Pedestrian LOS Score / LOS	2.73	C	2.59	C	2.13	B	2.45	B
Bicycle LOS Score / LOS	1.25	A	0.72	A	1.22	A	1.11	A

# HCS7 Two-Way Stop-Control Report

General Information				Site Information			
Analyst	PDW			Intersection	Alexander/Leon		
Agency/Co.				Jurisdiction	Las Vegas		
Date Performed	6/22/20			East/West Street	Alexander Road		
Analysis Year	2021			North/South Street	Leon Avenue		
Time Analyzed	Future With Site AM			Peak Hour Factor	0.92		
Intersection Orientation	East-West			Analysis Time Period (hrs)	0.25		
Project Description	Founders Academy						

## Lanes



## Vehicle Volumes and Adjustments

Approach	Eastbound				Westbound				Northbound				Southbound			
	U	L	T	R	U	L	T	R	U	L	T	R	U	L	T	R
Movement	1U	1	2	3	4U	4	5	6		7	8	9		10	11	12
Priority																
Number of Lanes	0	1	1	1	0	0	1	0		1	1	0		1	1	0
Configuration		L	T	R			LTR			L		TR		L		TR
Volume (veh/h)		2	181	3		0	256	3		2	0	1		1	1	102
Percent Heavy Vehicles (%)		3				3				3	3	3		3	3	3
Proportion Time Blocked																
Percent Grade (%)									0				0			
Right Turn Channelized	No															
Median Type   Storage	Undivided															

## Critical and Follow-up Headways

Base Critical Headway (sec)		4.1				4.1				7.1	6.5	6.2		7.1	6.5	6.2
Critical Headway (sec)		4.13				4.13				7.13	6.53	6.23		7.13	6.53	6.23
Base Follow-Up Headway (sec)		2.2				2.2				3.5	4.0	3.3		3.5	4.0	3.3
Follow-Up Headway (sec)		2.23				2.23				3.53	4.03	3.33		3.53	4.03	3.33

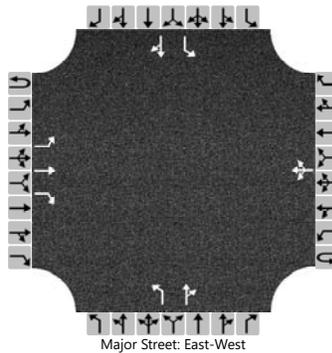
## Delay, Queue Length, and Level of Service

Flow Rate, v (veh/h)		2				0				2		1		1		112
Capacity, c (veh/h)		1275				1366				386		842		491		752
v/c Ratio		0.00				0.00				0.01		0.00		0.00		0.15
95% Queue Length, Q <sub>95</sub> (veh)		0.0				0.0				0.0		0.0		0.0		0.5
Control Delay (s/veh)		7.8				7.6				14.4		9.3		12.4		10.6
Level of Service (LOS)		A				A				B		A		B		B
Approach Delay (s/veh)	0.1				0.0				12.7				10.6			
Approach LOS									B				B			

# HCS7 Two-Way Stop-Control Report

General Information				Site Information			
Analyst	PDW			Intersection	Alexander/Leon		
Agency/Co.				Jurisdiction	Las Vegas		
Date Performed	6/22/20			East/West Street	Alexander Road		
Analysis Year	2021			North/South Street	Leon Avenue		
Time Analyzed	Future With Site PM			Peak Hour Factor	0.92		
Intersection Orientation	East-West			Analysis Time Period (hrs)	0.25		
Project Description	Founders Academy						

## Lanes



## Vehicle Volumes and Adjustments

Approach	Eastbound				Westbound				Northbound				Southbound			
	U	L	T	R	U	L	T	R	U	L	T	R	U	L	T	R
Movement	1U	1	2	3	4U	4	5	6		7	8	9		10	11	12
Priority																
Number of Lanes	0	1	1	1	0	0	1	0		1	1	0		1	1	0
Configuration		L	T	R			LTR			L		TR		L		TR
Volume (veh/h)		10	145	5		3	160	2		4	1	4		3	0	25
Percent Heavy Vehicles (%)		3				3				3	3	3		3	3	3
Proportion Time Blocked																
Percent Grade (%)									0				0			
Right Turn Channelized	No															
Median Type   Storage	Undivided															

## Critical and Follow-up Headways

Base Critical Headway (sec)		4.1				4.1				7.1	6.5	6.2		7.1	6.5	6.2
Critical Headway (sec)		4.13				4.13				7.13	6.53	6.23		7.13	6.53	6.23
Base Follow-Up Headway (sec)		2.2				2.2				3.5	4.0	3.3		3.5	4.0	3.3
Follow-Up Headway (sec)		2.23				2.23				3.53	4.03	3.33		3.53	4.03	3.33

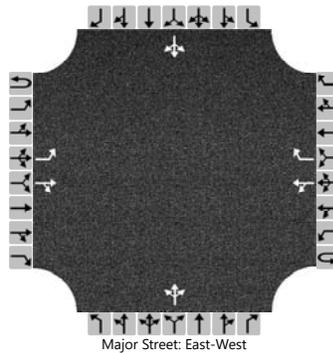
## Delay, Queue Length, and Level of Service

Flow Rate, v (veh/h)		11				3				4		5		3		27
Capacity, c (veh/h)		1394				1410				558		792		580		866
v/c Ratio		0.01				0.00				0.01		0.01		0.01		0.03
95% Queue Length, Q <sub>95</sub> (veh)		0.0				0.0				0.0		0.0		0.0		0.1
Control Delay (s/veh)		7.6				7.6				11.5		9.6		11.2		9.3
Level of Service (LOS)		A				A				B		A		B		A
Approach Delay (s/veh)	0.5				0.2				10.4				9.5			
Approach LOS									B				A			

# HCS7 Two-Way Stop-Control Report

General Information				Site Information			
Analyst	PDW			Intersection	Alexander/Bradley		
Agency/Co.				Jurisdiction	Las Vegas		
Date Performed	6/22/20			East/West Street	Alexander Road		
Analysis Year	2021			North/South Street	Bradley Road		
Time Analyzed	Future With Site AM			Peak Hour Factor	0.92		
Intersection Orientation	East-West			Analysis Time Period (hrs)	0.25		
Project Description	Founders Academy						

## Lanes



## Vehicle Volumes and Adjustments

Approach	Eastbound				Westbound				Northbound				Southbound			
	U	L	T	R	U	L	T	R	U	L	T	R	U	L	T	R
Movement	1U	1	2	3	4U	4	5	6		7	8	9		10	11	12
Priority																
Number of Lanes	0	1	1	0	0	0	1	1		0	1	0		0	1	0
Configuration		L		TR		LT		R			LTR				LTR	
Volume (veh/h)		78	123	61		8	162	12		71	7	2		0	32	91
Percent Heavy Vehicles (%)		3				3				3	3	3		3	3	3
Proportion Time Blocked																
Percent Grade (%)									0				0			
Right Turn Channelized					No											
Median Type   Storage	Undivided															

## Critical and Follow-up Headways

Base Critical Headway (sec)		4.1				4.1				7.1	6.5	6.2		7.1	6.5	6.2
Critical Headway (sec)		4.13				4.13				7.13	6.53	6.23		7.13	6.53	6.23
Base Follow-Up Headway (sec)		2.2				2.2				3.5	4.0	3.3		3.5	4.0	3.3
Follow-Up Headway (sec)		2.23				2.23				3.53	4.03	3.33		3.53	4.03	3.33

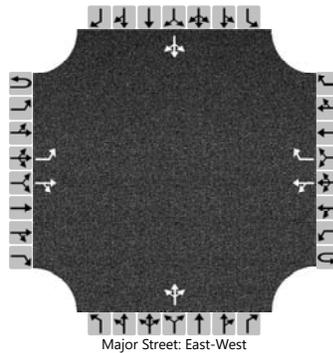
## Delay, Queue Length, and Level of Service

Flow Rate, v (veh/h)		85				9				87				134		
Capacity, c (veh/h)		1379				1366				333				667		
v/c Ratio		0.06				0.01				0.26				0.20		
95% Queue Length, Q <sub>95</sub> (veh)		0.2				0.0				1.0				0.7		
Control Delay (s/veh)		7.8				7.7				19.6				11.7		
Level of Service (LOS)		A				A				C				B		
Approach Delay (s/veh)	2.3				0.4				19.6				11.7			
Approach LOS									C				B			

# HCS7 Two-Way Stop-Control Report

General Information				Site Information			
Analyst	PDW			Intersection	Alexander/Bradley		
Agency/Co.				Jurisdiction	Las Vegas		
Date Performed	6/22/20			East/West Street	Alexander Road		
Analysis Year	2021			North/South Street	Bradley Road		
Time Analyzed	Future With Site PM			Peak Hour Factor	0.92		
Intersection Orientation	East-West			Analysis Time Period (hrs)	0.25		
Project Description	Founders Academy						

## Lanes



## Vehicle Volumes and Adjustments

Approach	Eastbound				Westbound				Northbound				Southbound			
	U	L	T	R	U	L	T	R	U	L	T	R	U	L	T	R
Movement	1U	1	2	3	4U	4	5	6		7	8	9		10	11	12
Priority																
Number of Lanes	0	1	1	0	0	0	1	1		0	1	0		0	1	0
Configuration		L		TR		LT		R			LTR				LTR	
Volume (veh/h)		33	181	26		5	158	22		18	30	14		13	26	28
Percent Heavy Vehicles (%)		3				3				3	3	3		3	3	3
Proportion Time Blocked																
Percent Grade (%)									0				0			
Right Turn Channelized					No											
Median Type   Storage	Undivided															

## Critical and Follow-up Headways

Base Critical Headway (sec)		4.1				4.1				7.1	6.5	6.2		7.1	6.5	6.2
Critical Headway (sec)		4.13				4.13				7.13	6.53	6.23		7.13	6.53	6.23
Base Follow-Up Headway (sec)		2.2				2.2				3.5	4.0	3.3		3.5	4.0	3.3
Follow-Up Headway (sec)		2.23				2.23				3.53	4.03	3.33		3.53	4.03	3.33

## Delay, Queue Length, and Level of Service

Flow Rate, v (veh/h)		36				5					67					73	
Capacity, c (veh/h)		1371				1338					501					573	
v/c Ratio		0.03				0.00					0.13					0.13	
95% Queue Length, Q <sub>95</sub> (veh)		0.1				0.0					0.5					0.4	
Control Delay (s/veh)		7.7				7.7					13.3					12.2	
Level of Service (LOS)		A				A					B					B	
Approach Delay (s/veh)		1.1				0.2				13.3				12.2			
Approach LOS										B				B			

# Storage Analysis

**Signalized Intersection - Poisson Method  
Future with Project Traffic Volumes**

**Location:** Alexander/Jones/Rancho  
**Approach/Leg:** SB Left

$$\text{Storage} = [(\text{veh}/\text{interval}) + z\{\text{sqrt}(\text{veh}/\text{interval})\}]*25$$

$$N = \text{veh}/\text{interval}$$

$$N = V*C/3600$$

Where:

- z = 1.282 for 90% confidence level (minimum storage)
- z = 1.645 for 95% confidence level (desirable storage)
- V = vehicles per hour
- C = cycle length in seconds
- 25 ft/veh = Average Length of Vehicle

	<b>AM Peak Hour</b>	<b>PM Peak Hour</b>
V =	215 vph	86 vph
C =	140 s	140 s
N =	8.36	3.34

$$S = \text{Storage} = \{N + (z*(\text{sqrt } N))\} * 25$$

S (ft) = Storage =	Desirable 328	Minimum 302	Desirable 159	Minimum 142
L = Number of Lanes =	1	1	1	1
S/L = Storage per Lane =	328	302	159	142

**Signalized Intersection - Poisson Method  
Future with Project Traffic Volumes**

**Location:** Alexander/Jones/Rancho  
**Approach/Leg:** WB Left

$$\text{Storage} = [(\text{veh}/\text{interval}) + z\{\text{sqrt}(\text{veh}/\text{interval})\}]*25$$

$$N = \text{veh}/\text{interval}$$

$$N = V*C/3600$$

Where:

- z = 1.282 for 90% confidence level (minimum storage)
- z = 1.645 for 95% confidence level (desirable storage)
- V = vehicles per hour
- C = cycle length in seconds
- 25 ft/veh = Average Length of Vehicle

	<b>AM Peak Hour</b>	<b>PM Peak Hour</b>
V =	77 vph	44 vph
C =	140 s	140 s
N =	2.99	1.71

$$S = \text{Storage} = \{N + (z*(\text{sqrt } N))\} * 25$$

$$S \text{ (ft)} = \text{Storage} =$$

$$L = \text{Number of Lanes} =$$

$$S/L = \text{Storage per Lane} =$$

	Desirable	Minimum	Desirable	Minimum
S (ft) = Storage =	146	130	97	85
L = Number of Lanes =	1	1	1	1
S/L = Storage per Lane =	146	130	97	85

## LEFT TURN STORAGE BAY WORKSHEET

### Unsignalized Intersection Future with Project Traffic Volumes

**Location:** Alexander/Bradley  
**Approach/Leg:** NB Left

V = vehicles per hour

#### AM Peak Hour

V = 71 vph

#### PM Peak Hour

18 vph

S = Storage =  $(V * 2 \text{ min} * 25 \text{ ft/veh}) / 60 \text{ min/hr}$

$$S \text{ (ft)} = \frac{71 \text{ vph} * (2 \text{ min}) * (25 \text{ ft/veh})}{(60 \text{ min/hr})} = 59 \text{ feet}$$

$$S \text{ (ft)} = \frac{18 \text{ vph} * (2 \text{ min}) * (25 \text{ ft/veh})}{(60 \text{ min/hr})} = 15 \text{ feet}$$

Minimum Recommended Storage: 59 feet

## LEFT TURN STORAGE BAY WORKSHEET

### Unsignalized Intersection Future with Project Traffic Volumes

**Location:** Alexander/Bradley  
**Approach/Leg:** EB Left

V = vehicles per hour

#### AM Peak Hour

V = 78 vph

#### PM Peak Hour

33 vph

S = Storage =  $(V * 2 \text{ min} * 25 \text{ ft/veh}) / 60 \text{ min/hr}$

$$S \text{ (ft)} = \frac{78 \text{ vph} * (2 \text{ min}) * (25 \text{ ft/veh})}{(60 \text{ min/hr})} = 65 \text{ feet}$$

$$S \text{ (ft)} = \frac{33 \text{ vph} * (2 \text{ min}) * (25 \text{ ft/veh})}{(60 \text{ min/hr})} = 28 \text{ feet}$$

Minimum Recommended Storage: 65 feet

# Accident Analysis

INTERSECTION DETAIL  
W ALEXANDER RD / N JONES BLVD @ SR599 / RANCHO DR SOUTH  
01 JAN 16 - 01 JAN 19

COUNTY: CLARK

Crash Severity	Crash Date	Crash Year	Crash Time	Primary Street	Distance	Dir	Secondary Street	Weather	Fatalities	Injured	Property Damage Only	Injury Type	Crash Type	Total Vehicles	V1 Type	V1 Dir	V1 Driver Age	V1 Lane Num	V1 Action	V1 Driver Factors	V1 Driver Distracted	V1 Vehicle Factors	V1 Most Harmful Event	V1 All Events
PROPERTY DAMAGE ONLY	28-Jan-2018	2018	06:29 PM	W ALEXANDER RD	58	N	SR599	CLEAR			PDO		NON-COLLISION	2	CARRY-ALL	S			TURNING LEFT	INATTENTION/DISTRACTED	ELECTRONIC EQUIPMENT	FAILED TO YIELD RIGHT OF WAY		
INJURY ACCIDENT	10-Jul-2017	2017	09:55 AM	N JONES BLVD		AT INT	SR599	CLEAR		2		C	ANGLE	2	SEDAN, 4 DOOR	N	21		TURNING LEFT	APPARENTLY NORMAL		FAILED TO YIELD RIGHT OF WAY		
INJURY ACCIDENT	26-Mar-2018	2018	09:40 AM	N JONES BLVD	17	S	SR599	CLEAR		2		C	REAR-END	2	PICKUP	N	43	1	GOING STRAIGHT	APPARENTLY NORMAL				NOT REPORTED
PROPERTY DAMAGE ONLY	31-Jan-2018	2018	04:04 PM	N JONES BLVD	25	S	SR599	CLEAR			PDO		REAR-END	2					GOING STRAIGHT			HIT AND RUN: OTHER IMPROPER DRIVING		
PROPERTY DAMAGE ONLY	13-Apr-2018	2018	05:07 PM	N JONES BLVD	100	S	SR599	CLEAR			PDO		REAR-END	2	PICKUP	N			GOING STRAIGHT	APPARENTLY NORMAL				SLOW/STOPPED VEHICLE
INJURY ACCIDENT	21-Mar-2018	2018	08:17 AM	SR599	200	N	W ALEXANDER RD	CLEAR		1		B	REAR-END	3	SEDAN, 4 DOOR	N	27	1	GOING STRAIGHT	APPARENTLY NORMAL		FOLLOWED TOO CLOSELY		NOT REPORTED
INJURY ACCIDENT	7-Feb-2018	2018	12:54 PM	SR599	109	N	W ALEXANDER RD	CLEAR		1		C	REAR-END	2	CARRY-ALL	N	38	1	CHANGING LANES	APPARENTLY NORMAL		UNSAFE LANE CHANGE		NOT REPORTED
PROPERTY DAMAGE ONLY	12-Nov-2018	2018	06:41 PM	SR599	40	N	N JONES BLVD	CLEAR			PDO		ANGLE	3	SEDAN, 4 DOOR			2	NOT REPORTED					
INJURY ACCIDENT	20-Feb-2018	2018	03:17 PM	SR599	30	N	W ALEXANDER RD	CLEAR		1		C	REAR-END	2	SEDAN, 4 DOOR	N	30		GOING STRAIGHT			FOLLOWED TOO CLOSELY: HIT AND RUN		SLOW/STOPPED VEHICLE
PROPERTY DAMAGE ONLY	13-Feb-2016	2016	05:22 PM	SR599		AT INT	N JONES BLVD	CLEAR			PDO		SIDESWIPE, OVERTAKING	2	PICKUP	S			CHANGING LANES	APPARENTLY NORMAL		FAILED TO YIELD RIGHT OF WAY: UNSAFE LANE CHANGE		
INJURY ACCIDENT	9-Sep-2016	2016	10:19 PM	SR599		AT INT	N JONES BLVD	CLEAR		1		C	ANGLE	2	PICKUP	N	28		TURNING LEFT	APPARENTLY NORMAL		DISREGARDED TRAFFIC SIGNS, SIGNALS, ROAD MARKINGS		
INJURY ACCIDENT	22-Sep-2016	2016	07:21 PM	SR599		AT INT	N JONES BLVD	CLEAR		2		C	ANGLE	2	SEDAN, 4 DOOR	N	51		GOING STRAIGHT	APPARENTLY NORMAL		FAILED TO YIELD RIGHT OF WAY		
INJURY ACCIDENT	5-May-2017	2017	10:01 PM	SR599		AT INT	N JONES BLVD	CLEAR		1		C	ANGLE	2	SEDAN, 4 DOOR	N	33		GOING STRAIGHT	DRUG INVOLVEMENT		DISREGARDED TRAFFIC SIGNS, SIGNALS, ROAD MARKINGS		
INJURY ACCIDENT	30-Sep-2017	2017	05:37 AM	SR599		AT INT	N JONES BLVD	CLEAR		3		B	ANGLE	3	CONVERTIBLE	N	20		GOING STRAIGHT	APPARENTLY NORMAL		DISREGARDED TRAFFIC SIGNS, SIGNALS, ROAD MARKINGS		
INJURY ACCIDENT	25-Jan-2018	2018	04:35 PM	SR599		AT INT	N JONES BLVD	CLEAR		2		B	ANGLE	2	COUPE	S	41		TURNING LEFT	APPARENTLY NORMAL		UNKNOWN		RAN OFF ROAD LEFT
INJURY ACCIDENT	5-Feb-2018	2018	03:40 PM	SR599		AT INT	N JONES BLVD	CLEAR		3		C	ANGLE	2	SEDAN, 4 DOOR	S	73		TURNING LEFT	APPARENTLY NORMAL		FAILED TO YIELD RIGHT OF WAY		
INJURY ACCIDENT	8-Jun-2016	2016	03:15 PM	SR599		AT INT	W ALEXANDER RD	CLEAR		2		C	ANGLE	2	HATCHBACK, 4 DOOR	N	47		TURNING LEFT	APPARENTLY NORMAL		FAILED TO YIELD RIGHT OF WAY		
PROPERTY DAMAGE ONLY	4-Oct-2018	2018	07:09 AM	SR599		AT INT	W ALEXANDER RD	CLEAR			PDO		ANGLE	2	VAN				TURNING RIGHT					
PROPERTY DAMAGE ONLY	5-Dec-2017	2017	07:14 PM	SR599	50	S	N JONES BLVD	CLEAR			PDO		ANGLE	2	TOW TRUCK/WRECKER	S	45		NOT REPORTED	APPARENTLY NORMAL		FAILURE TO KEEP IN PROPER LANE OR RUNNING OFF ROAD: UNSAFE LANE CHANGE		
PROPERTY DAMAGE ONLY	15-Sep-2016	2016	07:06 AM	SR599	90	S	W ALEXANDER RD	CLEAR			PDO		REAR-END	2	SEDAN, 4 DOOR	N	38		GOING STRAIGHT	HAD BEEN DRINKING		OTHER IMPROPER DRIVING		
PROPERTY DAMAGE ONLY	21-Jun-2016	2016	12:41 PM	SR599	150	S	N JONES BLVD	CLEAR			PDO		REAR-END	2	HATCHBACK, 4 DOOR	S	43	1	GOING STRAIGHT	APPARENTLY NORMAL		FOLLOWED TOO CLOSELY		
									Sum: 0	Sum: 21	Count: 9													
									Count: 0	Count: 12														
									Total:	21														

## Alexander Road, Jones Boulevard, Rancho Drive (South) AM Peak

### INCREASE IN ANNUAL ACCIDENT ATTRIBUTE TO PROJECT

#### FORMULA

#1 ((EXISTING PEAK HR VOL THRU INTERSECTION/PEAK HR % OF ADT)\*365)\*3=TOT VEH ENTERING INTERSECTION FOR 3 YRS.

#2 (ACC. OVER 3 YRS./TOT VEH ENTERING INTERSECTION)\*1000000= ACC./MILLION ENTERING VEH. (RATE OF ACCIDENTS)

#3 (PROJECT PEAK HR VOL/PEAK HR. % OF ADT)\*365= PROJECT ANNUAL VEH. THRU INTERSECTION

#4 (PROJECT ANNUAL VEH./1000000)\* RATE OF MILLION ENTERING VEH. (MEV)= # OF ACCIDENTS ATTRIBUTABLE TO PROJ.

EXISTING PEAK HR. % OF ADT= 0.1

PROJECT PEAK HR. % OF ADT= 0.1

EXISTING INTERSECTION VOL. = 2511

PROJECT INTERSECTION VOL. = 467

ACCIDENTS ( 3 YRS.) = 21

ACCIDENT RATE (ACCIDENTS PER MEV) = **0.7638**

INCREASE IN ACCIDENTS ATTRIBUTABLE TO PROJECT **1.3019** ACC. PER YEAR

MEV = MILLIONS ENTERING VEHICLES

## Alexander Road, Jones Boulevard, Rancho Drive (South) PM Peak

### INCREASE IN ANNUAL ACCIDENT ATTRIBUTE TO PROJECT

#### FORMULA

#1 ((EXISTING PEAK HR VOL THRU INTERSECTION/PEAK HR % OF ADT)\*365)\*3=TOT VEH ENTERING INTERSECTION FOR 3 YRS.

#2 (ACC. OVER 3 YRS./TOT VEH ENTERING INTERSECTION)\*1000000= ACC./MILLION ENTERING VEH. (RATE OF ACCIDENTS)

#3 (PROJECT PEAK HR VOL/PEAK HR. % OF ADT)\*365= PROJECT ANNUAL VEH. THRU INTERSECTION

#4 (PROJECT ANNUAL VEH./1000000)\* RATE OF MILLION ENTERING VEH. (MEV)= # OF ACCIDENTS ATTRIBUTABLE TO PROJ.

EXISTING PEAK HR. % OF ADT=	0.1
PROJECT PEAK HR. % OF ADT=	0.1
EXISTING INTERSECTION VOL. =	2940
PROJECT INTERSECTION VOL. =	143
ACCIDENTS ( 3 YRS.) =	21

ACCIDENT RATE (ACCIDENTS PER MEV) =	<b>0.6523</b>
INCREASE IN ACCIDENTS ATTRIBUTABLE TO PROJECT	<b>0.3405</b> ACC. PER YEAR

MEV = MILLIONS ENTERING VEHICLES

INTERSECTION DETAIL  
W ALEXANDER RD @ BRADLEY RD  
01 JAN 16 - 01 JAN 19

COUNTY: CLARK

Crash Severity	Crash Date	Crash Year	Crash Time	Primary Street	Distance	Dir	Secondary Street	Weather	Fatalities	Injured	Property Damage Only	Injury Type	Crash Type	Total Vehicles	V1 Type	V1 Dir	V1 Driver Age	V1 Lane Num	V1 Action	V1 Driver Factors	V1 Driver Distracted	V1 Vehicle Factors	V1 Most Harmful Event	V1 All Events
INJURY ACCIDENT	26-Dec-2017	2017	03:06 PM	W ALEXANDER RD		AT INT	BRADLEY RD	CLEAR		2		C	ANGLE	2	HARDTOP, 4 DOOR	W	23		GOING STRAIGHT	APPARENTLY NORMAL		OTHER IMPROPER DRIVING		SLOW/STOPPED VEHICLE
PROPERTY DAMAGE ONLY	1-Jan-2016	2016	08:18 AM	W ALEXANDER RD	38	W	BRADLEY RD	CLEAR			PDO		REAR-END	2	SEDAN, 4 DOOR	E	23	1	GOING STRAIGHT	HAD BEEN DRINKING		DROVE LEFT OF CENTER		SLOW/STOPPED VEHICLE
									Sum: 0	Sum: 2	Count: 1													
									Count: 0	Count: 1														
									Total:	2														

## Alexander Road and Bradley Road AM Peak

### INCREASE IN ANNUAL ACCIDENT ATTRIBUTE TO PROJECT

#### FORMULA

- #1 ((EXISTING PEAK HR VOL THRU INTERSECTION/PEAK HR % OF ADT)\*365)\*3=TOT VEH ENTERING INTERSECTION FOR 3 YRS.  
#2 (ACC. OVER 3 YRS./TOT VEH ENTERING INTERSECTION)\*1000000= ACC./MILLION ENTERING VEH. (RATE OF ACCIDENTS)  
#3 (PROJECT PEAK HR VOL/PEAK HR. % OF ADT)\*365= PROJECT ANNUAL VEH. THRU INTERSECTION  
#4 (PROJECT ANNUAL VEH./1000000)\* RATE OF MILLION ENTERING VEH. (MEV)= # OF ACCIDENTS ATTRIBUTABLE TO PROJ.

EXISTING PEAK HR. % OF ADT= 0.1  
PROJECT PEAK HR. % OF ADT= 0.1  
EXISTING INTERSECTION VOL. = 331  
PROJECT INTERSECTION VOL. = 397  
ACCIDENTS ( 3 YRS.) = 2

ACCIDENT RATE (ACCIDENTS PER MEV) = **0.5518**  
INCREASE IN ACCIDENTS ATTRIBUTABLE TO PROJECT **0.7996** ACC. PER YEAR

MEV = MILLIONS ENTERING VEHICLES

## Alexander Road and Bradley PM Peak

### INCREASE IN ANNUAL ACCIDENT ATTRIBUTE TO PROJECT

#### FORMULA

- #1 ((EXISTING PEAK HR VOL THRU INTERSECTION/PEAK HR % OF ADT)\*365)\*3=TOT VEH ENTERING INTERSECTION FOR 3 YRS.  
#2 (ACC. OVER 3 YRS./TOT VEH ENTERING INTERSECTION)\*1000000= ACC./MILLION ENTERING VEH. (RATE OF ACCIDENTS)  
#3 (PROJECT PEAK HR VOL/PEAK HR. % OF ADT)\*365= PROJECT ANNUAL VEH. THRU INTERSECTION  
#4 (PROJECT ANNUAL VEH./1000000)\* RATE OF MILLION ENTERING VEH. (MEV)= # OF ACCIDENTS ATTRIBUTABLE TO PROJ.

EXISTING PEAK HR. % OF ADT= 0.1  
PROJECT PEAK HR. % OF ADT= 0.1  
EXISTING INTERSECTION VOL. = 230  
PROJECT INTERSECTION VOL. = 114  
ACCIDENTS ( 3 YRS.) = 2

ACCIDENT RATE (ACCIDENTS PER MEV) = **0.7941**  
INCREASE IN ACCIDENTS ATTRIBUTABLE TO PROJECT **0.3304** ACC. PER YEAR

MEV = MILLIONS ENTERING VEHICLES

Excerpts from the  
TIA for Founders Academy  
(prepared by Lochsa Engineering)



August 30, 2016

Ted T. Egerton, P.E.  
Lochsa Engineering  
6345 S. Jones Boulevard, Suite 100  
Las Vegas, NV 89118

**RE: Traffic Impact Study for Founders Academy at Alexander & Leon, SDR 65912,  
SUPs 65910 & 65911, T66148**

Dear Mr. Egerton:

The Traffic Engineering Division of the City of Las Vegas has reviewed the traffic impact study for a 750 student charter school. The school is to be located on the northwest corner of Alexander Road and Leon Avenue. The study has been approved, with the following conditions:

1. Additional rights-of-way in accordance with Clark County Area Standard Drawing #201.1, 234.1 or 234.4 are not required at this time.
2. Access to the development is proposed to be provided by three new driveways; one on Leon Avenue and two on Alexander Road. The driveways on Alexander Road will be permitted left turns in and out at this time except during drop-off/pick-up operations. The driveway on Leon will be crash gated at this time. Additional driveways may be required as determined by updates to this study. Any movements may be restricted or required in the future as determined by the City Traffic Engineer.
3. There is a proposal to restrict existing movements from one or both driveways on Alexander to right turns only. This is NOT acceptable; both driveways will be permitted all movements at this time except during drop-off/pick-up operations.
4. For the drop-off and pick-up operation, the school will use a counterclockwise circulation, entering from the eastern driveway on Alexander Road, proceeding around the school and athletic fields then exiting from the western driveway on Alexander Road. During these operations, the eastern driveway will operate as a one-way in only driveway (right and left turns in), and the western driveway will operate as a one-way out only driveway (right and left turns out).
5. The developer shall install school flashers on Alexander Road.

LAS VEGAS CITY COUNCIL

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333 NORTH RANCHO DRIVE  
LAS VEGAS, NEVADA 89106

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www.lasvegasnevada.gov

8/30/2016

Page 2

6. The school is proposed to initially operate with a single bell time. This is acceptable; however this may be changed as a result of the update required below.
7. No queues will be permitted to extend into the public right-of-way.
8. An update to this analysis is required to be submitted within 60 days of the opening of the school in order to determine if the circulation is operating as planned. If not, the update must propose mitigation to address the deficiencies found. Please note that a second driveway on Leon Avenue is likely to be part of the proposed mitigation, if such is needed.

Please contact me at 229-2452 if you have any questions.

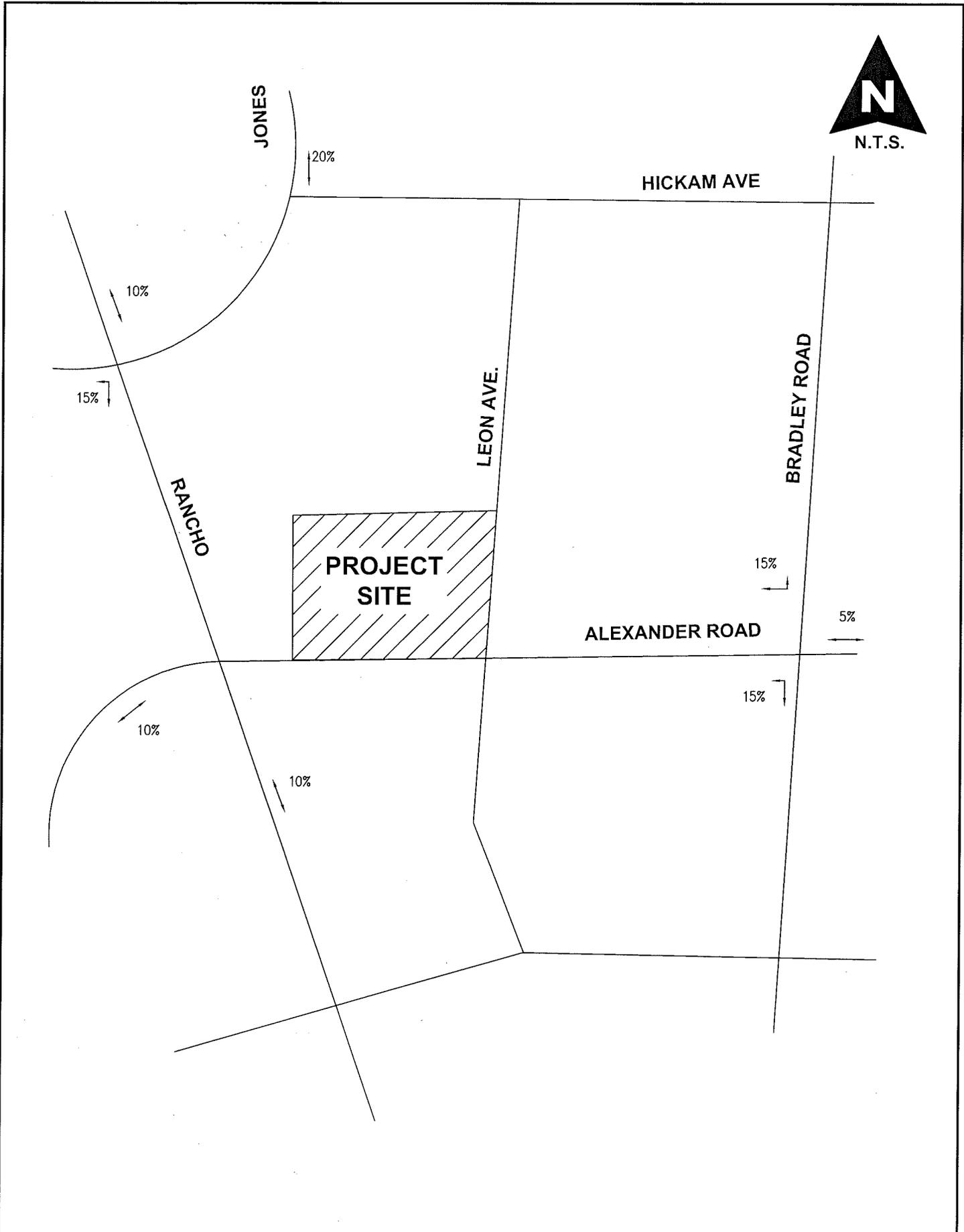
Sincerely,

A handwritten signature in black ink, appearing to read "Rick Schroder". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Rick Schroder, P.E.  
Transportation Planning

RES

cc: Mike Jansen, P.E.  
Joanna Wadsworth, P.E.  
Bart Anderson, P.E.  
file



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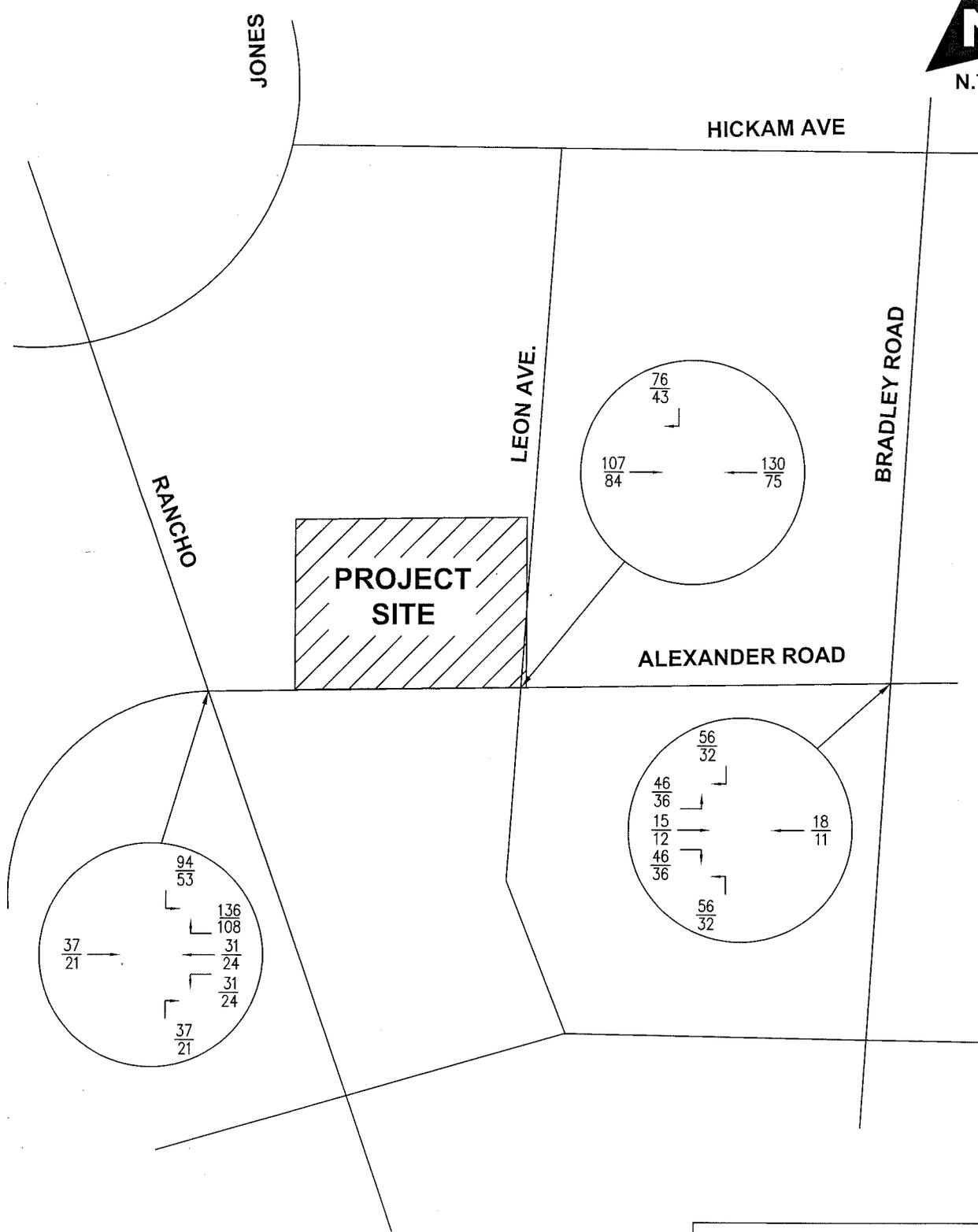


6345 South Jones Blvd. Suite 100 - Las Vegas, NV 89118  
 Phone (702) 365-9312 - Fax (702) 365-9317 - www.lochsa.com

TRIP DISTRIBUTION

FIGURE 2

FOUNDERS ACADEMY  
 CHARTER SCHOOL



LEGEND	
XX	AM PEAK HOUR VOLUMES
YY	PM PEAK HOUR VOLUMES

T:\CAD\TED\_E\TRAFFIC STUDY FIGURES\FOUNDERS ACADEMY



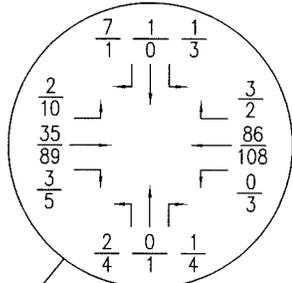
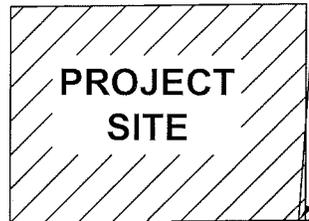
JONES

HICKAM AVE

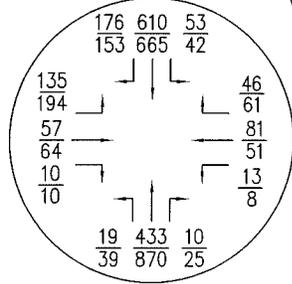
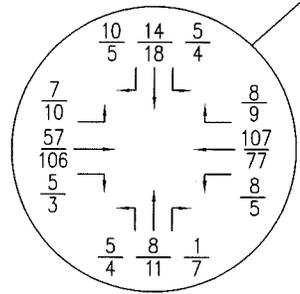
BRADLEY ROAD

LEON AVE.

RANCHO



ALEXANDER ROAD



**LEGEND**

- XX AM PEAK HOUR VOLUMES
- YY PM PEAK HOUR VOLUMES



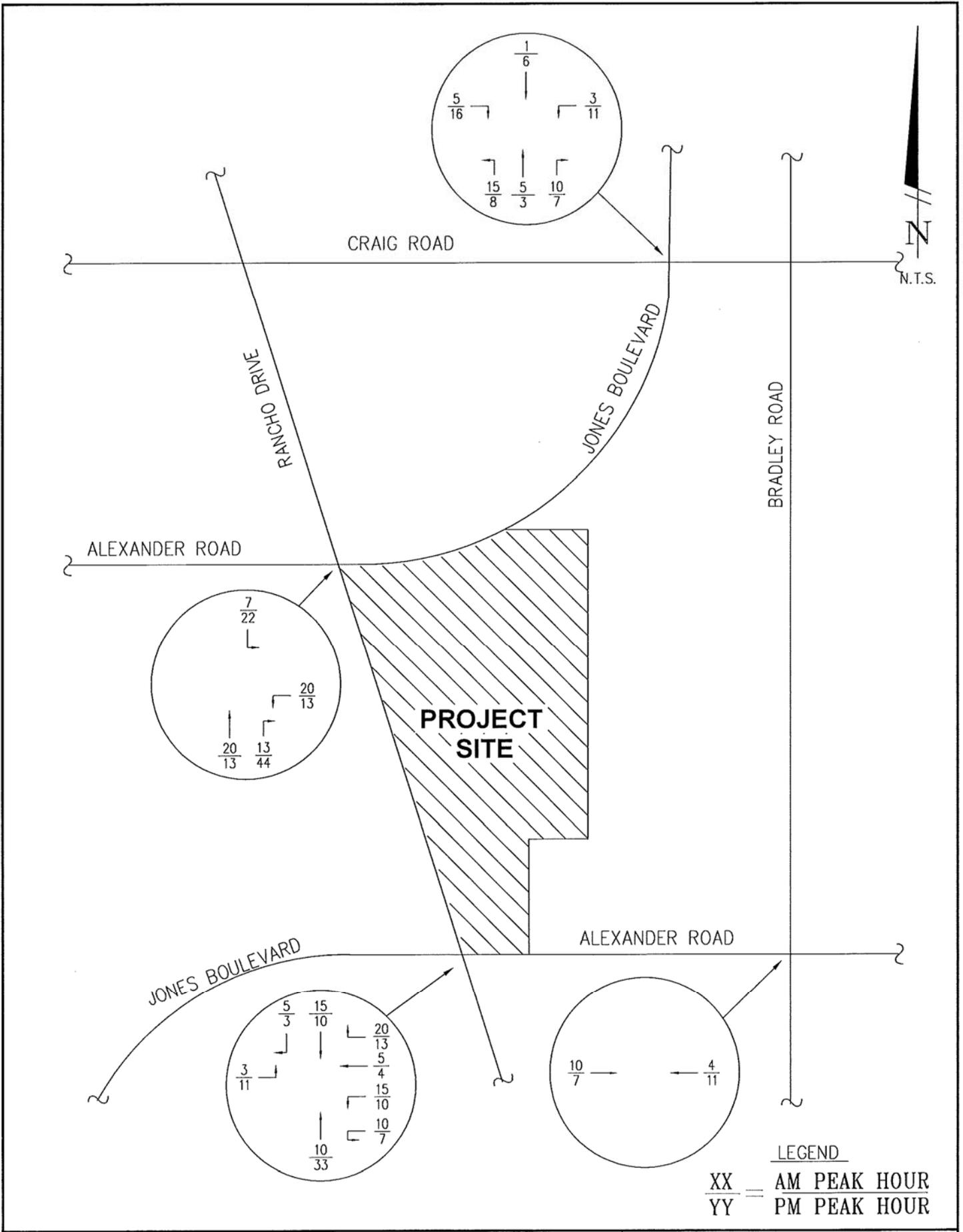
6345 South Jones Blvd. Suite 100 - Las Vegas, NV 89118  
Phone (702) 365-9312 - Fax (702) 365-9317 - www.lochsa.com

EXISTING  
VOLUMES  
FIGURE 4

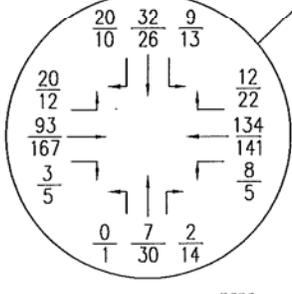
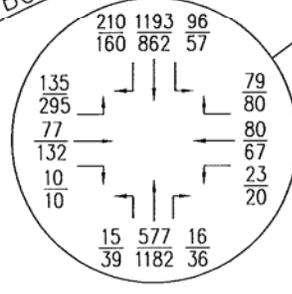
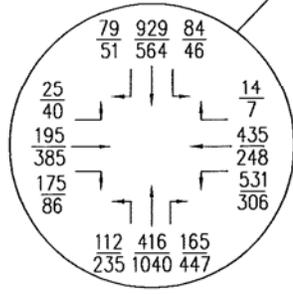
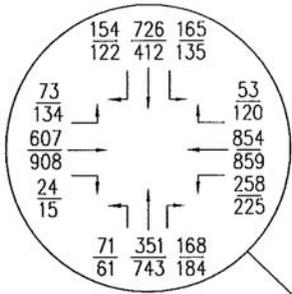
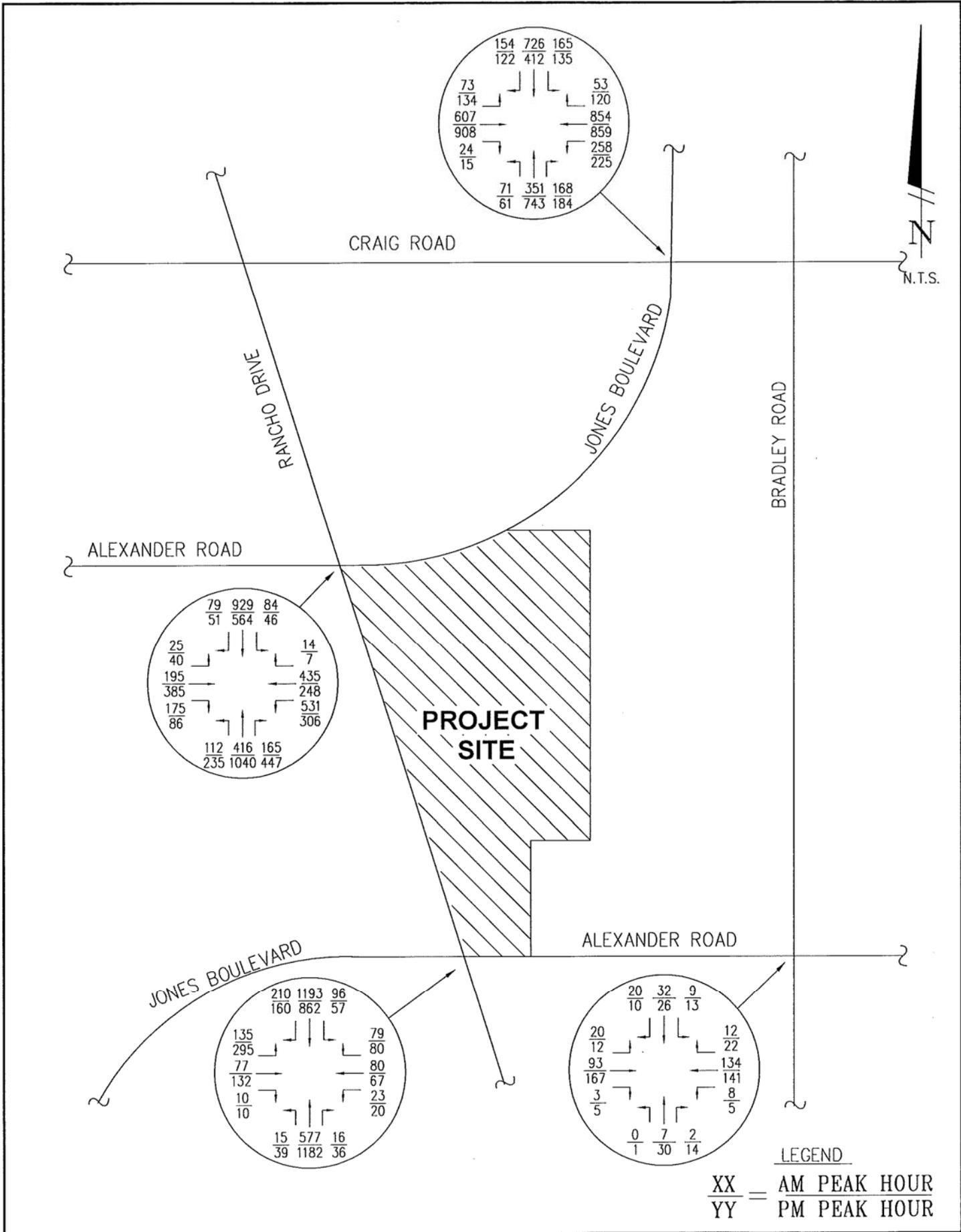
FOUNDERS ACADEMY  
CHARTER SCHOOL

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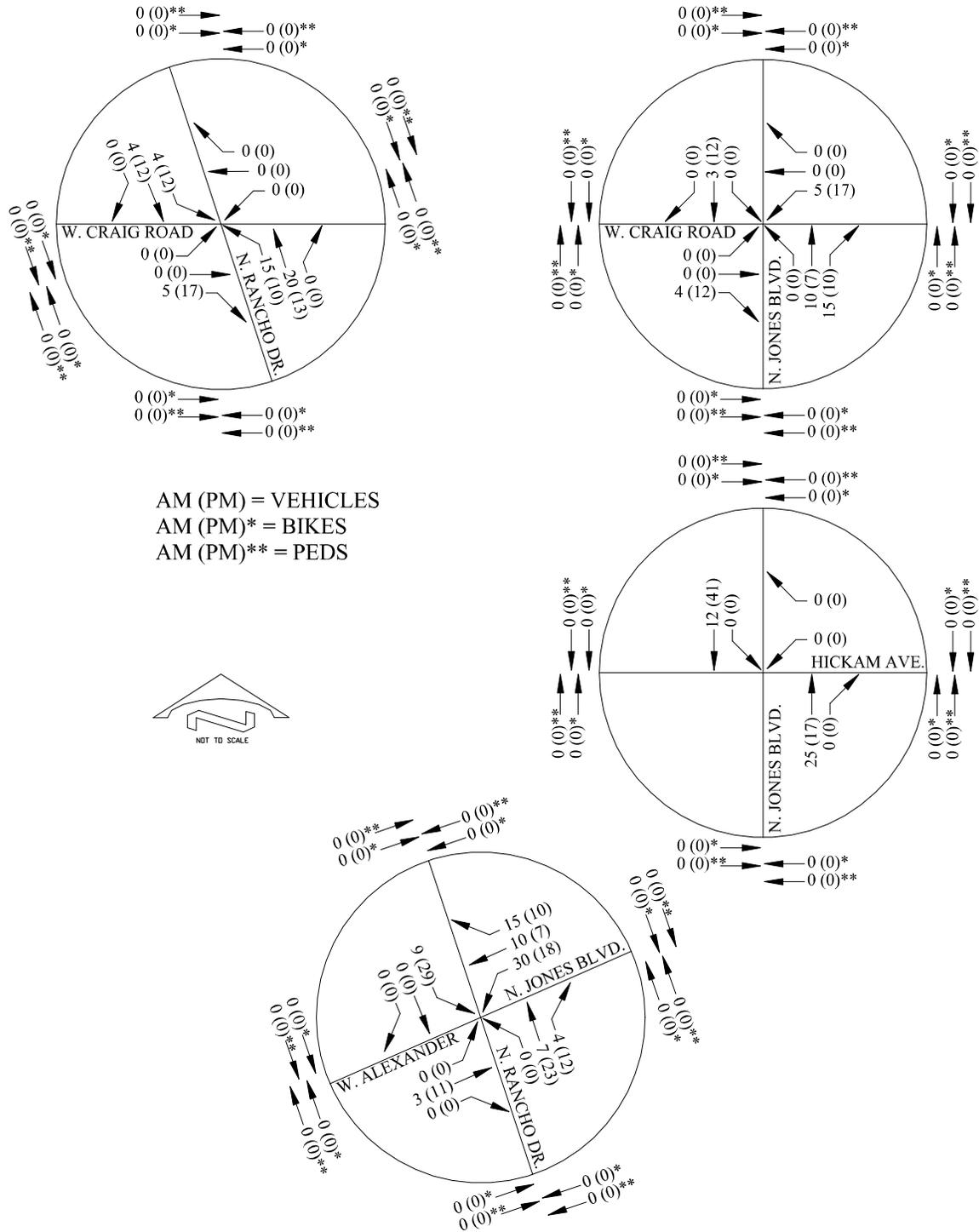
Excerpts from the  
TIA for Jones Hickam  
Residential Subdivision  
(prepared by Lochsa Engineering)



	TRIP ASSIGNMENT FIGURE 3	JONES HICKAM RESIDENTIAL SUBDIVISION
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Excerpts from the  
TIA for NWC Rancho Dr at  
Jones Blvd Single Family  
(prepared by Taney Engineering)



**Figure 5** Project generated traffic.

Storage requirements are presented in Table 5 for left turn movements at key intersections. The storage lengths at unsignalized intersections have been calculated using 3-minute storage

# Scope of Work and Correspondence



# Traffic Impact Analysis Scoping Checklist

Department of Public Works – Transportation Division

<b>Date:</b>	April 21, 2020		
<b>To:</b>	Phil Wakefield, Blue Diamond Engineering		
<b>Project Name:</b>	Founder’s Academy Charter School Expansion		
<b>Description:</b>	750 Student charter school increasing to approximately 1,000 students.		
<b>Project Location:</b>	NWC Alexander Road & Leon Avenue		

## Required Study/ Analysis:

<input type="checkbox"/> <b>Master Traffic Study</b>	<input type="checkbox"/> <b>Update Master Traffic Study to</b>
<input type="checkbox"/> <b>Traffic Study</b>	<input checked="" type="checkbox"/> <b>Update Traffic Study to TIA66148</b>
<input type="checkbox"/> <b>Addendum to</b>	<input type="checkbox"/> <b>Conceptual/Courtesy</b>
<input type="checkbox"/> <b>Pedestrian Connectivity Study</b>	<input type="checkbox"/>

Intersections	LOS	Crash History	Left / Right Turn Lane Storage Analysis
Alexander/Jones & Rancho (south)	X	X	X
Alexander & Leon	X	X	X
Alexander & Bradley	X	X	X

### Remarks:

1. Identify all pedestrian safety measures that are missing and needed including but not limited to sidewalks without PROWAG compliant walking paths, sidewalk ramps and crosswalks.
2. Provide recommendations for all phases for pick-up/ drop-off circulation, parking, and pedestrian safety such as curb extensions, raised centerlines, and median refuges.
3. Note that queuing, parking and/or student drop-off/pick-up in public rights-of-way is prohibited. Show how ALL student drop-off/pick-up can be accommodated on site.
4. cc: NDOT

<input checked="" type="checkbox"/>	<b>Identify all sidewalk and sidewalk ramp PROWAG deficiencies adjacent to the project boundary.</b>
<input checked="" type="checkbox"/>	<b>Include a section addressing Standard Drawings #201.1, 234.1, #234.2 and #234.4 and to determine additional right-of-way requirements for exclusive right turn lanes, dual left turn lanes and bus turnouts adjacent to this site, if any.</b>
<input checked="" type="checkbox"/>	<b>Recommend measures to accommodate pedestrians, such as but not limited to pedestrian accesses, crosswalks, pedestrian activated flashers and temporary sidewalks.</b>
<input checked="" type="checkbox"/>	<b>Include scaled site plan that dimension adjacent driveways, medians, and driveway throat depths.</b>
<input checked="" type="checkbox"/>	<b>Submit 1 hard copy, 1 PDF copy and completed TIA submittal form to 333 N. Rancho Drive, 8th Floor. Include this form with submittal. If submittal takes place during Covid-19 restrictions, contact me for possible alternative submittal methods.</b>
<input type="checkbox"/>	
<input type="checkbox"/>	

Please contact Rick Schroder, [rschroder@lasvegasnevada.gov](mailto:rschroder@lasvegasnevada.gov) if you have any questions.



Phil Wakefield &lt;pwakefield@bdce-lv.com&gt;

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**Founders Academy**

8 messages

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**Phil Wakefield** <pwakefield@bdce-lv.com>  
To: "Cutler, Marc" <MCutler@dot.nv.gov>  
Cc: Rick Schroder <rschroder@lasvegasnevada.gov>

Mon, May 4, 2020 at 6:33 PM

Marc,

I am working on a project at the northwest corner of Alexander Road and Leon Avenue (APN 138-01-401-005). The existing project is a chartered school which plans to increase their enrollment from 750 students to 990 students. The site is not adjacent to NDOT right of way, however, Rick Shroder is asking for us to send a copy to NDOT since our project generates trips that will impact the intersection of Alexander Road/Jones Boulevard & Rancho Road (south) which is just west of the project. I just wanted to make sure that all you will need to see is the LOS. Additionally, Rick Shroder said I should contact you on a method of determining existing traffic volumes. Please let me know what needs to be done. Thank you.

--

Philip D. Wakefield, P.E.

**Blue Diamond Civil Engineering**  
**9816 Gillespie Street, Suite 120**  
**Las Vegas, NV 89183**

bluediamondcivilengineering.com

Office: (702) 478-8580

Cel: (702) 287-8914

---

**Cutler, Marc** <MCutler@dot.nv.gov>  
To: Phil Wakefield <pwakefield@bdce-lv.com>  
Cc: "Rick Schroder (rschroder@lasvegasnevada.gov)" <rschroder@lasvegasnevada.gov>

Tue, May 5, 2020 at 2:33 PM

Good Afternoon Mr. Wakefield,

For the Founders Academy, NDOT will accept the counts in the study based upon what the City of Las Vegas is requiring you to do. This is the typical situation where you would submit the same study you are preparing for CLV to NDOT as a Courtesy Study. Courtesy's are usually where no access is being asked for on an NDOT roadway but the project is adjacent to or nearby an NDOT roadway and typically a nearby NDOT intersection is being analyzed due to the increase in trip generation due to the project. So yes we'd like to see the same study you are submitting to CLV, which should include the LOS for Rancho & southern intersection of Jones/Alexander.

In general for NDOT Traffic Studies that are being prepared during the stay at home restrictions and as traffic begins to recover NDOT is willing to accept several different options for raw traffic count data; (in order)

1. Make a good faith effort to seek previously obtained preCovid traffic count data, maximum 2 years old. Adjust for 2020 with growth rate calculation from nearby NDOT count stations as you normally would for a project build out year calculation.
2. Ask NDOT what intersections you need and we'll provide previously submitted TISs, which contain the appendix raw count data, if available. Adjust for 2020 with growth rate calculation from nearby NDOT count stations as you normally would for a project build out year calculation.
3. Take new counts and we'll provide a correction factor to be used for the week the counts were taken. (This option is still being discussed and the way the correction factor is to be determined is still under consideration)

Thank you,

Marc Cutler

Nevada Department of Transportation – District I Traffic

Office 702-671-6649 / mcutler@dot.nv.gov

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**Rick Schroder** <rschroder@lasvegasnevada.gov>  
To: "Cutler, Marc" <MCutler@dot.nv.gov>, Phil Wakefield <pwakefield@bdce-lv.com>  
Cc: Christina Karanikolas <ckaranikolas@lasvegasnevada.gov>

Tue, May 5, 2020 at 2:54 PM

Marc –

The original study was from 2016, and I don't have more recent counts on any of the study intersections. Do you have anything better?

Rick Schroder | Project Engineer

Department of Public Works

Transportation Engineering Division

Development Services Center (DSC) 8<sup>th</sup> Floor

333 N Rancho Dr. Las Vegas, Nevada 89106

702 229-2452



lasvegasnevada.gov



**Your opinion is important! Click here to take a short survey.**

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**From:** Cutler, Marc <MCutler@dot.nv.gov>  
**Sent:** Tuesday, May 5, 2020 2:34 PM  
**To:** Phil Wakefield <pwakefield@bdce-lv.com>  
**Cc:** Rick Schroder <rschroder@LasVegasNevada.GOV>  
**Subject:** RE: Founders Academy

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**Cutler, Marc** <MCutler@dot.nv.gov>

Tue, May 5, 2020 at 3:57 PM

To: Rick Schroder &lt;rschroder@lasvegasnevada.gov&gt;, Phil Wakefield &lt;pwakefield@bdce-lv.com&gt;

Cc: Christina Karanikolas &lt;ckaranikolas@lasvegasnevada.gov&gt;

Rick,

The best I have is from May 2017 for the southern Jones/Alexander at Rancho intersection and Alexander/Bradley. I have 2018 data for intersections north of this area, like Craig/Rancho, Craig/Jones and the northern intersection of Alexander/Jones at Rancho.

Marc Cutler

Nevada Department of Transportation – District I Traffic

Office 702-671-6649 / mcutler@dot.nv.gov

[Quoted text hidden]

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**Rick Schroder** <rschroder@lasvegasnevada.gov>

Tue, May 5, 2020 at 4:19 PM

To: "Cutler, Marc" &lt;MCutler@dot.nv.gov&gt;, Phil Wakefield &lt;pwakefield@bdce-lv.com&gt;

Cc: Christina Karanikolas &lt;ckaranikolas@lasvegasnevada.gov&gt;

Marc –

I do have the 2017 study, Jones Hickam residential. Rancho Jones residential was in 2018, but didn't look at the study intersections.

If we use the 2017 counts, the trip assignments should be added for the Founder's Academy, as well as for Jones/Hickam and Jones/Rancho residential – the trip assignments can be extrapolated to the study intersection without too much trouble, I think.

Marc, Phil, how does that sound? That would still leave Alexander/Leon with 2016 counts, but I don't think there has been much change other than the three projects above.

Marc – do you want to put any of this data together? If not, I can.

Rick Schroder | Project Engineer

Department of Public Works

Transportation Engineering Division

Development Services Center (DSC) 8<sup>th</sup> Floor

333 N Rancho Dr. Las Vegas, Nevada 89106

702 229-2452



lasvegasnevada.gov



Your opinion is important! [Click here](#) to take a short survey.

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**From:** Cutler, Marc <MCutler@dot.nv.gov>  
**Sent:** Tuesday, May 5, 2020 3:58 PM  
**To:** Rick Schroder <rschroder@LasVegasNevada.GOV>; Phil Wakefield <pwakefield@bdce-lv.com>  
**Cc:** Christina Karanikolas <ckaranikolas@LasVegasNevada.GOV>  
**Subject:** RE: Founders Academy

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**Cutler, Marc** <MCutler@dot.nv.gov> Tue, May 5, 2020 at 4:36 PM  
To: Rick Schroder <rschroder@lasvegasnevada.gov>, Phil Wakefield <pwakefield@bdce-lv.com>  
Cc: Christina Karanikolas <ckaranikolas@lasvegasnevada.gov>

Rick,

That sounds fine to me.

Attached is the study and raw traffic counts from the Jones-Hickam study. If you have the rest then please go ahead and provide the rest.

Thank you,

Marc Cutler

Nevada Department of Transportation – District I Traffic

Office 702-671-6649 / mcutler@dot.nv.gov

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**Jones-Hickam Res 2017 traffic and trip data.pdf**  
3224K

5/5/2020

Blue Diamond Civil Engineering Mail - Founders Academy

**Rick Schroder** <rschroder@lasvegasnevada.gov>

Tue, May 5, 2020 at 5:03 PM

To: "Cutler, Marc" <MCutler@dot.nv.gov>, Phil Wakefield <pwakefield@bdce-lv.com>

Cc: Christina Karanikolas <ckaranikolas@lasvegasnevada.gov>

Phil –

Here are the Rancho/Jones trip assignments. You already have the Founders' Academy TIA; is there anything else you need?

[Quoted text hidden]



**Rancho Jones trip assignments.pdf**

157K

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**Phil Wakefield** <pwakefield@bdce-lv.com>

Tue, May 5, 2020 at 11:37 PM

To: Rick Schroder <rschroder@lasvegasnevada.gov>

Cc: "Cutler, Marc" <MCutler@dot.nv.gov>, Christina Karanikolas <ckaranikolas@lasvegasnevada.gov>

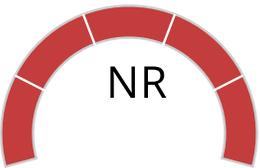
Rick and Marc,

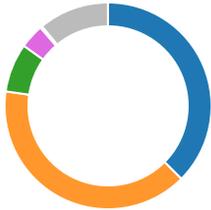
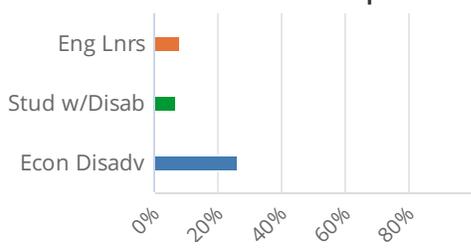
Thank you for all the information and direction you have provided. I think I have enough to get started. I will let you know if I need anything else or if I have questions.

[Quoted text hidden]

# Site Plan



<p><i>School Level:</i> Elementary School</p> <p><i>Grade Levels:</i> KG-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 5730 W. Alexander Road Las Vegas, NV 89130</p>	 <p><b>NR</b></p> <p><b>55.0</b> Total Index Score</p>	<p>School Type: <i>SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>39.7% White</li> <li>7.6% Bl/Afr Am</li> <li>37.4% Hisp/Latino</li> <li>3.8% Asian</li> <li>0.3% Am Ind/AK Nat</li> <li>0.0% Pac Isl</li> <li>11.0% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>68.5 ★★★★★</td> </tr> <tr> <td>2019-2020</td> <td>68.5 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	68.5 ★★★★★	2019-2020	68.5 ★★★★★	<p><b>Additional Student Groups</b></p>  <ul style="list-style-type: none"> <li>Eng Lnrs</li> <li>Stud w/Disab</li> <li>Econ Disadv</li> </ul>
School Year	Index Score/Star Rating							
2020-2021	68.5 ★★★★★							
2019-2020	68.5 ★★★★★							

### What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

### How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

### How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

### 2021-2022 School Performance



**Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	39.9	49.2
Math Proficiency	46.1	49.2
ELA Proficiency	42.9	55.4
Science Proficiency	12.1	30.4
Read-by-Grade-3 Proficiency	45.1	51.8



**Growth Indicator**

Measure	School Median	District Median
Math MGP	65.0	52.0
ELA MGP	39.0	53.0
	School Rate	District Rate
Met Math AGP Target	63.8	53.1
Met ELA AGP Target	46.0	61.2



**English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	31.7	38.4



**Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met	58.6	40.9
Math AGP Target		
Prior Non-Proficient Met	46.9	52.2
ELA AGP Target		



**Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	15.8	21.7
Climate Survey Participation	86.0	N/A

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

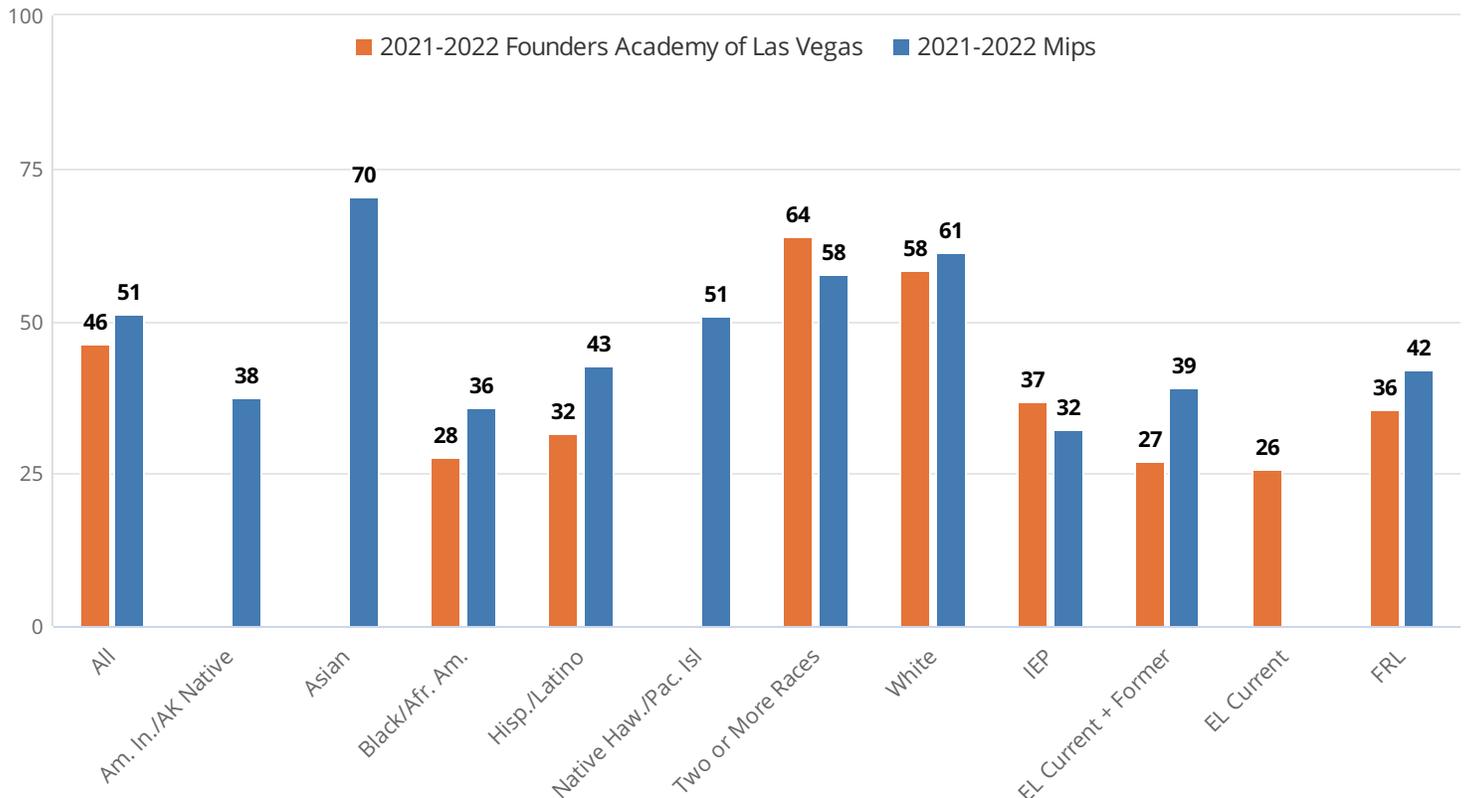
**Pooled Proficiency Points Earned: 6/20**

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	39.9	49.2		

**Math Proficient**

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	46.1	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	27.7	30.3	35.7			
Hispanic/Latino	31.5	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	64.0	55.6	57.5			
White/Caucasian	58.2	60.7	61.3			
Special Education	36.8	26.3	32.1			
English Learners Current + Former	27.1	34.9	39			
English Learners Current	25.8	25.5				
Economically Disadvantaged	35.5	35.6	42			

**Math Assessments  
% Proficient**



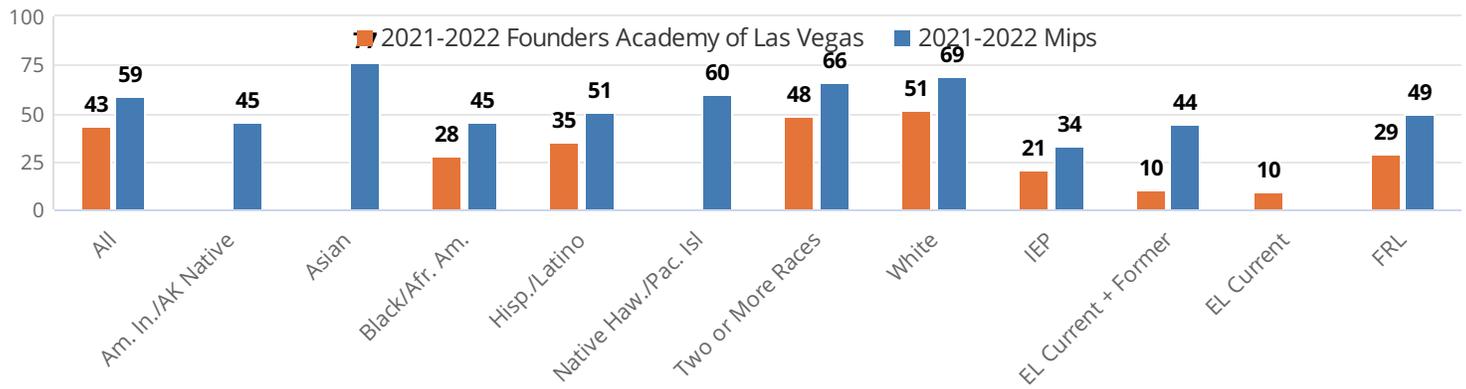


## Academic Achievement

### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	42.9	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	27.7	39.8	45.4			
Hispanic/Latino	34.7	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	48.0	61.5	66.2			
White/Caucasian	51.4	65.5	69			
Special Education	21.0	25.5	33.5			
English Learners Current + Former	10.1	37.4	44.4			
English Learners Current	9.6	24.4				
Economically Disadvantaged	28.8	42.8	49.4			

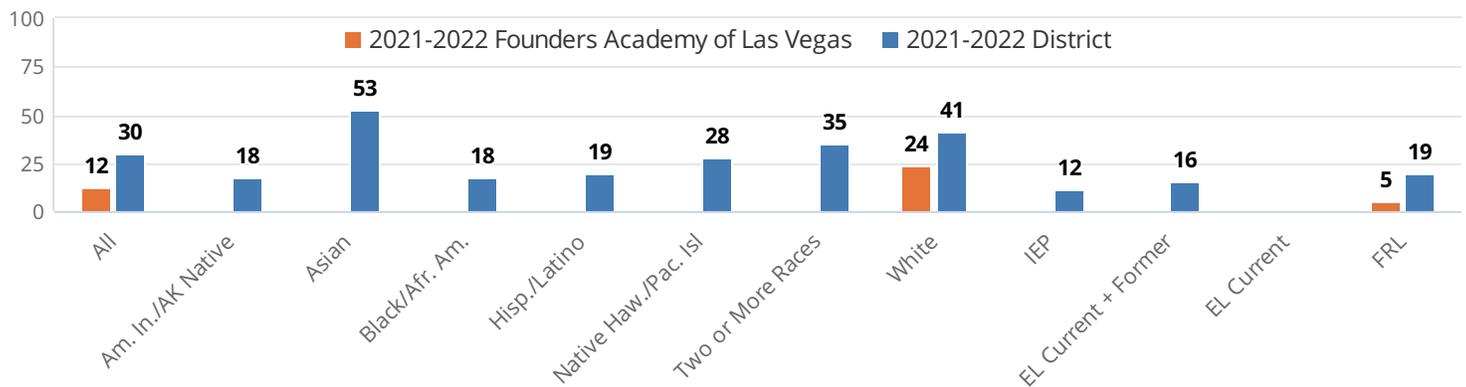
ELA Assessments  
% Proficient



### Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	12.1	30.4		
American Indian/Alaska Native	-	17.6		
Asian	-	52.9		
Black/African American	-	17.6		
Hispanic/Latino	<5	19.2		
Pacific Islander	-	28.3		
Two or More Races	-	34.9		
White/Caucasian	24.2	40.8		
Special Education	-	11.6		
English Learners Current + Former	-	15.8		
English Learners Current	-	<5		
Economically Disadvantaged	5.2	19.4		

Science Assessments  
% Proficient





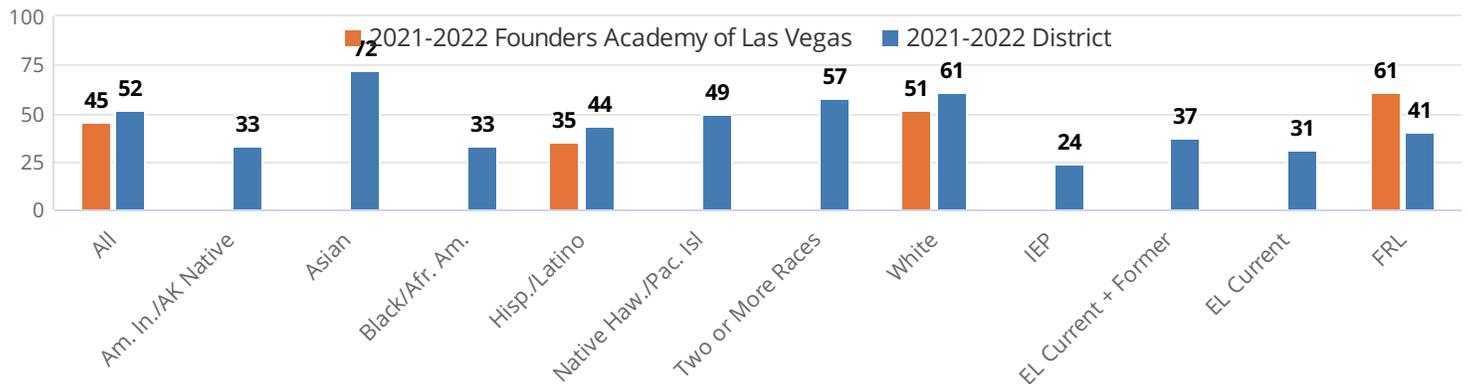
**Academic Achievement**

**Read by Grade 3 Proficient**

**Read by Grade 3 Points Earned: 3/5**

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	45.1	51.8		
American Indian/Alaska Native	-	33.3		
Asian	-	71.7		
Black/African American	-	33.0		
Hispanic/Latino	34.6	43.5		
Pacific Islander	-	49.2		
Two or More Races	-	57.4		
White/Caucasian	51.2	60.8		
Special Education	-	23.7		
English Learners Current + Former	-	37.1		
English Learners Current	-	30.7		
Economically Disadvantaged	61.1	40.5		

**Read by Grade 3  
% Proficient**





**Academic Achievement**

**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	-	-		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	>=95%	>=95%		
Economically Disadvantaged	>=95%	>=95%		

'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



**Student Growth**

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**MGP Growth Data**

**Math MGP Points Earned: 10/10    ELA MGP Points Earned: 2/10**

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	65.0	52.0	39.0	53.0				
American Indian/Alaska Native	-	54.0	-	60.5				
Asian	-	60.0	-	59.0				
Black/African American	-	49.0	-	53.0				
Hispanic/Latino	66.0	49.0	52.0	51.0				
Pacific Islander	-	57.0	-	57.0				
Two or More Races	65.0	54.5	34.0	53.0				
White/Caucasian	61.0	55.0	30.5	55.0				
Special Education	69.0	46.0	30.0	43.0				
English Learners Current + Former	65.0	47.0	53.0	49.0				
English Learners Current	65.0	44.0	53.0	44.0				
Economically Disadvantaged	65.0	49.0	39.0	49.0				

**AGP Growth Data**

**Math AGP Points Earned: 7.5/7.5    ELA AGP Points Earned: 3/7.5**

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	63.8	53.1	46.0	61.2				
American Indian/Alaska Native	-	45.7	-	66.6				
Asian	-	68.8	-	73.9				
Black/African American	-	41.8	-	55.8				
Hispanic/Latino	64.4	45.0	50.8	55.4				
Pacific Islander	-	50.4	-	61.9				
Two or More Races	70.5	59.6	41.1	62.7				
White/Caucasian	63.3	59.6	43.3	65.1				
Special Education	53.8	35.9	38.4	41.3				
English Learners Current + Former	47.6	41.2	52.3	52.0				
English Learners Current	47.6	32.5	52.3	43.1				
Economically Disadvantaged	54.2	43.7	42.8	53.5				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



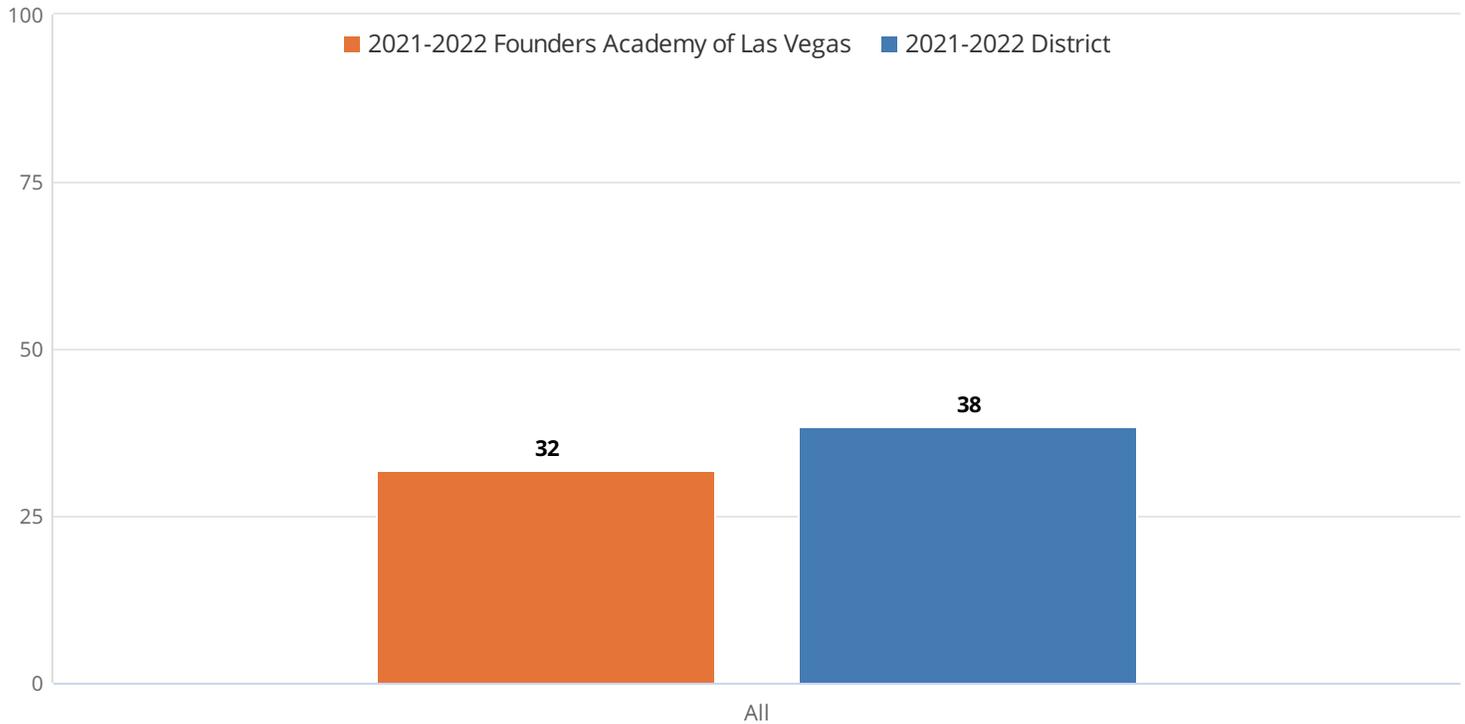
**English Language**

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**English Language Points Earned: 1/10**

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	41	31.7	38.4			

**% English Learners Meeting AGP on WIDA**



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 10/10    ELA AGP Points Earned: 8/10**

Groups	2022		2022		2021		2021	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	58.6	40.9	46.9	52.2				
American Indian/Alaska Native	-	40.7	-	57.6				
Asian	-	50.6	-	63.3				
Black/African American	-	36.1	-	49.4				
Hispanic/Latino	60.4	36.3	50.0	49.2				
Pacific Islander	-	43.2	-	54.6				
Two or More Races	80.0	44.5	-	55.0				
White/Caucasian	54.2	47.9	44.0	55.2				
Special Education	45.4	27.6	40.0	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	45.0	27.6	52.6	41.7				
Economically Disadvantaged	48.3	35.5	43.3	47.6				

'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



**Student Engagement**

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

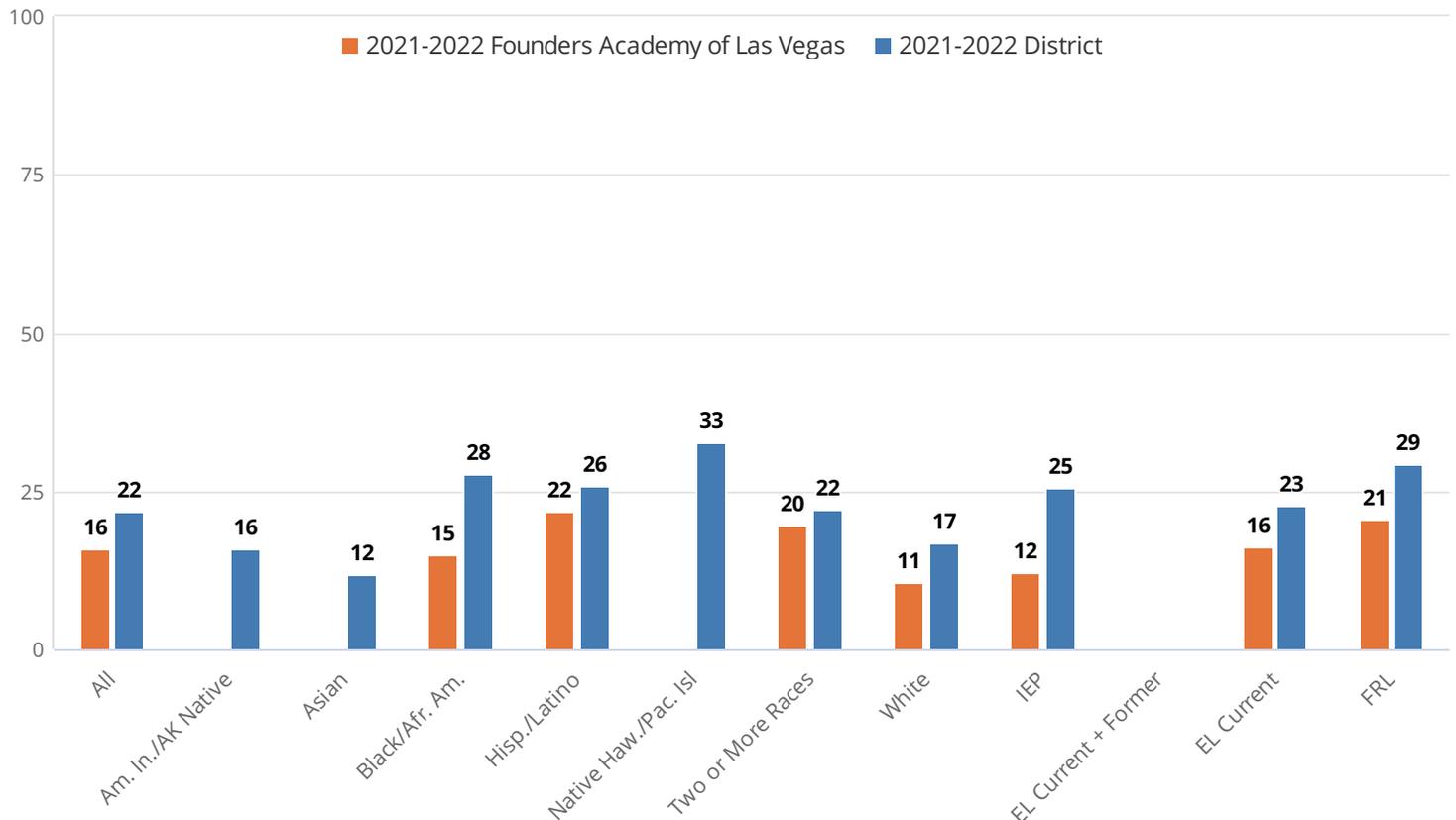
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 4.5/10**

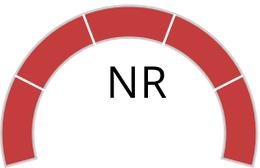
Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	15.8	21.7		
American Indian/Alaska Native	-	15.8		
Asian	<5	11.9		
Black/African American	15.0	27.6		
Hispanic/Latino	21.8	25.8		
Pacific Islander	-	32.8		
Two or More Races	19.6	22.2		
White/Caucasian	10.7	16.9		
Special Education	12.2	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	16.2	22.6		
Economically Disadvantaged	20.5	29.3		

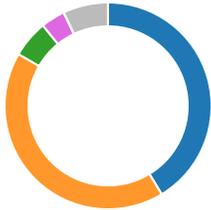
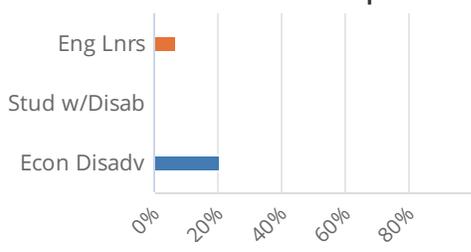
**Reducing Chronic Absenteeism by 10% Points Earned: NA**

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> High School</p> <p><i>Grade Levels:</i> KG-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 5730 W. Alexander Road Las Vegas, NV 89130</p>	 <p><b>NR</b></p> <p><b>68.8</b> Total Index Score</p>	<p>School Type: <i>SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>41.9% White</li> <li>5.8% Bl/Afr Am</li> <li>41.2% Hisp/Latino</li> <li>3.8% Asian</li> <li>0.0% Am Ind/AK Nat</li> <li>0.0% Pac Isl</li> <li>7.0% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>53.1 ★★★★★</td> </tr> <tr> <td>2019-2020</td> <td>53.1 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	53.1 ★★★★★	2019-2020	53.1 ★★★★★	<p><b>Additional Student Groups</b></p>  <p>Eng Lnrs</p> <p>Stud w/Disab</p> <p>Econ Disadv</p>
School Year	Index Score/Star Rating							
2020-2021	53.1 ★★★★★							
2019-2020	53.1 ★★★★★							

### What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

### How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

### How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

#### 2021-2022 School Performance



**Academic Achievement Indicator**

Measure	School Rate	District Rate
Math Proficiency	33.3	25.2
ELA Proficiency	70.3	54.3
Science Proficiency	34.7	31.6



**Graduation Rates Indicator**

Measure	School Rate	District Rate
4-Year	93.7	86.8
5-Year	>95	87.0



**English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	-	14.1



**College and Career Readiness Indicator**

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	16.6	71.5
Post-Secondary Preparation Completion	6.6	48.4
Advanced or CCR Diploma	53.3	47.6



**Student Engagement Indicator**

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	94.2	93.0
Chronic Absenteeism	15.7	17.9
Climate Survey Participation	>95	N/A

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2020-2021.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

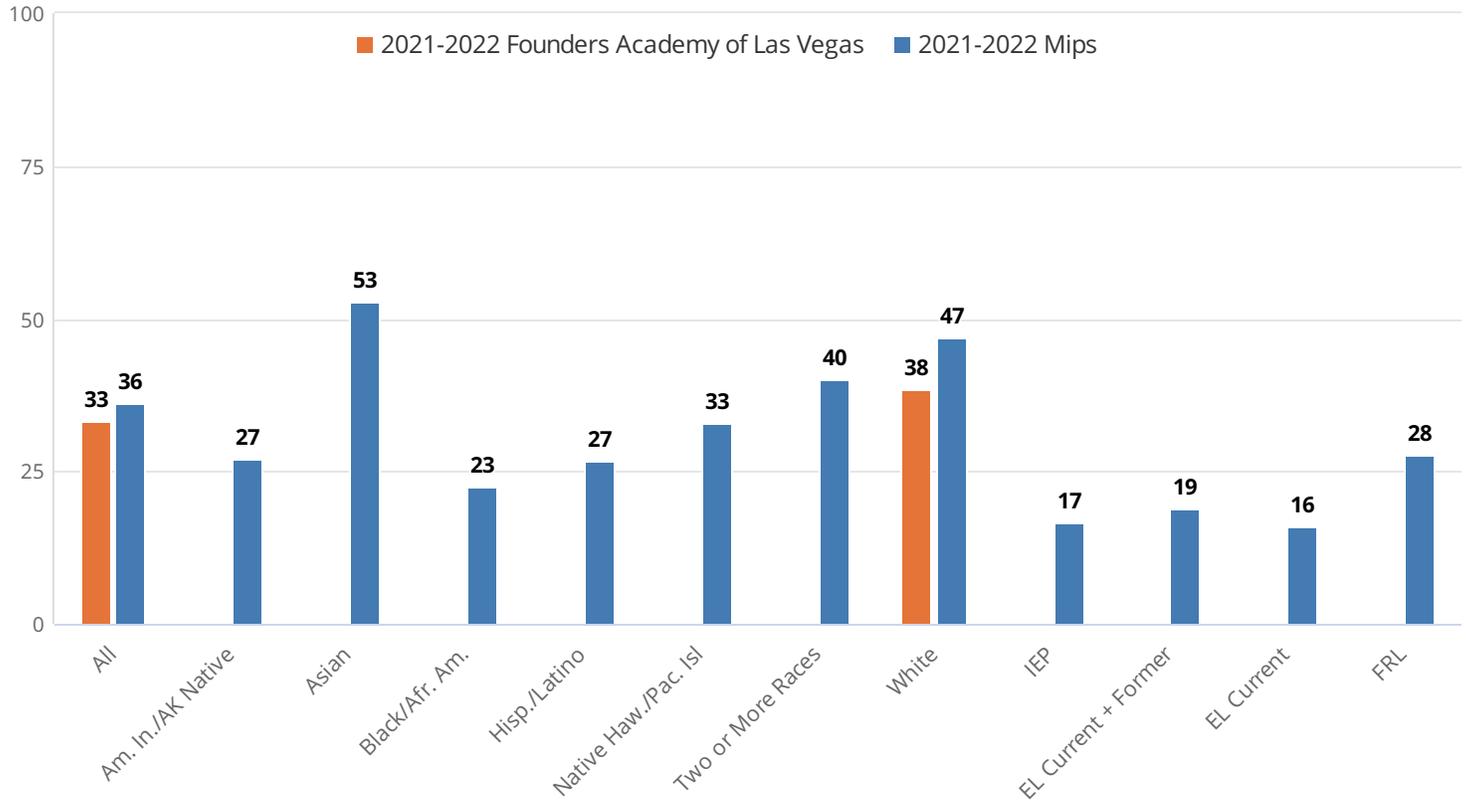
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math Proficient**

**Math Proficient Points Earned: 6.5/10**

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	33.3	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	-	10.2	22.5			
Hispanic/Latino	-	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	40.11			
White/Caucasian	38.4	33.8	47.04			
Special Education	-	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	-	14.6	27.8			

**Math Assessments  
% Proficient**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



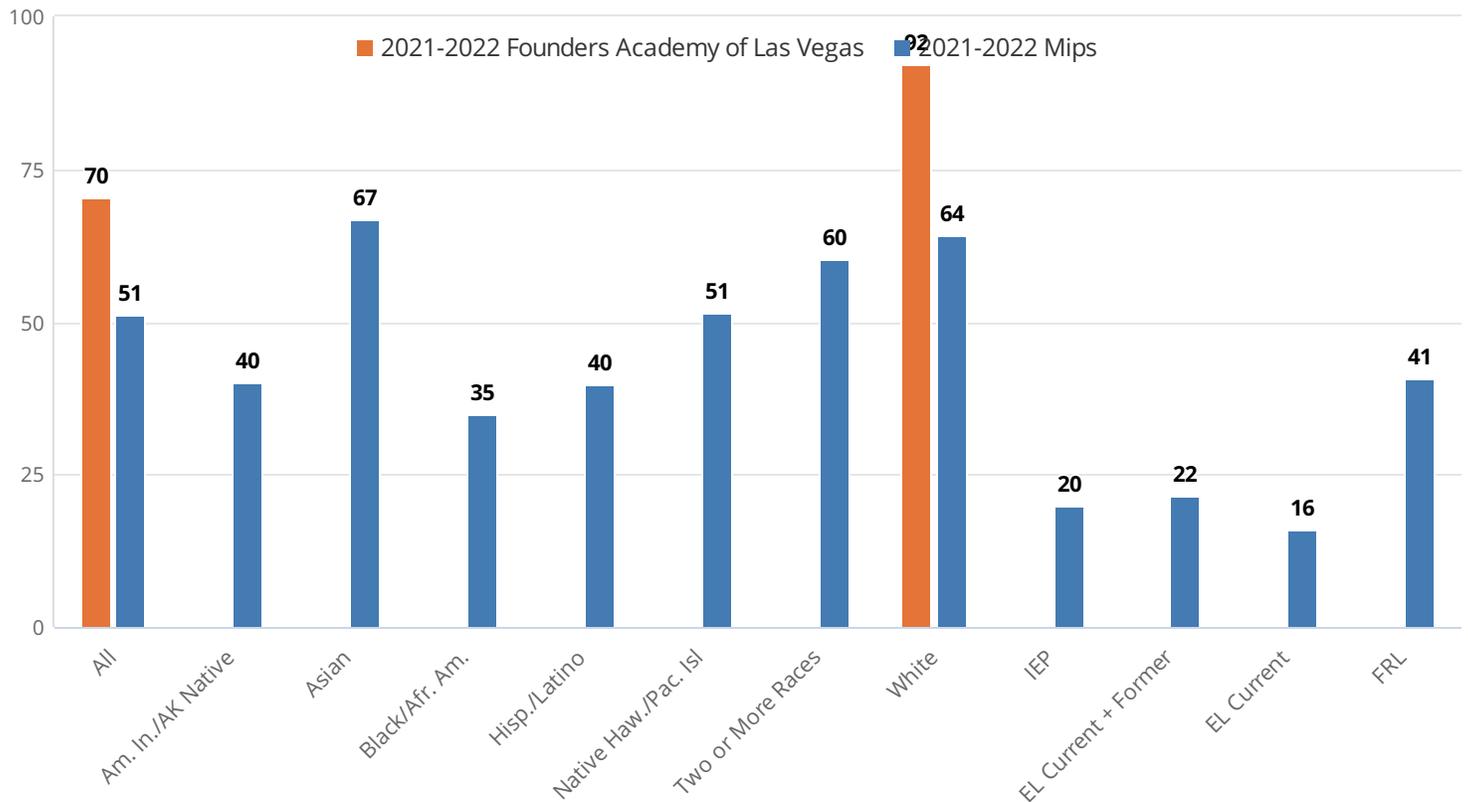
**Academic Achievement**

**ELA Proficient**

**ELA Proficient Points Earned: 10/10**

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	70.3	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	-	40.6	34.82			
Hispanic/Latino	-	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	60.5	60.16			
White/Caucasian	92.3	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	-	43.4	40.77			

**ELA Assessments  
% Proficient**





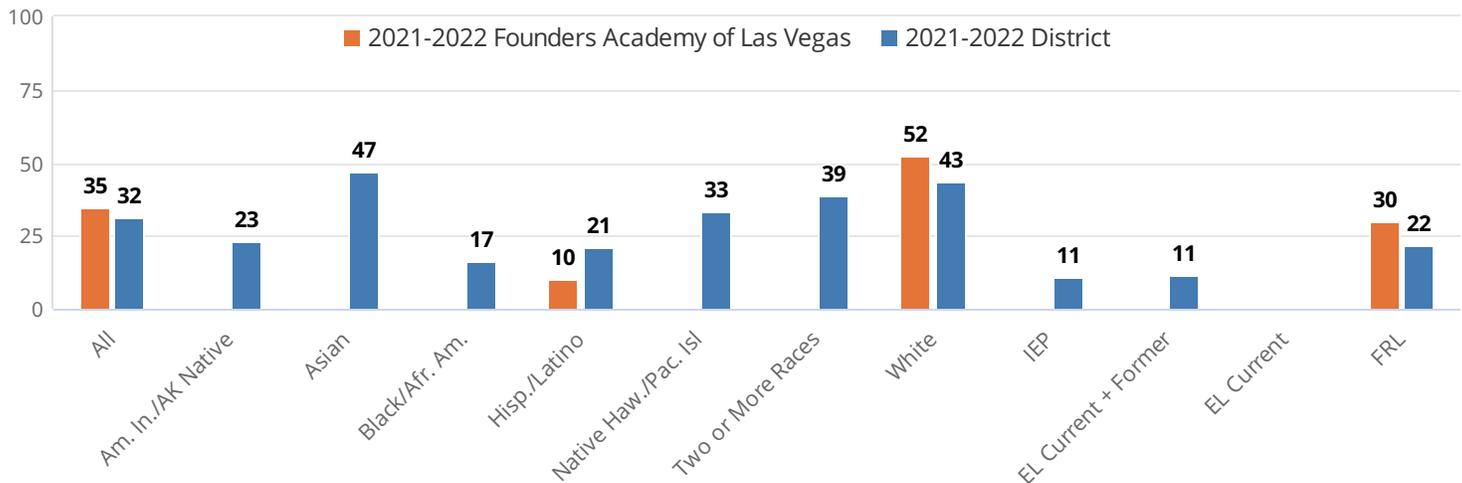
**Academic Achievement**

**Science Proficient**

**Science Proficient Points Earned: 3/5**

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	34.7	31.6		
American Indian/Alaska Native	-	23.0		
Asian	-	46.9		
Black/African American	-	16.5		
Hispanic/Latino	10.0	21.0		
Pacific Islander	-	33.3		
Two or More Races	-	39.1		
White/Caucasian	52.3	43.2		
Special Education	-	10.8		
English Learners Current + Former	-	11.4		
English Learners Current	-	<5		
Economically Disadvantaged	30.0	22.1		

**Science Assessments  
% Proficient**



**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty:**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	-	-		
Hispanic/Latino	-	-		
Pacific Islander	-	-		
Two or More Races	-	-		
White/Caucasian	-	-		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	-	-		

Yellow indicates 95% participation requirement not met.



**Graduation Rates**

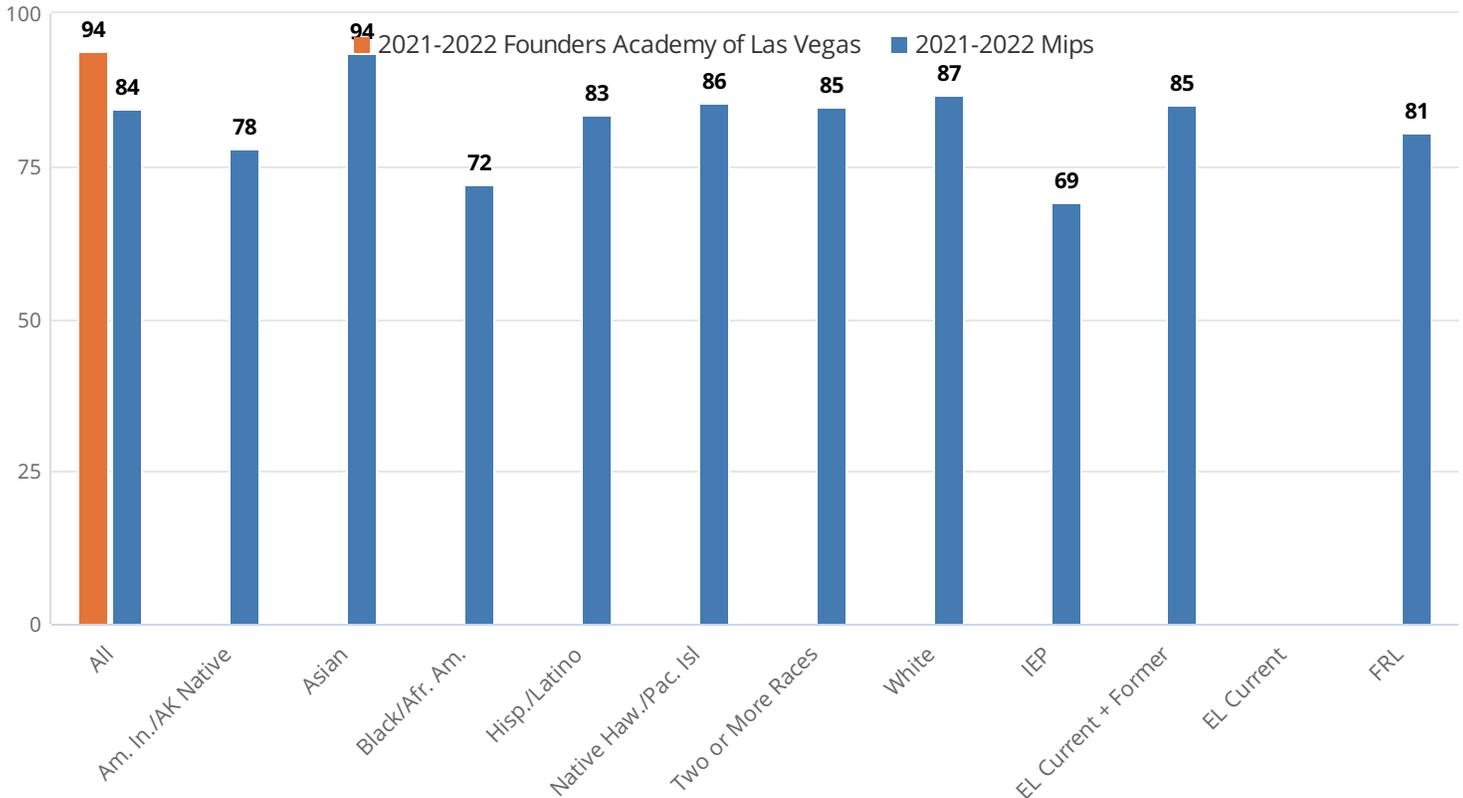
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

**4-Year ACGR Data**

**4-Year ACGR Points Earned: 25/25**

Groups	2021	2021	2021	2020	2020	2020
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	93.7	86.8	84.3			
American Indian/Alaska Native	-	93.7	77.9			
Asian	-	95.0	93.5			
Black/African American	-	79.7	71.9			
Hispanic/Latino	-	83.2	83.3			
Pacific Islander	-	86.1	85.5			
Two or More Races	-	87.8	84.7			
White/Caucasian	-	90.5	86.8			
Special Education	-	74.4	69.1			
English Learners Current + Former	N/A	N/A	85.1			
English Learners Current	-	73.3				
Economically Disadvantaged	-	81.2	80.6			

**Graduation Rates**  
4-year ACGR





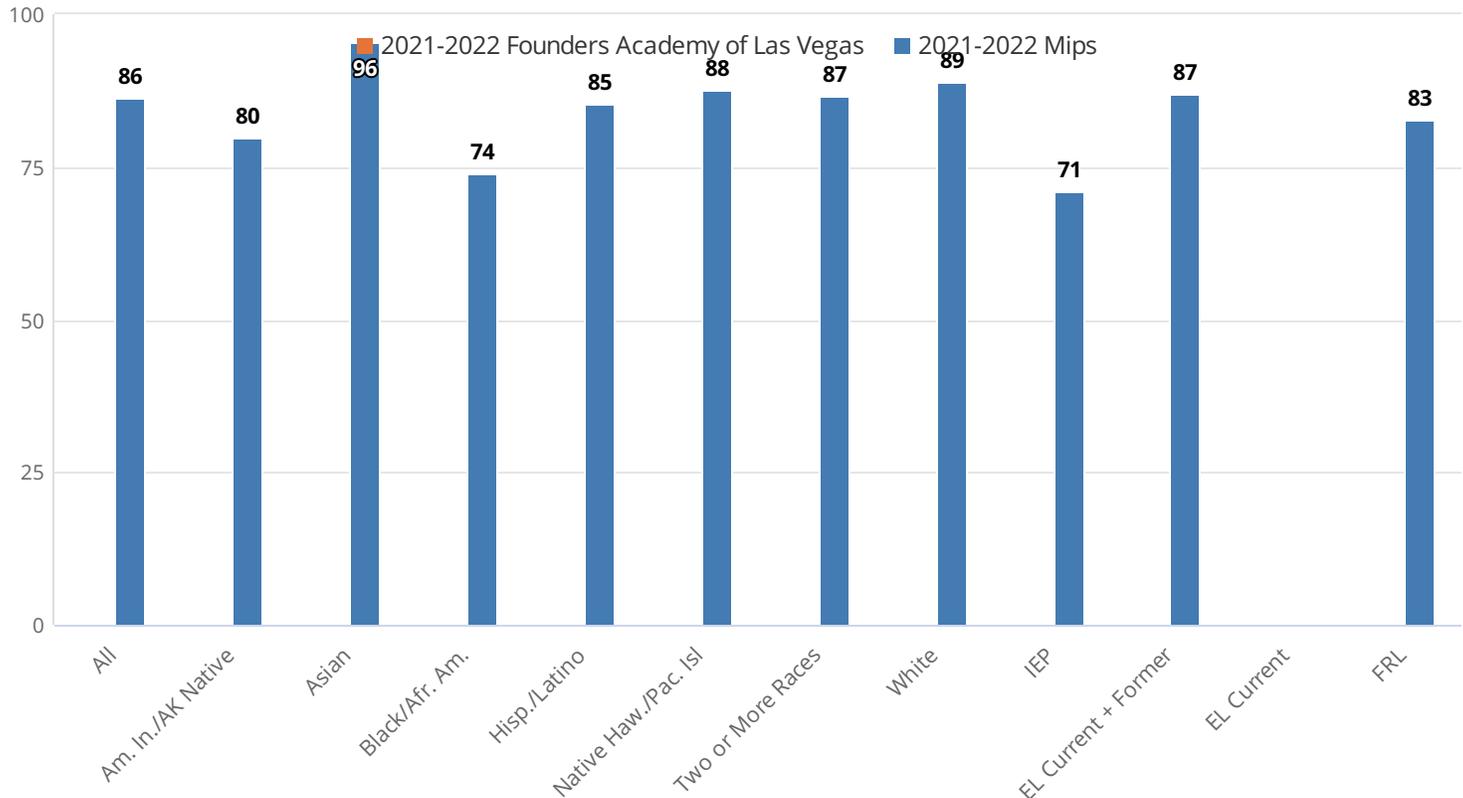
**Graduation Rates**

**5-Year ACGR Data**

**5-Year Cohort Graduation Points Earned: 5/5**

Groups	2021	2021	2021	2020	2020	2020
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	>95	87.0	86.3			
American Indian/Alaska Native	-	75.0	79.9			
Asian	-	94.5	95.5			
Black/African American	-	82.5	73.9			
Hispanic/Latino	-	82.9	85.3			
Pacific Islander	-	93.3	87.5			
Two or More Races	-	92.4	86.7			
White/Caucasian	-	89.1	88.8			
Special Education	-	76.9	71.1			
English Learners Current + Former	N/A	N/A	87.1			
English Learners Current	-	81.4				
Economically Disadvantaged	-	81.3	82.6			

**Graduation Rates  
5-year ACGR**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



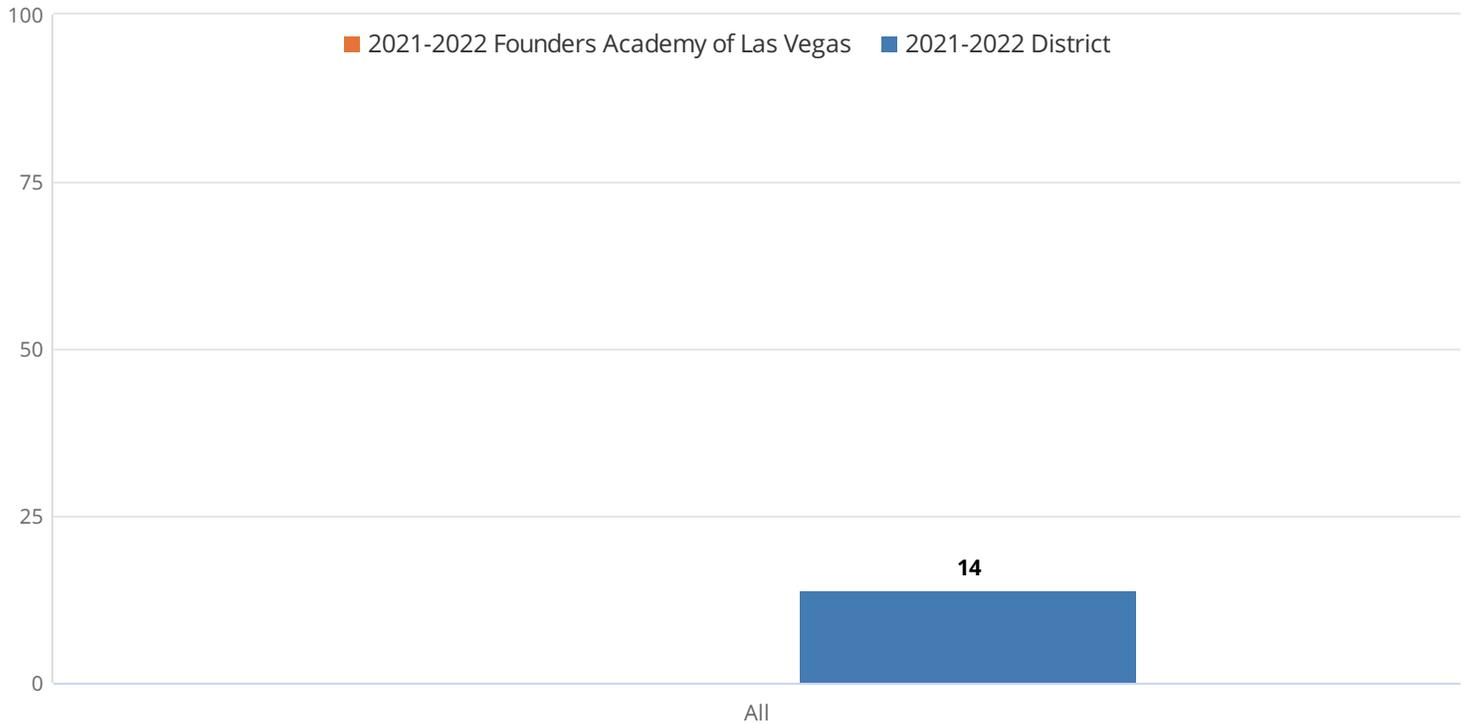
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	14.1			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



**College and Career Readiness**

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

**Post-Secondary Preparation Participation** **Post-Secondary Preparation Participation Points Earned: 0.5/10**

Groups	2022	2022	2021	2021
	% Participation	% Participation District	% Participation	% Participation District
All Students	16.6	71.5		
American Indian/Alaska Native	-	64.7		
Asian	-	81.9		
Black/African American	-	57.9		
Hispanic/Latino	30.0	69.5		
Pacific Islander	-	77.1		
Two or More Races	-	73.9		
White/Caucasian	13.3	75.5		
Special Education	-	53.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	60.5		
Economically Disadvantaged	-	68.6		

**Post-Secondary Preparation Completion** **Post-Secondary Preparation Completion Points Earned: 1/10**

Groups	2022	2022	2021	2021
	% Completion	% Completion District	% Completion	% Completion District
All Students	6.6	48.4		
American Indian/Alaska Native	-	58.8		
Asian	-	55.5		
Black/African American	-	33.9		
Hispanic/Latino	20.0	41.4		
Pacific Islander	-	42.8		
Two or More Races	-	58.2		
White/Caucasian	<5	56.2		
Special Education	-	27.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	24.8		
Economically Disadvantaged	-	39.6		

'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



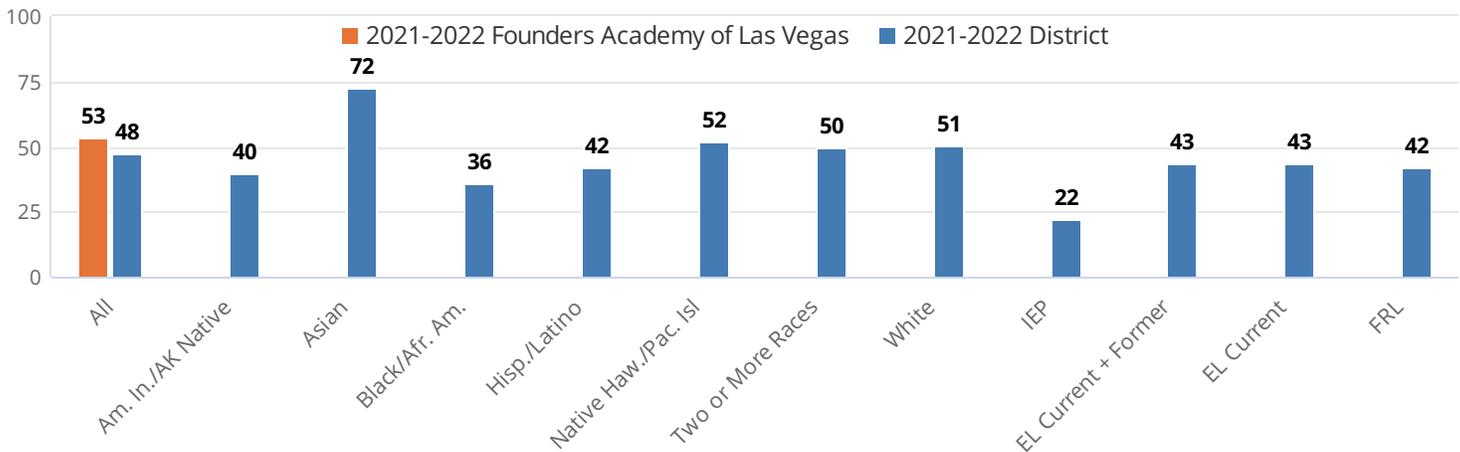
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 5/5

Groups	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District	2021 % Advanced or CCR Diploma	2021 % Advanced or CCR Diploma District
All Students	53.3	47.6		
American Indian/Alaska Native	-	40.0		
Asian	-	72.3		
Black/African American	-	35.8		
Hispanic/Latino	-	41.8		
Pacific Islander	-	51.6		
Two or More Races	-	50.0		
White/Caucasian	-	50.5		
Special Education	-	21.8		
English Learners Current + Former	-	43.3		
English Learners Current	-	43.3		
Economically Disadvantaged	-	41.9		

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	16.6	6.6	<5	<5	<5	<5	<5	<5
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	30.0	20.0	<5	<5	<5	<5	<5	<5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	13.3	<5	<5	<5	<5	<5	<5	<5
Special Education	-	-	-	-	-	-	-	-
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program..



## Student Engagement

9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

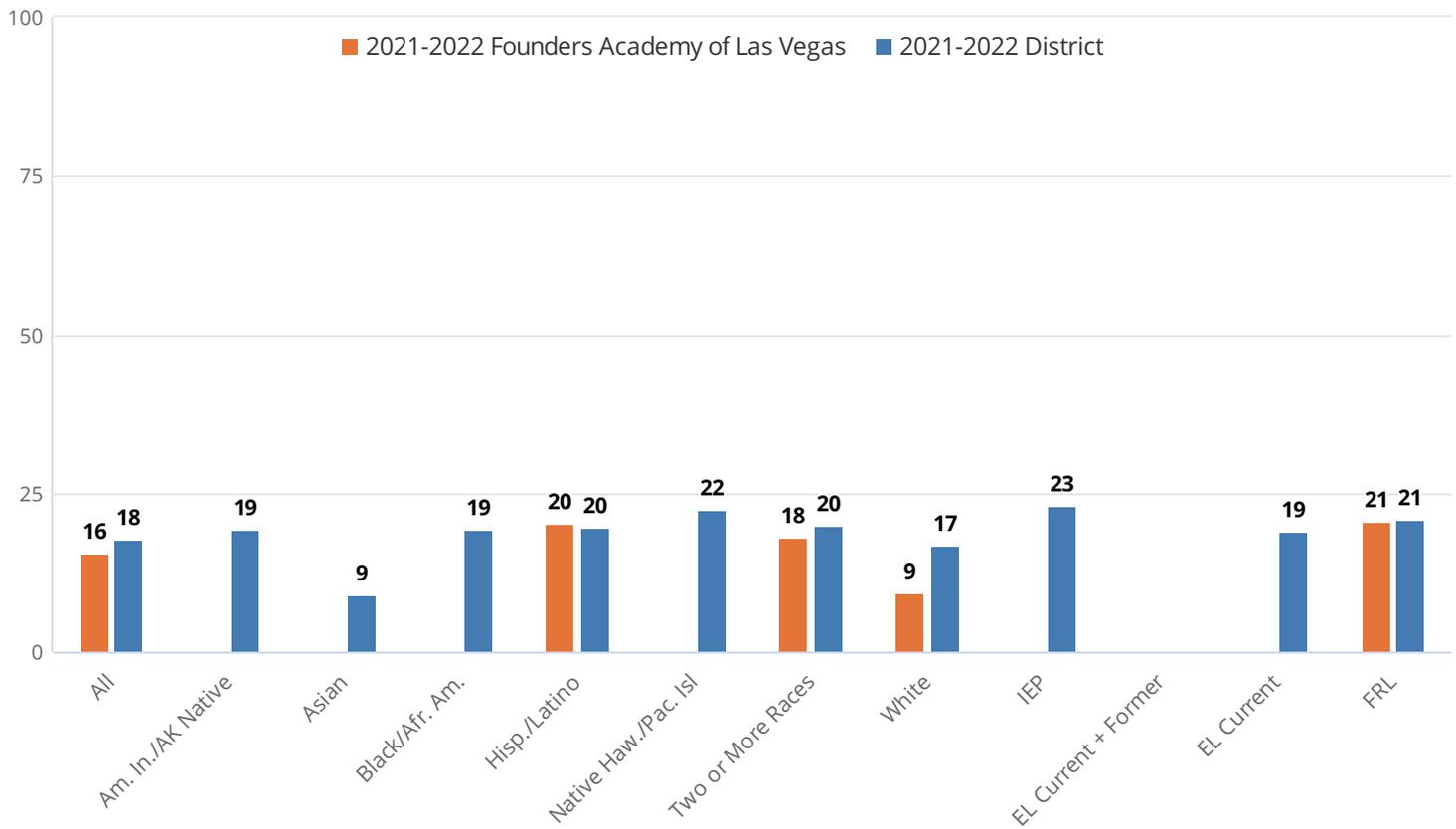
### Chronic Absenteeism

**Chronic Absenteeism Points Earned: 2/5**

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	15.7	17.9		
American Indian/Alaska Native	-	19.2		
Asian	-	9.0		
Black/African American	-	19.3		
Hispanic/Latino	20.3	19.5		
Pacific Islander	-	22.4		
Two or More Races	18.1	19.9		
White/Caucasian	9.3	16.8		
Special Education	-	23.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	19.0		
Economically Disadvantaged	20.5	21.0		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





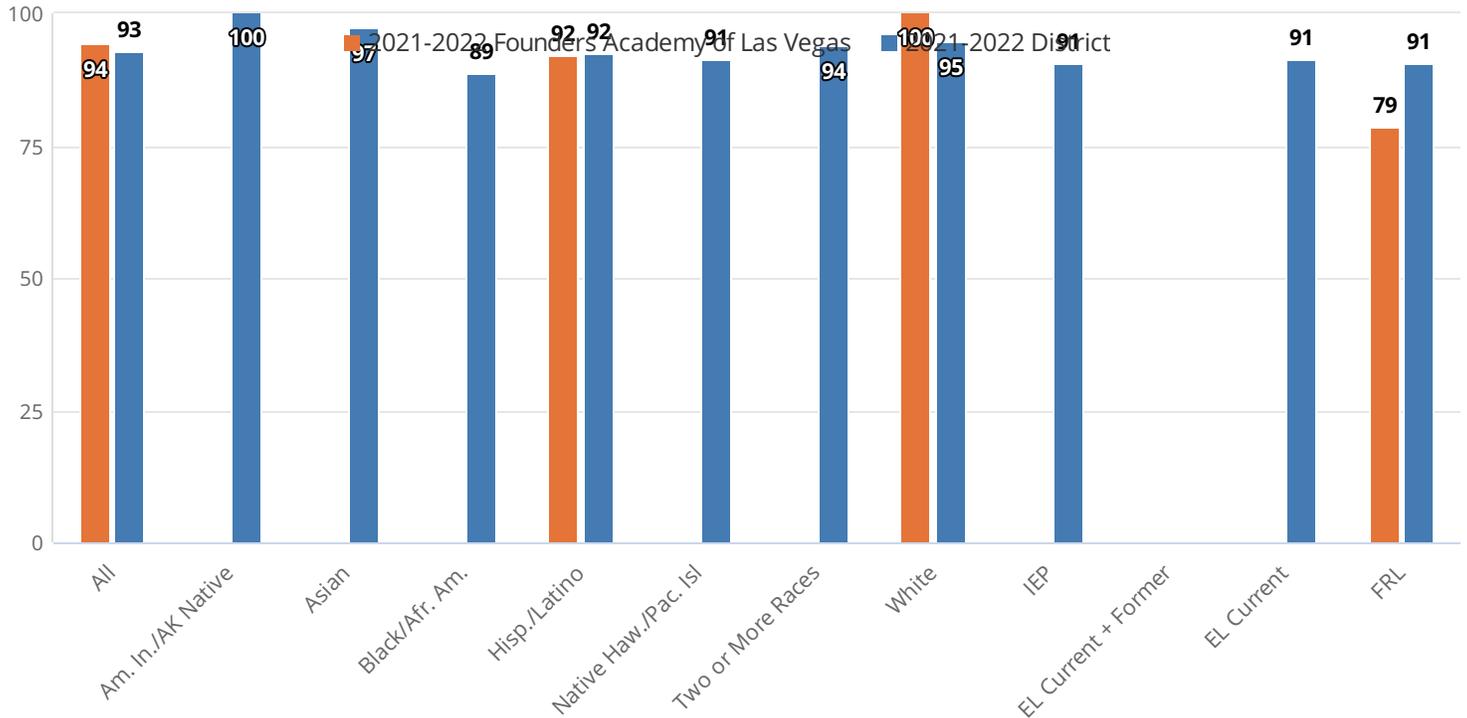
**Student Engagement**

**9<sup>th</sup> Grade Credit Sufficiency**

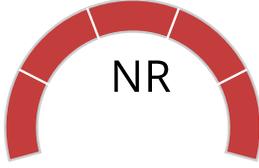
**9<sup>th</sup> Grade Credit Sufficiency Points Earned 4/5**

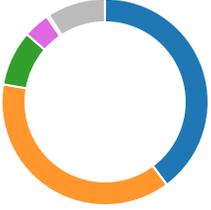
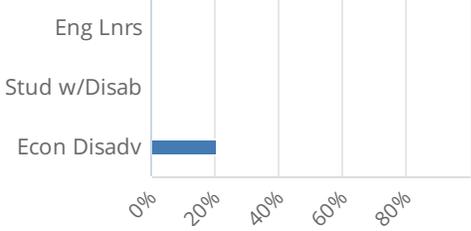
Groups	2022 % 9 <sup>th</sup> Grade Credit Sufficiency	2022 % 9 <sup>th</sup> Grade Credit Sufficiency District	2021 % 9 <sup>th</sup> Grade Credit Sufficiency	2021 % 9 <sup>th</sup> Grade Credit Sufficiency District
All Students	94.2	93.0		
American Indian/Alaska Native	-	100.0		
Asian	-	97.2		
Black/African American	-	88.7		
Hispanic/Latino	92.0	92.4		
Pacific Islander	-	91.4		
Two or More Races	-	93.8		
White/Caucasian	100.0	94.7		
Special Education	-	90.6		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	91.2		
Economically Disadvantaged	78.5	90.5		

**% of Students Meeting 9<sup>th</sup> Grade Credit Requirements**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> KG-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 5730 W. Alexander Road Las Vegas, NV 89130</p>	 <p><b>NR</b></p> <p><b>63.8</b> Total Index Score</p>	<p>School Type: <i>SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>37.8% White</li> <li>8.6% BI/Afr Am</li> <li>39.7% Hisp/Latino</li> <li>4.1% Asian</li> <li>0.4% Am Ind/AK Nat</li> <li>0.0% Pac Isl</li> <li>9.1% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>81.6 ★★★★★</td> </tr> <tr> <td>2019-2020</td> <td>81.6 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	81.6 ★★★★★	2019-2020	81.6 ★★★★★	<p><b>Additional Student Groups</b></p>  <p>Eng Lnrs</p> <p>Stud w/Disab</p> <p>Econ Disadv</p>
School Year	Index Score/Star Rating							
2020-2021	81.6 ★★★★★							
2019-2020	81.6 ★★★★★							

### What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

### How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

### How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

### 2021-2022 School Performance



**Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	42.2	46.6
Math Proficiency	33.1	36.5
ELA Proficiency	56.8	57.3
Science Proficiency	21.0	44.9



**Student Growth Indicator**

Measure	School Median	District Median
Math MGP	53.0	56.0
ELA MGP	46.0	55.0
	School Rate	District Rate
Met Math AGP Target	37.4	40.8
Met ELA AGP Target	50.7	60.4



**English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	-	21.6



**Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met	26.0	23.5
Math AGP Target		
Prior Non-Proficient Met	27.5	38.0
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



## Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

### Pooled Proficiency

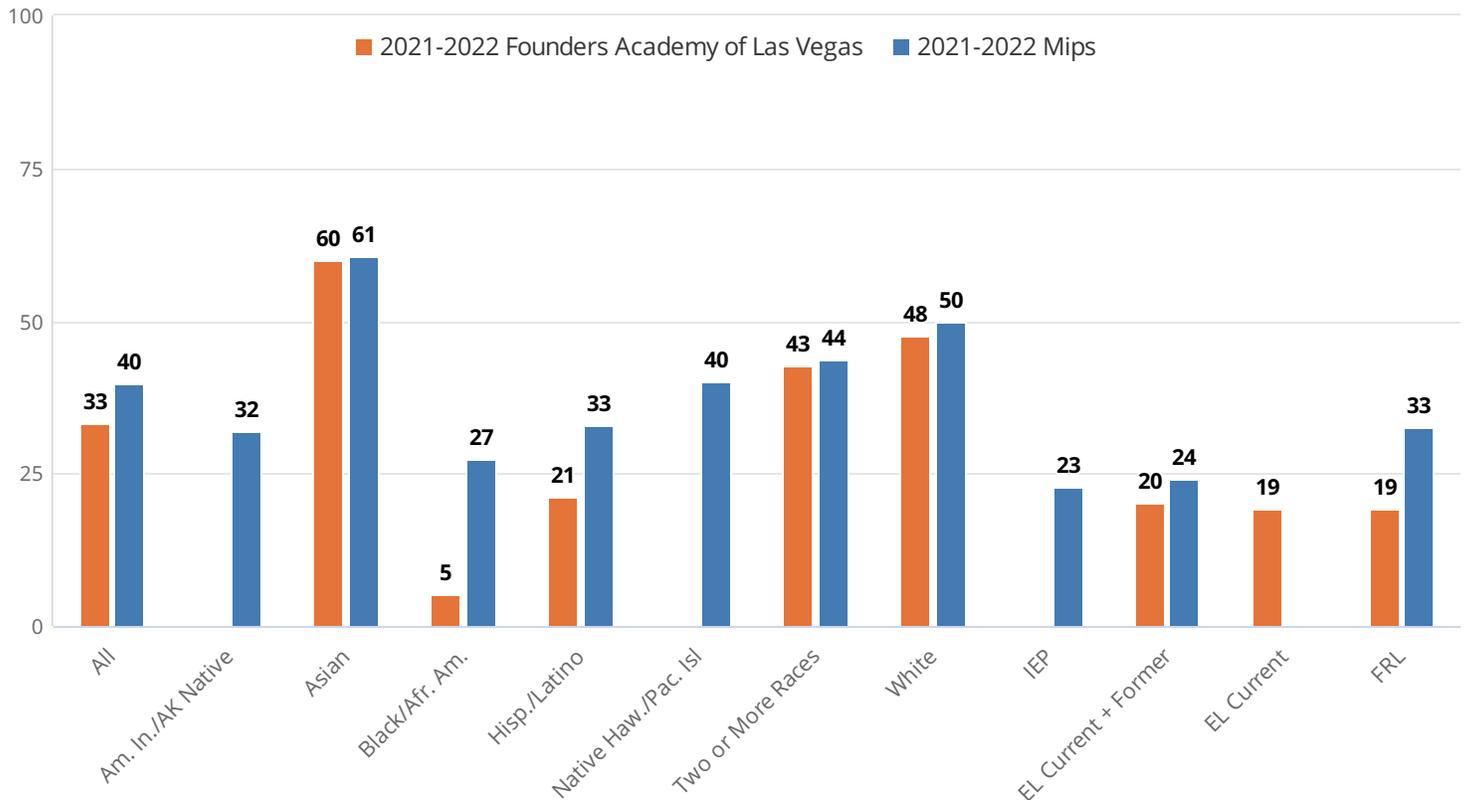
**Pooled Proficiency Points Earned: 17/25**

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	42.2	46.6		

### Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	33.1	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	60.0	62.7	60.6			
Black/African American	5.2	18.2	27.3			
Hispanic/Latino	21.3	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	42.8	41.8	43.6			
White/Caucasian	47.5	48.1	49.8			
Special Education	-	9.7	22.7			
English Learners Current + Former	20.2	20.1	24.2			
English Learners Current	19.2	7.6				
Economically Disadvantaged	19.1	23.9	32.7			

**Math Assessments  
% Proficient**



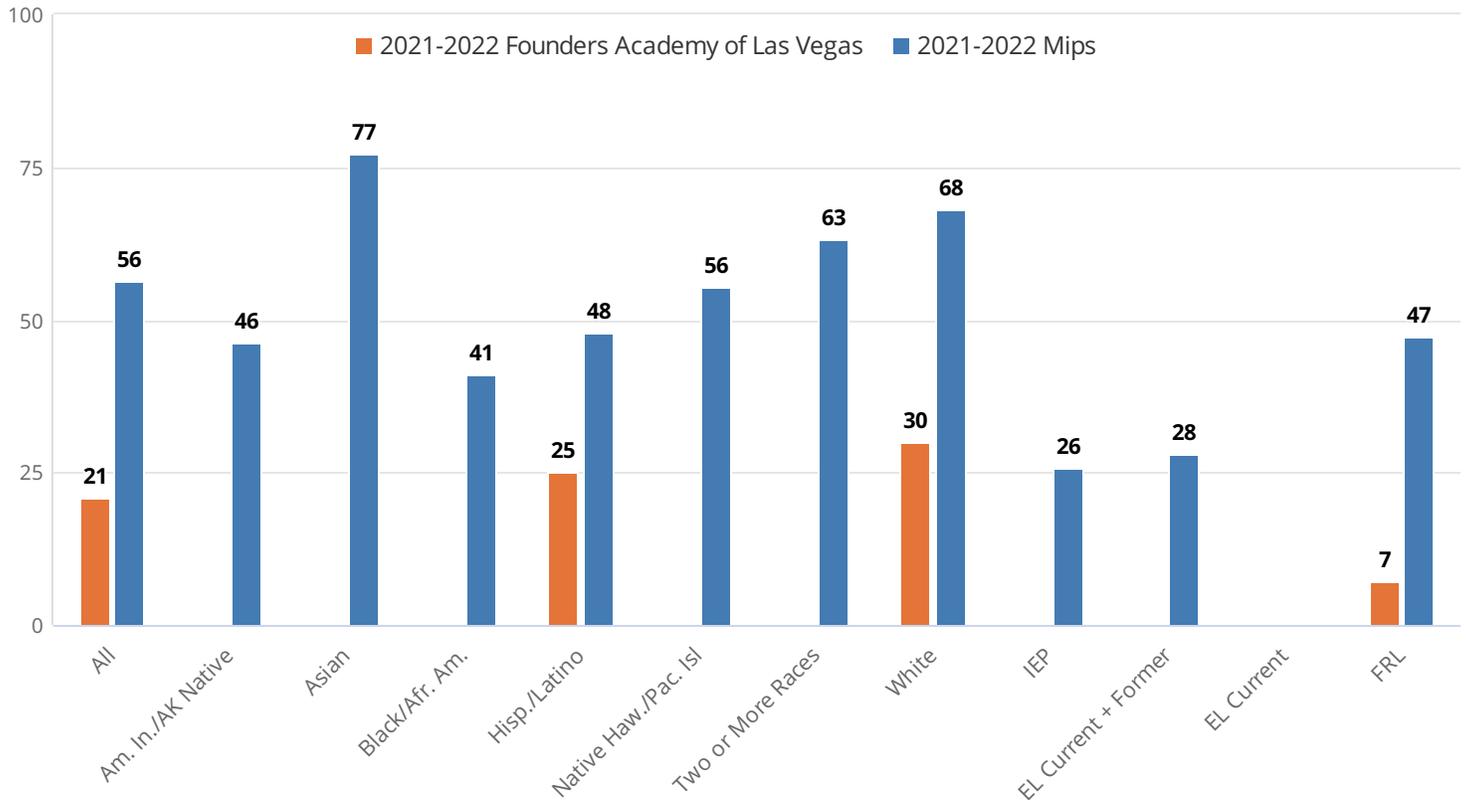


**Academic Achievement**

**ELA Proficient**

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	56.8	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	80.0	79.0	77.1			
Black/African American	31.5	41.1	40.9			
Hispanic/Latino	46.0	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	61.9	64.6	63.2			
White/Caucasian	70.0	67.2	68			
Special Education	-	18.0	25.8			
English Learners Current + Former	40.4	38.8	28.1			
English Learners Current	38.4	16.7				
Economically Disadvantaged	46.8	45.9	47.1			

**ELA Assessments  
% Proficient**



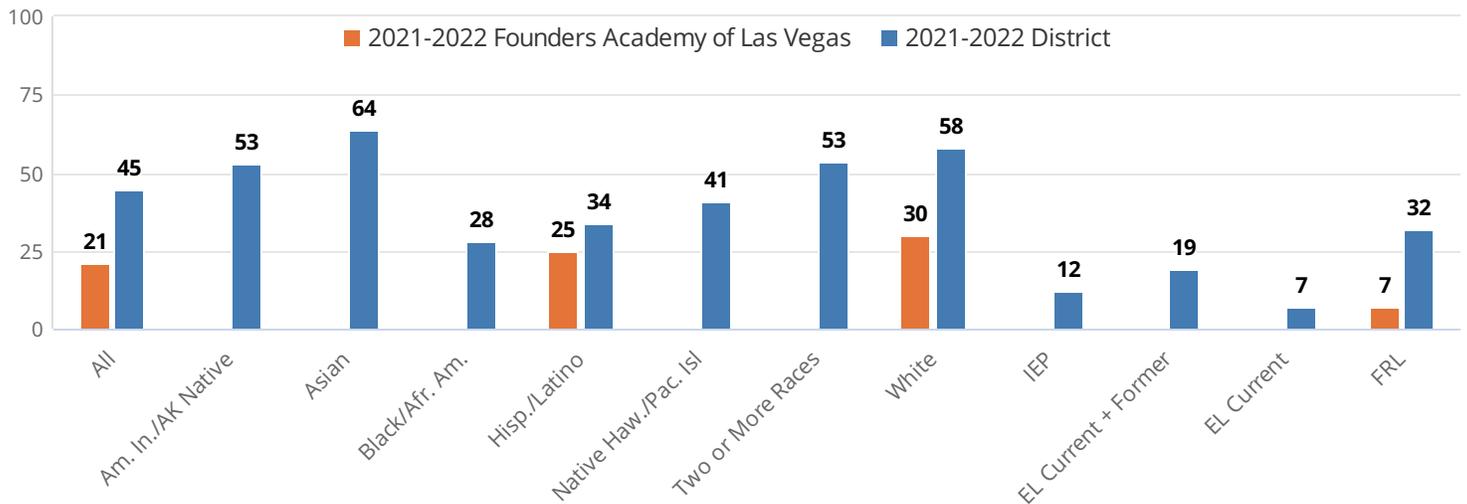


**Academic Achievement**

**Science Proficient**

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	21.0	44.9		
American Indian/Alaska Native	-	52.6		
Asian	-	63.9		
Black/African American	-	28.3		
Hispanic/Latino	25.0	33.7		
Pacific Islander	-	40.5		
Two or More Races	-	53.3		
White/Caucasian	30.0	57.8		
Special Education	-	12.0		
English Learners Current + Former	-	19.4		
English Learners Current	-	6.9		
Economically Disadvantaged	7.1	31.9		

Science Assessments  
% Proficient



**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty:**

**Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	-	-		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	>=95%	>=95%		
Economically Disadvantaged	>=95%	>=95%		



**Student Growth**

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**MGP Growth Data**

**Math MGP Points Earned: 6/10    ELA MGP Points Earned: 4/10**

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	53.0	56.0	46.0	55.0				
American Indian/Alaska Native	-	53.5	-	55.5				
Asian	57.0	61.0	32.0	61.0				
Black/African American	43.5	52.0	48.0	54.0				
Hispanic/Latino	53.0	54.0	44.0	54.0				
Pacific Islander	-	53.5	-	55.0				
Two or More Races	61.5	57.0	39.0	55.0				
White/Caucasian	49.0	57.0	53.0	56.0				
Special Education	-	44.0	-	43.0				
English Learners Current + Former	55.0	54.0	38.0	54.0				
English Learners Current	55.0	50.0	38.0	51.0				
Economically Disadvantaged	47.0	54.0	51.0	55.0				

**AGP Growth Data**

**Math AGP Points Earned: 4/5    ELA AGP Points Earned: 3/5**

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	37.4	40.8	50.7	60.4				
American Indian/Alaska Native	-	37.5	-	64.2				
Asian	40.0	63.7	60.0	77.2				
Black/African American	14.2	24.7	42.8	49.7				
Hispanic/Latino	32.9	31.4	45.8	52.7				
Pacific Islander	-	36.8	-	59.5				
Two or More Races	40.0	43.8	55.0	65.6				
White/Caucasian	45.9	50.7	55.4	67.2				
Special Education	-	12.9	-	26.3				
English Learners Current + Former	24.0	25.2	40.0	45.5				
English Learners Current	24.0	12.6	40.0	28.2				
Economically Disadvantaged	28.5	29.9	35.7	51.8				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



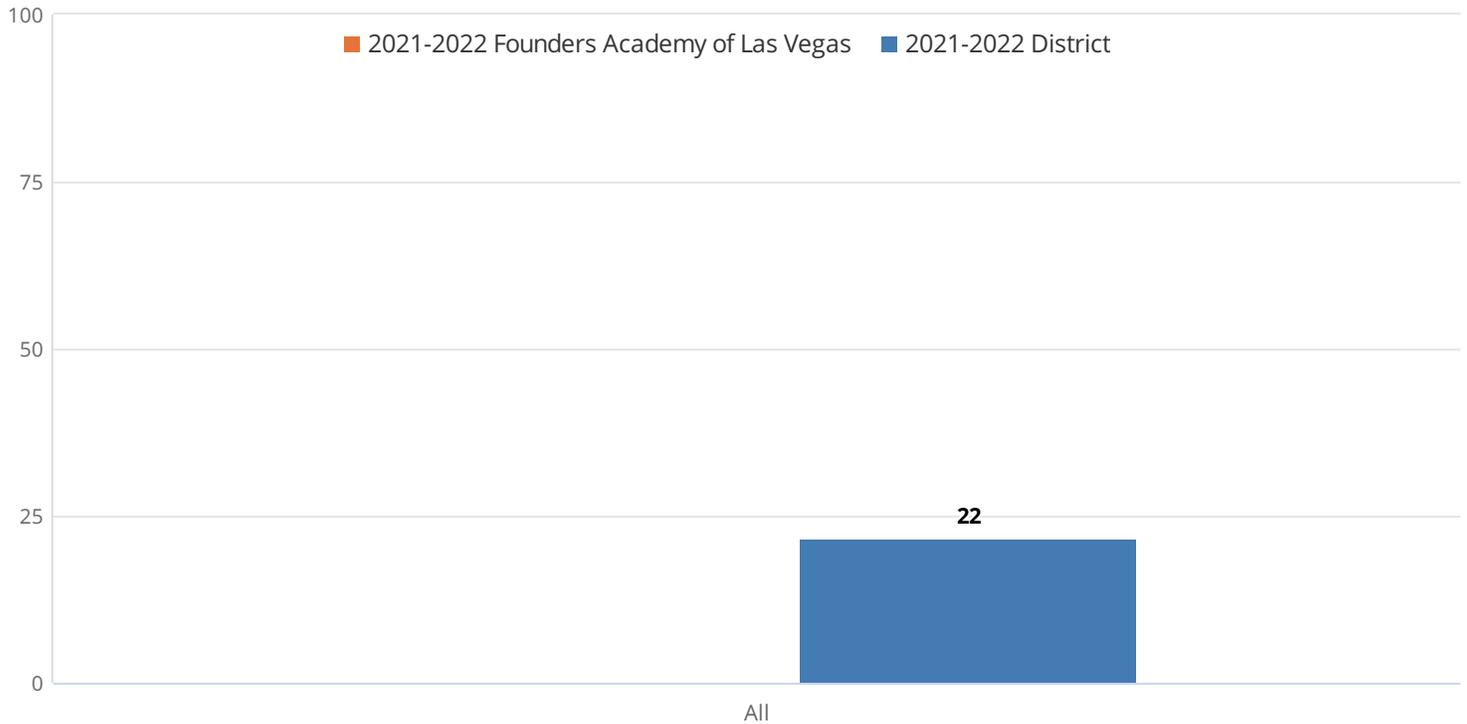
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	21.6			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 10/10      ELA AGP Points Earned: 6/10**

Groups	2022		2022		2021		2021	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	26.0	23.5	27.5	38.0				
American Indian/Alaska Native	-	25.0	-	52.0				
Asian	-	38.5	-	51.3				
Black/African American	7.6	16.6	-	33.6				
Hispanic/Latino	28.3	20.3	26.9	35.8				
Pacific Islander	-	24.8	-	44.5				
Two or More Races	18.1	24.1	-	42.9				
White/Caucasian	29.5	28.8	29.6	40.2				
Special Education	-	7.8	-	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	22.7	11.3	22.2	24.4				
Economically Disadvantaged	25.0	19.7	16.6	35.0				

'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

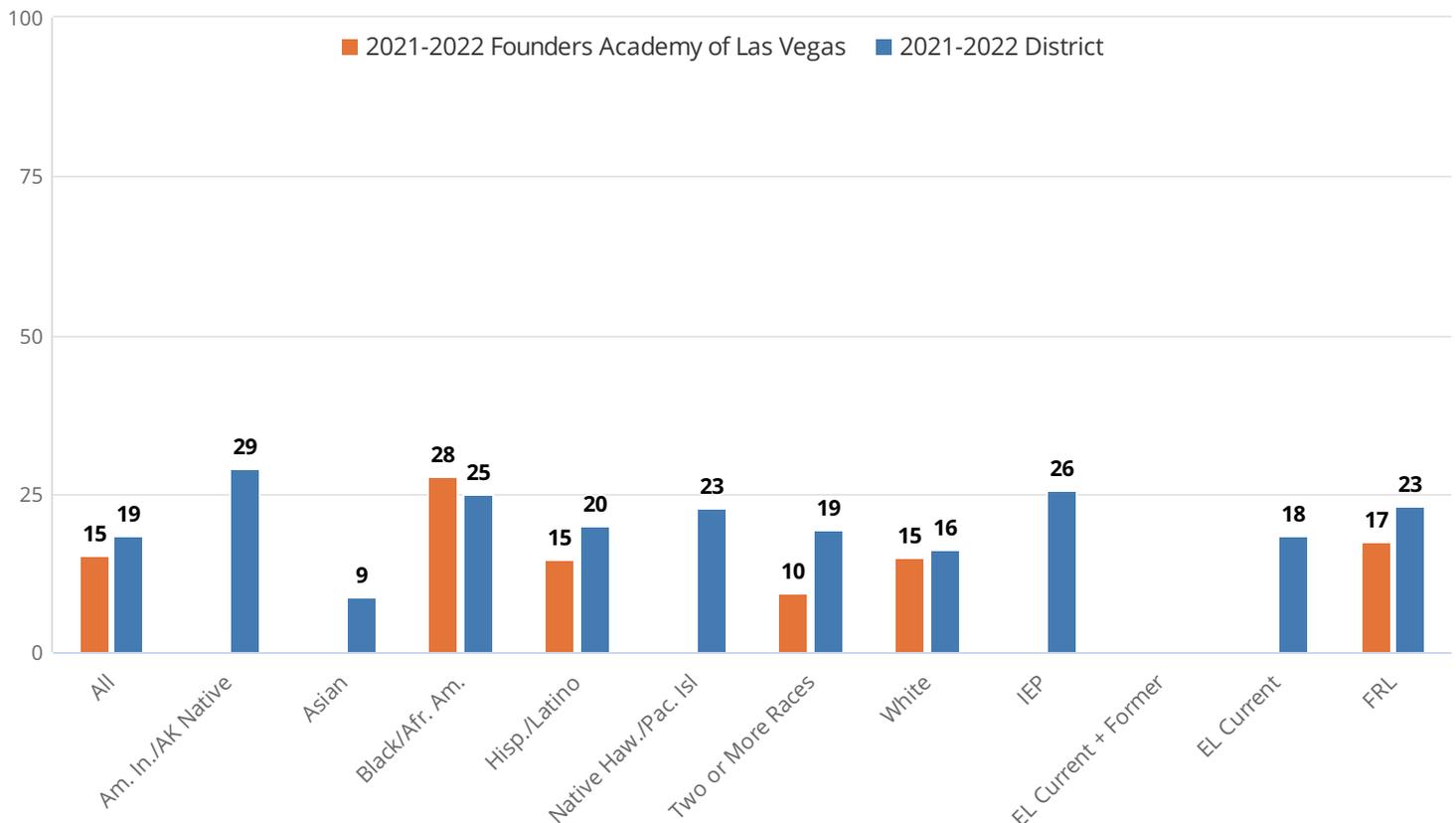
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 4.5/10**

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	15.2	18.5		
American Indian/Alaska Native	-	28.9		
Asian	-	8.7		
Black/African American	27.7	24.9		
Hispanic/Latino	14.7	19.9		
Pacific Islander	-	22.7		
Two or More Races	9.5	19.4		
White/Caucasian	15.0	16.1		
Special Education	-	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	18.3		
Economically Disadvantaged	17.3	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**





**Student Engagement**

**Academic Learning Plans**

**Academic Learning Plans Points Earned 2/2**

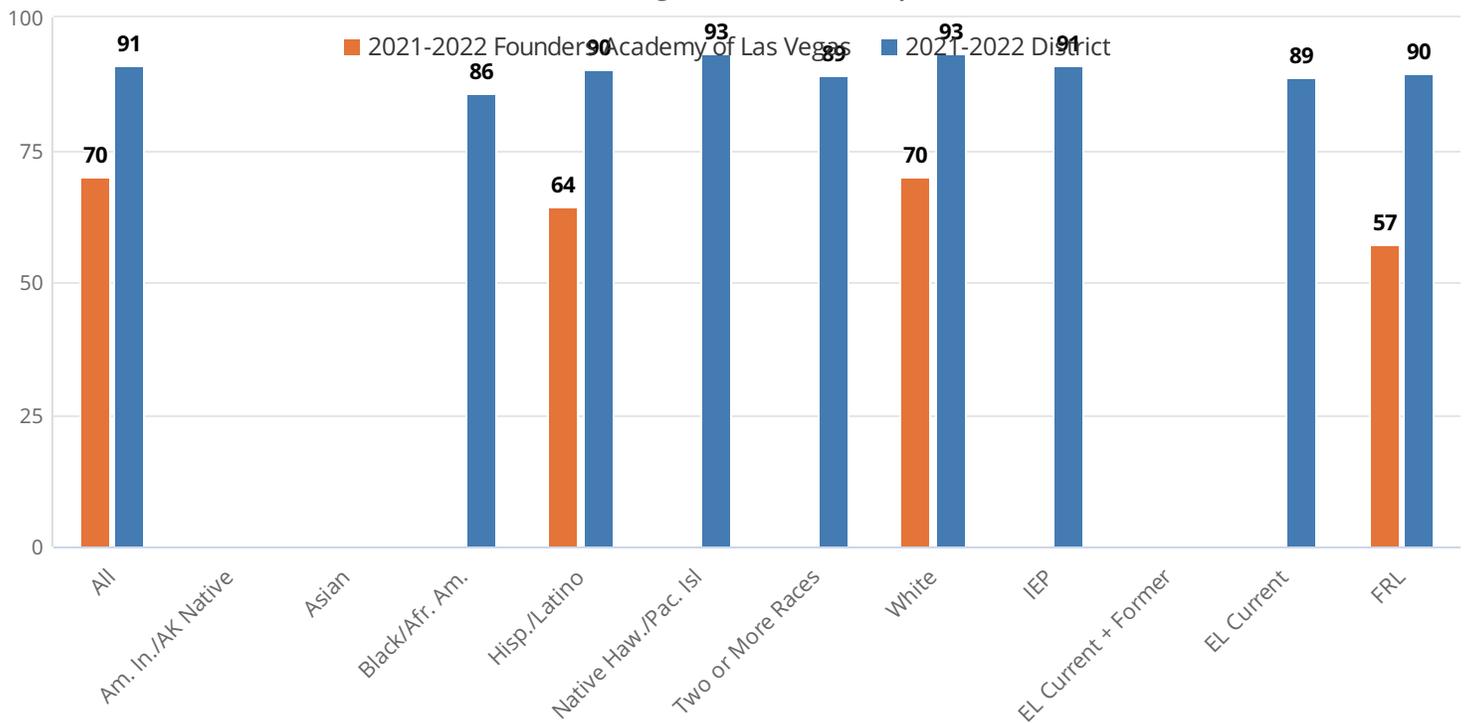
Groups	2022 % Academic Learning Plans	2022 % District	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95		
American Indian/Alaska Native	-	>95		
Asian	-	>95		
Black/African American	>95	>95		
Hispanic/Latino	>95	>95		
Pacific Islander	-	>95		
Two or More Races	>95	>95		
White/Caucasian	>95	>95		
Special Education	-	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	>95		
Economically Disadvantaged	>95	>95		

**NAC 389.445 Credit Requirements**

**NAC 389.445 Credit Requirements Points Earned 1/3**

Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	70.1	91.1		
American Indian/Alaska Native	-	>95		
Asian	-	>95		
Black/African American	-	85.9		
Hispanic/Latino	64.2	90.3		
Pacific Islander	-	93.3		
Two or More Races	-	89.2		
White/Caucasian	70.0	93.3		
Special Education	-	91.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	88.7		
Economically Disadvantaged	57.1	89.5		

**% of Students Meeting 8th Grade Credit Requirements**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



**HILLSDALE COLLEGE**  
PURSUING TRUTH · DEFENDING LIBERTY SINCE 1844

August 16, 2022

Ramir Hernandez  
Founders Classical Academy of Las Vegas,  
5730 W. Alexander Road  
Las Vegas, NV 89130

Re: Extension Letter Agreement

Dear Mr. Hernandez:

In 2017, Hillsdale College, a Michigan nonprofit corporation ("Hillsdale College"), and Founders Education Legacy, Inc., a Nevada not-for-profit corporation ("Founders"), entered into an agreement setting forth the terms and conditions by which Hillsdale College would assist Founders with respect to its operation of Founders Classical Academy of Las Vegas ("FCALV") in Las Vegas, NV (the "2017 Agreement"). Following execution of the 2017 Agreement, FCALV, as successor in interest to Founders Education Legacy, Inc., assumed the terms and conditions of the 2017 Agreement. In consideration for the mutual promises contained in this letter agreement, Hillsdale College and FCALV, intending to be legally bound, agree to extend the term of the 2017 Agreement to **June 30, 2023**. This agreement shall be governed by and construed in accordance with the laws of the State of Michigan, without regard for any conflict of law provisions. This agreement may be executed in any number of counterparts, each of which shall be deemed to be an original, but all of which shall constitute one and the same document. Each party agrees that the electronic delivery of the signed agreement shall have the same force and effect as delivery of original signature and that each party may use such signatures as evidence of the execution and delivery of the agreement.

Sincerely,

HILLSDALE COLLEGE

Name: Richard P. Pevé Jr.

Title: VP/CAO

This agreement is accepted, acknowledged and agreed to by the undersigned as of the date first indicated above.

FOUNDERS CLASSICAL ACADEMY OF LAS VEGAS

Name: Ramir Hernandez

Title: President

**AMENDED AND RESTATED  
LICENSE AGREEMENT**

This Amended and Restated License Agreement (the "Agreement") is made effective as of August 10, 2021 (the "Effective Date") by and between Founders Classical Academy of Las Vegas, having an address of 5730 West Alexander Road, Las Vegas, Nevada 89130 ("Licensee"), and Hillsdale College, a Michigan nonprofit corporation having an address of 33 East College Street, Hillsdale, Michigan 49242 ("HILLSDALE"). For purposes of this Agreement, Licensee and HILLSDALE are referred to collectively as the "Parties", or each individually, a "Party".

**WITNESSTH:**

**WHEREAS**, HILLSDALE is a non-profit classical liberal arts college located in Hillsdale, Michigan striving furnish all persons who wish, irrespective of nation, color, or sex, a literary, scientific, and theological education outstanding among American colleges "and to combine with this such moral and social instruction as will best develop the minds and improve the hearts of its pupils;

**WHEREAS**, HILLSDALE has developed certain curricula for classical charter school education grades K-12, including, without limitation, those materials specifically described on Exhibit A attached hereto as well as related curriculum, promotional materials, course outlines, case studies, manuals, guides, exams, resources, websites documents, software applications and other visuals as well as any updates, upgrades, add-on components, or supplements to the original training materials (collectively, the "Licensed Training Materials");

**WHEREAS**, Licensee desires to provide the Licensed Training Materials to certain authorized users within its organization to educate and guide Licensee's employees and enhance the curriculum thereof;

**WHEREAS**, the Parties previously entered into that certain License Agreement, dated as of August, 9, 2019 (the "Original Agreement"), which has subsequently expired; and

**WHEREAS**, the Parties desire to amend and restate the Original Agreement as set forth herein.

**NOW, THEREFORE**, for good and valuable consideration, including the mutual agreements set forth herein, the Parties intending to be legally bound, agree as follows:

1. Right to Used Licensed Training Materials. Subject to the terms and conditions of this Agreement, HILLSDALE hereby grants to Licensee a non-exclusive, nontransferable, revocable license and right to use, access, and reproduce the Licensed Training Materials on the approved mediums for strictly educational and non-commercial purposes and strictly within Licensee's classical charter schools between grades K-12.

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4. Licensing Fee. In consideration of the license to use and access the Licensed Training Materials provided to Licensee during the Term, Licensee shall pay to Licensor the fees and costs set forth on Exhibit C attached hereto.

5. Representations and Warranties. Licensee and any Authorized Users represent and warrant to HILLSDALE that since the Effective Date both Licensee and any Authorized Users have used the Licensed Training Materials in accordance with the terms and conditions of this Agreement.

6. Subscription Term. The term of this Agreement shall commence on the Effective Date of this Agreement and shall run coterminous with the term of the underlying charter school Agreement in effect between the Parties (the "Subscription Term" or "Term"). Except as set forth herein, at the end of such stated Subscription Term, the license granted pursuant to this Agreement and all of Licensee's rights of use and access to the licensed Training Materials shall expire automatically, unless Licensee renews its subscription on HILLSDALE's then-current terms. This Agreement and all rights granted to Licensee hereunder shall also terminate if Licensee fails to comply with any term or condition of this Agreement. Upon termination of the Subscription Term or any renewal thereof, Licensee shall return all materials to HILLSDALE and/or provide a written declaration or affidavit verifying that all copies of the materials have been destroyed, deleted, or otherwise rendered unusable.

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10. NO WARRANTY. THE LICENSED TRAINING MATERIALS ARE PROVIDED "AS IS" WITH NO GUARANTEE OF COMPLETENESS, ACCURACY OR TIMELINESS. HILLSDALE MAKES NO WARRANTY AS TO ANY COPYRIGHT, TRADEMARK OR PUBLICITY INFRINGEMENT WITH RESPECT TO THE LICENSED MATERIALS. HILLSDALE DOES NOT WARRANT THAT ACCESS TO OR USE OF THE LICENSED TRAINING MATERIALS OR ANY INFORMATION PROVIDED THEREIN WILL BE UNINTERRUPTED OR ERROR FREE. HILLSDALE EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY WARRANTIES OF AVAILABILITY, PERFORMANCE, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE.

11. LIMITATION OF LIABILITY. EXCEPT AS MAY BE EXPRESSLY STATED ELSEWHERE IN THIS AGREEMENT, NEITHER PARTY SHALL BE LIABLE TO THE OTHER PARTY FOR INCIDENTAL, INDIRECT, OR CONSEQUENTIAL DAMAGES, INCLUDING, BUT NOT LIMITED TO, LOSS OF PROFITS OR REVENUE. HILLSDALE SHALL NOT BE LIABLE FOR CONSEQUENTIAL, SPECIAL, INCIDENTAL, EXEMPLARY OR PUNITIVE DAMAGES ARISING DIRECTLY OR INDIRECTLY OUT OF LICENSEE'S OR ANY AUTHORIZED USER'S USE OF THE LICENSED TRAINING MATERIALS OR FOR LICENSEE'S OR ANY AUTHORIZED USER'S RELIANCE ON ANY INFORMATION PROVIDED BY OR IN THE LICENSED TRAINING MATERIALS, EVEN IF HILLSDALE HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

12. INDEMNIFICATION. HILLSDALE covenants and agrees that it shall defend, indemnify and hold Licensee and all of its officers, agents and employees (collectively, "Licensee Indemnitees") harmless for any claim, loss, damage, cost, charge, expense, lien, settlement or judgment, including interest thereon, whether to any person, including employees of HILLSDALE, its subcontractors and suppliers, or property or both, arising directly or indirectly out of or in connection with HILLSDALE's or any of its subcontractor's or supplier's performance of the Agreement, to which any Licensee Indemnitee may be subject or put by reason of any act, action, neglect or omission on the part of HILLSDALE, any of its subcontractors or suppliers or Licensee, or any of their respective officers, agents and employees. If the Agreement is one subject to the provisions MCL 691.991, then HILLSDALE shall not be liable under this Section for damage to persons or property directly caused or resulting from the sole negligence of Licensee, or any of its officers, agents or employees. In the event any suit or other proceedings for any claim, loss, damage, cost, charge or expense covered by HILLSDALE's foregoing indemnity should be brought against any Licensee Indemnitee, HILLSDALE hereby covenants and agrees to assume the defense thereof and defend the same at HILLSDALE's own expense and to pay any and all reasonable costs, charges, attorney's fees, and other expenses, and any and all judgments that may be incurred by or obtained against any Licensee Indemnitee in such suits or other proceedings. In the event of any judgment or other lien being placed

upon the property of Licensee in such suits or other proceedings, HILLSDALE shall at once cause the same to be dissolved and discharged by giving bond or otherwise. Notwithstanding the foregoing, HILLSDALE shall not be liable for any claim, loss, damage, cost, charge, expense, lien, settlement, or judgment, including interest there, resulting from the negligence or intentional misconduct of any Licensee Indemnitees

13. No Additional Obligations. Each Party hereto acknowledges that it is a separate entity and that nothing contained in this Agreement shall be deemed to create a joint venture, partnership or any other relationship or require any Party to enter into a subsequent transaction.

14. Notices. Any notice required or permitted under this Agreement shall be deemed to have been effectively given and made if in writing and if served by personal delivery to the Party to whom it is intended, or by being deposited, postage prepaid, registered or certified mail, return receipt requested, in the United States Mail.

15. Assignment. Neither Party may assign its rights or obligations under this Agreement or permit the same to be transferred, assigned or encumbered by operation of law or otherwise, without the prior written consent of the other.

16. Entire Agreement. This Agreement constitutes the entire agreement between the Parties, and cancels and supersedes any prior written and oral agreements and understandings between the Parties hereto as to the subject matter of this Agreement, including, without limitation, the Original Agreement, which Original Agreement shall be deemed null and void, and of no further force or effect whatsoever following the Effective Date hereof. The Parties acknowledge and agree that neither of them has made any representation with respect to the subject matter of this Agreement or any representations inducing its execution and delivery except those specifically set forth herein. The Parties acknowledge that they have fully read and understand the provisions of this Agreement. The Parties acknowledge that they have had the opportunity to seek the advice of counsel in reviewing, reading, understanding, negotiating, and entering into this Agreement.

17. Severability. Whenever possible, each provision of this Agreement shall be interpreted in such manner as to be effective and valid under applicable law, but if any provision of this Agreement or the application of any such provision to any person or circumstance shall be held to be prohibited by or invalid, illegal or unenforceable under applicable law in any respect by a court of competent jurisdiction, such provision shall be ineffective only to the extent of such prohibition or invalidity, illegality or unenforceability, without invalidating the remainder of such provision or the remaining provisions of this Agreement. Furthermore, in lieu of such illegal, invalid or unenforceable provision, there shall be added automatically as a part of this Agreement a legal, valid and enforceable provision as similar in terms to such illegal, invalid, or unenforceable provision as may be possible.

18. Amendments. Any amendment, change, alteration, modification or addition to this Agreement shall not be effective unless in writing and properly executed by all the Parties.

19. Waiver. Failure by either Party to enforce any right or seek to remedy any breach under this Agreement will not be construed as a waiver of such rights nor will a waiver by either Party of any default in one or more instances be construed as constituting a continuing waiver or as a waiver of any other breach.

20. Captions. Titles or captions of paragraphs contained in this Agreement are inserted only as a matter of convenience and for reference, and in no way define, limit, extend, or describe the scope of this Agreement or the intent of any provision hereof.

21. No Third-Party Beneficiaries. This Agreement is entered solely between and may only be enforced by the Parties hereto. This Agreement shall not be deemed to create any rights in any third parties.

22. Governing Law; Arbitration. This Agreement shall be governed by and construed in accordance with the laws of the State of Michigan, without regard to conflict of law provisions. Any controversy or claim arising out of or relating to this Agreement, or breach thereof, shall be settled by arbitration administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules, including the Emergency Measures of Protection, and judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction thereof. The arbitration shall take place in Lucas County, Ohio before one arbitrator. The arbitrator shall award the prevailing party its attorneys' fees, expenses, costs and fees.

23. Survival. The provisions concerning the Right to Use Licensed Training Materials, Ownership and Limitation of Licenses, Permitted Uses and Prohibition, Confidentiality, Suspension and Termination, No Warranty, Limitation of Liability, Waiver, and Governing Law, Arbitration shall survive the expiration or termination of this Agreement.

24. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original, but all of which shall constitute one and the same document. Each Party agrees that the delivery of the signed Agreement by facsimile or in electronically readable format shall have the same force and effect as delivery of original signature and that each Party may use such signatures as evidence of the execution and delivery of the Agreement by all Parties to the same extent that an original signature could be used.

**[THE REMAINDER OF THIS PAGE INTENTIONALLY LEFT BLANK]**

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed as of the Effective Date.

**LICENSEE**

**Hillsdale College**

By: [Signature]

By: \_\_\_\_\_

Name: RONALD RICE

Name: \_\_\_\_\_

Title: SUPERINTENDING PRINCIPAL

Title: \_\_\_\_\_

*[SIGNATURE PAGE TO LICENSE AGREEMENT]*

**EXHIBIT A**

**LICENSED TRAINING MATERIALS**

**LICENSED TRAINING MATERIALS:**

**Scope and sequence guides**

**Exemplar materials**

**Program guide for each grade of K-12.**

**Training videos**

**EXHIBIT B**

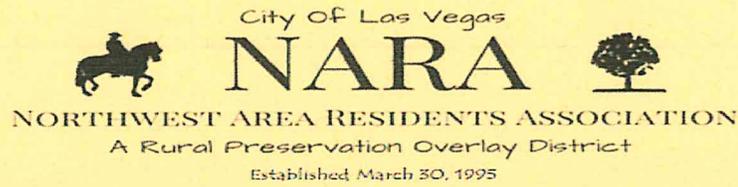
**AUTHORIZED USERS AND SUBSCRIPTION TERM**

**AUTHORIZED USERS:**

Authorized users include employees of Licensee who teach a classical liberal arts education in grades K12.

**EXHIBIT C**  
**LICENSING FEES**

**LICENSING FEES: None.**



## **NARA/FOUNDERS CHARTER SCHOOL MEETING**

**July 12, 2022 (Tuesday)**

**6:30 PM**

The Founders Academy Classical Charter School will no longer be considering the 5 acres on Gowan behind the old Bacon Bar for a high school site. The rise in interest rates have made it financially not possible. ("Impossible") And the future for affordable loans of this amount for this kind of a project does not look good. They need the additional class rooms. With that they would like to build an addition on to the existing athletic field that is rarely used. Founders focus is on building a "quality academically well rounded student", not a "varsity football or soccer team". They still have the gym, and will keep a part of the athletic field. Founders Principal Ron Fick would like to present this to NARA for input. Our two primary considerations are (1) any visual impact on the existing NARA RNP neighborhood, and (2) impact of the student drop off and pick up queue.

Brent Pace from Odyssey Partners will also be present. He retains the option for developing the Gowan 5 acres, and is requesting NARA to get back with him on (1) what they would like on this parcel, and (2) what they would vehemently oppose.

Residents are encouraged to take a short drive through the Founders interior for a visual of the proposed site, and a slow drive down Leon for an objective opinion on any possible visual impact to the 4 residents on the east side of the street.

Contact: Lex @ (702) 645-7983



April 26, 2021

Founders Classical Academy of Las Vegas  
Governing Board Members  
5730 W. Alexander Avenue  
Las Vegas, NV 89130

*Delivered via e-mail.*

**Subject: Engagement Letter for Odyssey Partners to Develop a New High School Campus for Founders Classical Academy of Las Vegas (FCALV)**

Dear Governing Board Members,

In 2017 The Boyer Company was retained by Founders Academy to help finance and construct the campus at 5730 W. Alexander Avenue. Prior to retaining Boyer, Founders retained a design-build contractor for the campus. During this process Principal Ronald Fick was hired, and with his assistance Boyer was able to complete the building.

I served as the Project Manager on Founders' initial building. Since that time, I have left The Boyer Company with a few of my associates and formed Odyssey Partners. One of our primary purposes in leaving is to better serve the Charter School community. We hope that our flexibility and hands-on approach will help Founders enjoy a smooth expansion to serve more students in the Las Vegas area.

Odyssey Partners, LLC ("Odyssey") hereby provides a proposal to develop a new building (approximately 35,000 to 40,000 square feet on 4 to 7 acres) for FCALV in Las Vegas, NV. This letter will detail the development services and process whereby Odyssey and FCALV can work together.

The terms and conditions of this Engagement Letter are as follows:

1. **Lease Structure**

A special purpose entity called Odyssey FALV LLC will be created and fully managed by Odyssey Partners. A 20-year lease will be signed with FALV as the tenant and Odyssey FALV as the landlord. The terms of this lease will mirror the terms in the lease that FALV signed with the Boyer Company for their original building, including flexible options for purchase of the building by Founders Academy.

2. **Land Acquisition**

In conjunction with FALV as well as the city of Las Vegas, Odyssey will identify a suitable piece of ground. Odyssey will put the land under contract, perform all necessary due diligence, coordinate all utilities to the site, and navigate the required entitlement process.

3. **Financing**

Odyssey will provide all required equity and debt financing for the new school building development.

4. **Design and Permitting**

Once Odyssey has confirmed that a location will work for all parties, Odyssey will close on the ground and begin the process of selecting an architect to design the school. If desired, a design RFP can be prepared and sent out to pre-qualified architects. Once an architect and design team are selected, Odyssey will arrange the design meetings and provide detailed meeting minutes. When

full design is complete, Odyssey will manage and navigate the permitting process with the applicable entities and municipality.

**5. General Contractor Selection**

Odyssey will pre-approve a few general contractors who will then receive the necessary bid documents. After receiving the bids, Odyssey will sit down with FALV and review the bids to determine if more information is needed. Odyssey will hold general contractor interviews if necessary and/or desired. Odyssey will then select the contractor who will provide the best value, complete the job on time, and do the best job in building the new school building. At this point, Odyssey will enter into the construction contract with the selected contractor and provide all necessary documentation in order to begin work.

**5. Construction Management**

This is when the real fun begins! Odyssey will set up weekly OAC (Owner, Architect, Contractor) meetings so that we can ensure the project is progressing on time. In this regular meeting, we will also discuss and coordinate all RFI's, ASI's, CO's, PCO's, submittals, critical path items, payment applications, etc. To put it simply, we will be deep into the weeds with the contractor and the full design team to ensure that the project is delivered within the budget, in the necessary schedule, and with the expected quality we'll have designed to.

**6. Construction Closeout**

Odyssey will coordinate a closeout walk with FALV, the architect, and the general contractor where we will all walk the entire building and site, armed with blue tape to mark any items that need finishing, touch up, or correction. All items will be documented, and a punch list will be created. Full payment will be made to the general contractor when the final punch list items are completed. A 12-month building warranty will be included and provided by the general contractor. Around 10 months after occupancy, we will arrange for a warranty walk to address any issues that have come up that need to be covered by the warranty.

**7. Building Purchase**

When FALV is prepared, Odyssey will coordinate with FALV as well as their financing source to make sure the purchase process goes as smoothly as possible.

At Odyssey Partners, we pride ourselves on identifying the necessary development steps and following through. We make sure that we create clear lines of communication with all pertinent parties, and we provide regular, detailed updates to all involved.

If the terms of this engagement letter are acceptable to FALV, please execute this copy in the designated area below and return it to the undersigned.

Respectfully Yours,



Brent Pace  
CEO - Odyssey Partners  
[Brent@OdysseyPtrs.com](mailto:Brent@OdysseyPtrs.com)  
801-450-8316

Accepted By: \_\_\_\_\_ Date: \_\_\_\_\_





August 23, 2022

Ron Fick  
Principal  
Founders Classical Academy of Las Vegas  
5730 W Alexander Road  
Las Vegas, NV 89130

**Regarding: Concept 2 Story Classroom Building on the Existing Campus Statement of Probable Project Cost**

Dear Mr. Fick:

Below is our high-level ROM Budget for the current architectural program concepts for the 2 story 25,368 sf classroom building. We used the three drawings and along with budgets that were done by KORTE Construction a year ago for the new campus in conjunction with Odyssey Development. Korte assisted in adjusted the cost per sf below to include current inflation adjustments, size adjustments (the prior one was +35,000 SF, and Prevailing Wages and union only subcontractors which will be required now that Founders Classical Academy will now handle the development. We recommend that a CMAR RFP process be done to avoid working with unqualified contractors and to allow the process to be smooth for the Owner.

<b>Founders Academy Expansion</b>				
Site Work	72,217.50	14.36	\$	1,037,043.30
Building	25,368.00	279.21	\$	7,082,999.28
Bridge	1,140.00	150.00	\$	171,000.00
<b>Construction Subtotal</b>			<b>\$</b>	<b>8,291,042.58</b>
6 Months Inflation @ 2.5%			\$	207,276.06
Construction Contingency @ 5%			\$	414,552.13
AE Fee @ 8.5%			\$	704,738.62
(Arch, Civil, GeoTech, Interiors, Structural, MEP, Low Voltage, Specs)				
<b>Project Estimate</b>			<b>\$</b>	<b>9,617,609.39</b>

Sincerely,

Barrett Powley, AIA Principal

principals:

Barrett Powley, architect 5492  
Deb Hopson, registered interior designer 056

241 W Charleston Blvd, Suite 155, Las Vegas, NV 89135 | 702.733.7759

# Parent Exit Survey

Founders Classical Academy values the opinions of our students and their families. However, we understand that you have collectively decided to unenroll your child or children from our school as a family. To analyze why families may leave our community, we ask you to complete the following survey. This information will be used to build improvement plans for our school. The data collected here will not be associated with any particular student or family and is anonymous.

 **falvmain1@gmail.com** (not shared) [Switch account](#)



\* Required

## Decline survey

Your answer

**What is your main reason for un-enrolling your child or children? \***

- Parent/Guardian changed and is no longer located in Las Vegas
- Family moving out of the county
- Not satisfied with the academic curriculum
- Not satisfied with the safety of my child or children in FCALV
- Not satisfied or did not receive the support services for my child or children in the school
- Seeking other academic opportunities
- Seeking other extra-curricular activities
- Other:



**Please indicate how satisfied you are with FCALV in each of the following areas:**

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Your child's education experience	<input type="radio"/>				
Your child's social experience	<input type="radio"/>				
Administration	<input type="radio"/>				
Teachers	<input type="radio"/>				

**Please indicate how satisfied you are with FCALV in each of the following areas:**

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Staff	<input type="radio"/>				
Communication with Administrators	<input type="radio"/>				
Communication with Teachers	<input type="radio"/>				
Communication with Staff	<input type="radio"/>				



**Please indicate how satisfied you are with FCALV in each of the following areas:**

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Extra-curricular activities	<input type="radio"/>				
School is cognizant and supportive of economically disadvantaged students	<input type="radio"/>				
School is cognizant and supportive of racial and ethnic diversity	<input type="radio"/>				
Centurions Enrichment Program- Before & Afterschool Care	<input type="radio"/>				

**What races and or ethnicities do you identify with? (Select all that apply) \*optional**

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino or Spanish Origin
- Native Hawaiian or Other Pacific Islander
- White
- No Race Applies



**Overall were you satisfied with your child's experience in Founders Classical Academy of Las Vegas?**

Yes

No

**Would you recommend Founders Classical Academy to others?**

Yes

No

**Was your child eligible for the English Language Learner program?**

Yes

No

**Was your child eligible for the Special Education program?**

Yes

No

**Was your child eligible for the Free and Reduced Lunch program?**

Yes

No



**What is one improvement we could make to improve the student experience significantly?**

Your answer

**What is one improvement we could make to improve the parent experience significantly?**

Your answer

**What other suggestions would you like to share to assist in continually improving our school community?**

Your answer

**Were you satisfied with the unenrollment process?**

- Yes
- No
- Other:

Submit

Clear form

Never submit passwords through Google Forms.

This form was created inside of Founders Classical Academy of Las Vegas. [Report Abuse](#)

Google Forms



