



Oasis Academy  
Williams Ave  
Fallon, NV 89406

775.423.5437

OANV.org  
July 5, 2024

State Charter Governing Board  
State Public Charter School Authority  
2080 E. Flamingo Rd., Suite 230  
Las Vegas, NV 89119

**Re: Good Cause Exemption Request for Oasis Academy's  
Application to Amend Charter School Contract**

To State Public Charter School Authority,

Oasis Academy (Oasis) respectfully requests a good cause exemption from the current amendment cycle to submit a Request for Amendment (RFA) of its Charter School Contract with the State Public Charter School Authority (SPCSA).

The purpose of this out-of-cycle amendment is to seek the Authority's approval of Oasis's request to enter into a contractual relationship with Academica Nevada as its Education Management Organization (EMO) commencing with the upcoming 2024-25 school year. This request is intended to streamline Oasis's organizational structure by providing comprehensive and cost-effective back-office services and support to allow school leaders to focus on the mission and vision of the Oasis Academy charter school. The Oasis Governing Board has approved the submission of this RFA along with the request to seek a good cause exemption.

Oasis sincerely appreciates the support of the SPCSA staff as it respectfully seeks the approval of this good cause exemption and the granting of its underlying application to amend the charter agreement to enter into an EMO contract with Academica Nevada. We look forward to working with the SPCSA staff to address any questions or concerns.

Sincerely,

Samantha Gomes

Board Chair, Oasis Academy

[sgomes@oasisacademyfallon.us](mailto:sgomes@oasisacademyfallon.us)

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



## 2024 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

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

For the: **Oasis Academy Charter School**

Date Submitted: July 9, 2024

Current Charter Contract Start Date: July 1, 2023

Charter Contract Expiration Date: June 30, 2032

Key Contact: Samantha Gomes

Key Contact Title: Board President

Key Contact Email and Phone: [sgomes@oasisacademyfallon.us](mailto:sgomes@oasisacademyfallon.us) and (775) 423-5316

Date of School Board Approval of this Application: July 9, 2024

### 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)
- Academic Plan
- 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. If you have questions, please reach out to Mike Dang for further guidance.*



## Section I: Standard RFA Requirements

### A) EXECUTIVE SUMMARY

**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. If 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.

Oasis Academy is a high performing, tuition-free K-12 public charter school located in rural Churchill County, Nevada. It is the only rural charter high school in the state. As our mission statement indicates, our goal is improving lives for rural students by providing them with high quality opportunities. Every design element and decision is made with student outcomes in mind.

Oasis Academy is a K-12 school educating approximately 15% of the county’s total student population. The school opened in 2011 with 180 K-8 students; in 2014 the school doubled in size to 360 K-8 students; finally, in 2015, Oasis Academy opened its high school.

Since its opening Oasis Academy high school has been a 5-star rated school. Oasis Academy high school operates as an “opportunity culture” school, attempting to maximize the amount of time students spend with master teachers. There is a strong focus on positive behavior support through our H.E.R.D matrix - Honesty, Empathy, Respect, Determination. This tier one support guides our climate and culture.

*Table 1. Run with the Bighorn HERD Matrix*

H.E.R.D.	Classroom	Hallways/ Cafeteria	Restrooms	School Grounds/ Playground
<p><b>H</b></p> <p><b>HONESTY</b></p> <p><i>I will be sincere and genuine</i></p>	<p>Complete all of my tasks</p> <p>Follow directions</p> <p>Be where I am supposed to be</p> <p>Be prepared</p>	<p>Don't share food</p> <p>Be where I am supposed to be</p> <p>Clean up after myself</p> <p>Be helpful</p>	<p>Take 2 pumps, wash hands, &amp; dry</p> <p>Clean up after myself</p> <p>Help keep the facilities clean</p> <p>Report concerns</p> <p>Be where I am supposed to be</p>	<p>Keep it clean</p> <p>Line up quickly and quietly</p> <p>Play safely</p> <p>Tell the truth at all times</p> <p>Be where I am supposed to be</p>
<p><b>E</b></p> <p><b>EMPATHY</b></p> <p><i>My ability to understand and share the feelings of another</i></p>	<p>Put myself in someone else's shoes</p> <p>Respect others' differences</p> <p>Be kind</p>	<p>Walk quietly</p> <p>Inside voice</p> <p>Be kind</p> <p>Be helpful</p>	<p>Keep the bathroom clean</p> <p>Flush</p> <p>Be kind</p>	<p>Treat others as I would like to be treated</p> <p>See something, say something</p> <p>Share and invite</p> <p>Hands to self</p>
<p><b>R</b></p> <p><b>RESPECT</b></p> <p><i>I have consideration for, and pay particular attention to, others and myself</i></p>	<p>Respect others' differences</p> <p>Complete all of my tasks</p> <p>Be Here, Be Prepared</p> <p>Treat others as I would like to be treated</p> <p>Help others</p> <p>Attentive listening</p>	<p>Keep the halls and cafeteria clean</p> <p>Clean up after myself</p> <p>Quiet voice</p> <p>Walk quietly</p>	<p>Respect people's privacy</p> <p>Keep the bathroom clean</p>	<p>Help out those in need</p> <p>Include others</p> <p>Use time wisely</p> <p>No put downs</p> <p>Take care of equipment</p>
<p><b>D</b></p> <p><b>DETERMINATION</b></p> <p><i>To be purposeful in all that I do</i></p>	<p>Try my personal best</p> <p>Be goal-oriented</p> <p>Have a growth mindset</p> <p>Be positive &amp; kind</p>	<p>Treat others as I would like to be treated</p> <p>Be quick and quiet</p>	<p>Remind others of bathroom rules</p> <p>Be quick and quiet</p>	<p>Share with others</p> <p>Be a good sport</p> <p>Be a leader</p> <p>Follow rules</p>

## Student Enrollment

The current student enrollment count at the Oasis Academy campus in [Table 2](#) below is based on the student demographic profile data from the [Nevada Accountability Portal](#) website maintained by the Nevada Department of Education for the 2023-24 school year. [Table 2](#) disaggregates Oasis Academy’s current enrollment data by race/ethnicity and special populations.

[Table 2](#) also compares the demographic profile of Oasis Academy students with similar cohort information for the 2023-24 school year for students enrolled throughout (a) the State of Nevada, (b) the Churchill County School District (CCSD), and (c) charter schools sponsored by the SPCSA.

*Table 2. Demographics of Oasis Academy’s Student Enrollment*

Oasis Academy’s Student Enrollment											
Campus	Enrollment	Asian	Black	White	Hispanic	American Indian / Alaskan Native	Two or More	Pacific Islander	FRL	IEP	ELL
Oasis	770	2.08	0.78	67.79	18.18	1.82	9.35	-	31.17	13.38	3.77
State of Nevada	479,578	5.59	12.20	27.49	44.88	0.75	7.63	1.46	82.49	13.75	13.87
CCSD	3,283	1.22	1.28	57.45	26.10	4.72	8.41	0.82	100	18.09	5.15
SPCSA	61,883	8.19	12.47	28.03	40.17	0.38	9.27	1.49	50.94	10.50	10.04

## Governing Board of Directors

Oasis Academy’s Governing Board has been deeply committed to the school since its inception. Although board members have transitioned out of the board for personal and professional reasons during its charter term, each current board member is committed to the ideals of the Oasis Academy public charter school.

Oasis Academy’s current Board Members have the necessary capacity to support Oasis Academy’s charter school by providing the necessary educational, financial, and operational vision and governance. Oasis Academy’s governing body currently consists of the following eight members representing diverse areas of expertise in the necessary professional and educational fields in compliance with [NRS 388A.320](#) and are leaders in the community. For additional information, please refer to [Attachment 02 – Board Member Roster](#).

- [Samantha Gomes, Board President](#) – Sammi moved to Fallon in the 5th grade and has lived there ever since, except for a few years at UNR where she earned a Master of Science degree in Speech-Language Pathology. After coming back, she spent several years working with special needs children and is now happy to be a stay at home mom. She and her husband, Chris, and their daughter, Jessica, live on a farm and love spending time outside riding horses, fishing, and, of course, working on the farm. Over the years, Sammi has been extremely active as a school volunteer, served as PTO president, and been on several different district level committees including the Parent Involvement Committee District Improvement Plan and the Master Plan Task Force.
- [Anne Bloomfield, Board Vice President](#) – Anne was born in Connecticut and raised in Massachusetts. She earned her Bachelor of Science degree in Elementary Education from North Adams State College in Massachusetts. In addition to an Elementary Teaching license, Anne holds a Special Education license that was earned from the University of California, Riverside. Throughout the years, Anne has completed extensive training in many curricular areas including Daily 5, 6+1 Writing Traits, Lucy Culkins Writing, Cognitively Guided Instruction, Singapore Math Training, and the Nevada Math Project.

Anne has been a teacher since 1989, and has recently retired from active teaching. Her career in education has included 10 years in California with the Corona Norco School District and Beaumont Unified School District, and 23 years in Nevada with Churchill County School District and Oasis Academy. Anne has taught 1st through 5th grade and has several years of experience as a Special Education Teacher.

- [Frank Woodliff, Board Treasurer](#) – Frank is a lifelong resident of Fallon, Nevada. He received his Bachelor of Science degree in physics with a minor in business from Oregon State University in 1968. In 1969, Mr. Woodliff attended the U.S. Naval Officer Candidate School in Newport, Rhode Island. After serving in the Navy during the Vietnam War, he enrolled in the School of Architecture at the University of Utah, receiving a Masters of Architecture degree in 1976. He served two terms on the Nevada State Board of Architecture. In 1991, he established his own design firm in Fallon, with offices located in the historic Woodliff Building on Maine Street. In addition to running his own business, he also took a management role in the Woodliff Company.
- [Katherine Rule, Board Secretary](#) – Katherine is a native Nevadan having been born and raised in Reno. She relocated to Fallon in 2010 with her husband to be closer to his job at Naval Air Station (NAS) Fallon. During their time there, they have welcomed two beautiful children who are current Oasis students.

Katherine graduated from the University of Nevada, Reno with a Bachelor of Science in Interior Design with Distinction. Two years later, she was asked to return to the program as a Faculty Instructor within the Interior Design Department. During her time as an instructor, she taught 100-400 level courses, encouraged project-based learning that utilized current industry methods and best practices in real-world scenarios, and reorganized existing class structures to fit an online model for use when necessary. While teaching at the University, Katherine left the design firm she was with in order to start her own design business, focusing on high-end residential construction and remodeling. She continues to run that business today.

Since becoming an Oasis parent, Katherine has spent time volunteering in her children’s classrooms and for school-wide events such as Field Day, Reno Aces fundraising, and the Book Fair. A believer in life-long learning, she is excited to be part of the Board and hopes that her involvement contributes to the continued successes and growth of the students, faculty, administrators, and families of Oasis Academy.

- [Anna-Lisa Laca, Member](#) – Anna-Lisa is a local dairy farmer and the editorial director for Farm Journal Media’s dairy publications. She also serves on the board of the Oasis Academy, balancing her roles through her diverse experience and background.

Anna-Lisa grew up in the agriculture industry, earning an Associate’s degree in Animal Science from Modesto Junior College and a Bachelor’s degree in Animal Science with a Livestock Merchandising option from Oklahoma State University. She has worked as a marketing intern for Cargill Animal Nutrition and a territory summer intern for Midwest Dairy Association. This hands-on experience in the livestock and dairy sectors prepared her for managing her and her husband’s own dairy farm operation.

Alongside farming, Anna-Lisa has built a career in agricultural communications and advocacy. She co-founded the BeefonaBudget blog and ran her own communications firm, A-L Outreach. She served as the Communications Director for the California Rangeland Trust before joining Farm Journal Media as an assistant editor focused on advocacy and social media. Currently, she is the Online and Business Editor for Farm Journal Media’s dairy publications, allowing her to share her farming expertise and advocate for the industry.

Anna-Lisa’s diverse background in farming, communications, and advocacy makes her well-suited for her role on the Oasis Academy Board. As a working farmer and industry professional, she can provide valuable

insights and perspectives to guide the academy's agricultural education programs. Her communications experience enables her to effectively represent the board and engage with stakeholders.

By leveraging her multifaceted skill set and experience, Anna-Lisa can seamlessly balance her responsibilities as a dairy farmer, agricultural communicator, and Oasis Academy Board member, ensuring meaningfully contributions to each role.

- **Carol McIntosh, Member** – Carol McIntosh is the Assistant Director of Development at the Western Nevada College (WNC) Foundation. She plays a pivotal role in advancing WNC's mission and securing resources for the institution's advancement.

Some of her notable accomplishments at the WNC Foundation include directing the largest fundraiser for the Foundation in FY24, netting over \$130,000 in unrestricted revenue; increasing total revenue from all Foundation events by 217% year-over-year in FY23; overseeing a 36% increase in the total investment portfolio in FY23; developing and launching the first ROADS Career Fair in 2023; and contributing to a 40% year-over-year increase in Foundation assets in FY23.

McIntosh is also a board member at Oasis Academy. She has over 15 years of experience in financial services, business development, and wealth management, with a proven track record in strategic planning, team building, mentoring, and fundraising.

- **Glen Wassmuth, Member** – Glen Wassmuth is president and chief executive officer of the certified public accounting firm, Kafoury, Armstrong & Co. A managing shareholder in the firm's Fallon office for more than 20 years, Wassmuth has been with Kafoury, Armstrong & Co. since 1977. Wassmuth earned a bachelor's degree in accounting and finance from Boise State University.
- **Jeffrey Weed, Member** – Jeff Weed's experience as a Senior Deputy District Attorney is a benefit to the Oasis Academy Board of Directors. Jeff brings the following to his service on the board:

*Legal Expertise:* As a Senior Deputy District Attorney, Jeff has extensive knowledge and experience in legal matters, which can be invaluable for an educational institution like Oasis Academy. He can provide guidance on compliance with laws and regulations, review contracts and policies, and advise the board on legal risks and liabilities.

*Law Enforcement Connections:* Through his role in the District Attorney's office, Jeff has established relationships with law enforcement agencies and officials. This can be beneficial for the school in matters related to campus safety, security protocols, and handling legal issues involving students or staff.

*Community Involvement:* By serving on the Oasis Academy board, Jeff demonstrates his commitment to the local community and education. His experience in the legal system and understanding of community concerns can provide valuable insights to the board.

*Objectivity and Impartiality:* As a law enforcement professional, Jeff is trained to approach situations objectively and impartially. This mindset can be advantageous in board discussions and decision-making processes, ensuring fair and unbiased considerations.

Jeff's experience as Senior Deputy District Attorney brings valuable legal knowledge, community connections, and an objective perspective to the board's governance and oversight responsibilities.

Finally, the Board is committed to recruiting new board members as much as practical to represent the diversity of the communities that are served by Oasis Academy and to avoid domination of the Board by members of the same religious, ethnic or racial groups, or related parties. Oasis Academy will also continue to recruit parental, educator,

and community involvement in order to ensure the effective governance and financial, operational, and academic operation of the school.

### School Leaders

Rochelle Tisdale will serve as the school leader for grades 9-12 at Oasis Academy while Amanda Barbosa will serve as the school leader for grades K-8 at Oasis Academy.

#### 2. Statement and overview of the mission and vision.

The current mission, core belief or vision, and values of Oasis Academy are as follows:

### Mission

Improving Lives Through Opportunity

### Core Belief (Vision)

We believe in the inherent worth and potential of each human and in the life-changing power of learning.

### Values

- **Students First:** We start with the students' needs and advance outcomes individually. Students are central to all of our decisions, and we never lose sight of our mission - *improving lives through opportunity*.
- **Deliver Results:** We aim for quality results. Our actions are purposeful and focused on supporting ALL students. When setbacks arise, we act immediately on the challenge and do not settle.
- **Ownership:** We are all owners striving for excellence in big and small decisions. We base decisions on what's best for our students at all times. We seek long-term solutions.
- **Moving Forward:** We believe in advancing through curiosity, creativity, learning, and care. We seek solutions that yield high-quality results by partnering with key collaborators. This may mean taking risks and having the courage to innovate. We invest in connecting others to the Oasis mission and core belief.
- **Integrity:** We do what is right. Our actions and words show uncompromising adherence to honesty, kindness, and respect. This is core to how we interact with students, families, and others. Oasis requires absolute integrity.
- **Communication:** We simplify communication to magnify connection with all stakeholders. We consider timing, delivery methods, and diverse individuals to create an environment that harmonizes our work with the communities we serve. Our reputation is formed daily in all of our physical, verbal, and written communication.

#### 3. Specific statement of the request.

The Board of the Oasis Academy Charter School, operating under a current contract with a start date of **July 1, 2023** and a nine-year expiration date of **June 30, 2032** respectfully seeks the SPCSA's approval of 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.

Please see [Attachment 01 – Board Agenda & Meeting Minutes](#) for a copy of the agenda and draft minutes from the meeting where the Oasis Academy Governing Board voted to approve the submission of this amendment application.

4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.

Oasis Academy is seeking approval from the SPCSA to enter into a contractual relationship with Academica Nevada as its Education Management Organization (EMO). This proposed relationship is intended to streamline Oasis Academy’s organizational structure by providing comprehensive and cost-effective back-office services and support to allow school leaders to focus on the mission and vision of the Oasis Academy charter school.

5. Description of proposed target model and target communities.

This limited charter amendment to enter into a contractual relationship with Academica Nevada as its EMO will not alter the target model or communities of the Oasis Academy charter school and, therefore, a description is not applicable.

6. Statement of outcomes you expect to achieve across the network of campuses.

As a result of Oasis Academy’s proposed contractual relationship with Academica Nevada as its EMO, Oasis Academy anticipates the EMO’s comprehensive back-office services and support will streamline the School’s organizational structure by eliminating duplicative personnel and increase cost-effectiveness by decreasing vendor costs. These immediate benefits, as well as potential future savings, will allow school leaders to focus on the mission and vision of the Oasis Academy charter school.

7. Key components of your educational model for the expanded school.

This limited charter amendment to enter into a contractual relationship with Academica Nevada as its EMO will not alter the key components of the Oasis Academy educational model and, therefore, a description is not applicable.

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.

Oasis Academy believes in providing educational and leadership opportunities for personal growth for all students in a safe and orderly learning environment. Oasis Academy focuses on preventative discipline and a restorative practice approach to help each student develop positive behavior patterns. Oasis Academy believes a consistent implementation of restorative practices enhances its behavior program, providing an alternative to exclusionary disciplinary practices in certain incidences.

This proposed EMO amendment will not alter Oasis Academy’s restorative justice plans. The schools will continue to utilize proper restorative justice principles to ensure that all students are succeeding and that disproportionate discipline practices are not occurring at the school.

Please see [Attachment 03 – Restorative Justice Plan](#) for a copy of Oasis Academy’s Code of Conduct.

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 (e.g., race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.

Oasis Academy has demonstrated success with diverse, disadvantaged, and underserved at-risk student populations, including students with Individualized Education Programs (IEP), English Language Learners (ELL), free or reduced-price lunch eligible populations (FRL), and students attending underperforming schools.

Oasis Academy will utilize comprehensive outreach to market and recruit a diverse group of student populations to enroll at the school. Oasis Academy will ensure that all potentially interested students and families will be welcomed to our school and have equal access to apply, enroll, and attend. This plan includes recruiting and marketing initiatives to target the entire community with specific initiatives targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs, or who otherwise may be “at risk” of academic failure.

This requested EMO amendment will not alter Oasis Academy’s family and community engagement strategies to ensure enrollment diversity and equity consistent with the student demographics in *Table 2* above or its interventions to remediate academic underperformance of students who exhibit academic or behavioral challenges.

#### Students with Individualized Education Plans

Oasis Academy provides a robust special education program which includes supporting students in a variety of placements, from full inclusion to a largely self-contained life skills classroom for students with more severe disabilities. Based on Oct. 1, 2023 data, approximately 13% of students enrolled at Oasis Academy qualify for special education services with disabilities ranging from speech impairments to autism to Down Syndrome. Oasis Academy has six licensed special education teachers and ten instructional aides to meet the individualized needs of these students.

#### English Language Learners

Oasis Academy has worked intentionally to increase our English language learner population. Oasis Academy has the greatest chance of increasing ELL numbers via the kindergarten lottery each year. Based on Oct. 1, 2023 data, nearly 4% of students enrolled at Oasis Academy qualify as ELL students which is consistent with the ELL population at Churchill County School District (CCSD) of approximately 5%.

The Student Services Department has outlined a rigorous course of action to support our ELL students via small group supplemental instruction. Additionally, Oasis Academy has worked very hard to make sure at least one ELL teacher was representative of the community being served.

#### Students Qualifying for Free and Reduced Lunch

Oasis Academy has worked intentionally to increase the number of students enrolled at the school that qualify for free or reduced-price lunch. Most notably, Oasis Academy partnered with the Northern Nevada Food Bank to open an onsite food pantry in the 2021-22 school year. The school has steadily increased the number of families utilizing this service. For example, Oasis Academy’s direct certification increased from 99 students in 2021-22 to 133 students in September 2022. Based on Oct. 1, 2023 data, approximately 31% of students enrolled at Oasis Academy are eligible to receive free or reduced-price lunches.

10. The values, approach, and leadership accomplishments of your school or network leader and leadership team.

Oasis Academy’s highly experienced school leaders, described in more detail below, will ensure that the schools’ values of high academic achievement, community unity, and quality school operations are implemented and executed faithfully. Oasis Academy’s leadership team is experienced in charter school operations, school administration, curriculum, instruction, and assessment pedagogy. The leadership team is committed to ensuring that all applicable state education

requirements are met. Oasis Academy will provide accountability for student learning, professional learning opportunities for teachers, and a viable learning environment focused on developing the students for college and career.

### [Rochelle Tisdale](#)

Rochelle Tisdale is the dedicated High School Principal of Oasis Academy since 2015. With over 19 years of experience in education, she has a proven track record of fostering academic excellence and creating a nurturing environment for students to thrive.

As Principal, Ms. Tisdale's unwavering commitment to providing a well-rounded education has been instrumental in Oasis Academy's success. Under her leadership, the school has implemented innovative curricula, state-of-the-art facilities, and a strong emphasis on character development.

Ms. Tisdale holds a Master's degree in Educational Leadership and is a firm believer in the power of collaboration. She actively engages with teachers, parents, and the community to ensure that every student receives the support and resources they need to reach their full potential.

Beyond her professional achievements, Ms. Tisdale is passionate about promoting diversity, equity, and inclusion within the educational system. She serves on various boards and committees, advocating for equal opportunities and access to quality education for all children, regardless of their backgrounds.

With her unwavering dedication, visionary leadership, and genuine care for her students, she continues to inspire and empower the next generation of learners at Oasis Academy.

### [Amanda Barbosa](#)

Amanda Barbosa was the Principal at Ascent Academies of Utah, a charter school located in West Valley City, Utah. She assumed the role of Principal in June 2022, after serving as Vice Principal at the same school from July 2021 to June 2022. Prior to that, she held positions as an Educational Leadership Intern and Instructional Coach at Ascent Academies from January 2021 to July 2021.

Barbosa has extensive experience in the education field, having worked as an Instructional Coach, Team Lead, Lighthouse Coordinator, and teacher at various charter schools in Utah and Idaho since 2014. She taught 1st and 2nd grade at schools like Renaissance Academy, The Village Charter School, Aristotle Academy, and Summit Academy Bluffdale.

Barbosa holds a Master of Science in Educational Leadership and Administration from Western Governors University, which she completed in 2021. She also earned a Master's degree in Curriculum and Instruction from the same university in 2019, and a Bachelor's degree in Elementary Education and Teaching from Brigham Young University in 2014.

In addition to her educational qualifications, Barbosa has received honors and awards, including the Research Proposals Excellence Award and Curriculum Evaluation Excellence Award from Western Governors University. She is licensed as a Professional School Leadership K-12 by the Utah State Board of Education.

She is the newest member of Oasis Academy, joining the team as the new elementary and middle school principal.

11. Key supporters, partners, or resources that will contribute to your expanded school's success.

This requested EMO amendment will not alter or affect Oasis Academy's key supporters, partners, or resources, therefore this question is not applicable.



## 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**

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

Please see [RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO](#).

### **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.
- (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.**

### **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.

Examples may include:

- a. Inability to secure facilities/facilities financing;
  - b. Difficulty raising philanthropic funding;
  - c. Insufficient talent pipeline/difficulty recruiting faculty;
  - d. Insufficient leadership pipeline/difficulty recruiting school leaders;
  - e. Misalignment between the founding school and leader and new campuses and leaders; and
  - f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.
- (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.

### **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.**
- (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?
- (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.
- (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** \_\_,

existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

- (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?
- (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.

## **C) ACADEMIC PLAN**

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

Please see [RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO](#).

### **MISSION & VISION**

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

- (1) 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.
- (2) 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**

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.
    - (i) What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
    - (ii) 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 [Alignment Template](#)) 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

- (1) 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.
- (2) 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.

- (3) 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](#), et seq. and [NAC 388.800](#), et seq.) 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**

(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 the [Office of Early Learning and Development \(OELD\)](#). 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**

*(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

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

- (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

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.

Oasis Academy's Governing Board oversees all aspects of the fiscal management of the school under its charter. The auditors, accountants, and proposed educational management company retained by the Board will work as a team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines. Under the supervision of the Board's Treasurer and in conjunction with the school's audit firm, Academica Nevada, if approved in this EMO amendment, is responsible for the school's bookkeeping, financial reporting, and financial liability. The Board reviews financial statements, at least, once per quarter. The Board and Academica Nevada will work with and train the school principal(s) and office manager(s) in all financial policies and procedures.

The school principal(s) will supervise the day-to-day cash collections at the school. The person designated to draw all orders pursuant to [NRS 388A.420](#) for the payment of monies belonging to the charter school is the Principal. The school employs an office manager who will work with Academica Nevada. If this EMO amendment is approved, all claims for payment from charter school funds will ultimately be processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

If approved, Academica Nevada will meet with school principal(s) during the development of annual budgets to collaborate in creating a complete budget. Academica Nevada will then present annual budgets to the Board for their consideration. The principal(s) is/are responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget.

The Board outsources payroll processes to a third-party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. Payroll information will be uploaded by the office manager into the portal provided by the vendor in time for the payroll vendor to process all payroll information.

The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent who will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may not incur an obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy.

In all cases, the expenditure of charter school money, except payrolls, requires the use of the requisition and purchase order system. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator(s) will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator(s) will direct payment of just claims against the charter school. The administrator(s) is/are responsible for the accuracy of all bills and vouchers.

Oasis Academy complies with all applicable financial procedures for charter schools. The Board has adopted sound financial policies and accounting procedures in accordance with Nevada law. These policies, identified in Oasis Academy's adopted Financial Policies and Procedures Manual, ensure effective internal controls over revenues,

expenses, and fixed assets and are evaluated on a regular basis to ensure compliance with all statutory and regulatory authorities. The Nevada SPCSA Financial Framework is used as a tool to gauge Oasis Academy's short-term financial health and long-term financial sustainability.

Please refer to *Attachment 04 – Oasis Academy Financial Policies* in support of this amendment application.

- (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.

This is a statement rather than a question and therefore is not applicable. However, this information can be made available upon request.

- (3) **Attachment \_\_\_\_**. 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 \_\_\_\_**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

Oasis Academy's latest budget includes a per-pupil revenue assumption of \$10,678 for the upcoming 2024-25 fiscal year of operation. This revenue assumption is based on the Pupil Center Funding Plan for FY 2025 released by the Nevada Department of Education in March, 2024 which includes an Adjusted Base Funding Amount for Churchill County, generally, and Oasis Academy, specifically, of \$10,678.

Please refer to *Attachment 05 – Pupil Center Funding Plan for FY 2025* for anticipated funding sources.

- (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.

Please refer to *Attachment 06 – Oasis Academy FY25 Proposed Final Budget* for a detailed overview of anticipated revenue and expenditures in support of this amendment application.

- (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.

Oasis Academy has presented a fiscally conservative budget. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes EMO fees, student supplies, IT fees, etc.

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

If approved, Oasis Academy will collaborate closely with Academica Nevada in searching for, and applying to receive, grants deemed beneficial to the school in order to further support the planning and implementation of the charter.

- (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Oasis Academy did not rely on philanthropic revenue for operations in their budget.

- (4) 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).

Please refer to *Attachment 06 – Oasis Academy FY25 Proposed Final Budget* for a financial plan in support of this amendment application.

- (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).

This question does not pertain to this requested amendment and is, therefore, not applicable.

- (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.

This question does not pertain to this requested amendment and is, therefore, not applicable.

- (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** \_\_\_\_.

Please refer to *Attachment 07 – Audit Information* in support of this amendment application.

- (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.

Oasis Academy does not rely on fundraising programming to support the day-to-day operation of their school and, therefore, this question is not applicable.

- (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.

The financial policies and procedures adopted by the Board are implemented at Oasis Academy. The Board, Principal(s), and Academica Nevada (if this EMO amendment is approved) will work with and train the school principal(s) and office manager(s) in all financial policies and procedures. The Oasis Academy Board oversees all aspects of the fiscal management of the school. The Board will review financial statements at least once per quarter and Academica Nevada will prepare the financial statements for the designated board meetings.

If this EMO amendment is approved, Academica Nevada will meet with school principal(s) during the development of annual budgets to collaborate in creating a complete budget. Academica Nevada will then present annual budgets to the Board for their consideration. Under the supervision of the Board’s Treasurer and in conjunction with the School’s audit firm, Academica Nevada will be responsible for the school’s bookkeeping, financial reporting, and financial liability. The principal(s) will supervise the budget and day-to-day cash collections at the school. Academica Nevada will meet regularly with the school principal(s) to review their budgets.

## 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

- (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.

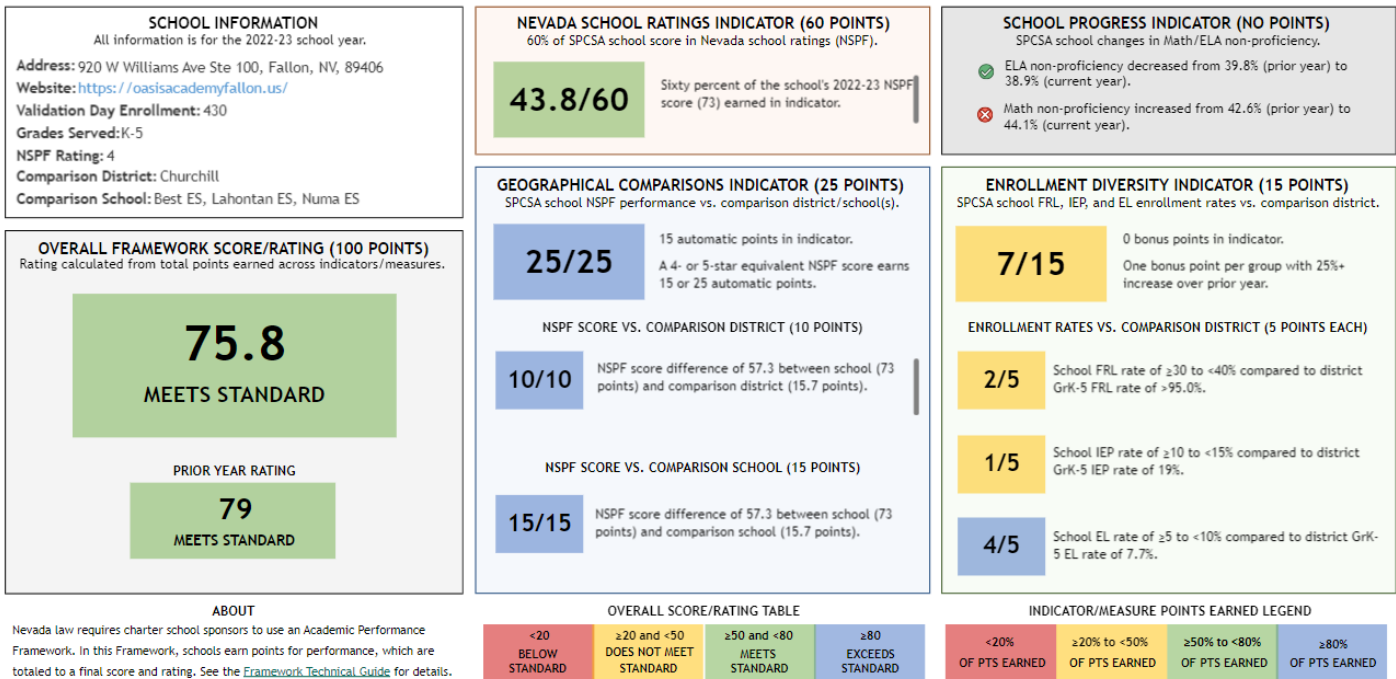
### Academic Performance Framework

The SPCSA’s [Academic Performance Framework](#) demonstrates that Oasis Academy’s Elementary School meets the Authority’s expectations for the 2022-23 School Year based on the school achieving a score of 75.8 out of 100 on the academic performance framework. See [Figure 1](#) below.

#### 2022-23 School Year: SPCSA Academic Performance Framework

##### Oasis Academy ES

How to Print



*Figure 1. 2022-23 Oasis Academy Elementary School: Academic Performance Framework*

The SPCSA’s [Academic Performance Framework](#) likewise demonstrates that Oasis Academy’s Middle School meets the Authority’s expectations for the 2022-23 School Year based on the school achieving a score of 85.9 out of 100 on the academic performance framework. See [Figure 2](#) below.

## 2022-23 School Year: SPCSA Academic Performance Framework

### Oasis Academy MS

[How to Print](#)

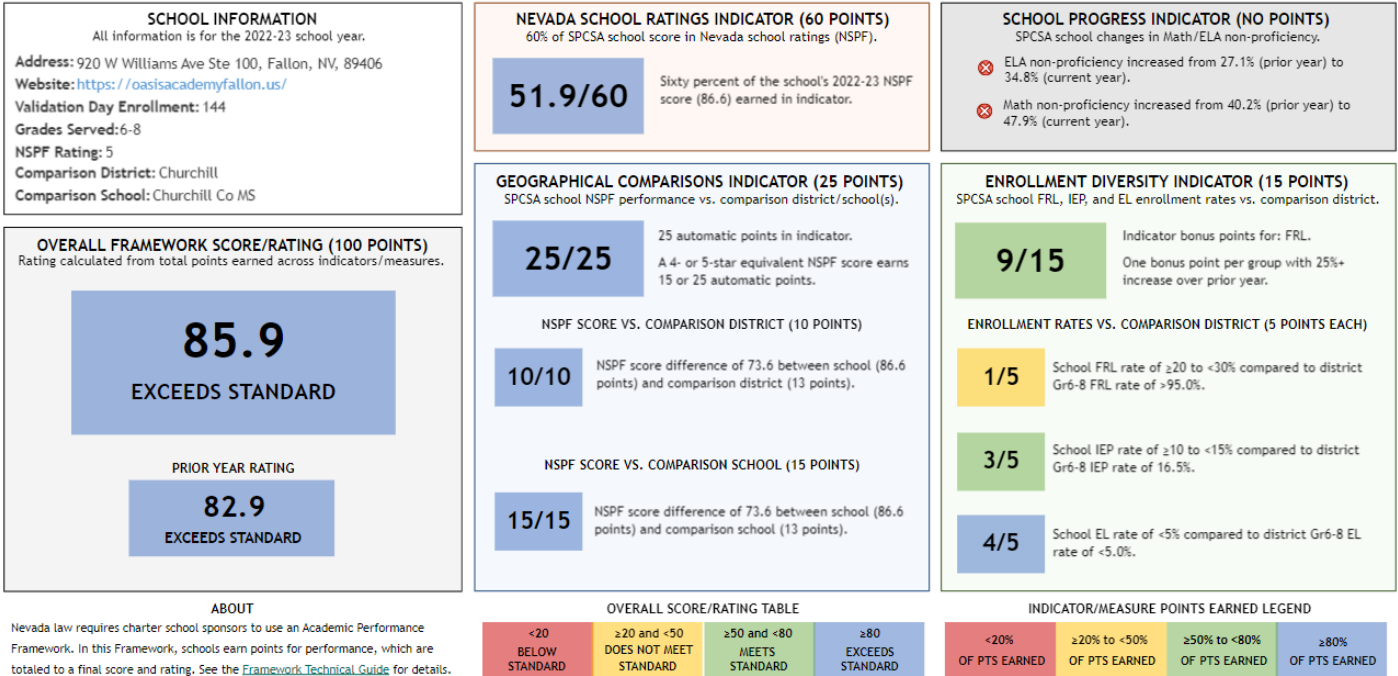


Figure 2. 2022-23 Oasis Academy Middle School: Academic Performance Framework

The SPCSA's [Academic Performance Framework](#) likewise demonstrates that Oasis Academy's High School meets the Authority's expectations for the 2022-23 School Year based on the school achieving a score of 89.6 out of 100 on the academic performance framework. See [Figure 3](#) below.

## 2022-23 School Year: SPCSA Academic Performance Framework

### Oasis Academy HS

[How to Print](#)

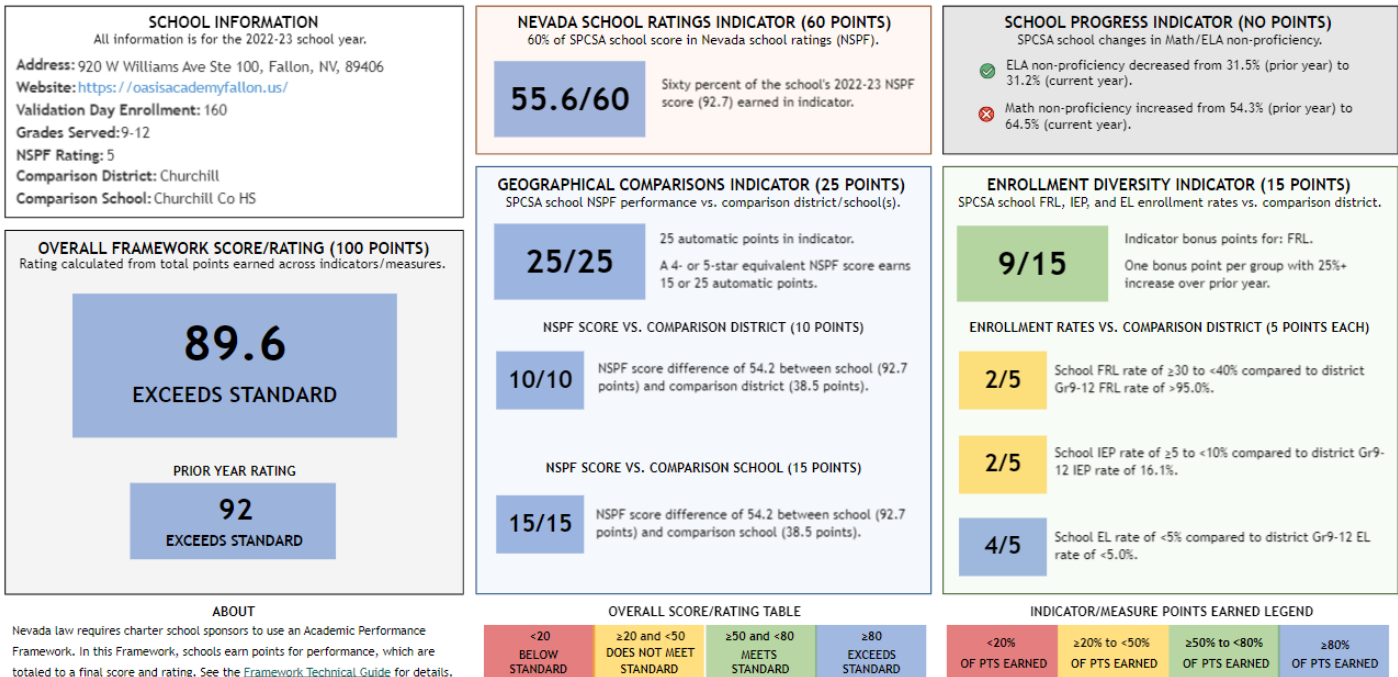
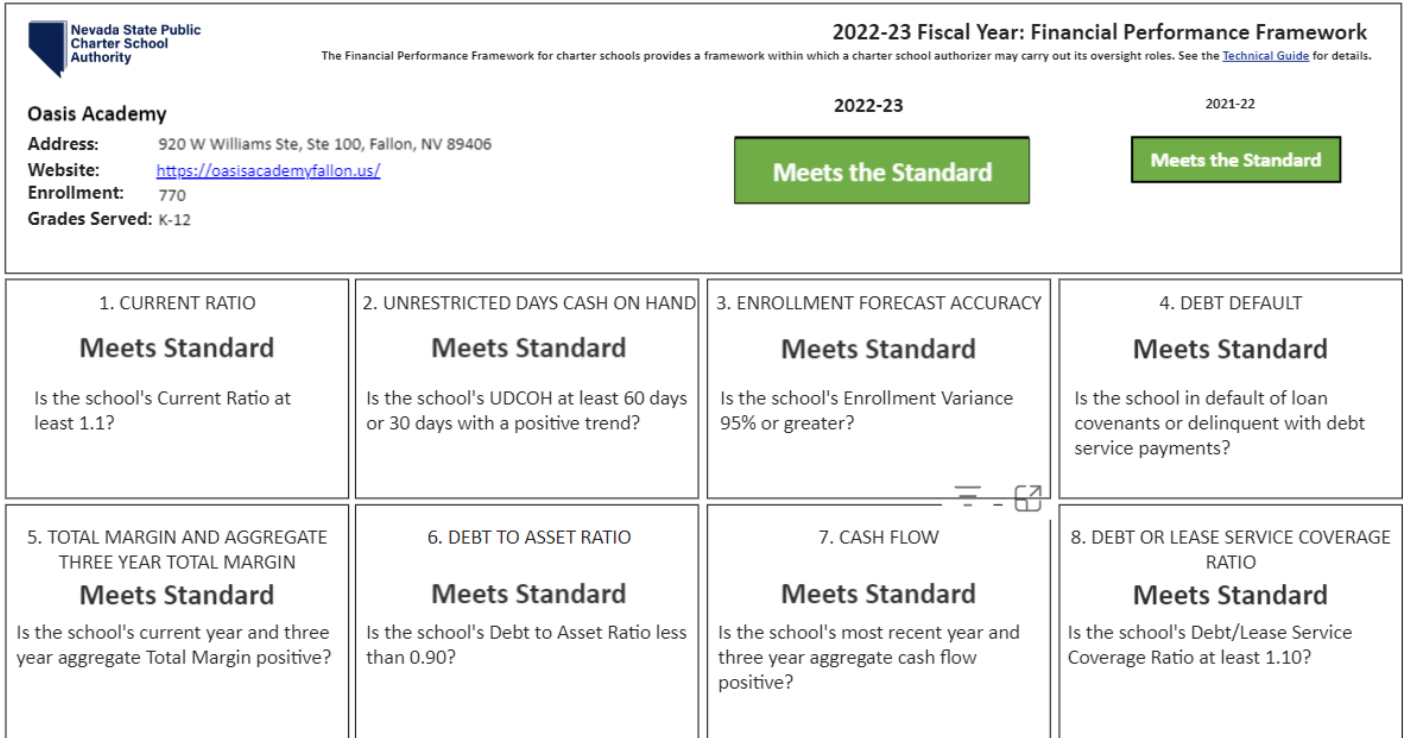


Figure 3. 2022-23 Oasis Academy High School: Academic Performance Framework

**Financial Performance Framework**

The SPCSA’s [Financial Performance Framework](#) likewise demonstrates that Oasis Academy meets the Authority’s expectations for the 2022-23 School Year based on the school meeting standards on the financial performance framework. See *Figure 4* below.



*Figure 4. 2020-21 Fiscal Year: Financial Performance Framework*

This data clearly demonstrates that Oasis Academy’s existing school meets the SPCSA’s eligibility criteria reflecting a proven academic track record of success with Nevada students and that Oasis Academy’s operating performance meets the organizational criteria for approval on academic and financial standards.

- (a) Please provide a narrative demonstrating that the school meets the organizational criteria for approval.

**Organizational Performance Framework**

The Organizational Performance Framework indicators define the operational and compliance standards to which all charter schools are held accountable in terms of meeting minimum legal and ethical requirements. They include a review of five key categories: (1) Education Program, (2) Financial Management and Oversight, (3) Governance and Reporting, (4) Students and Employees, and (5) School Environment.

With regard to its organizational health and performance, Oasis Academy has found to be “Meeting Standards” for the 2019-20 (100.00), 2020-21 (100.00), 2021-22 (100.00), and 2022-23 (99.00) school years according to the SPCSA Organizational Performance Framework.

- (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?

Not applicable.

- (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?

Not applicable.

(2) Organization governance structure & board development:

- (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.

No change.

Please see [Governing Board of Directors](#) for additional information related to Oasis Academy’s current board members’ professional experiences, roles, and responsibilities.

(3) Organization charts and decision-making authority:

- (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.*

No change.

(4) Describe the proposed organizational model; include the following information:

- (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** \_\_\_)

[Rochelle Tisdale](#)

Rochelle Tisdale is the dedicated High School Principal of Oasis Academy since 2015. With over 19 years of experience in education, she has a proven track record of fostering academic excellence and creating a nurturing environment for students to thrive. Ms. Tisdale holds a Master’s degree in Educational Leadership.

## Amanda Barbosa

Amanda Barbosa is the newest member of Oasis Academy, joining the team as the new elementary and middle school principal. Barbosa holds a Master of Science in Educational Leadership and Administration from Western Governors University, which she completed in 2021. She also earned a Master's degree in Curriculum and Instruction from the same university in 2019, and a Bachelor's degree in Elementary Education and Teaching from Brigham Young University in 2014.

- (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:
  - (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.

## Rochelle Tisdale

As Oasis Academy's High School Principal, Rochelle Tisdale's unwavering commitment to providing a well-rounded education has been instrumental in Oasis Academy's success. Under her leadership, the school has implemented innovative curricula, state-of-the-art facilities, and a strong emphasis on character development.

Ms. Tisdale is a firm believer in the power of collaboration. She actively engages with teachers, parents, and the community to ensure that every student receives the support and resources they need to reach their full potential.

Beyond her professional achievements, Ms. Tisdale is passionate about promoting diversity, equity, and inclusion within the educational system. She serves on various boards and committees, advocating for equal opportunities and access to quality education for all children, regardless of their backgrounds.

With her unwavering dedication, visionary leadership, and genuine care for her students, she continues to inspire and empower the next generation of learners at Oasis Academy.

## Amanda Barbosa

Amanda Barbosa was the Principal at Ascent Academies of Utah, a charter school located in West Valley City, Utah. She assumed the role of Principal in June 2022, after serving as Vice Principal at the same school from July 2021 to June 2022. Prior to that, she held positions as an Educational Leadership Intern and Instructional Coach at Ascent Academies from January 2021 to July 2021.

Barbosa has extensive experience in the education field, having worked as an Instructional Coach, Team Lead, Lighthouse Coordinator, and teacher at various charter schools in Utah and Idaho since 2014. She taught 1st and 2nd grade at schools like Renaissance Academy, The Village Charter School, Aristotle Academy, and Summit Academy Bluffdale.

Barbosa holds a Master of Science in Educational Leadership and Administration from Western Governors University, which she completed in 2021. She also earned a Master's degree in Curriculum and Instruction from the same university in 2019, and a Bachelor's degree in Elementary Education and Teaching from Brigham Young University in 2014.



In addition to her educational qualifications, Barbosa has received honors and awards, including the Research Proposals Excellence Award and Curriculum Evaluation Excellence Award from Western Governors University. She is licensed as a Professional School Leadership K-12 by the Utah State Board of Education.

- (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?

No change.

## LEADERSHIP FOR EXPANSION

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

- (1) 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.
- (2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as 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.
- (3) 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 2025-26 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 2024-2025 school year and to add additional criteria to the pre-opening requirements for such campuses.

## STAFFING

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

- (1) **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.

## HUMAN CAPITAL STRATEGY

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

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.

- (1) **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.
- (2) **Leadership Pipeline:** Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:
  - (a) How the school plans to identify leadership internally and externally;
  - (b) Who will be responsible for hiring leaders;
  - (c) Formal and informal systems that will prepare leaders for their responsibilities;
  - (d) The school's philosophy regarding internal promotions;
  - (e) The timing for identifying leaders in relation to the launch of a new campus; and,
  - (f) Internal or external leadership training programs.
- (3) **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.
- (4) **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?
- (5) **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.

## SCALE STRATEGY

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

- (1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.
- (2) 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.
- (3) 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.
- (4) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- (5) 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.
- (6) 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.

## STUDENT RECRUITMENT AND ENROLLMENT

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

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

- (1) Explain the plan for student recruitment and marketing 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.
- (2) 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.
- (3) 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.
- (4) 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.
- (5) 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.
- (6) 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 Colorado's [Weighted Lottery Policy Factsheet](#) for one possible approach in this evolving area of charter school policy.

- (7) 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?
- (8) Complete the following tables for the proposed school to open in 2024-25. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2025 and fall 2024.
- (a) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

Grade Level	Number of Students				
	2024-25	2025-26	2026-27	2027-28	2028-29
Pre-K					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
<b>Total</b>					

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

Grade Level	Number of Students				
	2024-25	2025-26	2026-27	2027-28	2028-29
Pre-K					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
<b>Total</b>					

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

Grade Level	Number of Students				
	2024-25	2025-26	2026-27	2027-28	2028-29
Pre-K					
K					

1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
<b>Total</b>					

- (i) 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.
- (ii) 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.
- (iii) 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.

**BOARD GOVERNANCE**

**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.”**

No change from original application or most recent amendment.

- (1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- (2) 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.
- (3) 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 2024-2025 must be identified at the time of the submission of the expansion request.
- (4) 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.
- (5) 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?

- (6) 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.
- (7) 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?
- (8) 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.
- (9) 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.
- (10) 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.
- (11) 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.
- (12) 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?

**INCUBATION YEAR DEVELOPMENT** (for approved schools that have not yet opened)

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2024-2025) to ensure that the school is ready for a successful launch in fall 2025. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** \_\_\_\_.
- (2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- (3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

**SCHOOL MANAGEMENT CONTRACTS**

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).

Please see [RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO](#).

- (1) How and why was the EMO or CMO selected?
- (2) 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).
- (3) 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.
- (4) 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.
- (5) Please provide the following in **Attachment \_\_\_\_**:
  - (a) 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.
  - (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations.
  - (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
  - (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
  - (e) Provide a brief overview of the EMO/CMO's history.
  - (f) 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 shortened 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.
  - (g) 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.

- (h) 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.

## SERVICES

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

- (1) Provide **Attachment** \_\_\_ describing how the school leadership team will support operational execution.
- (2) 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.
- (3) 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.
  - (a) **Transportation:** Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - (b) **Food Service:** Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - (c) **Facilities maintenance** (including janitorial and landscape maintenance)
  - (d) **Safety and security** (include any plans for onsite security personnel)
  - (e) **Other services**
- (4) **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.
- (5) **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.
- (6) **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.
- (7) 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.

## ONGOING OPERATIONS

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.



- (1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? 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?
- (2) 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.

## Section II: SPECIFIC RFA SECTIONS

### RFA: Academic Amendments

#### 1. RFA: Add Distance Education

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

- 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

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

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 monitor 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**

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

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**

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

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.

Academica Nevada’s federal Employer Identification Number (EIN) is 27-4590074. Academica Nevada’s location and mailing address is 6630 Surrey St., Las Vegas, Nevada 89119.

- 5. How and why was the EMO selected?

The Board acknowledges that Academica Nevada is the largest education service organization in Nevada, providing professional services and related support to numerous public charter schools. The Board received a presentation from Academica Nevada at Oasis Academy’s April 10, 2024 board meeting and took the opportunity to question Academica Nevada leadership. At Oasis Academy’s May 29, 2024 meeting, the Board had a subsequent opportunity to ask additional questions about what a transition would look like to Academica Nevada supporting the school.

The Board discussion centered around the value of adding Academica Nevada’s support in order to provide sustainability for the school, such as if a key staff member or administrator leaves all of that institutional knowledge is gone. There is less risk with Academica Nevada providing services for back office support functions. The school was initially concerned about impacts on teaching staff and preserving jobs of existing staff. Having served the Las Vegas area for 10+ years,

Academica Nevada now supports more than twenty-five schools across the state, including three schools in Northern Nevada, and ensures that each school’s governing body has complete autonomy and control over its school academic program, staffing needs, and curriculum.

The Board of Directors of Oasis Academy voted unanimously to engage Academica Nevada and, pending this amendment approval by the SPCSA, expects to enter into a contract with Academica Nevada as its educational service provider. As a component of the transition, the school expects a reduction in existing school financial team member salary / contracted hours as Academica Nevada team members assist with these functions. The Governing Board will be self-governing and independent from Academica Nevada, and no member of the Governing Board is employed by them or related to any owner or manager of them. Academica Nevada will not manage the day-to-day operations of the school, but rather will provide “back office” support and independent accountability for the Board. Academica Nevada will carry out the defined responsibilities found in the proposed EMO contract and will provide expertise in the areas of business, law, facilities, quality assurance, strategic planning, and governmental compliance. An “arm’s length” performance-based relationship will exist between the governing board and Academica Nevada, and the Board will annually evaluate them to determine continuation and renewal of services based on their performance.

Moreover, Oasis Academy’s Board of Directors feels that Academica Nevada’s fee is reasonable. Other educational management organizations charge as much as 15% of a school’s revenue. Academica Nevada charges a flat annual fee per student enrolled, rather than a percentage like most other management organizations. This is an attractive fee structure because Academica Nevada’s per pupil fee currently represents less than 5% of Oasis Academy’s per pupil revenue.

Please refer to [\*Attachment 08 – Academica Nevada Services Agreement\*](#) in support of this amendment application.

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.

The Board of Directors of Oasis Academy proposes to contract with Academica Nevada as its EMO in order to streamline the Oasis Academy organizational structure with a limited impact on the school’s operational expenses. At the request of the governing board, Academica Nevada has identified several cost savings opportunities based upon a review of the organizational structure, budget, and vendor contracts at Oasis Academy. Academica Nevada also believes this relationship will improve the supports available for Oasis Academy’s board, staff, and students.

#### [Personnel Costs](#)

The support of Academica Nevada’s team of financial professionals will ultimately eliminate the necessity of having the school employ a full-time, on-site Chief Financial Officer (CFO). The removal of this position from the Oasis Academy budget will ultimately save approximately \$155,000 per year considering the salary, benefits, and other employment costs associated with this position.

Academica Nevada provides a complete Infinite Campus (IC) support team that will be staffed to handle Oasis Academy’s IC programming, training, and technology support needs. With Academica’s IC support team, the school anticipates its current full-time IC administrator to transition over to a different on-site IT role that is pre-budgeted. The elimination of this IC administrator position will save the school money each year.

Academica Nevada’s handling of all Accounts Payable and Accounts Receivable entries and providing additional support in grant and payroll entries is projected to reduce Oasis Academy’s currently budgeted bookkeeping expenses by \$30,000 per year.

Academica Nevada will provide primary Board Meeting management support and Open Meeting law compliance, allowing further reduction of Oasis Academy's budgeted expenses eliminating their board secretary position on budget. That staff member will be transitioning to another pre-budgeted role with Oasis Academy that needs to be filled.

### Vendor Costs

Academica Nevada purchases and provides accounting software for all the schools it services. The NetSuite program will provide Oasis Academy with expanded functionality and report capabilities. This transition is expected to save Oasis Academy nearly \$10,000 per year in software costs.

Although they will not serve as the Board's legal counsel, Academica Nevada has an experienced staff of four attorneys available to answer general legal questions and assist in non-litigation matters. As such, Academica Nevada-supported schools generally see a reduction in legal fees of about half of what they would otherwise spend without its in-house legal support. This relationship could save Oasis Academy as much as \$4,000 per year on legal expenses.

### Potential Future Savings

After an initial transition period of approximately one year, Academica Nevada believes that it will be able to secure approximately \$20,000 in savings with more competitive pricing for Oasis Academy by incorporating its payroll services and benefits packages with Academica Nevada's service providers due to a greater economy of scale.

Academica Nevada-supported schools have access to statewide pricing with a preferred copy/printing equipment vendor. The per copy rates on the Academica Nevada contract appear to be less than half the amount charged by Oasis Academy's current vendor. A more detailed analysis of copy machine usage could identify the potential for additional savings in this area.

With regard to educational curriculum, Academica Nevada's size and purchasing power provides several savings opportunities in curriculum purchases, including discounts with vendors such as iReady, McGraw-Hill and Savvas, as well as discounts on shipping.

Once the SPCSA formally permits the parties to enter into this EMO agreement, Academica Nevada will further investigate Oasis Academy's facilities, marketing, and technology needs to determine how to better support those roles with Academica Nevada's network resources and vendors. Academica Nevada endeavors to grow and strengthen the effectiveness of Oasis Academy's programs while looking for the opportunity for additional cost savings.

In short, Academica Nevada has identified significant and immediate cost savings that would be achieved by Oasis Academy by joining the Academica Nevada family of schools. Furthermore, tens of thousands of dollars in additional cost savings are likely to be achieved over the lifetime of a services contract, as benefits, payroll, purchasing, and other services are more aligned in the years ahead.

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).

Oasis Academy seeks to contract with Academica Nevada to provide comprehensive, centralized support services in the fields of Financial, Legal, and School Development. Specifically, Academica Nevada is prepared to provide the following comprehensive centralized support services to Oasis Academy commencing with the upcoming 2024-25 school year (*please note some of the following services may not be fully incorporated under Academica Nevada's service agreement until the following school year*):

### Financial

- Maintain the financial books of the school and provide monthly reporting to the board;

- Accounts Payable;
- Assist the Board in creating budgets and financial forecasts;
- *Payroll coordination (office manager enters info for salaried/hourly, our staff processes and submits all PERS reports, the school pays for payroll software provider);*
- Monitor and assure compliance with all financial reporting to the State and lenders;
- Curriculum and Furniture, Fixture, and Equipment (FF&E) procurement; and
- Oversight of annual independent audit.

## Legal

- At the Board's direction, prepare meeting agendas and post notices of all board meetings;
- Board Meeting scheduling, document preparation, and minutes;
- Legal support - contract preparation and review, student discipline review, employee discipline review, general question support;
- Human Resources support - employee manual development and annual updates, employee discipline support, dispute resolution, and benefits coordination;
- *Benefits (Academica has a large group health plan option that covers all our schools and Academica employees);*
- Student enrollment support (Infinite campus user expertise/training provided, proprietary lottery software/database offered by Academica); and
- State Reporting coordination.

## School Development

- Teacher License and Recruiting Coordinator;
- Facilities support team (ticket system to request building repairs or maintenance);
- School Safety support (assist in creation of Crisis Response plan and submitting all required forms to state);
- National School Lunch Program support;
- Marketing - in-house graphic designer and public relations director to carry out marketing campaigns in coordination with each site leader;
- Grant, Charter, Amendment and Renewal drafting support; and
- Travel Coordinator.

There are other non-operational supports, such as all Academica Nevada-supported schools participate in joint leadership development and planning meetings.

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.

The Governing Board of Oasis Academy will remain separate, distinct, and independent from Academica Nevada. The role of Academica Nevada is to serve at the will of the Board. Academica Nevada will be expected to carry out the

defined responsibilities found in their contract in a manner that is consistent with, and assists, the board to meet its mission and vision.

As noted above, Academica Nevada will provide comprehensive, centralized support services to Oasis Academy in the fields of Financial, Legal, and School Development. However, it is important to note that, as part of the commitment and relationship between Oasis Academy and Academica Nevada, it is understood and agreed that Academica Nevada will NOT do the following:

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

The Governing Board and the school administration will annually evaluate Academica Nevada to determine continuation and renewal of services based on their performance. The evaluation tools for Academica Nevada will include a rubric for each department/service. See *[Attachment 09 - Academica Nevada Service Evaluation Rubric](#)*.

Also, Section 23 of the proposed EMO contract provides that, during the term of the services contract, the Board has the power to terminate the agreement “for cause” if at any time Academica Nevada fails to immediately remedy any breach of the terms of the agreement. Furthermore, the parties’ Agreement shall commence on July 1, 2024 and shall continue for a three-year term until June 30, 2027 at which time the School has the option to renew the agreement for an additional four-year term until June 30, 2031 or through the duration of the Charter, whichever is later.

Please refer to *[Attachment 08 – Academica Nevada Services Agreement](#)*.

Academica Nevada does not provide a specific educational model, but rather supports, a wide variety of educational models through various charter school networks. Nevertheless, those schools supported by Academica Nevada generally perform at a higher academic level due to the structure of Academica Nevada’s operational services. Specifically, by performing comprehensive, centralized support services, Academica Nevada allows school leaders and governing bodies to focus on the implementation and success of their educational model, rather than spending time, energy, and resources on the minutia of administrative overhead.

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.

The parties are unaware of any existing or potential conflicts of interest between the governing board of Oasis Academy and Academica Nevada, 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.

Academica Nevada will not employ school staff. All school employees, including teachers, administrators, and support staff, will be directly hired by the School Leaders and/or administration team. The Board will be responsible for hiring the School Leaders.



10. Provide a brief overview of the organization's history.

Founded in 1997 in Miami, Florida, Academica's model as an education service provider (ESP) focuses on supporting the vision of the governing board and administration so that those individuals can manage their schools effectively. Academica's role is to provide the back-office services and support, allowing the school leaders to focus on the mission of their educational institutions.

In 2010, Academica expanded operations to Nevada, where it has supported dozens of local board members in bringing high performing public charter schools to their communities. Academica Nevada currently supports more than 30,000 students attending 27 different charter school campuses.

Academica Nevada has grown into a staff of more than 60 experienced professionals with offices in Las Vegas and Reno. The Academica Nevada team includes multiple attorneys, CPAs, project and facility management professionals, human resources professionals, licensed school administrators and more. The Academica Nevada team is the largest and most experienced charter support organization in the State of Nevada.

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 shortened 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. None of the schools managed by Academic Nevada have experienced charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals.

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.

Items of note would include the SPCSA's issuance of a Financial Notice of Concern to both CIVICA Academy and Pinecrest Academy of Northern Nevada under SPCSA's financial frameworks. The schools were maintained financial notices of concern for the 2023-24 SY following issuance of the notice of concern the prior year. The schools hope to have the financial measures resolved in the coming year before next year's financial framework assessment.

The SPCSA is also reassessing the financial framework metrics currently with WestEd so we hope that such assessment for revisions can benefit the schools in resolving these notices of concern. As far as interventions go, the SPCSA has heightened review during this time for this period and the schools may be subject to further audit and/or site visits to comply with the SPCSA Board's Notice of Concern. The schools' administration and Academica Nevada finance team are working on strategies to increase financial measures to better meet the charter authority financial measures, regardless of the WestEd review.

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, 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. None of the schools managed by Academic Nevada have non-renewed, shortened or conditioned renewals, or renegotiated or reduced services provided by Academics Nevada to their schools.

#### **b. Financial Plan**

Please see [D\) FINANCIAL PLAN](#) above for narrative responses to each of the questions below in this Financial Plan section of the amendment application.

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 to 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**

- a. 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.

Please refer to [\*\*Good Cause Exemption Request\*\*](#).

- b. 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.

Please refer to [\*\*Attachment 01 – Board Agenda & Meeting Minutes\*\*](#) for a copy of the agenda and draft minutes from the meeting where the Oasis Academy Governing Board voted to approve the submission of this amendment application.

- c. 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.

Please refer to [\*\*Attachment 01 – Board Agenda & Meeting Minutes\*\*](#) for a copy of the agenda and draft minutes from the meeting where the Oasis Academy Governing Board voted to approve the submission of this amendment application along with a good cause exemption request.

- d. Final Term Sheet

Please refer to [\*\*Attachment 08 – Academica Nevada Services Agreement\*\*](#) in support of this amendment application.

- e. 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.

Please refer to [\*\*Attachment 08 – Academica Nevada Services Agreement\*\*](#) in support of this amendment application.

- f. 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;

Please refer to [\*\*Attachment 08 – Academica Nevada Services Agreement\*\*](#) in support of this amendment application.

- g. 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.

Please refer to [\*\*Attachment 09 - Academica Nevada Service Evaluation Rubric\*\*](#) in support of this amendment application.

- h. Documentation of Service Provider's non-profit or for-profit status

Please refer to [\*\*Attachment 10 - Academica Nevada Articles of Incorporation\*\*](#) in support of this amendment application.

- i. Documentation of Service Provider's authorization to do business in Nevada (e.g. current business license)

Please refer to [\*\*Attachment 11 - Academica Nevada State Business License\*\*](#) in support of this amendment application.

- j. Budget Narrative

Please refer to [\*\*Attachment 06 – Oasis Academy FY25 Proposed Final Budget\*\*](#) for a financial plan in support of this amendment application.

k. School Budget

Please refer to [\*Attachment 06 – Oasis Academy FY25 Proposed Final Budget\*](#) for a financial plan in support of this amendment application.

l. Network Budget

Not applicable.

m. Historical Audits

Please refer to [\*Attachment 07 – Audit Information\*](#) in support of this amendment application.

n. Audit Data Worksheet

1. Academic Performance Worksheet

Please refer to [\*Attachment 12 – Data Request Workbook\*](#) in support of this amendment application.

2. Good Cause Exemption Letter

Please refer to [Good Cause Exemption Request](#).

3. 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.

Please refer to [\*Attachment 09 - Academica Nevada Service Evaluation Rubric\*](#) in support of this amendment application.

## 6. **RFA: Enrollment: Expand Enrollment in Existing Grade Level(s) and Facilities**

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

The purpose of this 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 proposal 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.

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

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

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

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

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.

The purpose of this 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 questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

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:

- a. The current academic model including current student demographics and academic performance, including performance by student group,
- b. An updated Meeting the Need section noting relevant sections and changes. The projected impacts from the proposed weighted lottery on student demographics,
- c. 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,
- d. 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
- e. 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>

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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.

## Facility RFAs

### 9. **RFA: Acquire or construct a facility that will not affect approved enrollment ([NAC 388A.320](#))**

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

- a. Complete the general sections above and the general and specific facility sections below.
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. 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.
- d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

### 10. **RFA: Occupy New or Additional Sites ([NAC 388A.315](#))**

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. 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.

### 11. **RFA: Occupy a Temporary Facility**

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. 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.

### 12. **RFA: Relocate or Consolidate Campuses**

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. 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.

## General Facility RFA Requirements

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

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.
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.
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.
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)
5. 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.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:
- a) 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** \_\_\_\_.
  - b) 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** \_\_\_\_.
  - c) 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** \_\_\_\_.
  - d) 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** \_\_\_\_.
  - e) 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** \_\_\_\_.
  - f) 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** \_\_\_\_.
  - g) 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** \_\_\_\_.
  - h) The organization’s plans/methods to finance these facilities, including:

- i) Whether the school is seeking:
- (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).
  - (4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
- i) 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).
- j) 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%”)?
- i) State the planned total classroom student capacity of the new facilities (e.g., “24,750 sq. ft. total planned for up to 450 students at 55 square feet per pupil”).
- k) Will the financing/refinancing trigger any prepayment penalties?  Yes,  No.
- i) If “Yes,” describe the amount.
  - l) 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).
- m) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
- n) 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.
- o) 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.
- p) 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.

- q) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to [NRS 388A.565](#).
  - r) 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.
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.
- 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.
  - 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 \_\_\_\_**.

## Facility RFA Attachments Required

- (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 Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility.
- (3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility.
- (4) If a facility has been identified, 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 OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community 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](#).
- (5) If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR 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](#).
- (6) If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth **in square feet** OR, if a facility has not been identified, 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](#).
- (7) If a facility has been identified, 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 OR 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](#).
- (8) Full Certificate of Occupancy OR 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](#).
- (9) 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 OR 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](#).
- (10) 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](#).

### 13. RFA: Transportation

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

1. See ([NAC 388A.330](#)(4))
2. Describe the school's plan for transportation. Be sure to include:
  - The number of students to receive transportation, including their grades
  - The hours transportation is to be provided
  - The physical location(s) proposed as pick-up and drop-off locations
  - The entity/vendor providing transportation
3. Provide a statement of assurance confirming that the Charter School has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with [NRS 386.815](#) regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with [NRS 386.820](#), specifically:
  - The proposed schedule for practicing student evacuation
  - A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in [NRS 386.825](#). Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in [NRS 386.830](#), et seq. as well as any additional local and federal requirements.

### 14. Change of incorporation status

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

### 15. RFA: Other Changes

The questions in this section do not pertain to this requested amendment and are, therefore, not applicable.

1. **For certain other RFA requests**
  - a. See [NAC 388A.330](#).
  - b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in [NAC 388A.310](#) to [388A.335](#), inclusive.
2. **For all other RFA requests not otherwise described**
  - a. See [NAC 388A.335](#).
  - b. Complete all applicable sections above, general and specific
3. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is "material or strategically important," pursuant to [NRS 388A.223](#), the governing body must obtain approval from the sponsor before the amendment becomes effective.
  - a. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

4. **Nonmaterial amendments**

- a. See [NAC 388A.335](#)(2).
- b. For all other RFA requests not otherwise described in [NAC 388A.335](#).
- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

## **PUBLIC NOTICE In Person Meeting**

Note: This public notice was posted at or before 9 a.m. on the third working day before the meeting. Notice of this meeting was posted on the internet at: <https://notice.nv.gov/> & <http://www.oasisacademyfallon.us/docs/meetingagenda.pdf>

### **Public Meeting**

920 West Williams Ave. Suite 100  
Fallon NV 89406

**May 29, 2024**

**5:30 p.m.**

**Meeting will be broadcast (for viewing only)**

[meet.google.com/tms-ggte-mpo](https://meet.google.com/tms-ggte-mpo)

**or via phone (for listening only) at**

(US)+1 929-282-1325 PIN: 237 320 724#

Written public comments can be submitted via this [form](#) or made in person. Comments will be available to board members directly, are available in the board packet to the public, and included in the minutes for the public record.

### **-AGENDA-**

*The public is hereby noticed that Oasis Academy reserves the right to take agenda items out of posted order, with the exception of hearings, 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. The Board President reserves the right to call on individuals from the audience or to allow for public comment at any time. Individuals providing testimony should fill out a Visitor Card. A time limit of three minutes will be imposed by the Board President on public testimony in order to afford all members of the public who wish to comment an opportunity to do so within the time frame available.*

Call to order; Roll Call (Samantha Gomes, OA Board President)

1. Public Comment #1

*Public comment will be taken during this agenda item on any matter within the control of the Oasis Academy Board of Directors and not on the agenda. No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. The Board President will impose a time limit of three minutes.*

2. Oasis Academy Values- the board will highlight one Value example (School Team and Board Members) **(Information Only)**

# Attachment 01 - Board Agenda & Meeting Minutes

Oasis Academy Public Meeting Date 5-29-24

3. Consent Agenda (**Public Comment/For Possible Action**)
  - a. Minutes from previous meeting
  - b. TLAC 24-25
  - c. Student Handbook
  - d. Personnel Policies Manual
4. CEO Administrative, Facilities, & Academic Progress update to include but not limited to: facilities update, enrollment update, special education funding update, SPCSA update, personnel update, public relations, school activities, test scores, etc. (Rochelle Tisdale) (**Information/Discussion**)
5. Financial Update & Co Curricular Update may include: monthly transaction report, quarterly financials, budget to actuals report, finance commission update, co curricular report (Dusty Casey) (**Information/Discussion**)
6. Board Committee Updates to include updates from the Finance Committee Agenda dated, Academic Excellence, FOA (Frank Woodliff, Samantha Gomes, Anne Bloomfield, Katherine Rule).
7. **Academica Contract for Educational Management Services.** The board will discuss and take possible action on contracting with Academica Nevada, LLC. for education management and support services for fiscal year 2024-2025 and beyond. (**Information/Discussion/For Possible Action**)
8. New High School Exterior Signage. The board will review and take possible action on the design for the signage on the exterior building of the new high school. (**Information/Discussion/For Possible Action**)
9. Fiscal year 2023-24 Amended Final Budget. The board will review and take possible action on the proposed fiscal year 2024 amended final budget. (**Information/Discussion/For Possible Action**)
10. Fiscal year 2024-25 Final Budget. The board will review and take possible action on a proposed fiscal year 2025 final budget due by June 8th in accordance with NAC 387.715. (**Information/Discussion/For Possible Action**)
11. Public Comment #2  
*Public comment will be taken during this agenda item on any matter within the control of the Oasis Academy Board of Directors and not on the agenda. No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. The Board President will impose a time limit of three minutes.*
12. Adjournment (**Action**)



# Attachment 01 - Board Agenda & Meeting Minutes

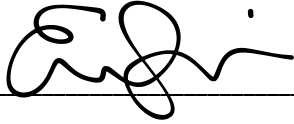
Oasis Academy Public Meeting Date 5-29-24

Reasonable efforts will be made for members of the public who are disabled and require special accommodation or assistance at the meeting. Please call Office Manager Susan Richards 775-423-5437 at least three business days in advance for arrangements to be made or to receive copies of the board materials from Oasis Academy @ 920 West Williams Ave. Suite 100 Fallon, NV 89406.

## Declaration of Posting

Pursuant to NRS 53.045, I declare under penalty of perjury that the following is true and correct:

That on or before 5/23/24, this Oasis Academy Public Notice and Agenda was posted at the above referenced locations, and websites.

  
\_\_\_\_\_  
Signature

**MINUTES**  
of the meeting of  
**Oasis Academy Board of Directors**  
on Wednesday, **May 29, 2024**

The Oasis Academy Board of Directors held a public meeting on May 29, 2024 beginning at 5:30 PM. This meeting was held telephonically or virtually. A recording of the meeting and all documents referenced can be found online at [www.oasisacadamyfallon.us](http://www.oasisacadamyfallon.us) in the board folder.

Call to order and Pledge; **Samantha Gomes called the meeting to order at 5:30 PM**

Anne Bloomfield - Present  
Samantha Gomes - Present  
Katherine Rule - Present  
Jeff Weed - Present  
Frank Woodliff - Present  
Carol McIntosh - Present Virtually  
Glen Wassmuth - Present  
AnnaLisa Laca - Present

**1. Public Comment #1:**

Please note: A full recording of comments can be found in the board folder online about public comments and meeting recordings. Public can talk only on public comment and no topic at the end. (Not on the agenda).

Gail O'Neill the bookkeeper for the last 11 years and is strongly in favor and sees it as an opp whose org is schools. She is impressed they are flexible to the uniqueness of OA. Great opportunity to tap into resources in the business side and that they have been in business in NV for 14 years, would bring stability to the school. If you have concerns about bringing in outsiders we have done it with payroll and they are experts at payroll and a huge resource. The employees adapted well. It is hard to let go but it is hugely important. There is a great transition.

Anne Bloomfield spoke on field day and the high school graduation. Thanks to all involved.

**2. Oasis Academy Values**

Katherine Rule speaks on ownership, she had the opportunity today to sit on the options presentations and they put extra effort into the school above and beyond

the classrooms. There was a school counselor and 2 teachers talked about training they have already implemented in the classroom and with the students. They put their own time and money into it.

**3. Consent Agenda**

Change to TLAC 23-24 school year and pull the handbook out to review.

Personnel policy pulled to clarify.

Student handbook Rochelle spoke for the next school year and looked back on last years agenda. The draft needs to be approved due to timing. There are some things like a licensed kinder teacher. This needs to go to the SPCSA.

Anne, 3rd also as full time instructional aide, 2nd grade opening, Condor to Montgomery, Principal titles change, (Katherine Rule will make the updates mentioned in the meeting).

Anna Lisa Laca makes a motion to approve the Handbook pending the changes with Katherine Rule making changes.

Katherine Rule seconds the motion

All in favor

Motion carries

Personnel policy changes from CEO throughout the policy. This can be tabled until August. The governance committee will review at the next meeting.

Anne Bloomfield moves to approve the consent agenda

Glen Wassmuth seconds

All in favor

Motion carries

**4. CEO Administrative, Facilities, & Academic Progress update to include but not limited to: facilities update, enrollment update, special education funding update, SPCSA update, personnel update, public relations, school activities, test scores, etc. (Rochelle Tisdale)**

Rochelle Tisdale gave highlights:

The Pinion building is empty and the keys were returned to WNC.

Construction started yesterday on the makerspace classroom additions.

**5. CFO & Co Curricular Update may include: Monthly transaction report, quarterly financials, budget to actuals report, finance commission update, co curricular report. (Dusty Casey).**

Dusty Casey said the packet provided shows the cash on hand at the end of April. Everything is tracking well, the cash flow looks solid (reviewed by finance). The Commission has been tasked to tie funding to performance and make recommendations.

New high school will be done by the end of June. 100% in the 24 budget, along with the grant money.

K8 hammond homes is started.

FY25 is in tonights agenda, due by June 8th.

Co-curr written by Amanda G. She will take over as athletic coordinator next year. Dusty read through the update (make sure to look and include the highlights). Had some students win awards for FFA.

NIAA in the coming years, 1 time transfer rule which means any student can transfer without repercussion without having to sit out. Concussion protocol and implementation for the whole school. Return to play and return to school. Dr notes have to lay out when they can return to certain activities.

A ribbon cutting will hopefully happen in July.

**6. Board Committee Updates to include updates from the Finance Committee, Academic Committee, Governance Committee and FOA**

Finance Committee (May 22, 2024): Frank Woodliff spoke about the high school budget, Academics proposal and sent questions to them. One thing in the budget that was added is \$80,000 toward playground equipment, there is a need to figure out the ground for the equipment. Some of the money from the high school was going to go toward fencing but gave some to the playground. Once we figure out the correct solution for the ground, then we can move forward and figure out how long it will take to complete.

Academic Excellence Committee (May 8th): Anne Bloomfield spoke on the 1st grade 2 stars and 1 wish which is to have an all day aide or lower class size. 2nd grade 2 stars and 1 wish which is to adjust the science curriculum and go back to a project based lesson. Discussed ACT and goal is to improve by half point, CERT has improved. Homework policy with teacher input will take place in September, math facts should be more. PD calendar (Cassy Molly Jessica coming). Added some scoring to TLAC.

The board talked about aides and maybe coming in at different times. (on the next agenda). The board also talked about the Amplify curriculum, science teachers really like the program, it starts in 2nd grade which could be why they

feel they struggle.

Governance (meeting will be June 5th)

FOA: Katherine Rule spoke about teacher appreciation week, catered or took care of meals through FOA, set up in teacher lounge. Gift cards for all the teachers and aides. Field day was successful, a little chilly but integrated 6th grade as well. Meeting with Rochelle tomorrow to start planning for next year. Also, I love My Teacher videos.

**7. Academica Contract for Educational Management Services**

Dusty Casey spoke about providing information in the packet and discussing it with the two reps from Academica. The first year with Academica would be a phase-in year. Some of the fees would be reduced the first year, phase in payroll, accounting systems, compare health coverage, and there are a handful of line items that will change as far as budgeting goes. Academica would phase in absorbing certain roles such as the CFO position, board secretary, and Infinite Campus, also 50% of bookkeeping. Year 2 Academica would be fully in, CFO gone completely, accounting fees gone, and full per pupil fee.

Colton and Colin are here, Colin is the Chief Legal Officer (spoke about the 3 divisions within Academica) and Colton NNV director. The following is some of the discussion between the board and Academica representatives.

A possible opt out after 3 years? The board would like to see an opt out option in the contract.

The board wanted to understand the entity's Organizational structure. Florida was the first company and is majority owner, there are also minority owners and Nevada is LLC.

The charter amendment, before a contract can be signed. Their team would develop the amendment and get on the SPCSA board. The amendment would need to approve this amendment application and then work with the school to submit a letter of exemption, sooner than their regular cycle.

Would they start coming to meetings? They would start once approval from SPCSA and have people working with the staff at the school to learn procedures.

The board members spoke of their concerns, such as adding costs to the current administration, which aren't huge. Don't know until we are in. This will bring stability and expertise. Can get behind as long as they give the opt out without cause. Feels they don't need access to all the funds but the operational funds. Should still keep our committee system.

Anna Lisa spoke about how she was not in favor to using Academic. She is feeling in favor now but agrees with Frank about the clause.

Katherine sees the potential and let our principals be there for the classrooms.

When you think about the other option about replacing key personnel, it is going to be hard to replace.

Anne spoke that in light of the transition year, we would benefit from Academica.

Glen Wassmuth year opt out and the stability of the support.

Jeff Weed may lose the personal touch but the stability makes up for it. If we don't do this, what else do we do?

There was some discussion on the investment pool and who would do the transfer, board treasurer. The money has to be entrusted by someone. The CFO is a signer but has to be approved by the principal and above \$25,000 requires 2 signature approvals. The board spoke with Academica about accounts and fund approvals. There are some details that need to be figured out. Rochelle spoke about Academica and has known about them and knows they are reputable. She is excited to work closer with teachers, and also to work with other schools and learn from. To have someone to call when there are questions. Very open minded to the discussion and concerns. Feel they will listen. Concern with the facility piece because we are rural, especially with the help ticket feature. We also have leases with the tenants. Would like to see the board develop master planning, so we know the direction we are moving forward. Looking forward to PD with teachers and administrators.

Dusty spoke that it is not just knowledge of managing money and schools, its about working with a charter school and the future growth, to have someone that has school, education knowledge in NV. It provides the school to grow, there are schools struggling on the business side, and knowing that the business side is taken care of.

Carol McIntosh makes a motion to move forward with the intent to hire Academica as the EMO.

Anna Lisa Laca seconds the motion

All in favor

Motion carries

#### **8. New High School Exterior Signage**

Dusty spoke about the preliminary design from Yesco, but we are simply looking at the design for the side of the building and the address above the door.

Approve color, location and schematics. There is debate with saying high school or college prep. Pennington may or may not be one the building, sizing and colors, and locations.

Anna Lisa Laca moves to approve the high school sign up with flexibility

KatherineRule seconds the motion

All in favor

Motion carries

#### **9. Fiscal Year 23-24 Amended Final Budget**

Only big changes are construction related, we are absorbing 100% in this budget, we are antic ending 900,000 into the next year. Finance went through in detail. The amended vs the final is shown side by side. We are absorbing more

FFNE costs because we thought we wouldnt be done until September. Instructional supplies, and other big things. Classroom buildout is spanning 2 years, released all contingency because the year is over. The EFB is 977,000.

Jeff Weed makes a motion to approve the amended final budget

Glen Wassmuth seconds the motion

All in favor

Motion Carries

**10. Fiscal year 24-25 Final Budget**

Since the board approved to go with Academica, then they will look at the budget that includes Academica costs. Dusty went through some of the major budget items, to include Academica, the K8 building, the playground, FFNE for the HS, 10% raises and trues up milestones. GOing to pay out 30 milestones through September over 150,000 and will reduce years going forward. The columns to compare from the tentative budget, slated to not receive any At Risk dollars next year and will hopefully figure out how to get this funding, because we definitely have At Risk students. There is some overlap with ELL and At risk. Jumps down to the Academica services reflect vs the tentative budget. Building drops down to only the K8 addition and we plan for HVAC repairs. Site improvement is the playground, building improvement is reduced, and also money earmarked for the fencing at the high school.

Operating balance and then calculate debt services. Dusty went through the numbers again explaining the deficit for next year. Doesn't mean we are out of money.

The finance committee spoke about the package put together for our employees and other schools talked about raises. The surrounding counties 4% raises are not able to follow through.

Glen Wassmuth makes a motion to approve the FY 24-25 Final Budget

Anna Lisa Laca seconds the motion

All in favor

Motion carries

**11. Public Comment (for items not on the agenda)**

No comments

**12. Adjournment 7:30 PM**

## **PUBLIC NOTICE Virtual Meeting**

Note: This public notice was posted at or before 9 a.m. on the third working day before the meeting. Notice of this meeting was posted on the internet at: <https://notice.nv.gov/> & <http://www.oasisacademyfallon.us/docs/meetingagenda.pdf>

### **Public Meeting**

920 West Williams Ave. Suite 100  
Fallon NV 89406

**July 9, 2024**

**12:00 p.m. (noon)**

**Meeting will be broadcast (for viewing only)**

[meet.google.com/csv-shpk-eyt](https://meet.google.com/csv-shpk-eyt)

**or via phone (for listening only) at**

(US)+1 304-981-5439 PIN: 881 442 593#

Written public comments can be submitted via this [form](#).

Comments will be available to board members directly, are available in the board packet to the public, and included in the minutes for the public record.

### **-AGENDA-**

*The public is hereby noticed that Oasis Academy reserves the right to take agenda items out of posted order, with the exception of hearings, 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. The Board President reserves the right to call on individuals from the audience or to allow for public comment at any time. Individuals providing testimony should fill out a Visitor Card. A time limit of three minutes will be imposed by the Board President on public testimony in order to afford all members of the public who wish to comment an opportunity to do so within the time frame available.*

Call to order; Roll Call (Samantha Gomes, OA Board President)

1. Public Comment #1

*Public comment will be taken during this agenda item on any matter within the control of the Oasis Academy Board of Directors and not on the agenda. No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. The Board President will impose a time limit of three minutes.*



# Attachment 01 - Board Agenda & Meeting Minutes

Oasis Academy Public Meeting Date 7-9-2024

2. *Discussion and Possible Action to Approve a Good Cause Exemption from the current amendment cycle with SPCSA for an Out-of-Cycle Charter Amendment Request and to approve the drafted Amendment Application to request for Oasis Academy to enter into a contractual relationship with Academica Nevada as the school's Education Management Organization (EMO) to commence the upcoming 2024-25 school year. (Information/Discussion/For Possible Action)*
3. Public Comment #2  
*Public comment will be taken during this agenda item on any matter within the control of the Oasis Academy Board of Directors and not on the agenda. No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. The Board President will impose a time limit of three minutes.*
4. Adjournment **(Action)**

# Attachment 01 - Board Agenda & Meeting Minutes

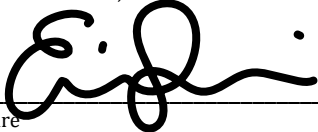
Oasis Academy Public Meeting Date 7-9-2024

Reasonable efforts will be made for members of the public who are disabled and require special accommodation or assistance at the meeting. Please call Office Manager Susan Richards 775-423-5437 at least three business days in advance for arrangements to be made or to receive copies of the board materials from Oasis Academy @ 920 West Williams Ave. Suite 100 Fallon, NV 89406.

## Declaration of Posting

Pursuant to NRS 53.045, I declare under penalty of perjury that the following is true and correct:

That on or before 7/3/2024, this Oasis Academy Public Notice and Agenda was posted at the above referenced locations, and websites.

  
\_\_\_\_\_  
Signature

**MINUTES**

of the meeting of  
Oasis Academy Board of Directors  
On Tuesday, July 9, 2024

The Oasis Academy Board of Directors held a public meeting on July 9, 2024 beginning at 12:00 PM. This meeting was held telephonically/virtually. A recording of the meeting and all documents referenced can be found online at [www.oasisacadamyfallon.us](http://www.oasisacadamyfallon.us) in the board folder.

Call to order and Pledge; Samantha Gomes called the meeting to order at 12:01 p.m.

Anne Bloomfield – Present Virtually  
Samantha Gomes – Present Virtually  
Katherine Rule – Present Virtually  
Jeff Weed – Present Virtually  
Frank Woodliff – Present Virtually  
Carol McIntosh – Not Present  
Glen Wassmuth – Present Virtually  
AnnaLisa Laca – Present Virtually

**1. Public Comment #1:**

There was no public comment

**2. Amendment Request**

**Discussion and Possible Action to Approve a Good Cause Exemption from the current amendment cycle with SPCSA for an Out-of-Cycle Charter Amendment Request and to approve the drafted Amendment Application to request for Oasis Academy to enter into a contractual relationship with Academica Nevada as the school's Education Management Organization (EMO) to commence the upcoming 2024-2025 school year.**

Mr. Colton Loretz with Academica Nevada reviewed some minor clerical changes to the agreement. He also reflected the Boards previous motion for a three (3) year initial term with a renewal option of an additional four (4) years to the contract.

Member Frank Woodliff asked a clarifying question to Academica regarding language noted on the contract. Mr. Ryan Reeves explained it was a regulation through the state and the language was necessary.

Mr. Loretz noted the termination language would reflect the same language from the contract.

Mr. Ryan Reeves thanked the Board and Administration for their assistance and thorough review of the application.

**Member Glen Wassmuth moved to approve a good cause exemption from the current amendment cycle with SPCSA for an out-of-cycle charter amendment request and to approve the drafted amendment application to request for Oasis Academy to enter into a contractual relationship with Academica Nevada as the school's Education Management Organization (EMO) to commence the upcoming 2024-2025 school year subject to the changes mentioned. Member Katherine Rule seconded the motion, and the Board voted unanimously to approve.**

**3. Public Comment #2:**

There was no public comment

**4. Adjournment: 12:12 p.m.**

DRAFT

Attachment 02 - Board Member Roster

Board Member Name	Position on Board <i>(e.g., Chair, Vice Chair, Treasurer, etc.)</i>	Occupation and Current Employer	Membership Category Pursuant to NRS 388A.320(1) <i>(select one for each member)</i>				Committee Assignment(s), if applicable
			(a) Teacher or licensed personnel	(b) Teacher, licensed personnel, or administrator	(c) Parent or guardian	(d) Knowledge and expertise in Accounting, Finance, Law or Human Resources	
Samantha Gomes	President	n/a	X				
Anne Bloomfield	Vice- President	Retired	X				
Frank Woodliff	Treasurer	Architect					
Katherine Rule	Secretary	Residential Interior Designer Katherine Elkins Designs, Ltd.			X		
Anna-Lisa Laca	Member	Editor Farm Journal Media					
Carol McIntosh	Member	Assistant Director of Development Western Nevada College (WNC) Foundation				Finance	
Glen Wassmuth	Member	Retired				Accounting	
Jeffrey Weed	Member	Senior Deputy District Attorney Churchill County District Attorney				Law	

### **CODE OF CONDUCT**

Oasis Academy will maintain high expectations for behavior just as we do for academics. Oasis Academy practices restorative justice when students are willing participants, believing that students deserve the opportunity to correct their wrongdoings and to learn from their mistakes. Restorative justice is rooted in positive relationships and behavior and helps create a supportive environment where students thrive personally and academically.

Restorative justice views misbehaviors as more than breaking rules – it also causes harm to people, relationships, and the school community. So a just response must address those harms as well as the wrongdoing. If the parties are willing, the best way to do this is to help them meet to discuss those harms and how to bring resolution. Other approaches are available if they are unable or unwilling to meet. Our leadership team in conjunction with the counseling department attempts to empower students to resolve conflicts they are a part of. Practices that Oasis Academy has always implemented, like community circle, are a foundation of restorative justice.

The following behaviors are prohibited and may result in suspension in accordance with NRS 388A.495:

- Intentional hitting, spitting or physical abuse.
- Damaging property of the school or others.
- Discriminatory remarks based on race, religion, or sexual orientation.
- Sexual harassment of any kind.
- Bullying.
- Any kind of dangerous behavior.
- Tobacco use or distribution.

### **DISCIPLINE**

Oasis Academy maintains a discipline policy whose goal is twofold. The first is to ensure the right of each child to a safe and orderly learning environment and the second is to help each student develop positive behavior patterns. Our expectations for student behavior are based on respect. We expect students to respect themselves and others as well as the learning environment. Every effort will be made to work with students and their parents to resolve behavioral issues through restorative justice.

### **PROGRESSIVE DISCIPLINE & RESTORATIVE JUSTICE PLAN**

Outlined below is Oasis Academy's Progressive Discipline Plan that stipulates behaviors that will not be allowed at school. Also outlined are the possible consequences of engaging in such behaviors if students are not willing to participate in restorative justice.

## Attachment 03 - Restorative Justice Plan

Please read and discuss these with your children. With your assistance, the school will strive to provide the best possible learning environment for all children.

Each child and each situation is unique. Circumstances will dictate how behavior is dealt with. Below is a sample of how behavior issues may be handled.

### KINDERGARTEN - 2ND GRADE INFRACTIONS, INTERVENTIONS, AND CONSEQUENCES

Infractions	Intervention	Consequence
<p>Type A Behaviors: Including but not limited to:</p> <ul style="list-style-type: none"> <li>● Violation of classroom rules</li> <li>● Unauthorized food, gum, etc.</li> <li>● Littering</li> <li>● In unauthorized area</li> <li>● Disrespectful to peers (including swearing and obscene gestures)</li> <li>● Inappropriate items (toys, cards, etc.)</li> <li>● Failure to line up when bell rings</li> <li>● Dress code violations</li> </ul>	<p>Classroom Teacher</p> <p>First Incident</p> <ul style="list-style-type: none"> <li>● Verbal warning</li> </ul> <p>Second Incident</p> <ul style="list-style-type: none"> <li>● Discussion with student</li> <li>● Parents notified by teacher via email</li> </ul> <p>Third Incident</p> <ul style="list-style-type: none"> <li>● Referral to Dean of Students</li> </ul> <p>Dean of Students</p> <p>Third Incident</p> <ul style="list-style-type: none"> <li>● Contact Parent/Guardian via phone or email</li> <li>● Behavior recorded in Infinite Campus</li> <li>● Allow a “cooling off period” for both the student, teacher, and/or class if appropriate</li> <li>● Assist with classroom reentry (deliver letter of apology, facilitate a verbal apology to those impacted, etc.)</li> <li>● Support the student and teacher by</li> </ul>	<p>First Incident (Classroom Teacher)</p> <ul style="list-style-type: none"> <li>● Follow classroom behavior management plan with a focus on relationships</li> <li>● Increase positive reinforcement for demonstrating HERD behavior</li> </ul> <p>Second Incident (Classroom Teacher)</p> <ul style="list-style-type: none"> <li>● Follow classroom behavior management plan with a focus on relationships (community circle, etc.)</li> <li>● Use effective language statement and restorative questions in discussion (see examples below)</li> <li>● Increase positive reinforcement for demonstrating HERD behavior</li> </ul> <p>Third Incident (Dean of Students)</p> <ul style="list-style-type: none"> <li>● Discuss behavior</li> </ul>

Attachment 03 - Restorative Justice Plan

	<p>following up during the school day</p> <p>Fourth Incident</p> <ul style="list-style-type: none"> <li>● Move to Level B</li> </ul>	<p>with students using effective language statements and restorative questions.</p> <ul style="list-style-type: none"> <li>● Implement a restorative consequence (practice an appropriate apology including their plan to change their behavior in the future, write a letter of apology, beautify the campus, etc.)</li> </ul>
<p>Type B Behaviors: Including but not limited to:</p> <ul style="list-style-type: none"> <li>● Fourth Incident Type A Behavior</li> <li>● Lying, Cheating</li> <li>● Getting into someone else's personal property including locker, backpack, lunch box, etc.</li> <li>● Chronic disruption of class</li> <li>● Throwing food</li> <li>● Display of gang writings, symbols, etc.</li> <li>● Unacceptable language</li> <li>● Continually unprepared for class</li> <li>● Rough play (wrestling)</li> <li>● Bullying</li> <li>● Failure to keep hands and feet to</li> </ul>	<p>Classroom Teacher First Incident</p> <ul style="list-style-type: none"> <li>● Referral to Dean of Students</li> </ul> <p>Dean of Students First Incident</p> <ul style="list-style-type: none"> <li>● Contact Parent/Guardian via phone or email</li> <li>● Behavior recorded in IC</li> <li>● Allow a "cooling off period" for both the student, teacher, and/or class if appropriate</li> <li>● Assist with classroom reentry (deliver letter of apology, facilitate a verbal apology to those impacted, etc.)</li> <li>● Support the student and teacher by</li> </ul>	<p>First Incident (Dean of Students)</p> <ul style="list-style-type: none"> <li>● Discuss behavior with students using effective language statements and restorative questions.</li> <li>● Implement a restorative consequence (practice an appropriate apology including their plan to change their behavior in the future, write a letter of apology, beautify the campus, etc.)</li> <li>● Implement Restoration By Repairing Harm action steps in the RAP if implemented (see Repairing Harm action steps</li> </ul>



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<p>self with peers</p> <ul style="list-style-type: none"> <li>● Excessive Physical contact (hugging, kissing, etc.)</li> <li>● Failure to serve detention</li> <li>● Bathroom horseplay</li> </ul>	<p>following up during the school day</p> <ul style="list-style-type: none"> <li>● On a case by case basis a Restorative Action Plan (RAP) (see outline below) may be appropriate. Upload in IC.</li> <li>● Follow up on the RAP if implemented</li> </ul> <p>Second Incident</p> <ul style="list-style-type: none"> <li>● Develop an RAP, upload in IC</li> <li>● Assist with classroom reentry (deliver letter of apology, facilitate a verbal apology to those impacted, etc.)</li> <li>● Follow-up on RAP</li> </ul> <p>Third Incident</p> <ul style="list-style-type: none"> <li>● Move to Level C</li> </ul>	<p>below)</p> <p>Second Incident</p> <ul style="list-style-type: none"> <li>● Implement Restoration By Repairing Harm action steps in the RAP, upload in IC</li> <li>● Possibly assign lunch detention or loss of recess with Dean</li> </ul>
<p>Type C Behaviors: Including but not limited to:</p> <ul style="list-style-type: none"> <li>● Repeated violations of Type B Behaviors</li> <li>● Cause or threaten to cause bodily injury to another (fighting) or the school or its occupants</li> <li>● Possession of a dangerous item (lighter, etc.)</li> <li>● Possession of tobacco or smoking</li> <li>● Damage to school or private property</li> <li>● Disrespect/impertinence/defiance to authority</li> <li>● Extortion</li> </ul>	<p>Classroom Teacher First Incident</p> <ul style="list-style-type: none"> <li>● Referral to Dean of Students</li> </ul> <p>Dean of Students First Incident</p> <ul style="list-style-type: none"> <li>● Conduct search as necessary (must have 2 licensed staff present).</li> <li>● Conference with parent/guardian</li> <li>● Develop an RAP upload in IC</li> <li>● Assist with classroom reentry (deliver letter of apology, facilitate a verbal apology to</li> </ul>	<p>Dean of Students First Incident</p> <ul style="list-style-type: none"> <li>● Conference with parent/guardian</li> <li>● Implement Restoration By Repairing Harm action steps in the RAP</li> <li>● Possibly assign lunch detention or loss of recess with Dean</li> </ul>

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<ul style="list-style-type: none"> <li>● Lewd, indecent, offensive conduct/sexual harassment</li> <li>● Stealing/Possession of stolen property</li> </ul>	<p>those impacted, etc.)</p> <ul style="list-style-type: none"> <li>● Follow-up on RAP</li> </ul> <p>Second Incident</p> <ul style="list-style-type: none"> <li>● Move to Level D</li> </ul>	
<p>Type D Behaviors: Including but not limited to:</p> <ul style="list-style-type: none"> <li>● Repeated violations of Type C Behaviors</li> <li>● Possession/furnishing a weapon (knife, firearm, explosive, replica, etc.)</li> <li>● Brandishing a weapon at another person</li> <li>● Possession/furnishing of any controlled substance, alcohol, or tobacco</li> <li>● Under the influence of a controlled substance</li> <li>● Arson/Robbery</li> <li>● Chronic defiance not modified by previous progressive discipline</li> <li>● Assault/battery upon any school employee</li> </ul>	<p>Classroom Teacher First Incident</p> <ul style="list-style-type: none"> <li>● Referral to Dean of Students</li> </ul> <p>Dean of Students First Incident</p> <ul style="list-style-type: none"> <li>● Conduct search as necessary (must have 2 licensed staff present).</li> <li>● Notify law enforcement</li> <li>● Conference with parent guardian</li> <li>● Suspension or expulsion</li> <li>● Develop an RAP prior to reentry. Upload in IC.</li> <li>● Assist with classroom reentry</li> <li>● Follow-up on RAP</li> </ul>	<p>Dean of Students First Incident</p> <ul style="list-style-type: none"> <li>● Implement Restoration By Repairing Harm action steps in the RAP</li> <li>● Possible expulsion</li> </ul>

3RD - 5TH GRADE INFRACTIONS, INTERVENTION, AND CONSEQUENCES

Infractions	Intervention	Consequence
<p>Type A Behaviors: Including but not limited to:</p> <ul style="list-style-type: none"> <li>● Violation of classroom rules</li> <li>● Unauthorized food, gum, etc.</li> <li>● Littering</li> <li>● In unauthorized area or no hall pass</li> <li>● Disrespectful to peers (including swearing and obscene gestures)</li> <li>● Inappropriate items ( toys, cards, etc.)</li> <li>● Failure to line up when bell rings</li> <li>● Failure to keep hands and feet to self with peers</li> <li>● Dress code violations</li> </ul>	<p>Classroom Teacher</p> <p>First Incident</p> <ul style="list-style-type: none"> <li>● Verbal warning</li> </ul> <p>Second Incident</p> <ul style="list-style-type: none"> <li>● Discussion with student</li> <li>● Parents notified by teacher via email</li> <li>● In some circumstance a referral to Dean of Students may be appropriate</li> </ul> <p>Third Incident</p> <ul style="list-style-type: none"> <li>● Referral to Dean of Students</li> </ul> <p>Dean of Students</p> <p>Third Incident</p> <ul style="list-style-type: none"> <li>● Contact Parent/Guardian via email or phone</li> <li>● Behavior recorded in IC</li> <li>● Allow a “cooling off period” for both the student, teacher, and/or class if appropriate</li> <li>● Assist with classroom reentry (deliver letter of apology, facilitate a verbal apology to those impacted, etc.)</li> <li>● Support the student and teacher by following up during the school day</li> </ul>	<p>First Incident (Classroom Teacher)</p> <ul style="list-style-type: none"> <li>● Follow classroom behavior management plan with a focus on relationships</li> <li>● Increase positive reinforcement for demonstrating HERD behavior</li> </ul> <p>Second Incident (Classroom Teacher)</p> <ul style="list-style-type: none"> <li>● Follow classroom behavior management plan with a focus on relationships (community circle, etc.)</li> <li>● Use effective language statement and restorative questions in discussion (see examples below)</li> <li>● Increase positive reinforcement for demonstrating HERD behavior</li> </ul> <p>Third Incident (Dean of Students)</p> <ul style="list-style-type: none"> <li>● Discuss behavior with students using effective language statements and restorative questions.</li> <li>● Implement a restorative</li> </ul>

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	<ul style="list-style-type: none"> <li>● On a case by case basis a Restorative Action Plan (RAP) (see outline below) may be appropriate. Upload in IC</li> <li>● Follow up on the RAP if implemented</li> </ul> <p>Fourth Incident</p> <ul style="list-style-type: none"> <li>● Move to Level B</li> </ul>	<p>consequence (practice an appropriate apology including their plan to change their behavior in the future, write a letter of apology, beautify the campus, etc.)</p> <ul style="list-style-type: none"> <li>● Implement Restoration By Repairing Harm action steps in the RAP if implemented (see Repairing Harm action steps below). Upload in IC</li> <li>● Possibly assign lunch detention or loss of recess with Dean</li> </ul>
<p>Type B Behaviors: Including but not limited to:</p> <ul style="list-style-type: none"> <li>● Fourth Incident Type A Behavior</li> <li>● Lying, Cheating</li> <li>● Getting into someone else's personal property including locker, backpack, lunch box, etc.</li> <li>● Chronic disruption of class</li> <li>● Throwing food</li> <li>● Display of gang writings, symbols, etc.</li> <li>● Unacceptable language</li> <li>● Continually unprepared for class</li> <li>● Rough play (wrestling)</li> </ul>	<p>Classroom Teacher First Incident</p> <ul style="list-style-type: none"> <li>● Referral to Dean of Students</li> </ul> <p>Dean of Students First Incident</p> <ul style="list-style-type: none"> <li>● Contact Parent/Guardian via phone or email</li> <li>● Behavior recorded in IC</li> <li>● Allow a "cooling off period" for both the student, teacher, and/or class if appropriate</li> <li>● Assist with classroom reentry (deliver letter of apology, facilitate a verbal apology to those impacted,</li> </ul>	<p>First Incident (Dean of Students)</p> <ul style="list-style-type: none"> <li>● Discuss behavior with students using effective language statements and restorative questions.</li> <li>● Implement a restorative consequence (practice an appropriate apology including their plan to change their behavior in the future, write a letter of apology, beautify the campus, etc.)</li> <li>● Implement Restoration By Repairing Harm action steps in the</li> </ul>

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<ul style="list-style-type: none"> <li>● Bullying</li> <li>● Failure to keep hands and feet to self with peers</li> <li>● Excessive Physical contact (hugging, kissing, etc.)</li> <li>● Failure to serve detention</li> <li>● Bathroom horseplay</li> </ul>	<p>etc.)</p> <ul style="list-style-type: none"> <li>● Support the student and teacher by following up during the school day</li> <li>● On a case by case basis a Restorative Action Plan (RAP) (see outline below) may be appropriate. If it is appropriate for a student to be excluded from class for more than 20 minutes or miss a recess/lunch break an RAP must be developed.</li> <li>● Assist with classroom reentry (deliver letter of apology, facilitate a verbal apology to those impacted, etc.)</li> <li>● Follow up on the RAP if implemented</li> </ul> <p>Second Incident</p> <ul style="list-style-type: none"> <li>● Develop an RAP. Upload in IC</li> <li>● Assist with classroom reentry (deliver letter of apology, facilitate a verbal apology to those impacted, etc.)</li> <li>● Follow-up on RAP</li> </ul> <p>Third Incident</p> <ul style="list-style-type: none"> <li>● Move to Level C</li> </ul>	<p>RAP if implemented (see Repairing Harm Action steps below). Upload in IC</p> <ul style="list-style-type: none"> <li>● Possibly assign lunch detention, loss of recess, or in school suspension with Dean</li> </ul> <p>Second Incident</p> <ul style="list-style-type: none"> <li>● Implement Restoration By Repairing Harm action steps in the RAP</li> <li>● Assign in school or out of school suspension.</li> </ul>
<p>Type C Behaviors: Including but not limited to:</p> <ul style="list-style-type: none"> <li>● Repeated violations</li> </ul>	<p>Classroom Teacher First Incident</p> <ul style="list-style-type: none"> <li>● Referral to Dean of</li> </ul>	<p>Dean of Students First Incident</p> <ul style="list-style-type: none"> <li>● Implement</li> </ul>

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<p>of Type B Behaviors</p> <ul style="list-style-type: none"> <li>● Cause or threaten to cause bodily injury to another (fighting)</li> <li>● Possession of a dangerous item (lighter, etc.)</li> <li>● Possession of tobacco or smoking</li> <li>● Damage to school or private property</li> <li>● Disrespect/impertinence/defiance to authority</li> <li>● Extortion</li> <li>● Lewd, indecent, offensive conduct/sexual harassment</li> <li>● Stealing/Possession of stolen property</li> </ul>	<p>Students</p> <p>Dean of Students</p> <p>First Incident</p> <ul style="list-style-type: none"> <li>● Conduct search as necessary (must have 2 licensed staff present).</li> <li>● Conference with parent/guardian</li> <li>● In School suspension</li> <li>● Develop an RAP</li> <li>● Assist with classroom reentry (deliver letter of apology, facilitate a verbal apology to those impacted, etc.)</li> <li>● Follow-up on RAP</li> </ul> <p>Second Incident</p> <ul style="list-style-type: none"> <li>● Move to Level D</li> </ul>	<p>Restoration By Repairing Harm action steps in the RAP</p> <ul style="list-style-type: none"> <li>● Assign in school or out of school suspension.</li> </ul>
<p>Type D Behaviors: Including but not limited to:</p> <ul style="list-style-type: none"> <li>● Repeated violations of Type C Behaviors</li> <li>● Possession/furnishing a weapon (knife, firearm, explosive, replica, etc.)</li> <li>● Brandishing a weapon at another person</li> <li>● Possession/furnishing of any controlled substance, alcohol, or tobacco</li> <li>● Under the influence of a controlled substance</li> <li>● Arson/Robbery</li> <li>● Chronic defiance</li> </ul>	<p>Classroom Teacher</p> <p>First Incident</p> <ul style="list-style-type: none"> <li>● Referral to Dean of Students</li> </ul> <p>Dean of Students</p> <p>First Incident</p> <ul style="list-style-type: none"> <li>● Conduct search as necessary (must have 2 licensed staff present).</li> <li>● Notify law enforcement</li> <li>● Conference with parents/guardians</li> <li>● Suspension or expulsion</li> <li>● Develop an RAP prior to reentry. Upload in IC</li> </ul>	<p>Dean of Students</p> <p>First Incident</p> <ul style="list-style-type: none"> <li>● Implement Restoration By Repairing Harm action steps in the RAP</li> <li>● Possible suspension or expulsion</li> </ul>

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<p>not modified by previous progressive discipline</p> <ul style="list-style-type: none"> <li>● Assault/battery upon any school employee</li> </ul>	<ul style="list-style-type: none"> <li>● Assist with classroom reentry</li> <li>● Follow-up on RAP</li> </ul>	
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### 6TH - 12TH GRADE INFRACTIONS, INTERVENTIONS, AND CONSEQUENCES

Infractions	Intervention	Consequence
<p>Type A Behaviors: Including but not limited to:</p> <ul style="list-style-type: none"> <li>● Violation of classroom rules</li> <li>● Unauthorized food, gum, etc.</li> <li>● Littering</li> <li>● In unauthorized area</li> <li>● Disrespectful to peers (including swearing and obscene gestures)</li> <li>● Inappropriate items (CD player, toys, cards, etc.)</li> <li>● Failure to line up when bell rings or being tardy from lunch</li> <li>● Failure to keep hands and feet to self with peers</li> <li>● Dress code violations</li> <li>● Bathroom horseplay</li> </ul>	<p>Classroom Teacher</p> <p>First Incident</p> <ul style="list-style-type: none"> <li>● Verbal warning</li> </ul> <p>Second Incident</p> <ul style="list-style-type: none"> <li>● Discussion with student</li> <li>● Teacher notifies parent via email</li> <li>● In some circumstance a referral to Dean of Students may be appropriate</li> </ul> <p>Third Incident</p> <ul style="list-style-type: none"> <li>● Referral to Dean of Students</li> </ul> <p>Dean of Students</p> <p>Third Incident</p> <ul style="list-style-type: none"> <li>● Contact Parent/Guardian</li> <li>● Behavior recorded</li> <li>● Allow a “cooling off period” for both the student, teacher, and/or class if appropriate</li> <li>● Assist with classroom reentry (deliver letter of</li> </ul>	<p>First Incident (Classroom Teacher)</p> <ul style="list-style-type: none"> <li>● Follow classroom behavior management plan with a focus on relationships</li> <li>● Increase positive reinforcement for demonstrating HERD behavior</li> </ul> <p>Second Incident (Classroom Teacher)</p> <ul style="list-style-type: none"> <li>● Follow classroom behavior management plan with a focus on relationships (community circle, etc.)</li> <li>● Use effective language statement and restorative questions in discussion (see examples below)</li> <li>● Increase positive reinforcement for demonstrating HERD behavior</li> </ul>

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	<p>apology, facilitate a verbal apology to those impacted, etc.)</p> <ul style="list-style-type: none"> <li>• Support the student and teacher by following up during the school day</li> <li>• On a case by case basis a Restorative Action Plan (RAP) (see outline below) may be appropriate. Upload in IC.</li> <li>• Follow up on the RAP if implemented</li> </ul> <p>Fourth Incident</p> <ul style="list-style-type: none"> <li>• Move to Level B</li> </ul>	<p>Third Incident (Dean of Students)</p> <ul style="list-style-type: none"> <li>• Discuss behavior with students using effective language statements and restorative questions.</li> <li>• Implement a restorative consequence (practice an appropriate apology including their plan to change their behavior in the future, write a letter of apology, beautify the campus, etc.)</li> <li>• Implement Restoration By Repairing Harm action steps in the RAP if implemented (see Repairing Harm action steps below)</li> </ul>
<p>Type B Behaviors: Including but not limited to:</p> <ul style="list-style-type: none"> <li>• Fourth Incident Type A Behavior</li> <li>• Lying, Cheating</li> <li>• Getting into someone else's personal property including locker, backpack, lunch box, etc.</li> <li>• Frequent tardiness</li> <li>• Chronic disruption of class</li> <li>• Throwing food</li> <li>• Display of gang writings, symbols,</li> </ul>	<p>Classroom Teacher First Incident</p> <ul style="list-style-type: none"> <li>• Referral to Dean of Students</li> </ul> <p>Dean of Students First Incident</p> <ul style="list-style-type: none"> <li>• Contact Parent/Guardian via email or phone</li> <li>• Behavior recorded in IC</li> <li>• Allow a "cooling off period" for both the student, teacher, and/or class if appropriate</li> </ul>	<p>First Incident (Dean of Students)</p> <ul style="list-style-type: none"> <li>• Discuss behavior with students using effective language statements and restorative questions.</li> <li>• Implement a restorative consequence (practice an appropriate apology including their plan to change their behavior in the future, write a letter</li> </ul>



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<p>etc.</p> <ul style="list-style-type: none"> <li>● Unacceptable language</li> <li>● Continually unprepared for class</li> <li>● Rough play (wrestling)</li> <li>● Bullying</li> <li>● Excessive Physical contact (hugging, kissing, etc.)</li> <li>● Failure to serve detention</li> </ul>	<ul style="list-style-type: none"> <li>● Assist with classroom reentry (deliver letter of apology, facilitate a verbal apology to those impacted, etc.)</li> <li>● Support the student and teacher by following up during the school day</li> <li>● On a case by case basis a Restorative Action Plan (RAP) (see outline below) may be appropriate. Upload in IC</li> <li>● Assist with classroom reentry (deliver letter of apology, facilitate a verbal apology to those impacted, etc.)</li> <li>● Follow up on the RAP if implemented</li> </ul> <p>Second Incident</p> <ul style="list-style-type: none"> <li>● Develop an RAP</li> <li>● Assist with classroom reentry (deliver letter of apology, facilitate a verbal apology to those impacted, etc.)</li> <li>● Follow-up on RAP</li> </ul> <p>Third Incident</p> <ul style="list-style-type: none"> <li>● Move to Level C</li> </ul>	<p>of apology, beautify the campus, etc.)</p> <ul style="list-style-type: none"> <li>● Implement Restoration By Repairing Harm action steps in the RAP if implemented (see Repairing Harm action steps below)</li> </ul> <p>Second Incident</p> <ul style="list-style-type: none"> <li>● Implement Restoration By Repairing Harm action steps in the RAP</li> </ul>
<p>Type C Behaviors: Including but not limited to:</p> <ul style="list-style-type: none"> <li>● Repeated violations of Type B Behaviors</li> <li>● Cause or threaten to</li> </ul>	<p>Classroom Teacher First Incident</p> <ul style="list-style-type: none"> <li>● Referral to Dean of Students</li> </ul>	<p>Dean of Students First Incident</p> <ul style="list-style-type: none"> <li>● Implement Restoration By Repairing Harm</li> </ul>

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<p>cause bodily injury to another (fighting)</p> <ul style="list-style-type: none"> <li>● Possession of a dangerous item (lighter, etc.)</li> <li>● Possession of tobacco or smoking</li> <li>● Damage to school or private property</li> <li>● Disrespect/impertinence/defiance to authority</li> <li>● Extortion</li> <li>● Lewd, indecent, offensive conduct/sexual harassment</li> <li>● Stealing/Possession of stolen property</li> </ul>	<p>Dean of Students First Incident</p> <ul style="list-style-type: none"> <li>● Conduct search as necessary (must have 2 licensed staff present).</li> <li>● Develop an RAP. Upload in IC</li> <li>● Assist with classroom reentry (deliver letter of apology, facilitate a verbal apology to those impacted, etc.)</li> <li>● Follow-up on RAP</li> </ul> <p>Second Incident</p> <ul style="list-style-type: none"> <li>● Move to Level D</li> </ul>	<p>action steps in the RAP</p> <ul style="list-style-type: none"> <li>● Assign in school or out of school suspension.</li> </ul>
<p>Type D Behaviors: Including but not limited to:</p> <ul style="list-style-type: none"> <li>● Repeated violations of Type C Behaviors</li> <li>● Possession/furnishing a weapon (knife, firearm, explosive, replica, etc.)</li> <li>● Brandishing a weapon at another person</li> <li>● Possession/furnishing of any controlled substance, alcohol, or tobacco</li> <li>● Under the influence of a controlled substance</li> <li>● Arson/Robbery</li> <li>● Chronic defiance not modified by previous progressive discipline</li> <li>● Assault/battery upon</li> </ul>	<p>Classroom Teacher First Incident</p> <ul style="list-style-type: none"> <li>● Referral to Dean of Students</li> </ul> <p>Dean of Students First Incident</p> <ul style="list-style-type: none"> <li>● Conduct search as necessary (must have 2 licensed staff present).</li> <li>● Conference with parent/guardian</li> <li>● Suspension or expulsion</li> <li>● Develop an RAP prior to reentry</li> <li>● Assist with classroom reentry</li> <li>● Follow-up on RAP</li> </ul>	<p>Dean of Students First Incident</p> <ul style="list-style-type: none"> <li>● Implement Restoration By Repairing Harm action steps in the RAP</li> <li>● Possible expulsion</li> </ul>

## Attachment 03 - Restorative Justice Plan

any school employee		
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### Effective Language Statements:

- When I see/hear \_\_\_\_\_ (state the behavior). I am feeling \_\_\_\_\_. Because I need \_\_\_\_\_ (state deeper reason, personal need for order, respect, honesty, etc.). And what I'd like is? I am going to ask you to \_\_\_\_\_ (name the action).

### Restorative Questions:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

## Attachment 03 - Restorative Justice Plan

### **OASIS ACADEMY'S RESTORATIVE ACTION PLAN (RAP)**

All parties (parent/offender/school) must agree to participate in restorative justice principles, including the RAP. If not, progressive discipline will automatically be implemented.

Date:

Student Name:

DOB:

Grade:

Parent/Guardian(s):

Discipline Administrator:

Other People Present in the Meeting:

Meeting Date, Time & Location:

### **Restorative Interventions and Explanation**

#### **Support by Community**

- Starting on [date], [student name] will have weekly check-ins with [staff name], [staff position]. [student name] will also be able to request to meet with [second staff] at other times as needed.
  - This intervention was selected with the goal of building, strengthening, and restoring relationships on campus. This is intended to provide the student with a voice, respect, and acceptance.

#### **Support by Social & Emotional Learning (SEL)**

- [Student] will participate in [SEL activity] tailored to their needs, starting with a lesson on respect (towards others and themselves) on [date]. [Student] will complete the assignment and participate in a debriefing with a [staff name].
  - This intervention was selected to intentionally teach students self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students will need these skills to navigate life as successful adults, so we must assist students with developing them.

#### **Reintegration by Accountability**

- On [date] and [date], [student] participated in [restorative justice practice] with [staff name] to discuss the events leading up to the incident, how [student] was thinking and feeling at the time of the incident, who they impacted with their choices, and what they needed to do to make things right. Expectations for classroom behavior were clearly explained and [student] had the opportunity to ask clarifying questions as necessary.
  - We must set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions.

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Students must understand the impact of their choices, take responsibility, and work to repair the harm.

### **Restoration by Healing and Repairing Harm**

- On [date], [student] elected to write a letter of apology to the victim. The letter was sincere and addressed the situation thoroughly. The letter was shared with the victim.
- [Student] was offered the opportunity to sit down with the victim to discuss the matter. [Write Outcome, i.e.: [victim/student] declined at this time.]
  - We must identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.

**How will the interventions work together to provide the student with support to be successful?** The rules and expectations of behavior have been clearly explained to [student]. [student] has had the opportunity to reflect on their actions and see the impact their choices have had on the educational environment. [student] has talked about alternate ways of handling a similar situation in the future and has developed a plan to be better prepared for days when they come to school frustrated. Additionally, by providing [student] with access to multiple staff members and opportunities to seek assistance, we are helping [student] to see that there are many people on campus who care about them and their success. We want to ensure [student] knows that they can come to any of us for help or assistance and we can help them work through their struggles.

**Students can also earn progressive discipline in conjunction with this restorative action plan based on the severity of the offense, history of the offender, and the administrator's discretion.**

**For future re-offenses, student will face any of these restorative interventions:**

- Behavior Development Plan/ Behavior Contract
- Suspension

**If a student decides to not sign or to not agree to this restorative justice action plan, or chooses to not participate in any step of this restorative justice action plan, this will lead to progressive discipline, which school leadership can determine at their discretion considering the incident, severity, and any past behavioral history. Progressive discipline includes (but is not limited to):**

- Detention
- In-School Suspension (length TBD)
- Out-of-School Suspension (length TBD)
- Expulsion Review

**Student Comments or Concerns:**

## Attachment 03 - Restorative Justice Plan

### **Parent/Guardian's Comments or Concerns:**

**The following have read, acknowledge, and agree to the above Restorative Action Plan.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# **Oasis Academy**

# **Financial Policies**

## Oasis Academy Financial Policies

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## **Fiscal Management Goals**

The Board of Directors will review the fiscal needs of the Oasis Academy annually, considering instruction, capital outlay, building improvements and adjustments to accommodate any growth or decline of student enrollment or Oasis Academy area. The Board of Directors encourages the input of staff, parents and members of the community as a part of the review and recommendation process. After due consideration of recommendations, the Board of Directors will adopt fiscal goals for the school year.

END OF POLICY

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Legal Reference(s):

## **Charter School Budget**

The Oasis Academy budget will serve as the financial plan of operation for Oasis Academy and will include estimates and purpose of expenditures for a given period and the proposed means of financing the estimated expenditures. Oasis Academy will provide the budget and budget documents in accordance with the rules and regulations as specified by the Nevada Department of Education on an annual basis.

The Oasis Academy budget will be prepared in full compliance with NRS 388A.345 . The Chief Executive Officer in conjunction with the Chief Financial Officer, Board of Directors' Finance Committee, and any accounting firms the board may contract with will be responsible for the preparation of the budget document.

### **Budgeting System**

Oasis Academy's budgeting system will be in accordance with federal and state laws, regulations and sponsor procedures.

### **Budget Calendar**

The Board of Directors will adopt and comply with a budget calendar which identifies dates and deadlines required for the legal presentation and adoption of the budget as determined by the Nevada Department of Education. The budget calendar will be prepared on an annual basis

The Chief Financial Officer will prepare and recommend a proposed calendar for Board of Directors' approval. The calendar will identify dates and activities to include those needed to comply with state law.

### **Budget Preparation**

The Chief Executive Officer in conjunction with the Chief Financial Officer has the overall responsibility for budget preparation and will develop such procedures necessary to ensure that the proposed budget reflects all areas of Oasis Academy operation.

The Chief Executive Officer, Chief Financial Officer and the Board of Directors will establish budget priorities for Oasis Academy and will make appropriate recommendations related to those priorities.

The Chief Executive Officer will deliver the budget message and actual budget document to the budget committee or board when the message and budget have been completed and are ready for presentation.

## Attachment 04 - Oasis Academy Financial Policies

The following steps will be followed in preparing the budget:

1. In developing the proposed budget, the Chief Executive Officer may solicit participation by teachers and parents in determining the budget requirement necessary to meet identified student needs.
2. The Chief Executive Officer will evaluate proposed staff budget request to ensure compatibility with Oasis Academy goals, curriculum goals and fiscal guidelines.
3. The Chief Executive Officer and/or the Chief Financial Officer will compile the proposed budget and will present it to the Finance Committee. He/She will see that committee members have detailed as well as summary information early enough to allow time for adequate study before decision are made.
4. A public hearing shall be held on the proposed budget per the Budget Hearing policy.
5. The Chief Executive Officer, Chief Financial Officer, and Finance Committee shall complete the budget and the Chief Executive Officer shall present the budget to the Board of Directors for approval.

### **Budget Hearing**

After the budget document has been approved by the Chief Executive Officer and Finance Committee, a public hearing will be held regarding the tentative budget document prior to April 15 in accordance with NAC 387.720. The time and place will be determined by the Board of Directors. At the hearing, any person may speak for or against items in the budget document.

### **Budget Implementation**

The budget, as adopted by the Board of Directors, becomes the financial plan of Oasis Academy for the ensuing budget period.

The Chief Executive Officer and staff are authorized to make expenditures and commitments in accordance with the policies of the Board of Directors and the approved budget.

The Chief Executive Officer will make the Board of Directors aware of any substantial changes in expected revenues or unusual expenditures to the Board of Directors.

**Budget Transfer Authority**

The adopted budget is a financial plan which may be subject to change as a result of circumstances or events occurring during the ensuing budget period. All appropriation transfers shall be made using the guidelines in NAC Chapter 387.735

Budget appropriations may be transferred between functions, funds or contingency accounts in the following manner, if such a transfer does not increase the total appropriation for any fiscal year and is not in conflict with other statutory provisions:

(a) The person designated to administer the budget for a charter school may transfer appropriations within any function.

(b) The person designated to administer the budget may transfer appropriations between functions or programs within a fund, if:

(1) The Board of Directors is advised of the action at the next regular meeting; and

(2) The action is recorded in the official minutes of the meeting.

(c) Upon recommendation of the person designated to administer the budget, the Board of Directors may authorize the transfer of appropriations between funds or from the contingency account, if:

(1) The Board of Directors announces the transfer of appropriations at a regularly scheduled meeting and sets forth the exact amounts to be transferred and the accounts, functions, programs and funds affected;

(2) The Board of Directors sets forth its reasons for the transfer; and

(3) The action is recorded in the official minutes of the meeting.

END OF POLICY\_\_\_\_\_

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Legal Reference(s):

NAC 387.720

NAC 387.725

NAC 387.730

NAC Chapter 387.735

### **General Operating Contingencies**

General operating contingencies may be established at an amount deemed sufficient by the Board of Directors to responsibly enable Oasis Academy to comply with State requirements, meet unforeseen financial needs due to emergencies and changing Oasis Academy needs. The amount will be established by the Board of Directors during the budget development process in accordance with NAC 387.755.

General operating contingencies may be recommended by the Chief Executive Officer in conjunction with the Chief Financial Officer and Finance Committee for Board of Directors approval. The need, purpose and amount of the transfer shall be duly recorded.

END OF POLICY

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Legal Reference(s):

NAC 387.755

## Fund Balance

The Board of Directors recognizes its responsibility to establish an unreserved fund balance<sup>1</sup> in an amount sufficient to:

1. Protect Oasis Academy from unnecessary borrowing in order to meet cash-flow needs;
2. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
3. Meet the uncertainties of state and federal funding; and
4. Help ensure Oasis Academy's ability to meet future growth and facility needs.

Consequently, the Board of Directors directs the Chief Executive Officer to manage the currently adopted budget in such a way to strive for an ending fund balance of at least 6 percent of total adopted revenues and that meets State requirements.

In determining an appropriate unreserved fund balance, the Board of Directors will consider a variety of factors with potential impact on Oasis Academy's budget including the predictability and volatility of its expenditures<sup>2</sup>; the availability of resources in other funds as well as the potential drain upon general fund resources from other funds<sup>3</sup>; liquidity<sup>4</sup>; and designations<sup>5</sup>. Such factors will be reviewed annually.

END OF POLICY

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<sup>1</sup>Legal Reference(s):

The Government Finance Officers Association (GFOA) recommends, at a minimum, that general-purpose governments, regardless of size, maintain an unreserved fund balance in their general fund of no less than 5 to 15 percent of regular general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures. The Nevada Association of School Business Officials recommends, at a minimum, an unreserved ending fund balance of no less than 3 to 8 percent of the general fund budget. In general practice, levels of fund balance, typically, are less for larger governments than for smaller governments because of the magnitude of the amounts involved and because the diversification of their revenues and expenditures often results in lower degrees of volatility.

<sup>2</sup>Higher levels of unreserved fund balance may be needed if significant revenue sources are subject to unpredictable fluctuations or if operating expenditures are highly volatile.

<sup>3</sup>The availability of resources in other funds may reduce the amount of unreserved fund balance needed in the general fund, just as deficits in other funds may require that a higher level of unreserved fund balance be maintained in the general fund.

<sup>4</sup>The disparity between when financial resources actually become available to make payments and the average maturity of related liabilities may require that a higher level of resources be maintained.

<sup>5</sup>The need to maintain a higher level of unreserved fund balance to compensate for any portion of unreserved fund balance already designated for a special purpose.

### **Funding Proposals and Applications**

Oasis Academy may pursue federal, state or private grants or other such funds that will assist in meeting adopted Board of Directors' goals for Oasis Academy.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the governing body, the administrator is authorized to use his/her judgment in approving it for submission. The administrator will review the proposal with the governing body at its next regular meeting. The governing body reserves the right to reject funds associated with any grant, which has been approved.

The board of Directors shall, before an acceptance of such funds, consider Oasis Academy's obligations, expectations or encumbrances when the grant ceases.

END OF POLICY

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Legal Reference(s):



## **Revenues from Private, State and Federal Sources**

The Board of Directors may authorize, accept and use private, state or federal funds available to Oasis Academy to carry out Oasis Academy educational programs. Oasis Academy will comply with all regulations and procedures required for receiving and using such funds.

END OF POLICY

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Legal Reference(s):

NRS 387.040  
NRS 387.045  
NRS 387.067  
NRS 388A.411(4)

## **Charter School Foundation**

The Board of Directors authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to Oasis Academy for special and general purposes. The purposes of funds administered by the foundation may include scholarship, student aid, capital improvement projects, improvement and extension of programs and other activities of benefit to Oasis Academy and its students.

The foundation will be governed by a governing body of directors whose selection, membership and functions will be set forth in the foundation's by-laws. There may be no more than two (2) representatives of the foundation on Oasis Academy's Board of Directors.

END OF POLICY

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Legal Reference(s):

NRS 388A.320(4)  
NRS 388A.411(4)

## **Investment of Funds**

The Board of Directors may authorize the investment or reinvestment of funds, which are not immediately needed for operation of Oasis Academy. Such investments will comply with state law and Nevada Administrative Code.

### **Investment of Funds Guidance**

These regulations are issued for the guidance of the Chief Financial Officer and any portfolio manager who may be retained by the Chief Financial Officer in the day-to-day operation of the investment program.

These regulations apply to activities of the Chief Financial Officer with regard to investing the financial assets of all excess funds of Oasis Academy including the General Fund, Special Revenue Funds, Capital Project Funds, Internal Services Funds and any and all Trust and Agency Funds under the control and direction of Oasis Academy.

The Chief Financial Officer will routinely and actively monitor the contents of the investment portfolio, the available markets and the relative values of competing investments and will adjust the portfolio accordingly. The Chief Financial Officer, acting in accordance with these procedures and exercising due diligence, shall not be held personally responsible for a specific security's credit risk or market price changes, provided that these deviations are reported as soon as practical and that appropriate action is taken to control adverse developments.

All investments will be carried at cost. Gains or losses from investments will be credited or charged to investment income at the time of sale. Premiums or discounts on securities may be amortized over the life of the security.

### **Diversification of Maturity**

1. Oasis Academy shall attempt, to the maximum extent possible, to match investment maturity schedules with anticipated cash flow requirements. In no event, unless specifically matched to specific requirements such as bond sinking funds or reserves, will Oasis Academy invest in securities having a maturity more than 24 months from the date of purchase.
2. Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs.

3. In determining the amount of excess funds available for investment purposes, the Chief Executive Officer will maintain cash flow projections and schedules as well as a historical record of expenditures and receipts. These forecasts and schedules will be reviewed and approved by the Board of Directors as required to reflect actual conditions as they exist. A minimum of the current fiscal year's contingency and the minimum State required rollover shall be maintained in liquid operating accounts at all times.

### **Qualified Institutions for Investment Purchases**

1. Oasis Academy shall evaluate each financial institution (as used herein, the term is meant to include brokers/dealers) from whom it purchases investments as to financial soundness at least once annually. Investigation may include review of the most recent Consolidated Report of Condition ("call" report), rating reports, financial statements as well as analysis of the particular institution's management, profitability, capitalization and asset quality.
2. Any financial institution with whom Oasis Academy wishes to do business shall provide financial data at the request of the Chief Financial Officer. The information will be reviewed by the Chief Financial Officer who will decide on the soundness of the institution before adding that institution to those that are on the approved qualified institution list for Oasis Academy. A basic requirement for approval to be a qualified institution is a capital adequacy ratio in excess of [120 percent (1.2 to 1)]. Oasis Academy reserves the right to be selective and to add or delete institutions from the approved list at will.
3. All approved financial institutions must be chartered in Nevada and insured by either the FDIC or FSLIC.
4. Brokers or dealers not affiliated with a bank shall have offices located in Nevada, be classified as reporting dealers affiliated with the New York Federal Reserve Bank as primary dealers or be required to meet capital adequacy requirements.

### **Diversification of Instrument of Investment**

1. The Chief Financial Officer will diversify the investment portfolio to avoid incurring unreasonable risks inherent in over investing in specific instruments, individual institutions or maturities.
2. Time certificates of deposit: In purchasing a time certificate of deposit (TCD), the portfolio manager will not invest an amount which is more than 10 percent of the total deposits of any single institution. As required by Nevada Revised Statutes, the Chief Financial Officer will be responsible to ensure that a Certificate of Participation has been presented by the issuing institution to cover any outstanding TCD above the statutory level of insurance

## Attachment 04 - Oasis Academy Financial Policies

provided by FDIC/FSLIC. Oasis Academy will always require full collateralization on all TCD investments.

3. U.S. Treasury Obligations: No limits on purchase.
4. U.S. Government Agency Securities: No limits on purchases other than limit on concentration of [25 percent] in any one type issue.
5. Local Government Investment Pool: The LGIP limits investment to two accounts of [\$30,630,000] each. Other than this limitation, there is no limit to the amount that can be invested in the pool, although the pool does not collateralize or deliver investment instruments.
6. Diversification Guidelines:

**Diversification by Instrument** **Percent of Portfolio**  
(Oasis Academy will consult ORS 294.035 when establishing limitations.)

U.S. Treasury Obligations (Bills, Notes, Bonds)	100
U.S. Government Agencies	100
Time Certificates of Deposit	[ 75]*
State and Local Government Securities	[ 25]*
Local Government Investment Pool	100

\*Suggested maximums. Limit not set in statute.

END OF POLICY

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Legal Reference(s):

NRS NRS 388A.320(4)

### **Income from Program-Related Sales and Services**

Certain activities allow students to charge the public for goods and services. These activities are designed for educational purposes and not to compete with community businesses.

Charges for work performed and goods sold through these activities will be kept current with costs for the service or item.

Money collected will be deposited in the Co-Curricular fund account in accordance with Oasis Academy Internal Control Policies and Procedures Manual.

END OF POLICY

---

Legal Reference(s):

## **Depository of Funds**

The Board of Directors will, at its annual organizational meeting following January 1, or at other times deemed necessary by the Board of Directors, designate one or more banks which meet Oasis Academy, state and federal guidelines as official depositories for Oasis Academy funds.

END OF POLICY

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Legal Reference(s):

NAC 387.765(3), NRS 388A.411(3)

### **Authorized Signatures**

The Board of Directors will, at least annually or at other times deemed necessary by the Board of Directors, designate and authorize check signors with two signatures required on all Oasis Academy checks.

END OF POLICY

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Legal Reference(s):



## Petty Cash Accounts

The handling and processing costs of a single purchase order for nominal purchases are very expensive. To facilitate small expenditures, a petty cash revolving fund may be established for Oasis Academy.

Procedures will be developed establishing the amount of petty cash to be allowed, the maximum dollar amount for a single purchase and the accounting system to be used for record keeping.

Petty cash will not be used to thwart or circumvent established purchasing procedures. It is a convenient accommodation to facilitate immediate acquisition of low-cost goods and services in an efficient manner.

The Chief Financial Officer or his / her designee may, at their discretion, periodically audit each petty cash account to ensure that the proper accounting is followed. Records will be kept of all expenditures from the petty cash fund and receipts will be furnished to account for all money expended. Expenses will be assigned to the proper budget account.

END OF POLICY

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Legal Reference(s):

NAC 387.760

## Credit Cards

The Board of Directors authorizes the Chief Executive Officer to hold a bank credit card in the name of Oasis Academy and to issue such cards to designated employees. Approved card holders will be held responsible for maintaining sole possession and security of issued cards at all times. Credit cards shall have a Board of Directors approved maximum limit of \$50,000. Oasis Academy may only have one credit card account.

Credit cards issued to employees may only be used to purchase items authorized by the adopted Oasis Academy budget when purchase orders are not feasible.

Purchase slips and receipts must be turned in to the business office within [15] days of the transaction. The business office shall pay in full the credit card balance no later than the due date so that finance charges will not be incurred.

Oasis Academy-issued credit cards shall be subject to the following:

1. Personal items shall not be charged on Oasis Academy-issued credit cards. If a personal item is inadvertently purchased on an Oasis Academy-issued credit card in violation of this policy, repayment by the employee must be made immediately. Failure to make the required payment may result in an automatic deduction from the individual's next payroll disbursement. Accordingly, Oasis Academy will require individuals issued credit cards to sign a written authorization for payroll deduction in the event of such personal use;
2. The purchase of alcoholic beverages is strictly prohibited. The purchase of gasoline for a privately-owned vehicle is also prohibited without prior authorization;
3. Leaving a gratuity that exceeds 20% is prohibited;
4. Airline tickets may be purchased with an Oasis Academy-issued credit card only with prior Chief Executive Officer or designee approval. If the issued credit card provides for purchase incentives (i.e., points, discounts or airline mileage credits), such incentives shall only be redeemed for authorized Oasis Academy business.

Violation of the provisions of this policy may result in the revocation of the credit card and/or discipline up to and including termination of employment.

END OF POLICY\_\_\_\_\_

Legal Reference(s):

## **Fiscal Accounting and Reporting**

Oasis Academy's accounting and reporting system will be in accordance with generally accepted accounting principles and will conform to state laws and regulations.

Accounting procedures shall show a detailed and meaningful analysis of both receipts and expenditures. This analysis should be adequate for study and evaluation by the Chief Financial Officer, Chief Executive Officer, Finance Committee and Board of Directors, and will serve as a basis to make financial and related educational decisions, to formulate future plans, to safeguard public funds and to ensure adequate financial accountability.

Payment on all Oasis Academy accounts, including the general fund and special accounts shall operate according to established accounting procedures.

All cash received is to be properly receipted. Money received shall be placed in deposit.

The Chief Financial Officer shall be the lawful custodial officer of all Oasis Academy funds and shall demand receipt for, and safely keep according to law, all bonds, mortgages, notes, moneys, effects, books and papers belonging to Oasis Academy. Funds may be commingled in the depository so long as they are budgeted and accounted for separately.

From time-to-time, funds may become available to Oasis Academy prior to the time they are needed to offset current expenditures. The custodial officer may forward all such receipts to the Local Government Investment Pool or other investment instrument as authorized by Oasis Academy's investment policies. Funds that are not currently needed for the operation of Oasis Academy may be invested with the interest from these funds being credited to the same account as that to which the invested funds revert.

END OF POLICY

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Legal Reference(s):

NAC 387.765

## **Financial Reports and Statements**

The Board of Directors will receive and accept financial reports that include estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates and Oasis Academy's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the Board of Directors.

Appropriate staff will be available at any Board of Directors' meeting to respond to questions and to present current financial information. The Chief Executive Officer will notify the Board of Directors at any time of substantial deviations in the anticipated revenues and/or expenditures.

END OF POLICY

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Legal Reference(s):

NRS 388A.345

### **Property Inventory and Capitalization**

Oasis Academy will maintain a complete property inventory which lists all school sites, buildings, equipment and supplies with a useful life greater than 1 year, and a value according to the table below. This inventory will be updated as necessary. The Board of Directors may authorize the employment of an appraisal company to assist with the inventory procedure.

<b>General Supplies &amp; Equipment (Value between \$500 - \$4,999.99)</b>	
612 - Equipment, Supplies, FF&E	
<b>High Risk Technology (Value between \$100 - \$4,999.99)</b>	
651 - Technology Software	652 - Technology Hardware/Equipment
<b>Capitalized Assets (Value \$5,000 or more)</b>	
710 - Land & Land Improvements	734 - Technology related hardware
720 - Buildings	735 - Technology Software
730 - Equipment	739 - Other Equipment
731 - Machinery	740 - Infrastructure
733 - Furniture & Fixtures	

Oasis Academy will maintain an inventory of all capital assets in accordance with governmental accounting standards. Oasis Academy’s inventory will be updated annually to include property newly purchased and disposed.

Capital assets includes all Oasis Academy-owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.) and equipment with a value greater than \$5,000.

**Disposal of Oasis Academy Property**

Except as stipulated in NAC 388A.515, the Board of Directors may, at any time, declare Oasis Academy property as surplus and authorize its disposal when such property is no longer useful to Oasis Academy, unsuitable for use, too costly to repair or obsolete.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to Oasis Academy, the Board of Directors may dispose of them in another manner.

END OF POLICY

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Legal Reference(s):

NAC 387.770  
NRS 388A.345  
NAC 388A.515  
NRS Chapter 332

## **Audits**

An audit of all Oasis Academy accounts will be made at least annually by an accountant selected by the Board of Directors as approved by the SPCSA and Nevada Department of Education.

A copy of the audit report will be presented to the Board of Directors. The Chief Executive Officer will submit a copy of the audit report to the sponsor, Legislative Counsel Bureau and Department of Education.

END OF POLICY

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Legal Reference(s):

NAC 387.775

## **Charter School Purchasing**

The function of Oasis Academy purchasing is to serve the educational program by providing the necessary supplies, equipment and services.

The Chief Financial Officer will be responsible for developing and administering Oasis Academy's purchasing program.

No obligation may be incurred by any officer or employee of the Board of Directors unless that expenditure has been authorized in the budget or by Board of Directors action and/or Board of Directors policy. In all cases calling for the expenditure of Oasis Academy money, except payrolls, a requisition / purchase order system must be used in accordance with the Internal Control Policies and Procedures Manual.

No purchases will be authorized unless they are in compliance with the Oasis Academy Internal Control Policies and Procedures Manual.

The Chief Executive Officer or designee is authorized to enter into and approve payment on contracts obligating Oasis Academy funds not to exceed the percentage allowable by law for products, materials, supplies, capital outlay and services that are within current budget appropriations. The Board of Directors shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by Oasis Academy employees, such as custodial, food service and transportation services.

The Chief Financial Officer will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the Chief Financial Officer will direct payment of the just claims against Oasis Academy.

No Board of Directors member, officer, employee or agent of Oasis Academy shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for himself/herself, a relative or for any business with which the Board of Directors member or a relative is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to Oasis Academy by any Board of Directors member, officer or employee of Oasis Academy is prohibited.

END OF POLICY

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Legal Reference(s):  
NRS Chapter 332  
NRS 332.065  
NRS 332.115(1)  
NRS 388A.320(4)  
NRS 388A.420



## **Personal Services and Other Contracts**

Oasis Academy may enter into personal services contracts with qualified professionals. Personal services contracts, as used in this policy, means contracts for specialized skills, knowledge and resources in the application of highly technical or scientific expertise or the exercise of professional, artistic or management discretion or judgment. Oasis Academy may enter into a personal services contract with a current Oasis Academy employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment.

All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price.

Contracts in excess of \$25,000 shall require prior Board of Directors approval.

The Chief Executive Officer will develop procedures as necessary to implement this policy.

END OF POLICY

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Legal Reference(s):

NRS Chapter 332  
NRS 332.065  
NRS 332.115(1)  
NAC 387.740  
NRS 388A.320(4)  
NRS 388A.420

## **Vendor Relations**

Oasis Academy welcomes business and bids from all eligible vendors. Preferential treatment will not be extended to any vendor. Orders will be placed on the basis of quality, price and delivery, with past services being a factor if other considerations are equal.

School Chief Executive Officers may allow sales representatives or agents of educational products to contact staff members at times that will not interfere with the educational program.

Advertising is not allowed in Oasis Academy unless it is approved by the Chief Executive Officer. No Oasis Academy employee will receive compensation of any kind from any vendor for the sale of supplies or services.

END OF POLICY

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Legal Reference(s):

NRS 332.065

NRS 332.115

## **Bidding Requirements**

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules.

END OF POLICY

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Legal Reference(s):

NRS 332.045 through NRS 332.148

## **Expenditure of Oasis Academy Funds for Meals, Refreshments and Gifts**

Oasis Academy recognizes there may be occasions when it is appropriate for Board of Directors members, the Chief Executive Officer and others to expend Oasis Academy funds in the course of conducting Oasis Academy business to provide meals or refreshments (bakery goods, snacks, fruit, punch, coffee, tea, soft drinks, etc.). The purchase of gifts may also be approved, in certain situations. Such occasions may include, but are not limited to, various Oasis Academy and building level meetings, gatherings to celebrate Oasis Academy successes or recognize individual achievements, contributions or outstanding service to Oasis Academy and other Oasis Academy and school-sponsored activities. Such expenditures may be made subject to the Oasis Academy Internal Control Policies and Procedures Manual and these policies.

The use of Oasis Academy funds, as used in this policy, means the use of money in any of the general accounts of Oasis Academy. Exceptions are funds collected from staff members or others for the specific purpose of providing gifts or parties. It is also recognized that buildings may have established a “social fund” or “sunshine fund” to which each staff member may voluntarily contribute. Such funds are generally used for birthday recognition, bereavement and illness acknowledgment activities, etc. These funds are also exempt from the following requirements.

### **Meals and Refreshments**

Oasis Academy funds may be used to pay for individual or group meals only if official Oasis Academy business is being conducted during the time in which the meal is provided and only if the meal provides a particularly practical time or setting for the discussion, consistent with Board of Directors policy and the following:

- Meals may be provided by Oasis Academy to recognize the contributions of staff, through retirement dinners or other recognition events;
- Meals may be provided by Oasis Academy as a part of Board of Directors or administrative work sessions, at Oasis Academy or building-level committee meetings or other Oasis Academy-approved activities.

Meals not directly business related may be provided to staff or others at the individual’s expense only.

Board of Directors members, Chief Executive Officers and other Oasis Academy administrative staff may use Oasis Academy funds to provide refreshments for staff, parents or others at meetings, in-service programs or other similar Oasis Academy or school-sponsored activities, not to exceed current GSA per diem rates per participant and subject to the following additional requirements:

## Attachment 04 - Oasis Academy Financial Policies

- The purchase of alcoholic beverages with Oasis Academy funds is strictly prohibited;
- Must be in compliance with the current approved operating budget

### **Gifts**

There are numerous occasions that may arise whereby Board of Directors members, Chief Executive Officers or other Oasis Academy staff may feel the need to recognize employees, i.e., Bosses' Day, Secretaries' Day, classified employees' week, birthdays, etc. A Board of Directors member, Chief Executive Officer or other Oasis Academy employee may provide such recognition at his/her expense only, unless as otherwise permitted below:

- Oasis Academy may provide a small token of appreciation for a Board of Directors member's or employee's retirement and years of service and other related activities utilizing Oasis Academy funds, as approved in advance. For example, the Board of Directors generally proclaims special recognition for classified employees' week and teacher appreciation week;
- Chief Executive Officers may use Oasis Academy funds to provide an appropriate token of appreciation on behalf of the Board of Directors. The value of this item may not exceed \$100 per person;
- No other expenditure of Oasis Academy funds for gifts is permitted without prior authorization from the Board of Directors or Chief Executive Officer.
- Must be in compliance with the current approved operating budget.

## **Payment Procedures**

All claims for payment from Oasis Academy funds will be processed by the Chief Financial Officer in conformance with Oasis Academy Internal Control Policies and Procedures.

The Chief Executive Officer will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget.

END OF POLICY

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Legal Reference(s):

NRS 388A.420

NRS 388A.435

## **Payroll**

Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the Board of Directors. Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

No other automatic deductions except those required by law will be made from an employee's pay without authorization of the Board of Directors.

### **Salary Deductions**

Authorized payroll deductions will be made upon an appropriately submitted written request from the employee.

There must be three or more employees participating in any one program in order for that plan to qualify for payroll deduction. Oasis Academy reserves the right to limit the number of TSA programs.

Subject to standard accounting procedures, employees may authorize modification of their salary or withholdings to include deductions such as:

1. Tax-Sheltered Annuities (TSA), as authorized by the Internal Revenue Service and approved by the Board of Directors;
2. Insurance premiums in excess of Oasis Academy contributions to Board of Directors-approved programs;
3. State Sponsored retirement programs, such as deferred compensation.

### **Payday Schedule**

Regular salary checks will be issued on the Board of Directors approved payroll cycle.

Deviations from this schedule must be approved by the Board of Directors

END OF POLICY

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Legal Reference(s):

NRS 608.070

NRS 608.080

NRS 608.110

## **Expense Reimbursements**

The Board of Directors recognizes that certain expenses are incurred by Oasis Academy employees in carrying out authorized duties. The Board of Directors approves the reimbursement of necessary and reasonable expenditures as outlined in the accompanying administrative policy, Internal Control Policies & Procedures and consistent with Internal Revenue Service requirements and Nevada Administrative Codes.

All approval and reimbursement procedures must be followed prior to reimbursement.

Reimbursement for out-of-state travel by private vehicle will be made on the basis of air fare or GSA mileage rate, whichever is lower.

### **Staff Expense Reimbursement**

Expense reimbursement for staff traveling on approved Oasis Academy business will be governed by the following procedures. Travel expenses include travel fares, meals and lodging and expenses incident to travel. Only travel expenses as are ordinary and necessary in the conduct of approved travel for Oasis Academy business purposes and directly attributable to it will be reimbursed. As used in this regulation an “ordinary” expense means one that is common and accepted in the profession; a “necessary” expense means one that is essential and appropriate in order to conduct Oasis Academy business. Reimbursement procedures established by Oasis Academy will also apply to Board of Directors members traveling on Board of Directors-approved Oasis Academy business, as applicable.

### **In-Charter School Travel – Use of Private Vehicles**

1. Staff will use Oasis Academy-owned vehicles, whenever possible, in conducting Oasis Academy business that requires travel within Oasis Academy boundaries.
2. Private vehicles may be used in conducting Oasis Academy business only with prior Chief Executive Officer approval. In-charter school travel approval may be granted by the Chief Executive Officer for individual trips or by blanket approval, as deemed appropriate.
3. Travel in a private vehicle for the purpose of conducting Oasis Academy business may be approved when:
  - a. An Oasis Academy vehicle is not available;
  - b. The destination is not conveniently accessible by commercial carrier;
  - c. Various points must be visited and commercial carrier schedules are such that the use of commercial carrier transportation is not practical;
  - d. Carrying articles by commercial carrier would not be feasible; or
  - e. Commercial travel is deemed to be less economical.



### **Out-of-Charter School Travel – Use of Private Vehicles**

1. Staff will use Oasis Academy-owned vehicles, whenever possible, in conducting approved charter school business that requires in-state travel outside Oasis Academy boundaries.
2. Private vehicles may be used only with prior Chief Executive Officer approval. Out-of-charter school travel approval may be granted by the Chief Executive Officer for individual trips or by blanket approval, as deemed appropriate.

### **Insurance Coverage**

1. Insurance costs are included as part of the mileage reimbursement for employees authorized to use a private vehicle to conduct Oasis Academy business. It is the responsibility of the owner or driver of the vehicle to be certain that the vehicle is adequately covered by insurance.
2. The responsibility of Oasis Academy for damages resulting from vehicle accidents is not the same as set forth in Oasis Academy's general liability insurance policy. The employee's insurance coverage provides primary coverage when the employee is driving his/her own vehicle on approved Oasis Academy business.
3. All Oasis Academy employees operating private vehicles on approved Oasis Academy business are required to complete and maintain on file with Oasis Academy, verification of vehicle liability insurance that meets or exceeds Nevada statutory minimum limits. This verification is required annually and prior to any Oasis Academy approval to conduct Oasis Academy business in a private vehicle. Employees are required to update their verification of vehicle liability information maintained on file with the Oasis Academy upon **any** change in the employee's vehicle insurance coverage.

### **Meals and Meetings**

1. Reimbursement will be made for ordinary and necessary meal expenses incurred in the course of approved travel for Oasis Academy business. Meals include amounts spent for food, beverage, taxes and related gratuities. Alcoholic beverages will not be reimbursed by the Oasis Academy.
2. Expenses in excess of Oasis Academy's established limit are ordinarily the responsibility of the employee and may be reimbursed only with Chief Executive Officer approval. Receipts for all meal expenses must be secured and attached to the claim.

### **Travel Advances**

1. A travel advance may be requested when the estimated cost for meals, lodging, etc., exceeds \$50. The travel advance may be requested by completing the form provided by Oasis Academy.
2. The cost of commercial travel tickets will not be included in a cash advance request.
3. In the event of loss, the employee is personally responsible for cash advances issued and for any third-party use of an Oasis Academy-provided credit card.
4. At least 15 working days are required for processing an advance check after the approved request is received by the business office.
5. Only one cash advance may be outstanding to any employee at any time.

### **Reservations, Commercial Carrier and Lodging**

1. Travel must be conducted in the most expeditious and cost-effective manner, as determined by Oasis Academy.

### **Vehicle Rentals**

1. Rental vehicles may be used only when use will affect a savings or otherwise be more advantageous to Oasis Academy or when the use of other transportation is not feasible.
2. Rental of a compact vehicle is recommended when suitable for approved Oasis Academy business because of the lower initial rate and the guaranteed rate. Certain rental agencies guarantee the compact rate in all owned stations and in most licensee stations, which means that if a reservation for a compact vehicle is accepted and one is not available, a standard-sized vehicle will be substituted at the compact rate.
3. Rental vehicles will be used only for official travel or in lieu of taxi/rideshare for necessary travel. Any additional costs incurred for other usage will be the personal responsibility of the traveler.
4. Employees will be authorized to purchase insurance coverage from the rental agency.

### Cancelled Trips

1. If an employee cannot leave at the scheduled time, it is his/her responsibility to call the travel agency or carrier and arrange to have the tickets cancelled or exchanged.
2. Commercial carrier reservation cancellations must be made at least 24 hours before departure time, whenever possible.
3. Lodging reservations must be cancelled by the employee as soon as possible to avoid a cancellation charge.
4. If a trip is cancelled after an advance and/or tickets have been issued, the advance and tickets must be returned to the business office immediately.

### Personal Travel Combined with Oasis Academy Business Travel

1. If an individual traveling on approved Oasis Academy business engages in both business and personal activities, travel expenses incurred will be reimbursed only for expenses that are ordinary and necessary in the conduct of Oasis Academy business. Expenses incurred as a part of personal business are the sole responsibility of the traveler.
2. When personal travel is combined with approved Oasis Academy business travel and the individual is traveling by less than the most expeditious and cost-effective manner, any additional costs must be paid by the traveler.
3. Time away from work caused by traveling by less than the most expeditious means available for personal purposes must be charged to vacation or other appropriate leave.
4. Vacation or other personal leave may be taken in conjunction with approved Oasis Academy travel subject to the following:
  - a. Time delays related to approved Oasis Academy business are charged as working time even if no work is performed;
  - b. If the employee travels by less than the most cost-effective manner, as determined by the Chief Executive Officer, for approved Oasis Academy business or for personal travel combined with travel for Oasis Academy business purposes, he/she
  - c. All subsistence and local transportation (taxi/rideshare, vehicle fare, etc.) while on vacation status or other appropriate leave must be paid by the employee;
  - d. The traveler will not be required to pay any of the basic transportation costs incurred as a part of the approved Oasis Academy business, even though he/she spends a substantial part of the total time away from home on vacation or other personal leave, provided the employee was traveling on approved Oasis Academy business;

- e. A traveler who decides on his/her own to conduct Oasis Academy business without prior approval, while on vacation or other personal leave, cannot then use this as a justification to have Oasis Academy pay his/her basic transportation cost from Oasis Academy to the location visited, or submit a request for other expense reimbursement.

### **Expense Reimbursement Request and Accounting Procedures**

1. Reimbursement requests detailing actual expenditures must be submitted on Oasis Academy's travel expense form and be approved by the Chief Executive Officer in writing. Receipts with noted business purpose and supporting documentation must accompany all expense reimbursement requests. This includes, but is not limited to, receipts for transportation, lodging, meals, registration, conference and workshop fees. All requests must be submitted to Oasis Academy office within 10 working days of the conclusion of the trip.
  - a. If the completed travel expense report totals less than the travel advance, the difference must be returned within 10 working days to the business office with the report.
  - b. Reimbursement for expenditures in excess of a travel advance, or where no travel advance has been requested, will be made within 30 working days after the approved travel expense report is received by the business office.
2. Expenses which consist primarily of the cost of furnishing meals for others will be reimbursed upon submission of a travel expense report which includes:
  - a. Names of guests;
  - b. Organizations involved;
  - c. Full explanation of Oasis Academy business purpose of the meeting.
3. In the event a vehicle was rented, a copy of the rental agreement must be attached to the travel expense report. The rental charge should be paid from the amount advanced, as applicable. Purchase of gas and oil which have been deducted from the rental charge by the rental agency must be included.
4. Any claim for mileage reimbursement only may be submitted at the end of each month in which reimbursement is to be claimed. A claim must be submitted no later than 90 calendar days of incurring the expense. Reimbursement claims later than 90 calendar days of the expense may be denied at the discretion of the Chief Executive Officer.
5. Mileage for approved Oasis Academy business travel in a private vehicle will be reimbursed at the current rate per mile established by Oasis Academy, collective bargaining agreement or Internal Revenue Service (IRS), as applicable. Reimbursement that exceeds the GSA rate will be included as income to the employee in accordance with IRS regulations.

6. Meal expenses for approved Oasis Academy business travel purposes may be reportable as income to the employee in accordance with IRS regulations. Generally, meal expenses incurred for approved Oasis Academy business purposes in which Oasis Academy business is conducted with at least one or more other persons or that is incurred on approved Oasis Academy business for a trip that is overnight, or long enough that the individual needs to stop for sleep or rest to properly perform his/her duties, as defined by the IRS, will not be reportable as income to the employee.
7. In the event the total of the amount charged to, and/or received from, Oasis Academy by the employee as advances, reimbursement or otherwise, exceeds the ordinary and necessary business expenses, the excess must be reported as income in accordance with IRS requirements.

### **Reimbursable Expense Limitations**

Reimbursement may be claimed for lodging, meals and incidental expenses (M&IE) in accordance with rates approved by the United States General Services Administration (GSA) for use by federal employees (<http://www.gsa.gov>). Employees must use the GSA rates in effect for the temporary duty station for the dates in travel status. It is important to note that GSA will update their rates on a federal fiscal year and that several locations have “in season” and “out of season” rates. An original lodging receipt must be submitted with the claim. An early checkout receipt from the hotel is acceptable. Receipts are not required for meals or incidentals. A copy of the applicable GSA rates must be attached to the Travel Expense Claim.

If the cost of lodging exceeds the applicable GSA rate for the temporary duty station, the Chief Executive Officer may approve an increase to the lodging reimbursement rate if:

- a) Lodging is procured at a prearranged place such as a hotel where a meeting, conference or training session is held; or
- b) Costs have escalated because of special events; lodging within the prescribed allowances cannot be obtained nearby; and costs to commute to/from the nearby location exceed the cost savings from occupying less expensive lodging.

If the conditions above exist, agencies may apply the following rules to the rate of reimbursement:

- a) For in-state travel, 150% of the Standard CONUS (Continental United States) federal per diem rate for non-surveyed in-state sites; or
- b) For out-of-state travel, 175% of the per diem rate for surveyed sites or 300% of the Standard CONUS federal per diem rate for non- surveyed sites.

Any request to exceed GSA lodging rates must be approved in advance of the trip.

## Attachment 04 - Oasis Academy Financial Policies

Lodging taxes may be reimbursed in addition to reimbursable lodging rates but are limited to taxes on the reimbursable lodging allowance.

For purposes of claiming reimbursement for meals while doing business for Oasis Academy, the traveler shall be determined to be on travel status according to the following schedule and must be at least 50 miles one-way from his/her duty station:

To Receive Breakfast	Person starts travel status on or prior to 6:30 AM
	Person terminates travel status on or after 8:30 AM
To Receive Lunch	Person starts travel status on or prior to 11:30 AM
	Person terminates travel status on or after 1:30 PM
To Receive Dinner	Person starts travel status on or prior to 4:30 PM
	Person terminates travel status on or after 6:30 PM

When meals are included in airfare, registration fees, or provided at meetings, (such as a working lunch), the meal amount may not be claimed as part of per diem, unless the meal is paid for by the traveler. Employees must deduct furnished meals from their reimbursement request in accordance with the rates within the GSA breakdown for breakfast, lunch and dinner components associated with the temporary duty station to which they are traveling. Employees may receive reimbursement for breakfasts even though continental breakfasts are provided.

Mileage reimbursement for actual miles traveled on Oasis Academy business, may be approved subject to the following limitations:

- a. In-charter school mileage reimbursement will not be granted to an employee, other than an Oasis Academy-approved tutor, for traveling from his/her residence to the place where work begins for the day or for returning home from the last place worked during the day;
- b. Reimbursement will be made only for those miles actually traveled in the course of completing approved Oasis Academy business. When chauffeured, mileage for two round trips and short-term parking will be reimbursed if not greater than the cost of one round trip plus economy parking;
- c. Group travel may be requested on one travel request form for a group traveling together as long as advance and reimbursement is payable to one person who has complete responsibility for reporting expenses;

## Attachment 04 - Oasis Academy Financial Policies

- d. In the event a private vehicle is approved for use from home, to or from airport or railroad station, mileage for one round trip and economy parking will be reimbursed. Parking receipts are required;
- e. Individuals requesting reimbursement for use of a private vehicle on approved Oasis Academy business must meet insurance requirements. See **Insurance Coverage** above.

END OF POLICY

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Legal Reference(s):

NRS 388A.420

# Attachment 05 - Pupil Center Funding Plan for FY 2025

## Nevada Department of Education

Pupil Center Funding Plan | FY2025

Adjusted Base Funding Summary for School Districts and Charter Schools (Year 2)

PCFM Resources:	Available	Allocated	Remaining
	\$ 591,929,626	\$ 150,974,927	\$ 440,954,699

		Adjusted Base Funding Amount					
		<i>These amounts may change when the hold harmless provision is applied on Tab 3.2b</i>					
	School Enrollment	Statewide Base Funding	Adjustment 1 District Size Funding	Adjustment 2 NCEI Funding	Initial Adjusted Base Funding	Initial Adjusted Base Per Pupil Amount	
Calculation or Source of Data	Tab 5.2	Tab 6.3	Tab 6.4	Tab 6.5	= D + E + F	= G / C	
<b>School District</b>							
Carson City	7,207	\$ 67,952,298	\$ 5,048,515	\$ -	\$ 73,000,814	\$ 10,128	
<b>Churchill</b>	<b>3,194</b>	<b>\$ 30,116,028</b>	<b>\$ 3,992,627</b>	<b>\$ -</b>	<b>\$ 34,108,654</b>	<b>\$ 10,678</b>	
Clark	293,503	\$ 2,767,146,476	\$ 24,452,936	\$ -	\$ 2,791,599,412	\$ 9,511	
Douglas	5,171	\$ 48,748,811	\$ 6,132,446	\$ -	\$ 54,881,257	\$ 10,614	
Elko	9,818	\$ 92,567,916	\$ 21,166,606	\$ -	\$ 113,734,522	\$ 11,584	
Esmeralda	77	\$ 729,657	\$ 1,210,908	\$ -	\$ 1,940,565	\$ 25,074	
Eureka	324	\$ 3,054,919	\$ 2,664,806	\$ -	\$ 5,719,725	\$ 17,652	
Humboldt	3,186	\$ 30,035,771	\$ 6,734,797	\$ -	\$ 36,770,569	\$ 11,542	
Lander	1,004	\$ 9,464,538	\$ 4,605,386	\$ -	\$ 14,069,924	\$ 14,016	
Lincoln	884	\$ 8,333,432	\$ 6,831,768	\$ -	\$ 15,165,201	\$ 17,157	
Lyon	9,045	\$ 85,276,915	\$ 18,788,504	\$ -	\$ 104,065,419	\$ 11,505	
Mineral	568	\$ 5,355,111	\$ 3,866,933	\$ -	\$ 9,222,043	\$ 16,236	
Nye	5,595	\$ 52,745,063	\$ 11,712,953	\$ -	\$ 64,458,017	\$ 11,522	
Pershing	661	\$ 6,230,216	\$ 3,804,314	\$ -	\$ 10,034,530	\$ 15,185	
Storey	413	\$ 3,898,172	\$ 3,154,671	\$ -	\$ 7,052,842	\$ 17,058	
Washoe	60,608	\$ 571,413,525	\$ 17,682,787	\$ -	\$ 589,096,312	\$ 9,720	
White Pine	1,261	\$ 11,885,405	\$ 6,876,914	\$ -	\$ 18,762,319	\$ 14,883	
Charter Schools (Combined)	69,072	\$ 651,215,525	\$ 2,247,057	\$ -	\$ 653,462,581	\$ 9,461	
University Schools	162	\$ 1,529,279	\$ -	\$ -	\$ 1,529,279	\$ 9,428	
<b>Total School Districts</b>	<b>471,754</b>	<b>\$ 4,447,699,059</b>	<b>\$ 150,974,927</b>	<b>\$ -</b>	<b>\$ 4,598,673,986</b>	<b>\$ 9,748</b>	
<b>Charter Schools</b>							
100 Academy Of Excellence	318	\$ 2,994,613	\$ -	\$ -	\$ 2,994,613	\$ 9,428	
Academy For Career Educal	233	\$ 2,200,494	\$ -	\$ -	\$ 2,200,494	\$ 9,428	
Alpine Academy	148	\$ 1,394,994	\$ -	\$ -	\$ 1,394,994	\$ 9,428	
Amplus (Formerly American	2,270	\$ 21,401,337	\$ -	\$ -	\$ 21,401,337	\$ 9,428	
Bailey Charter School	176	\$ 1,654,659	\$ -	\$ -	\$ 1,654,659	\$ 9,428	
Battle Born Academy	132	\$ 1,247,353	\$ -	\$ -	\$ 1,247,353	\$ 9,428	
Beacon Academy	602	\$ 5,673,864	\$ -	\$ -	\$ 5,673,864	\$ 9,428	
Cactus Park	109	\$ 1,024,240	\$ -	\$ -	\$ 1,024,240	\$ 9,428	
Carson Montessori	287	\$ 2,701,711	\$ 200,724	\$ -	\$ 2,902,434	\$ 10,128	
CIVICA Nevada Career & C	767	\$ 7,229,615	\$ -	\$ -	\$ 7,229,615	\$ 9,428	
Coral Academy of Science L	5,182	\$ 48,852,621	\$ -	\$ -	\$ 48,852,621	\$ 9,428	
Coral Academy Washoe	1,765	\$ 16,638,790	\$ -	\$ -	\$ 16,638,790	\$ 9,428	
Delta Academy	1,260	\$ 11,883,281	\$ -	\$ -	\$ 11,883,281	\$ 9,428	
Democracy Prep	1,205	\$ 11,356,236	\$ -	\$ -	\$ 11,356,236	\$ 9,428	
Discovery Charter	493	\$ 4,645,198	\$ -	\$ -	\$ 4,645,198	\$ 9,428	
Doral Academy	6,286	\$ 59,268,335	\$ -	\$ -	\$ 59,268,335	\$ 9,428	
Doral Academy of Northern I	958	\$ 9,035,571	\$ -	\$ -	\$ 9,035,571	\$ 9,428	
Eagle Charter School	541	\$ 5,096,211	\$ -	\$ -	\$ 5,096,211	\$ 9,428	
Elko Institute for Academic A	197	\$ 1,861,472	\$ 146,103	\$ -	\$ 2,007,574	\$ 10,168	
enCompass Academy	115	\$ 1,084,113	\$ -	\$ -	\$ 1,084,113	\$ 9,428	
Equipo Academy	800	\$ 7,541,642	\$ -	\$ -	\$ 7,541,642	\$ 9,428	
Explore Academy	275	\$ 2,592,775	\$ -	\$ -	\$ 2,592,775	\$ 9,428	
Explore Knowledge Academ	672	\$ 6,340,239	\$ -	\$ -	\$ 6,340,239	\$ 9,428	



# Attachment 05 - Pupil Center Funding Plan for FY 2025

Founders Academy of Las V	943	\$	8,893,030	\$	-	\$	-	\$	8,893,030	\$	9,428
Freedom Classical Academy	1,046	\$	9,861,671	\$	-	\$	-	\$	9,861,671	\$	9,428
Futuro Academy Elementary	464	\$	4,376,204	\$	-	\$	-	\$	4,376,204	\$	9,428
Girls Athletic Leadership Sch	-	\$	-	\$	-	\$	-	\$	-	\$	-
High Desert Montessori	393	\$	3,702,589	\$	-	\$	-	\$	3,702,589	\$	9,428
Honors Academy of Literatur	217	\$	2,043,811	\$	-	\$	-	\$	2,043,811	\$	9,428
Imagine School Mountain Vi	672	\$	6,336,083	\$	-	\$	-	\$	6,336,083	\$	9,428
Innovations Int'l Charter	738	\$	6,956,259	\$	-	\$	-	\$	6,956,259	\$	9,428
Leadership Academy of Nev	268	\$	2,525,830	\$	-	\$	-	\$	2,525,830	\$	9,428
Learning Bridge	175	\$	1,653,421	\$	740,191	\$	-	\$	2,393,612	\$	13,649
Legacy Traditional Schools	4,018	\$	37,885,274	\$	-	\$	-	\$	37,885,274	\$	9,428
Mariposa Dual Language Ac	160	\$	1,511,520	\$	-	\$	-	\$	1,511,520	\$	9,428
Mater Academy	3,961	\$	37,348,131	\$	-	\$	-	\$	37,348,131	\$	9,428
Mater Academy of Northern	492	\$	4,638,263	\$	-	\$	-	\$	4,638,263	\$	9,428
Nevada Connections Acade	1,067	\$	10,059,742	\$	-	\$	-	\$	10,059,742	\$	9,428
Nevada Prep	282	\$	2,655,092	\$	-	\$	-	\$	2,655,092	\$	9,428
Nevada Rise	458	\$	4,321,480	\$	-	\$	-	\$	4,321,480	\$	9,428
Nevada State High School	984	\$	9,279,984	\$	-	\$	-	\$	9,279,984	\$	9,428
Nevada State High School-N	32	\$	300,312	\$	-	\$	-	\$	300,312	\$	9,428
Nevada Virtual Academy	2,161	\$	20,369,705	\$	-	\$	-	\$	20,369,705	\$	9,428
<b>Oasis Academy</b>	<b>735</b>	<b>\$</b>	<b>6,929,003</b>	<b>\$</b>	<b>918,611</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>7,847,615</b>	<b>\$</b>	<b>10,678</b>
Odyssey Charter Schools	2,328	\$	21,944,190	\$	-	\$	-	\$	21,944,190	\$	9,428
Pinecrest Academy of North	928	\$	8,748,255	\$	-	\$	-	\$	8,748,255	\$	9,428
Pinecrest Academy of Neva	7,414	\$	69,897,791	\$	-	\$	-	\$	69,897,791	\$	9,428
Quest Academy	435	\$	4,104,050	\$	-	\$	-	\$	4,104,050	\$	9,428
Rainbow Dreams Academy	70	\$	662,841	\$	-	\$	-	\$	662,841	\$	9,428
Rooted Charter School	180	\$	1,698,737	\$	-	\$	-	\$	1,698,737	\$	9,428
Sage Collegiate Academy	199	\$	1,876,897	\$	-	\$	-	\$	1,876,897	\$	9,428
Sierra Nevada Academy Ch	324	\$	3,057,396	\$	241,428	\$	-	\$	3,298,824	\$	10,172
Signature Preparatory	975	\$	9,188,992	\$	-	\$	-	\$	9,188,992	\$	9,428
Silver Sands Montessori	240	\$	2,266,375	\$	-	\$	-	\$	2,266,375	\$	9,428
Somerset Academy	9,476	\$	89,336,298	\$	-	\$	-	\$	89,336,298	\$	9,428
Southern Nevada Trade Hig	200	\$	1,887,486	\$	-	\$	-	\$	1,887,486	\$	9,428
Sports Leadership and Man	1,788	\$	16,857,380	\$	-	\$	-	\$	16,857,380	\$	9,428
Strong Start Academy	81	\$	760,943	\$	-	\$	-	\$	760,943	\$	9,428
TEACH Las Vegas	321	\$	3,029,262	\$	-	\$	-	\$	3,029,262	\$	9,428
Young Women's Leadership	56	\$	531,863	\$	-	\$	-	\$	531,863	\$	9,428
<b>Charter Total</b>	<b>69,072</b>	<b>\$</b>	<b>651,215,525</b>	<b>\$</b>	<b>2,247,057</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>653,462,581</b>	<b>\$</b>	<b>9,461</b>

University Schools											
Davidson Academy	162.21	\$	1,529,279.38	\$	-	\$	-	\$	1,529,279		9,428
	<b>162.21</b>		<b>1,529,279.38</b>		<b>-</b>	<b>\$</b>	<b>-</b>		<b>1,529,279.38</b>		<b>9,428</b>

# Attachment 06 - Oasis Academy FY25 Proposed Final Budget

## OASIS ACADEMY FY25 Proposed Final Budget Board Meeting 05/28/2024

		<b>FY25 Final Budget (with Academica)</b>	<b>FY26 Draft Budget w/ Academica</b>
<b>REVENUES</b>			
Local Sources:			
Investment Income	(Bank Interest, Rental Income)	152,200	152,200
Direct Activities	(School Store, Event Revenue)	104,300	104,300
Student Fees/Dues	(Student fees)	-	-
Donations	(Private Grants, Fundraising, Etc.)	40,000	40,000
Misc Local Revenue	(Marketing, other)	4,500	4,500
Total Local Sources		301,000	301,000
State Sources:			
PCFP Base Funding	(PCFP Per Pupil State base funding)	8,777,316	9,574,963
PCFP Local SPED	(PCFP Local SPED revenue Gen Fund 100)	303,368	303,368
State Grants (Other)	(All State Grants)	-	-
ELL	(PCFP ELL Revenue Fund 206)	112,970	112,970
At-Risk	(At-Risk revenue Fund 208)	-	-
State SPED	(State SPED revenue fund 250)	300,000	300,000
Total State Sources		9,493,654	10,291,301
Federal Sources:			
Grants	(Title II, Part B, ESSER/ARP)	207,806	152,306
Total Federal Sources		207,806	152,306
Total Revenues		10,002,460	10,744,607

# Attachment 06 - Oasis Academy FY25 Proposed Final Budget

## OASIS ACADEMY FY25 Proposed Final Budget Board Meeting 05/28/2024

		FY25 Final Budget (with Academica)	FY26 Draft Budget w/ Academica
<b>EXPENDITURES</b>			
Regular Programs:			
Instruction:			
Salaries	(All teachers, specials, subs)	2,558,298	2,654,102
Benefits	(PERS, SS, Medicare, ST/LT, Health Ins.)	1,190,744	1,266,513
Purchased Services	(WNC fees, testing, Copy Machines)	287,870	287,870
Supplies	(Classroom Supplies, textbooks, chromebooks)	413,632	298,664
Property	(Assets, furniture, equipment of higher value)	-	-
Purchased Services	(PD Purchased Services, Professional services)	65,967	65,967
Purchased Services	(PD Supplies)	3,000	3,000
Purchased Services	(PD dues)	-	-
Student Travel	(field trips, etc. cost of travel)	-	-
Total Regular Programs		4,519,511	4,576,116
Special Programs, Fund 250:			
Instruction:			
Salaries	(SPED teachers & IAs)	760,696	747,893
Benefits	(PERS, SS, Medicare, ST/LT, Health Ins.)	352,440	357,730
Purchased Services	(General purchased services)	4,000	4,000
Supplies	(SPED classroom supplies)	15,700	15,700
Property		-	-
Other		-	-
Specialized Services	(Speech, OT, PT, Psych)	120,300	120,300
PD Services	(Professional Development)	500	500
PD Supplies	(Professional Development)	-	-
Student Travel	(field trips, etc. cost of travel)	-	-
Total Special Programs		1,253,636	1,246,123

# Attachment 06 - Oasis Academy FY25 Proposed Final Budget

## OASIS ACADEMY

### FY25 Proposed Final Budget

**Board Meeting 05/28/2024**

	FY25 Final Budget (with Academica)	FY26 Draft Budget w/ Academica
ELL & At-Risk Programs, Funds 206 & 208:		
Instruction & Support Services:		
ELL Salaries (ELL teachers & IAs)	140,471	131,347
ELL Benefits	64,016	64,638
Purchased Services	-	-
Supplies (ELL classroom supplies)	1,316	1,316
Property	-	-
Other	-	-
Counselor Salaries (At-Risk)	41,283	41,283
Counselor Benefits (At-Risk)	20,064	20,304
At-Risk Counselor Supplies (At-Risk)	-	-
PD Services (Professional Development)	-	-
PD Supplies (Professional Development)	-	-
<b>Total Special Programs</b>	<b>267,150</b>	<b>258,888</b>
Co-curricular & Extra-Curricular (Student activities NOT related to instruction/education)		
Instruction:		
Salaries (AD, Asst. AD)	95,625	90,828
Benefits	43,628	44,034
Purchased Services (Officials, facility rentals, coaches/advisors)	114,550	114,550
Supplies (Program supplies - equipment, uniforms, etc.)	44,092	44,092
Property	-	-
Other (NIAA, tournaments, league fees)	26,000	26,000
Coaching PD	-	-
Student Travel (student travel)	142,500	142,500
Misc. Expenses (Goods for resale)	-	-
<b>Total Co-curricular &amp; Extra-Curricular</b>	<b>466,394</b>	<b>462,004</b>
Undistributed Expenditures:		
Support Services - Students:		
Salaries (counselors, nurse)	307,582	284,375
Benefits	139,298	140,606
Purchased Services (Nurse & Counselors Prof. Dev.)	55,500	55,500
Supplies (Nurse, counselors, copier)	6,100	6,100
Property	-	-
Other	-	-

Attachment 06 - Oasis Academy FY25 Proposed Final Budget

**OASIS ACADEMY**

**FY25 Proposed Final Budget**

**Board Meeting 05/28/2024**

Total Support Services - Students

<b>FY25 Final Budget (with Academica)</b>	<b>FY26 Draft Budget w/ Academica</b>
508,481	486,581

# Attachment 06 - Oasis Academy FY25 Proposed Final Budget

## OASIS ACADEMY FY25 Proposed Final Budget Board Meeting 05/28/2024

		FY25 Final Budget (with Academica)	FY26 Draft Budget w/ Academica
<b>Support Services - Instruction:</b>			
Salaries	(IT support, Academic Strategist)	221,426	214,607
Benefits		101,558	102,625
Purchased Services	(Internet, Network, Domains, PD, etc.)	8,500	8,500
Supplies	(Software licenses, supplies, hardware)	28,953	28,953
Property		-	-
Other		-	-
		360,437	354,685
<b>Support Services - General Administration</b>			
	(District Wide - Board of Directors, Policy Related)		
Salaries	(Board Secretary)	-	-
Benefits	(Board Secretary)	-	-
Purchased Services	(PD, G/L Ins, SPCSA fee)	162,216	172,187
Supplies		-	-
Property		-	-
Other		-	-
		162,216	172,187
<b>Support Services - School Administration</b>			
	(Site/School specific admin)		
Salaries	(Administrators, assistants)	489,257	469,669
Benefits		206,581	208,079
Purchased Services	(PD, Legal, website, consultants, landline phone) (admin supplies, staff ID's, admin software & hardware)	34,250	34,250
Supplies		39,100	39,100
Property		-	-
Other		3,288	3,416
Enterprise	(School store, tenants)	13,096	13,096
Enterprise	(School store, tenants)	2,610	2,610
Enterprise	(School store, tenants)	11,000	11,000
Enterprise	(School store, tenants)	53,780	53,780
Enterprise	(School store, tenants)	15,000	15,000
		867,962	850,000

# Attachment 06 - Oasis Academy FY25 Proposed Final Budget

## OASIS ACADEMY FY25 Proposed Final Budget Board Meeting 05/28/2024

		FY25 Final Budget (with Academica)	FY26 Draft Budget w/ Academica
Central Services:	(HR, Fiscal, Central Office Ops, Marketing)		
Salaries	(CFO, marketing)	107,713	64,000
Benefits		52,464	31,826
Purchased Services	(IC, Bookkeeper, CFO, Audit, Payroll Service, marketing/recruiting, non-instruct staff PD)	422,260	523,450
Supplies	(General Supplies, Aptafund subscription)	17,500	17,500
Property		-	-
Other	(Infinite Campus PD & annual fee)	1,000	1,000
		600,937	637,776
O & M Plant Service:	(Physical property, buildings, grounds)		
Salaries	(Maintenance)	91,080	88,000
Benefits		47,509	48,249
Purchased Services	(Janitorial, Disposal, Prop Ins, school safety & security)	103,760	103,760
Supplies	(Utilities, building supplies)	114,000	114,000
Property		-	-
Other		-	-
		356,349	354,009
Student Transportation	(Transportation costs for students)		
Salaries	(Drivers)	-	-
Benefits		-	-
Purchased Services	(Vehicle maintenance contracts)	-	-
Supplies	(Fuel, maintenance supplies, etc.)	-	-
Property	(Equipment purchases)	-	-
Other		-	-
		-	-

# Attachment 06 - Oasis Academy FY25 Proposed Final Budget

## OASIS ACADEMY

### FY25 Proposed Final Budget

#### Board Meeting 05/28/2024

		FY25 Final Budget (with Academica)	FY26 Draft Budget w/ Academica
Land Acquisition	(Activities concerned with initially acquiring and improving land)		
Salaries		-	-
Benefits		-	-
Purchased Services		-	-
Supplies		-	-
Property		-	-
Other		-	-
		-	-
Land Improvement	(Activities concerned with making permanent improvements to land, such as grading, fill, and environmental remediation)		
Salaries		-	-
Benefits		-	-
Purchased Services		-	-
Supplies		-	-
Property		-	-
Other		-	-
		-	-
Architecture and Engineering	(The activities of architects and engineers related to acquiring and improving sites and improving buildings. Charges are made to this function only for those preliminary activities that may or may not result in additions to the school district's property)		
Salaries		-	-
Benefits		-	-
Purchased Services		-	-
Supplies		-	-
Property		-	-
Other		-	-
		-	-



# Attachment 06 - Oasis Academy FY25 Proposed Final Budget

## OASIS ACADEMY

### FY25 Proposed Final Budget

**Board Meeting 05/28/2024**

		FY25 Final Budget (with Academica)	FY26 Draft Budget w/ Academica
Educational Specifications Development Salaries Benefits Purchased Services Supplies Property Other	(Activities concerned with preparing and interpreting descriptions of specific space requirements to be accommodated in a building. These specifications are interpreted to the architects and engineers in the early stages of blueprint development)	-	-
		-	-
Building Acquisition and Constructio Salaries Benefits Purchased Services Supplies Property Other	(Activities concerned with buying or constructing buildings)  (appraisers, title companies, contractors, etc.)	125,000	25,000
		125,000	25,000
Site Improvement Salaries Benefits Purchased Services Supplies Property Other	(Non-permanent enhancements i.e. fences, walkways, playground, etc.)  (Courtyard, playground, landscaping, etc.)	120,000	-
		120,000	-

# Attachment 06 - Oasis Academy FY25 Proposed Final Budget

## OASIS ACADEMY FY25 Proposed Final Budget Board Meeting 05/28/2024

	FY25 Final Budget (with Academica)	FY26 Draft Budget w/ Academica
Building Improvement		
Salaries	-	-
Benefits	-	-
Purchased Services	167,500	15,000
Supplies	-	-
Property	-	-
Other	-	-
	167,500	15,000
Total Undistributed Expenditures	3,268,883	2,895,239
Total Expenditures	9,775,573	9,438,369
Excess/(Deficiency) of Revenues Over Expenditures	226,887	1,306,237
<b>OTHER FINANCING SOURCES (USES)</b>		
Contingency <span style="float: right; font-size: small;">(3% of total expenditures RESERVE)</span>	(293,267)	(283,151)
Debt Service <span style="float: right; font-size: small;">(Loan repayments)</span>	(359,400)	(359,400)
Total Other Financing Sources (Uses)	(652,667)	(642,551)
Net Changes in Fund Balance	(425,780)	663,686
<b>OPENING FUND BALANCE</b>	900,000	500,000
<b>ENDING FUND BALANCE</b>	\$ 474,220	\$ 1,163,686
	4.7%	10.8%

## Attachment 07 - Audit Information

### INDEPENDENT AUDIT DATA

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

State	Entity ID	School ID	School/Entity Name (as it appears on Independent Audit)	First Fiscal Year of Operation
NV	46-5122331		Mater Academy of Nevada	2022-2023
NV	46-1907920		Doral Academy of Nevada	2022-2023
NV	45-5065099		Pinecrest Academy of Nevada	2022-2023
NV	27-5393412		Somerset Academy of Las Vegas	2022-2023
NV	81-1668405		SLAM Academy of Nevada	2022-2023
NV	81-5173587		Doral Academy of Northern Nevada	2022-2023
NV	81-5174782		Mater Academy of Northern Nevada	2022-2023
NV	84-1776306		Pinecrest Academy of Northern Nevada	2022-2023
NV	84-4233467		CIVICA Nevada	2022-2023
NV	86-3166422		Young Women's Academy of Las Vegas	2022-2023
NV	46-5122331		Mater Academy of Nevada	2021-2022
NV	46-1907920		Doral Academy of Nevada	2021-2022
NV	45-5065099		Pinecrest Academy of Nevada	2021-2022
NV	27-5393412		Somerset Academy of Las Vegas	2021-2022
NV	81-1668405		SLAM Academy of Nevada	2021-2022
NV	81-5173587		Doral Academy of Northern Nevada	2021-2022
NV	81-5174782		Mater Academy of Northern Nevada	2021-2022
NV	84-1776306		Pinecrest Academy of Northern Nevada	2021-2022
NV	84-4233467		CIVICA Nevada	2021-2022
NV	86-3166422		Young Women's Academy of Las Vegas	2021-2022
NV	46-5122331		Mater Academy of Nevada	2020-2021
NV	46-1907920		Doral Academy of Nevada	2020-2021
NV	45-5065099		Pinecrest Academy of Nevada	2020-2021
NV	27-5393412		Somerset Academy of Las Vegas	2020-2021
NV	81-1668405		SLAM Academy of Nevada	2020-2021
NV	81-5173587		Doral Academy of Northern Nevada	2020-2021
NV	81-5174782		Mater Academy of Northern Nevada	2020-2021
NV	84-1776306		Pinecrest Academy of Northern Nevada	2020-2021
NV	46-5122331		Mater Academy of Nevada	2019-2020
NV	46-1907920		Doral Academy of Nevada	2019-2020
NV	45-5065099		Pinecrest Academy of Nevada	2019-2020
NV	27-5393412		Somerset Academy of Las Vegas	2019-2020
NV	81-1668405		SLAM Academy of Nevada	2019-2020
NV	81-5173587		Doral Academy of Northern Nevada	2019-2020
NV	81-5174782		Mater Academy of Northern Nevada	2019-2020
NV	46-5122331		Mater Academy of Nevada	2018-2019
NV	46-1907920		Doral Academy of Nevada	2018-2019
NV	45-5065099		Pinecrest Academy of Nevada	2018-2019

Attachment 07 - Audit Information

NV	27-5393412		Somerset Academy of Las Vegas	2018-2019
NV	81-1668405		SLAM Academy of Nevada	2018-2019
NV	81-5173587		Doral Academy of Northern Nevada	2018-2019
NV	81-5174782		Mater Academy of Northern Nevada	2018-2019
NV	46-5122331		Mater Academy of Nevada	2017-2018
NV	46-1907920		Doral Academy of Nevada	2017-2018
NV	45-5065099		Pinecrest Academy of Nevada	2017-2018
NV	27-5393412		Somerset Academy of Las Vegas	2017-2018
NV	81-1668405		SLAM Academy of Nevada	2017-2018
NV	81-5173587		Doral Academy of Northern Nevada	2017-2018
NV	81-5174782		Mater Academy of Northern Nevada	2017-2018
NV	46-5122331		Mater Academy of Nevada	2016-2017
NV	46-1907920		Doral Academy of Nevada	2016-2017
NV	45-5065099		Pinecrest Academy of Nevada	2016-2017
NV	27-5393412		Somerset Academy of Las Vegas	2016-2017
NV	81-1668405		SLAM Academy of Nevada	2016-2017
NV	46-5122331		Mater Academy of Nevada	2015-2016
NV	46-1907920		Doral Academy of Nevada	2015-2016
NV	45-5065099		Pinecrest Academy of Nevada	2015-2016
NV	27-5393412		Somerset Academy of Las Vegas	2015-2016
NV				
NV	46-5122331		Mater Academy of Nevada	2014-2015
NV	46-1907920		Doral Academy of Nevada	2014-2015
NV	45-5065099		Pinecrest Academy of Nevada	2014-2015
NV	27-5393412		Somerset Academy of Las Vegas	2014-2015
NV				
NV	46-1907920		Doral Academy of Nevada	2013-2014
NV	45-5065099		Pinecrest Academy of Nevada	2013-2014
NV	27-5393412		Somerset Academy of Las Vegas	2013-2014
NV				
NV	45-5065099		Pinecrest Academy of Nevada	2012-2013
NV	27-5393412		Somerset Academy of Las Vegas	2012-2013
NV	27-5393412		Somerset Academy of Las Vegas	2011-2012

# Attachment 07 - Audit Information

ool in the past four years

Fiscal Year	Cash	Total Current Assets	Non Current Assets	Total Assets
2023	\$ 2,467,027	\$ 9,183,481	\$ 75,645,150	\$ 84,828,631
2023	\$ 19,253,816	\$ 26,911,956	\$ 86,314,512	\$ 113,226,468
2023	\$ 19,892,954	\$ 28,441,438	\$ 118,028,262	\$ 146,469,700
2023	\$ 35,043,251	\$ 44,941,251	\$ 129,393,052	\$ 174,334,303
2023	\$ 4,730,380	\$ 5,342,738	\$ 41,382,809	\$ 46,725,547
2023	\$ 3,149,992	\$ 4,123,647	\$ 21,332,135	\$ 25,455,782
2023	\$ 1,809,042	\$ 2,331,285	\$ 9,489,134	\$ 11,820,419
2023	\$ 406,772	\$ 1,490,220	\$ 22,877,842	\$ 24,368,062
2023	\$ 1,280,341	\$ 1,613,928	\$ 12,562,155	\$ 14,176,083
2023	\$ 75,250	\$ 198,773	\$ 514,780	\$ 713,553
2022	\$ 5,351,424	\$ 13,199,619	\$ 73,227,409	\$ 86,427,028
2022	\$ 16,925,931	\$ 36,248,298	\$ 77,720,941	\$ 113,969,239
2022	\$ 14,173,520	\$ 28,596,456	\$ 118,292,445	\$ 146,888,901
2022	\$ 35,912,331	\$ 53,998,403	\$ 118,935,599	\$ 172,934,002
2022	\$ 2,936,874	\$ 4,277,446	\$ 42,366,799	\$ 46,644,245
2022	\$ 1,953,276	\$ 3,186,474	\$ 21,959,888	\$ 25,146,362
2022	\$ 1,257,925	\$ 1,872,458	\$ 9,894,682	\$ 11,767,140
2022	\$ 94,670	\$ 1,537,191	\$ 23,421,377	\$ 24,958,568
2022	\$ 579,966	\$ 1,196,706	\$ 13,389,144	\$ 14,585,850
2022	\$ 38,737	\$ 79,628	\$ -	\$ 79,628
2021	\$ 3,321,788	\$ 11,812,060	\$ 27,694,655	\$ 39,506,715
2021	\$ 21,249,106	\$ 34,691,889	\$ 80,047,374	\$ 114,739,263
2021	\$ 16,026,053	\$ 47,465,540	\$ 111,702,053	\$ 159,167,593
2021	\$ 33,523,696	\$ 49,731,900	\$ 120,451,016	\$ 170,182,916
2021	\$ 1,137,825	\$ 2,750,743	\$ 238,799	\$ 2,989,542
2021	\$ 1,237,992	\$ 5,163,480	\$ 19,091,531	\$ 24,255,011
2021	\$ 547,618	\$ 1,217,935	\$ 119,366	\$ 1,337,301
2021	\$ 416,541	\$ 627,841	\$ 605,069	\$ 1,232,910
2020	\$ 5,745,658	\$ 8,836,710	\$ 13,328,541	\$ 22,165,251
2020	\$ 17,477,266	\$ 29,494,911	\$ 68,913,864	\$ 98,408,775
2020	\$ 15,437,921	\$ 35,618,766	\$ 103,502,904	\$ 139,121,670
2020	\$ 23,406,296	\$ 36,003,039	\$ 91,705,788	\$ 127,708,827
2020	\$ 1,303,435	\$ 2,099,483	\$ 377,205	\$ 2,476,688
2020	\$ 1,835,023	\$ 4,295,111	\$ 17,905,789	\$ 22,200,900
2020	\$ 616,327	\$ 979,434	\$ 183,410	\$ 1,162,844
2019	\$ 2,115,467	\$ 5,034,657	\$ 13,538,795	\$ 18,573,452
2019	\$ 9,300,532	\$ 20,245,106	\$ 70,215,547	\$ 90,460,653
2019	\$ 4,526,832	\$ 28,426,993	\$ 57,170,921	\$ 85,597,914

## Attachment 07 - Audit Information

2019	\$ 15,967,659	\$ 28,310,076	\$ 93,989,517	\$ 122,299,593
2019	\$ 439,259	\$ 717,599	\$ 418,469	\$ 1,136,068
2019	\$ 1,045,212	\$ 3,634,455	\$ 17,490,632	\$ 21,125,087
2019	\$ 221,927	\$ 395,196	\$ 98,716	\$ 493,912
2018	\$ 1,148,834	\$ 2,692,203	\$ 1,019,659	\$ 3,711,862
2018	\$ 7,357,580	\$ 12,609,531	\$ 25,153,736	\$ 37,763,267
2018	\$ 4,820,215	\$ 6,421,426	\$ 2,064,927	\$ 8,486,353
2018	\$ 12,990,269	\$ 22,654,001	\$ 81,543,668	\$ 104,197,669
2018	\$ 515,858	\$ 729,115	\$ 466,470	\$ 1,195,585
2018	\$ 1,781,896	\$ 15,446,574	\$ 5,439,812	\$ 20,886,386
2018	\$ 335,769	\$ 506,324	\$ 139,789	\$ 646,113
2017	\$ 364,724	\$ 1,493,205	\$ 462,215	\$ 1,955,420
2017	\$ 4,904,242	\$ 5,600,581	\$ 2,563,608	\$ 8,164,189
2017	\$ 2,521,445	\$ 5,288,828	\$ 2,289,463	\$ 7,578,291
2017	\$ 6,797,555	\$ 15,299,189	\$ 39,409,597	\$ 54,708,786
2017	\$ -	\$ 448,520	\$ 431,549	\$ 880,069
2016	\$ 8,516	\$ 942,949	\$ 487,174	\$ 1,430,123
2016	\$ 2,176,814	\$ 3,879,919	\$ 1,549,618	\$ 5,429,537
2016	\$ 1,083,494	\$ 3,212,540	\$ 1,521,307	\$ 4,733,847
2016	\$ 6,205,237	\$ 18,817,850	\$ 34,828,815	\$ 53,646,665
2015	\$ 18,148	\$ 234,180	\$ 248,284	\$ 482,464
2015	\$ 1,486,477	\$ 2,551,892	\$ 1,058,788	\$ 3,610,680
2015	\$ 1,161,809	\$ 1,845,812	\$ 507,728	\$ 2,353,540
2015	\$ 3,955,036	\$ 19,406,000	\$ 32,421,280	\$ 51,827,280
2014	\$ 510,304	\$ 1,017,714	\$ -	\$ 1,017,714
2014	\$ 1,622,241	\$ 1,776,283	\$ 21,274	\$ 1,797,557
2014	\$ 1,723,783	\$ 3,902,921	\$ 173,984	\$ 4,076,905
2013	\$ 961,962	\$ 1,114,206	\$ -	\$ 1,114,206
2013	\$ 1,209,308	\$ 2,238,199	\$ -	\$ 2,238,199
2012	\$ 1,054,878	\$ 1,092,540	\$ 4,099,196	\$ 5,191,736

Attachment 07 - Audit Information

Independent Audit Data				
Current Liabilities	Non Current Liabilities	Total Liabilities	Net Assets	Funding
\$ 5,973,908	\$ 119,076,728	\$ 125,050,636	\$ (11,100,760)	\$ 49,547,746
\$ 8,402,294	\$ 138,450,306	\$ 146,852,600	\$ (7,346,653)	\$ 57,134,579
\$ 6,351,384	\$ 194,402,973	\$ 200,754,357	\$ (24,905,170)	\$ 70,455,479
\$ 11,614,563	\$ 206,119,384	\$ 217,733,947	\$ (6,457,312)	\$ 88,550,670
\$ 3,541,417	\$ 55,591,855	\$ 59,133,272	\$ (3,377,831)	\$ 17,237,850
\$ 496,974	\$ 28,872,384	\$ 29,369,358	\$ 727,578	\$ 8,906,596
\$ 460,979	\$ 15,212,400	\$ 15,673,379	\$ (564,566)	\$ 5,890,713
\$ 669,122	\$ 33,125,743	\$ 33,794,865	\$ (3,831,450)	\$ 9,158,658
\$ 825,046	\$ 19,063,681	\$ 19,888,727	\$ (966,116)	\$ 8,177,568
\$ 124,205	\$ 43,232	\$ 167,437	\$ 620,694	\$ 1,923,047
\$ 3,850,156	\$ 95,095,210	\$ 98,945,366	\$ (3,227,023)	\$ 44,756,841
\$ 7,013,349	\$ 112,745,429	\$ 119,758,778	\$ (3,190,443)	\$ 58,863,142
\$ 7,091,673	\$ 163,891,213	\$ 170,982,886	\$ (17,762,961)	\$ 68,044,631
\$ 8,655,284	\$ 169,058,361	\$ 177,713,645	\$ (1,087,475)	\$ 83,382,198
\$ 1,307,329	\$ 48,187,780	\$ 49,495,109	\$ (600,624)	\$ 16,109,245
\$ 803,781	\$ 24,976,330	\$ 25,780,111	\$ 1,283,697	\$ 11,048,016
\$ 575,088	\$ 12,322,750	\$ 12,897,838	\$ 46,272	\$ 5,422,920
\$ 1,001,010	\$ 29,222,454	\$ 30,223,464	\$ (2,434,334)	\$ 9,156,249
\$ 1,615,012	\$ 13,681,386	\$ 15,296,398	\$ (391,228)	\$ 5,779,736
\$ 716	\$ -	\$ 716	\$ 78,912	\$ 269,076
\$ 3,415,821	\$ 49,328,842	\$ 52,744,663	\$ (3,293,717)	\$ 33,888,463
\$ 9,124,335	\$ 127,367,667	\$ 136,492,002	\$ (6,252,272)	\$ 48,898,160
\$ 9,138,260	\$ 183,906,118	\$ 193,044,378	\$ (13,953,468)	\$ 55,227,601
\$ 8,209,219	\$ 191,059,786	\$ 199,269,005	\$ (6,473,939)	\$ 79,621,443
\$ 1,012,512	\$ 7,388,245	\$ 8,400,757	\$ (877,291)	\$ 9,913,438
\$ 1,462,915	\$ 29,256,863	\$ 30,719,778	\$ (2,737,728)	\$ 7,912,472
\$ 396,782	\$ 3,233,278	\$ 3,630,060	\$ (86,318)	\$ 4,551,727
\$ 368,298	\$ 481,466	\$ 849,764	\$ 886,795	\$ 5,716,652
\$ 2,292,581	\$ 31,197,332	\$ 33,489,913	\$ (1,798,090)	\$ 22,316,496
\$ 7,524,987	\$ 112,577,800	\$ 120,102,787	\$ (3,774,043)	\$ 47,744,805
\$ 6,975,215	\$ 157,922,380	\$ 164,897,595	\$ (9,239,053)	\$ 51,389,004
\$ 7,149,324	\$ 152,627,447	\$ 159,776,771	\$ (8,084,565)	\$ 76,127,725
\$ 700,422	\$ 5,804,308	\$ 6,504,730	\$ (144,373)	\$ 9,341,995
\$ 2,036,637	\$ 24,999,906	\$ 27,036,543	\$ (2,002,767)	\$ 7,025,911
\$ 348,574	\$ 2,669,665	\$ 3,018,239	\$ 134,176	\$ 3,737,016
\$ 2,471,853	\$ 28,152,067	\$ 30,623,920	\$ (1,501,092)	\$ 19,554,755
\$ 4,932,333	\$ 109,371,914	\$ 114,304,247	\$ (2,443,410)	\$ 43,419,051
\$ 5,104,358	\$ 107,280,513	\$ 112,384,871	\$ (7,983,768)	\$ 38,569,216

## Attachment 07 - Audit Information

\$ 6,566,881	\$ 145,969,646	\$ 152,536,527	\$ (9,158,718)	\$ 67,827,144
\$ 633,814	\$ 4,021,921	\$ 4,655,735	\$ (103,396)	\$ 7,402,762
\$ 1,001,825	\$ 22,725,912	\$ 23,727,737	\$ (1,305,194)	\$ 5,285,411
\$ 369,314	\$ 1,510,124	\$ 1,879,438	\$ 164,069	\$ 2,506,487
\$ 1,674,528	\$ 8,091,330	\$ 9,765,858	\$ 622,326	\$ 16,318,578
\$ 5,104,883	\$ 49,645,937	\$ 54,750,820	\$ 133,136	\$ 40,161,058
\$ 2,956,409	\$ 22,187,036	\$ 25,143,445	\$ (1,349,662)	\$ 33,862,243
\$ 5,233,509	\$ 127,051,103	\$ 132,284,612	\$ (9,424,737)	\$ 52,196,541
\$ 558,550	\$ 2,447,603	\$ 3,006,153	\$ 427,123	\$ 5,828,120
\$ 454,498	\$ 21,235,793	\$ 21,690,291	\$ (658,806)	\$ 1,397,866
\$ 532,759	\$ 100,759	\$ 633,518	\$ 216,396	\$ 1,815,934
\$ 1,018,780	\$ 4,917,293	\$ 5,936,073	\$ 487,151	\$ 9,507,679
\$ 3,187,829	\$ 15,971,347	\$ 19,159,176	\$ 268,205	\$ 29,501,449
\$ 2,917,222	\$ 14,957,746	\$ 17,874,968	\$ (600,924)	\$ 29,305,075
\$ 5,979,923	\$ 73,904,866	\$ 79,884,789	\$ (9,423,668)	\$ 47,015,649
\$ 458,505	\$ 312,026	\$ 770,531	\$ 369,868	\$ 3,677,755
\$ 700,717	\$ 1,666,226	\$ 2,366,943	\$ 687,515	\$ 6,557,805
\$ 1,891,290	\$ 7,779,693	\$ 9,670,983	\$ 529,554	\$ 18,055,798
\$ 1,785,354	\$ 5,094,004	\$ 6,879,358	\$ (993,815)	\$ 17,665,570
\$ 4,552,047	\$ 62,872,574	\$ 67,474,621	\$ (8,104,743)	\$ 39,665,718
\$ 299,143	\$ 178,898	\$ 478,041	\$ 157,736	\$ 2,165,379
\$ 1,185,892	\$ 2,905,228	\$ 4,091,120	\$ (209,448)	\$ 11,540,277
\$ 715,222	\$ 3,680,102	\$ 4,395,324	\$ (2,403,066)	\$ 6,700,349
\$ 3,529,571	\$ 56,026,029	\$ 59,555,600	\$ (8,387,723)	\$ 31,560,824
\$ 247,888	\$ 17,831	\$ 265,719	\$ 751,995	\$ 4,920,517
\$ 338,444	\$ -	\$ 338,444	\$ 1,459,113	\$ 6,060,552
\$ 1,241,017	\$ 104,959	\$ 1,345,976	\$ 2,730,929	\$ 19,468,500
\$ 376,430	\$ -	\$ 376,430	\$ 737,776	\$ 4,758,906
\$ 878,427	\$ -	\$ 878,427	\$ 1,359,772	\$ 11,486,000
\$ 623,352	\$ 4,317,489	\$ 4,940,841	\$ 250,895	\$ 6,324,089



Attachment 07 - Audit Information

Expenditures	Change in Net Assets	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Surplus Margin	Cash Flow
\$ 57,421,483	\$ (7,873,737)	1.54	15.68	1.47	(0.16)	\$ (2,884,397)
\$ 61,290,789	\$ (4,156,210)	3.20	114.66	1.30	(0.07)	\$ 2,327,885
\$ 77,597,688	\$ (7,142,209)	4.48	93.57	1.37	(0.10)	\$ 5,719,434
\$ 93,920,507	\$ (5,369,837)	3.87	136.19	1.25	(0.06)	\$ (869,080)
\$ 20,015,057	\$ (2,777,207)	1.51	86.26	1.27	(0.16)	\$ 1,793,506
\$ 9,462,715	\$ (556,119)	8.30	121.50	1.15	(0.06)	\$ 1,196,716
\$ 6,501,551	\$ (610,838)	5.06	101.56	1.33	(0.10)	\$ 551,117
\$ 10,555,774	\$ (1,397,116)	2.23	14.07	1.39	(0.15)	\$ 312,102
\$ 8,752,456	\$ (574,888)	1.96	53.39	1.40	(0.07)	\$ 700,375
\$ 1,381,265	\$ 541,782	1.60	19.88	0.23	0.28	\$ 75,250
\$ 44,690,147	\$ 66,694	3.43	43.71	1.14	0.00	\$ 2,029,636
\$ 53,927,314	\$ 4,935,828	5.17	114.56	1.05	0.08	\$ (4,323,175)
\$ 65,067,040	\$ 2,977,591	4.03	79.51	1.16	0.04	\$ (1,852,533)
\$ 77,995,734	\$ 5,386,464	6.24	168.06	1.03	0.06	\$ 2,388,635
\$ 15,832,578	\$ 276,667	3.27	67.71	1.06	0.02	\$ 1,799,049
\$ 8,492,347	\$ 2,555,669	3.96	83.95	1.03	0.23	\$ 715,284
\$ 5,225,148	\$ 197,772	3.26	87.87	1.10	0.04	\$ 710,307
\$ 12,237,431	\$ (3,081,182)	1.54	2.82	1.21	(0.34)	\$ (321,871)
\$ 6,089,460	\$ (309,724)	0.74	34.76	1.05	(0.05)	\$ 579,966
\$ 190,164	\$ 78,912	111.18	74.35	0.01	0.29	\$ (17,438,529)
\$ 35,384,090	\$ (1,495,627)	3.46	34.27	1.34	(0.04)	\$ (2,423,870)
\$ 51,376,389	\$ (2,478,229)	3.80	150.96	1.19	(0.05)	\$ 3,771,840
\$ 59,942,016	\$ (4,714,415)	5.19	97.59	1.21	(0.09)	\$ 588,132
\$ 78,010,817	\$ 1,610,626	6.06	156.85	1.17	0.02	\$ 10,117,400
\$ 10,646,356	\$ (732,918)	2.72	39.01	2.81	(0.07)	\$ (165,610)
\$ 8,647,433	\$ (734,961)	3.53	52.25	1.27	(0.09)	\$ (597,031)
\$ 4,772,221	\$ (220,494)	3.07	41.88	2.71	(0.05)	\$ (68,709)
\$ 4,829,857	\$ 886,795	1.70	31.48	0.69	0.16	\$ 416,541
\$ 22,613,494	\$ (296,998)	3.85	92.74	1.51	(0.01)	\$ 3,630,191
\$ 49,075,438	\$ (1,330,633)	3.92	129.99	1.22	(0.03)	\$ 8,176,734
\$ 52,644,289	\$ (1,255,285)	5.11	107.04	1.19	(0.02)	\$ 10,911,089
\$ 75,053,572	\$ 1,074,153	5.04	113.83	1.25	0.01	\$ 7,438,637
\$ 9,382,972	\$ (40,977)	3.00	50.70	2.63	(0.00)	\$ 864,176
\$ 7,723,484	\$ (697,573)	2.11	86.72	1.22	(0.10)	\$ 789,811
\$ 3,766,909	\$ (29,893)	2.81	59.72	2.60	(0.01)	\$ 394,400
\$ 21,678,173	\$ (2,123,418)	2.04	35.62	1.65	(0.11)	\$ 966,633
\$ 45,995,597	\$ (2,576,546)	4.10	73.80	1.26	(0.06)	\$ 1,942,952
\$ 45,203,322	\$ (6,634,106)	5.57	36.55	1.31	(0.17)	\$ (293,383)

# Attachment 07 - Audit Information

\$ 67,562,126	\$ 265,018	4.31	86.26	1.25	0.00	\$ 2,977,390
\$ 7,933,281	\$ (530,519)	1.13	20.21	4.10	(0.07)	\$ (76,599)
\$ 5,339,761	\$ (54,350)	3.63	71.45	1.12	(0.01)	\$ (736,684)
\$ 2,558,814	\$ (52,327)	1.07	31.66	3.81	(0.02)	\$ (113,842)
\$ 16,183,403	\$ 135,175	1.61	25.91	2.63	0.01	\$ 784,110
\$ 40,296,127	\$ (135,069)	2.47	66.64	1.45	(0.00)	\$ 2,453,338
\$ 34,610,981	\$ (748,738)	2.17	50.83	2.96	(0.02)	\$ 2,298,770
\$ 52,197,610	\$ (1,069)	4.33	90.84	1.27	(0.00)	\$ 6,192,714
\$ 5,770,865	\$ 57,255	1.31	32.63	2.51	0.01	\$ 515,858
\$ 2,056,672	\$ (658,806)	33.99	316.24	1.04	(0.47)	\$ 1,781,896
\$ 1,599,538	\$ 216,396	0.95	76.62	0.98	0.12	\$ 335,769
\$ 9,708,043	\$ (200,364)	1.47	13.71	3.04	(0.02)	\$ 356,208
\$ 29,762,798	\$ (261,349)	1.76	60.14	2.35	(0.01)	\$ 2,727,428
\$ 28,912,184	\$ 392,891	1.81	31.83	2.36	0.01	\$ 1,437,951
\$ 48,334,574	\$ (1,318,925)	2.56	51.33	1.46	(0.03)	\$ 592,318
\$ 3,307,887	\$ 369,868	0.98	0.00	0.88	0.10	\$ -
\$ 6,028,026	\$ 529,779	1.35	0.52	1.66	0.08	\$ (9,632)
\$ 17,316,796	\$ 739,002	2.05	45.88	1.78	0.04	\$ 690,337
\$ 16,256,319	\$ 1,409,251	1.80	24.33	1.45	0.08	\$ (78,315)
\$ 39,382,738	\$ 282,980	4.13	57.51	1.26	0.01	\$ 2,250,201
\$ 2,007,643	\$ 157,736	0.78	3.30	0.99	0.07	\$ 18,148
\$ 9,970,714	\$ 1,569,563	2.15	54.42	1.13	0.14	\$ 976,173
\$ 6,647,802	\$ 52,547	2.58	63.79	1.87	0.01	\$ (460,432)
\$ 30,105,962	\$ 1,454,862	5.50	47.95	1.15	0.05	\$ 2,231,253
\$ 4,168,522	\$ 751,995	4.11	44.68	0.26	0.15	\$ 510,304
\$ 5,339,215	\$ 721,337	5.25	110.90	0.19	0.12	\$ 660,279
\$ 18,097,343	\$ 1,371,157	3.14	34.77	0.33	0.07	\$ 514,475
\$ 4,021,130	\$ 737,776	2.96	87.32	0.34	0.16	\$ 961,962
\$ 10,585,090	\$ 900,910	2.55	41.70	0.39	0.08	\$ 154,430
\$ 6,073,194	\$ 250,895	1.75	63.40	0.95	0.04	\$ 1,054,878

Attachment 07 - Audit Information



Net Position (Beginning of Year)	Net Position (End of Year)
\$ (3,227,023)	\$ (11,100,760)
\$ (3,190,443)	\$ (7,346,653)
\$ (17,762,961)	\$ (24,905,170)
\$ (1,087,475)	\$ (6,457,312)
\$ (600,624)	\$ (3,377,831)
\$ 1,283,697	\$ 727,578
\$ 46,272	\$ (564,566)
\$ (2,434,334)	\$ (3,831,450)
\$ (391,228)	\$ (966,116)
\$ 78,912	\$ 620,694
\$ (3,293,717)	\$ (3,227,023)
\$ (8,126,271)	\$ (3,190,443)
\$ (20,740,552)	\$ (17,762,961)
\$ (6,473,939)	\$ (1,087,475)
\$ (877,291)	\$ (600,624)
\$ (1,271,972)	\$ 1,283,697
\$ (151,500)	\$ 46,272
\$ 646,848	\$ (2,434,334)
\$ (81,504)	\$ (391,228)
\$ -	\$ 78,912
\$ (1,798,090)	\$ (3,293,717)
\$ (3,774,043)	\$ (6,252,272)
\$ (9,239,053)	\$ (13,953,468)
\$ (8,084,565)	\$ (6,473,939)
\$ (144,373)	\$ (877,291)
\$ (2,002,767)	\$ (2,737,728)
\$ 134,176	\$ (86,318)
\$ -	\$ 886,795
\$ (1,501,092)	\$ (1,798,090)
\$ (2,443,410)	\$ (3,774,043)
\$ (7,983,768)	\$ (9,239,053)
\$ (9,158,718)	\$ (8,084,565)
\$ (103,396)	\$ (144,373)
\$ (1,305,194)	\$ (2,002,767)
\$ 164,069	\$ 134,176
\$ 622,326	\$ (1,501,092)
\$ 133,136	\$ (2,443,410)
\$ (1,349,662)	\$ (7,983,768)

Attachment 07 - Audit Information

\$ (9,423,736)	\$ (9,158,718)
\$ 427,123	\$ (103,396)
\$ (1,250,844)	\$ (1,305,194)
\$ 216,396	\$ 164,069
\$ 487,151	\$ 622,326
\$ 268,205	\$ 133,136
\$ (600,924)	\$ (1,349,662)
\$ (9,423,668)	\$ (9,424,737)
\$ 369,868	\$ 427,123
\$ -	\$ (658,806)
\$ -	\$ 216,396
\$ 687,515	\$ 487,151
\$ 529,554	\$ 268,205
\$ (993,815)	\$ (600,924)
\$ (8,104,743)	\$ (9,423,668)
\$ -	\$ 369,868
\$ 157,736	\$ 687,515
\$ (209,448)	\$ 529,554
\$ (2,403,066)	\$ (993,815)
\$ (8,387,723)	\$ (8,104,743)
\$ -	\$ 157,736
\$ (1,779,011)	\$ (209,448)
\$ (2,455,654)	\$ (2,403,066)
\$ (9,842,585)	\$ (8,387,723)
\$ -	\$ 751,995
\$ 737,776	\$ 1,459,113
\$ 1,359,772	\$ 2,730,929
\$ -	\$ 737,776
\$ 458,862	\$ 1,359,772
\$ -	\$ 250,895

**CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT**  
**BETWEEN**  
**OASIS ACADEMY CHARTER SCHOOL**  
**AND**  
**ACADEMICA NEVADA, LLC**

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**CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT**

This is an Agreement to provide services and support to a Charter School by and between Oasis Academy Charter School (“Oasis”) and Academica Nevada LLC (“Service Provider”)

**WHEREAS**, Oasis Academy Charter School has a contract (“the Charter”) with the State Public Charter School Authority (the “State”) to operate a charter school, known as the Oasis Academy of Northern Nevada (the “School”);

**WHEREAS**, the School is governed by the Board of Directors of Oasis (the “Board”);

**WHEREAS**, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

**WHEREAS**, Oasis shall ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

**WHEREAS**, Service Provider has been established to provide professional services and support to public charter schools;

**WHEREAS**, it is Service Provider’s mission to ensure that the vision of the School’s Board of Directors is faithfully and effectively implemented;

**WHEREAS**, Service Provider’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

**WHEREAS**, Service Provider’s officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

**WHEREAS**, Service Provider’s officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

## Attachment 08 - Academica Nevada Services Agreement

**WHEREAS**, Service Provider provides services and support a network of charter schools and believes that there are benefits to having a wide variety of employment opportunities and options available to the employees of public charter schools serviced by Service Provider;

**WHEREAS**, it is Service Provider's duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of Oasis, and the Board of Director's duty to make all decisions and direct Service Provider to act accordingly on the Board's behalf.

**WHEREAS**, Oasis and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction of the Board of Directors;

**NOW THEREFORE**, the parties to this Agreement agree as follows:

**1. Recitals**

The forgoing recitals are true, correct and incorporated herein.

**2. Engagement**

Oasis engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

**3. Duties of Service Provider**

Service Provider will coordinate the services required to support the School and will keep the Board updated as to all important developments with regard to the Service Provider's services. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations.

Service Provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

Service Provider's services shall include, but not be limited to:

**a. Human Resources/Payroll Coordination**

Service Provider shall provide human resource services to the School. This includes, but is not limited to, assisting the School in hiring employees, coordination of hiring fairs, disciplining employees,

## Attachment 08 - Academica Nevada Services Agreement

conducting investigations, filing unemployment responses, representation of the School at unemployment hearings, tracking of educator licenses, facilitation of benefits, and assisting in the storage and review of background checks for employees and volunteers. Service Provider shall provide payroll coordination services.

### **b. Legal**

Service Provider will assist the Board in obtaining outside legal counsel and may serve as the primary liaison between the Board and the outside counsel. Service Provider may also provide legal support services which may include assisting the School with day to day inquiries, preparing employment agreements for School staff, reviewing contracts, policy creation at the direction of the Board or School, assisting with student and employee discipline, and communicating and working with outside counsel. **NOTHING IN THIS AGREEMENT SHALL CONSTITUTE AN ATTORNEY-CLIENT RELATIONSHIP.**

### **c. Maintenance of Corporate Records and Tax-Exempt Status**

Service Provider shall store and maintain the corporate records of the School. Additionally, Service Provider shall assist the school in obtaining and maintaining its federal and state tax exempt status.

### **d. Public Relations and Marketing**

Service Provider shall assist the School in public relations and marketing efforts. Service Provider will coordinate with the School to determine public relations and marketing strategies. Service Provider may hire a third-party vendor to assist with government relations, public relations and marketing.

### **e. Board of Directors Meetings**

Service Provider will attend the meetings of the Board and the staff of the School. Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of NRS 388A.366 and any other applicable law(s) regarding such meetings and record-keeping.

### **f. Record Keeping**

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with NAC 392.360 and NAC 388A.550 requirements for record keeping. In addition, Service Provider will ensure that designated on-site staff receives proper training by the State's appropriate departments for student school record keeping through its designated programs.



## Attachment 08 - Academica Nevada Services Agreement

### **g. Bookkeeping**

Service Provider will serve as liaison with the State to ensure the accuracy and timeliness of financial reporting and record keeping as required by the Charter and State law.

### **h. Staff Recommendations and Administration**

Service Provider shall identify and propose for employment by or on behalf of Oasis qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by NRS Ch. 388A. Service Provider shall coordinate with the Board or the Hiring Committee established by the Board to identify, recruit, and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be Oasis employees or employees leased to Oasis and will not be employees of Service Provider. Service Provider shall prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees.

### **i. Financial Projections and Financial Statements**

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the Nevada School Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the school's auditors, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. Oasis will provide the State with annual audited financial reports as required by the Charter. These reports will be audited by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the

## Attachment 08 - Academica Nevada Services Agreement

School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than deadline set by the State of Nevada each year.

**j. Grant Solicitation**

Service Provider will solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to, federal grants programs and various continuation grants for charter schools.

**k. Financing Solicitation and Coordination**

Service Provider will coordinate obtaining financing from private and public sources for loans desired by the Board.

**l. Other Funding Sources**

Service Provider will coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

**m. State Reporting**

Service Provider will coordinate the preparation of any and all periodic reports for the School as required by the State Public Charter Authority or Board. The reports will be submitted to the Board for approval when required, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for any reporting requirements.

**n. School Board Representation**

The Board President will serve as primary liaison to the State Public Charter School Authority and its officials on behalf of the School. Service Provider will also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives may attend required meetings and public hearings on behalf of the School.

**o. Governmental Compliance**

Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School, including relevant changes to State and Federal codes and regulations.

## Attachment 08 - Academica Nevada Services Agreement

Service Provider will also advise the Board as to matters relating to the School and Board's compliance with the School's State Charter. The School's State Charter is incorporated herein by reference.

**p. Charter Renewal Coordination**

Service Provider will assist the Board with renewal of the School's Charter on a timely basis. Service Provider will negotiate the terms of the Charter's renewal with the State on behalf of the Board and will provide the Board with notice and seek Board approval of any renewal provisions which may modify or alter the terms of the original Charter between the School and the State.

**q. Facilities Identification Expansion, Design and Development**

Service Provider shall meet and confer with the Board for the purpose of identifying the Facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring, and planning the design of new facilities or in the expansion of existing ones. Service Provider will identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principal, that relationship will be disclosed to the Board, and the Board's vote of approval for such a selection, shall ratify that the disclosed relationship is not disqualifying. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

**r. Facilities Maintenance**

Service Provider will assist the School regarding their facility maintenance needs, including but not limited to: training of School custodial and facility maintenance staff, soliciting project bids when required by applicable Nevada laws and regulations, communicating with vendors for repairs and maintenance, and coordinating between the School and contractors on special projects, services, and building improvements.

**s. Systems Development**

Service Provider will identify and develop a Nevada-based and State-compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

**t. Procurement**

Service Provider will assist the School by acting as a liaison between School personnel and curriculum, furniture and equipment vendors, overseeing installation of equipment and furniture, and making sure the School stays within all applicable procurement budgets. This includes obtaining quotes, creating purchase orders, and placing orders for curriculum, furniture, and equipment based upon the School's requests and needs.

### **4. Term of Agreement**

**a. Initial Term**

The term of the Agreement shall commence on July 1, 2024 and shall continue for three (3) years until June 30, 2027 ("Initial Term") and the School shall have the option to renew the term for an additional four (4) years until June 30, 2031 or through the duration of the Charter granted by the State or other sponsor should the School's sponsor change, whichever is later ("Option Term" together with the Initial Term, the "Term"), unless terminated earlier, as provided for herein, or else is modified by written agreement of the Parties.

**b. Renewal**

At the conclusion of the term of this Agreement, the parties may mutually agree, but shall have no obligation, to renew the terms of this Agreement.

**c. Termination**

(i) Either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or when any such breach recurs following cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, as defined hereafter, Oasis may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to termination, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this

## Attachment 08 - Academica Nevada Services Agreement

Section, Oasis shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(ii) Duties upon termination. In the event this Agreement is terminated with or without cause, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to Oasis any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

(iii) If the School's Sponsor terminates, does not renew, or materially changes the School's Charter, in whole or in part, then Service Provider or School may, upon thirty (30) days written notice, terminate this Agreement, or any corresponding part of this Agreement, without penalty or liability of any kind to either party.

### **5. Compensation**

#### **a. Base Compensation**

Oasis shall pay Service Provider a services and support fee of \$495 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that Oasis receives such funds. The fee shall be payable in equal monthly installments, provided that Oasis shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada. Such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. In the event that funding is decreased in future years to an amount less than the 2023-2024 state funding, either party may request review of the base compensation amount. The Service Provider will consider lowering the fee should the school experience financial distress. The Service Fee may be increased annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year to year percentage increase in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. Service Provider, in its discretion, may waive any annual adjustment and, upon request, will provide such documentation as may be reasonably requested by the School to support any waiver of an annual adjustment. Services provided under this Agreement by Service Provider are not "a la carte" and may not be substituted or removed without the express written authorization of Service Provider. Services not utilized by the School will not result in a reduction of the Service Fee.

## Attachment 08 - Academica Nevada Services Agreement

(i) In year one (1) of this agreement, Service Provider shall provide a one-time credit to the School in the amount of \$145 per student. Thereafter, any credit must be agreed upon by Service Provider after consultation with the School.

**b. Additional Services**

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of Oasis, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

**c. Reimbursement of Costs**

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost. Such costs shall be split, pro-rata, with any and all other schools for which the travel was undertaken.

**d. Incurred Expenses**

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the School's financial records.

### **6. OTHER MATTERS**

**a. Conflicts of Interest**

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees or principals and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board as soon as practicable.

## Attachment 08 - Academica Nevada Services Agreement

### **b. Insurance and Indemnification**

Service Provider shall carry liability insurance in the amount of FIVE MILLION AND 00/100 DOLLARS (\$5,000,000.00) and shall indemnify the School for any acts or omissions arising from or claimed to be arising from the scope of services of the Service Provider as further set forth herein. School shall be named as an additional insured on such policy(ies) of insurance. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board.

Service Provider hereby further agrees to defend, indemnify, hold harmless and protect Oasis, the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents. This duty to defend shall arise immediately upon the making of a claim against Oasis, the Board, the School and their successors and assigns without need for final adjudication of fault. If such claims are ultimately adjudged as *not* being connected to the acts, services, conduct or omissions of Service Provider, its employees or agents, then the Defended party shall promptly reimburse Service Provider for those Defense Fees and costs incurred in defending said Defended party.

### **c. Miscellaneous**

(i) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unreasonable expense.

(ii) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the

## Attachment 08 - Academica Nevada Services Agreement

voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(iii) Neither party shall assign this Agreement without the written consent of the other party;

(iv) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(v) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that provision may be stricken and all other provisions of this Agreement shall remain in full force and effect, and shall be given such interpretation in the absence of such stricken provision as to faithfully effect the goals and intent of the parties in entering into this Agreement as further set forth above.

(vi) This Agreement is not intended to create any rights of a third-party beneficiary.

(vii) This Agreement is made and entered into in the State of Nevada and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Clark County, Nevada.

(viii) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs to the extent allowed by law.

(ix) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

If to Service Provider: **Academica Nevada, LLC**  
**6630 Surrey St.**  
**Las Vegas, NV 89119**  
**Attention: Robert Howell**

If to Board: **Oasis Academy Charter School**  
**920 W. Williams Ave. Suite 100**  
**Fallon, NV 89406**  
**Attention: Board Chair**

(x) The designated contact person of Service Provider shall be the CEO of Academica Nevada LLC - Robert B. Howell.

The designated contact person of the School shall be the Chairperson of the Board of Directors, as elected each year at the Board's Annual Meeting.



# Attachment 08 - Academica Nevada Services Agreement

(xi) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(xii) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(xiii) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of Oasis of Nevada held on the \_\_\_ day of \_\_\_\_\_. At that meeting, the undersigned Director of Oasis was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

## **OASIS ACADEMY CHARTER SCHOOL**

By: \_\_\_\_\_  
**Board Chair**

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

## **ACADEMICA NEVADA LLC**

By: \_\_\_\_\_  
**Robert Howell, CEO**

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

# Attachment 09 - Academica Nevada Service Evaluation Rubric

<b>Board Management</b>			
<b>Responsibilities:</b> Staff coordinates Board meeting dates, times, and locations.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication is provided regarding Board meeting dates, times, and locations.	Inconsistent communication is provided regarding Board meeting dates, times, and locations.	Staff provides consistent communication regarding Board meeting dates, times, and locations. Quorum confirmation is always ensured.	Staff provides highly consistent communication to all parties regarding Board meeting dates, times, and locations; including calendar invites and reminders.
<b>Responsibilities:</b> Staff is responsible for working with System Leaders for feedback on items to be added to the agenda. Staff is responsible for ensuring timely posting of agendas to designated locations as required by Open Meeting Law.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff has no communication with System Leaders during preparation of Board meeting agendas. Staff does not comply with Open Meeting Law, deadlines are often missed.	Occasionally System Leaders receive communication from staff regarding items to be placed on the agenda. Staff occasionally complies with Open Meeting Law and required deadlines.	Without fail staff works with System Leaders to ensure that necessary items of importance are placed on each agenda. Staff diligently works to comply with Open Meeting Law and consistently meets required deadlines.	Staff provides a high level of service, consistently communicating with System Leaders to ensure all necessary and/or required items are placed on the agenda for Board consideration. Staff always ensures that all posting requirements are met per Open Meeting Law; as well as providing transparency to the system community by providing agenda access in additional locations.
<b>Responsibilities:</b> Staff gathers, prepares, and distributes support materials. Staff prepares all required documents and equipment for use during Board meetings.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
There is a lack of proper support materials prior to Board meetings. Room, documents, and equipment are not prepared for Board meetings.	Timely distribution of support materials prior to Board meetings is inconsistent. Staff lacks proper preparation for Board meeting by failing to provide necessary equipment and materials for the Board meeting.	Staff prepares and distributes accurate support materials in advance of Board meetings, allowing Board members to properly prepare prior to the meetings. Rooms, documents, and equipment are consistently prepared in advance of Board meeting time, allowing meetings to begin on time and run efficiently.	Staff provides highly effective support materials, which are prepared and distributed in a timely manner to allow Board members ample time for preparation. In an effort to provide transparency, staff consistently works to ensure Stakeholder's have access to Board meeting support materials.

# Attachment 09 - Academics Nevada Service Evaluation Rubric

<b>Responsibilities:</b> Preparation of Board meeting minutes in a timely manner in compliance with Open Meeting Law.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not prepare meeting minutes, resulting in violation of Open Meeting Law.	Staff inconsistently prepares Board meeting minutes resulting in occasional violation of Open Meeting Law. Prepared minutes contain errors and/or typos.	Staff prepares accurate minutes, resulting in effective follow up on future agenda items. Staff distributes minutes in accordance with Open Meeting Law.	Staff consistently and expertly prepares minutes, capturing necessary elements of each Board meeting, allowing for an accurate depiction the meeting. As minutes are prepared, staff ensures that any item request and/or items of concern are noted for discussion with System Leaders for future agendas. Minutes are always posted in compliance with Open Meeting Law.
<b>Comments:</b> _____			
Facilities Services			
<b>Responsibilities:</b> Facility Support to Campuses: Communicate regularly with campus administration and staff regarding facility needs.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Lack of attention to campus needs. No regular visits or communication.	Frequency needs to be increased.	Communication is good and consistent.	Communication is frequent and valuable. Professionalism is present in verbal and written communication.
<b>Responsibilities:</b> Dispatch vendors to the school site for repairs and maintenance through email, text or phone call (or Ticketing system when applicable).			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for repairs and maintenance are ignored and/or no attempt is made to provide service.	Some requests are attended to in a sufficient manner. Modest attempt is made to fulfill job requests.	Requests are responded to within 12-24 hours (depending on priority level) and vendors are dispatched to the campus.	Expert or high level of service is provided in dispatching vendors to the school site with immediate follow up to requests.
<b>Responsibilities:</b> Special Projects and Services (bids): Understand school needs and communicate with site-based personnel on requested projects/services/building improvements.			
Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for information regarding projects are	Some requests are attended to in a sufficient manner.	Solid: Requests are initially responded to within 12-24	Exemplary: Expert or high level of service is provided in

## Attachment 09 - Academica Nevada Service Evaluation Rubric

ignored and/or no attempt is made to provide service.	Modest attempt is made to fulfill job requests.	hours. Follow up and guidance is provided within a reasonable timeframe.	researching and presenting solutions regarding the request.
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**Comments:**

### Finance – Accounting

**Responsibilities:**

Budget to actuals are provided to the Board and School Principals in order to make timely and accurate decisions.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Budget to actuals are never provide accurately or timely Board. No explanations of what makes up the differences.	Inconsistently meets deadline for budget to actual. Lack of details as to what makes up the differences.	Consistently provided timely to allow for review and development of questions at or prior to board meetings. Able to provide details and backup (when necessary) to what makes up the differences.	Consistently provided timely, provides expert knowledge of the financials.

**Responsibilities:**

Submit State reports on time and ensures schools are meeting required state/federal guideline for use of funds.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Consistently late on submission of state reports. Never communicates with the Board or Schools about new or existing required guidelines for the use of funds.	Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds.	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds.	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines.

**Responsibilities:**

Providing Office Managers with support and training to meet their needs (including QB and SGF Account support).

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Office Managers were never trained, questions are never addressed.	Poorly trained, questions are inconsistently addressed in a timely manner (over 1 business day).	Received appropriate training and questions are addressed in a timely manner (within 1 business day).	Receives continuous training and communicates effectively to resolve questions.

**Comments:**

## Attachment 09 - Academica Nevada Service Evaluation Rubric

Finance – Accounts Payable			
<b>Responsibilities:</b> AP Clerk answers all my questions in a timely manner and provides constant guidance.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
AP Clerk does not responds to questions and ignores requests for assistance.	AP Clerk will occasionally respond to questions and provides moderate support and guidance.	AP Clerk addresses inquires effectively and within a reasonable amount of time (1 business day). Accounts Payable offers help and guidance when it is requested.	AP Clerk regularly takes the initiative to ask if the school is experiencing any problems, offers solutions and is highly consistent in providing guidance on policies and procedures.
<b>Comments:</b>			
<b>Responsibilities:</b> AP Clerk makes payments to vendors in a timely manner.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
AP Clerk makes little to no attempt to pay vendors on time resulting in late fees, cancellation of orders, interruptions of service and numerous payment status inquiries from vendors.	AP Clerk inconsistently pays vendors on time.	AP Clerk effectively processes payments on time, preserving positive relationships with vendors and improving credit ratings.	AP Clerk exceeds expectations by demonstrating a high turn-around time when processing payments.
<b>Responsibilities:</b> AP Clerk efficiently handles vendor inquiries, credit applications, adding/removing users from current accounts, obtains proper authorization before payments being made according to Financial Policies & Procedures.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds / removes users from current accounts, and does not guide me to follow Financial Policies & Procedures.	AP Clerk makes a moderate effort to handle vendor inquiries, credit applications, adds / removes users from current accounts, and sometimes guides me to follow Financial Policies & Procedures.	AP Clerk effectively handles vendor inquiries, credit applications, adds / removes users from current accounts, and advises me to follow Financial Policies & Procedures.	AP Clerk exceeds expectations in handling vendor inquiries, credit applications, adding / removing users from current accounts, and always guides me to follow Financial Policies & Procedures.
<b>Comments:</b>			
Finance – Budgets and Bonds			
<b>Responsibilities:</b> Prepare budgets that are realistic and keep the school compliant with state and debt requirements.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication with the school when prepared.	Little communication of the budget. Budget is shared but	The budget is communicated with the school and overall	The budget is explained to the school and the school

## Attachment 09 - Academica Nevada Service Evaluation Rubric

Budgets are unrealistic and do not take into consideration the needs of the school. Budget would not meet the state financial framework or debt covenants.	little explanation of the budget. Options are not readily explored with the school.	budget is explained. Options are presented when requested. The budget is realistic and will meet the state and debt covenants.	has a good understanding of the numbers. Different options are presented and explained to the school when requested to see what options may be available. The budget will pass all required state and debt covenants.
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**Responsibilities:**  
Facilitating the purchasing of buildings and management of the bonds.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication of the process and no updates of throughout the process. Bond covenants are not explained.	Inconsistent updates on the bonding process. Updates to the bond covenants are general and not explained well.	Effective communication about the bond with the proper staff/board members happens timely. Debt covenants are explained.	Highly consistent level of communication is provided to the proper staff/board members. Debt covenants are explained and updated as necessary.

**Comments:**

### Finance – Payroll

**Responsibilities:**  
Complete personnel changes in the payroll system, assist with the overall payroll processing and requests.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for assistance are ignored and/or no attempt is made to assist. Communication regarding the request is poor.	Some requests are looked into immediately while others take longer to address. Communication regarding the requests needs improvement.	Requests are completed within 24 hours of being notified. Communication regarding the request is open and prompt.	Requests are handled immediately upon sending the initial request. Communication regarding the request exceeds expectations.

**Responsibilities:**  
Submit PERS payroll report to the state on time and accurately.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
PERS Reporting is not completed on time and it is not accurate when submitted.	PERS reporting is often completed on time and it is at times accurate.	PERS reporting is completed and submitted by the deadline and it is accurate when submitted.	PERS reporting is completed prior to the deadline and it is completely accurate.

**Responsibilities:**  
Provide payroll training to office managers both as a group and individually when requested.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Payroll training and guidance is not provided.	Payroll training and guidance is provided but it is not substantial.	Payroll training and guidance is continuous and substantial.	Payroll training and guidance is constant and advance notice is given when changes to the payroll process may

# Attachment 09 - Academica Nevada Service Evaluation Rubric

			occur and input is encouraged.
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**Comments:**

## Grant Development

**Responsibilities.**  
Assist schools with the completion and submission of grant applications (excluding Special Education/IDEA grant funding).

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Failed to demonstrate adequate understanding of the grant’s purpose and wants/needs of the school. Failed to demonstrate adequate understanding of school’s requests/needs for the grant. Did not identify various stakeholder responsibilities. Did not provide update of submission progress. Failed to execute designated roles. Failed to submit grant proposal by deadline.	Failed to demonstrate adequate understanding of the grant’s purpose and wants/needs of the school. Failed to demonstrate adequate understanding of school’s requests/needs for the grant. Did not identify various stakeholder responsibilities. Did not provide update of submission progress. Failed to execute designated roles. Failed to submit grant proposal by deadline.	Demonstrated clear understanding of the grant’s purpose and wants/needs of the school. Identified various stakeholder responsibilities. Provided regular status update of submission progress. Executed designated roles in an effective and professional manner. Submitted grant by deadline.	Demonstrated clear understanding of the grant’s purpose and wants/needs of the school. Provided flexibility in meeting and communicating with stakeholders. Prepared grant submissions in an effective and professional manner and gathered school feedback for revisions. Submitted grant by or before deadline.

**Comments:**

## Growth and Development (Charter Amendments and Renewals)

**Responsibilities.**  
Submission and approval of charter amendment applications.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Failed to demonstrate adequate understanding of the application process. Did not identify various stakeholder responsibilities. Did not communicate regarding project development. Failed to submit project by deadline.	Demonstrated vague understanding of the application process. Vaguely identified various stakeholder responsibilities. Irregular or inconsistent communication of the project’s development. Submitted application by deadline.	Demonstrated basic understanding of the application process. Identified various stakeholder responsibilities. Communicated regularly about project development. Submitted application by deadline.	Demonstrated clear understanding of the application process, including key dates, approval process, and application requirements. Clearly outlined project expectations and responsibilities for all stakeholders. Communicated regularly about project development. Provided exemplary support beyond regular responsibilities: (i.e. – providing drafts for review, assisting with school marketing, networking

# Attachment 09 - Academica Nevada Service Evaluation Rubric

			and/or establishing community partnerships, or taking on any other responsibilities as needed for clients). Submitted application by or before deadline.
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**Responsibilities.**  
Submission and approval of charter renewal applications.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Failed to demonstrate adequate understanding of the application process. Did not identify various stakeholder responsibilities. Did not communicate regarding project development. Failed to submit project by deadline.	Demonstrated vague understanding of the application process. Vaguely identified various stakeholder responsibilities. Irregular or inconsistent communication of the project's development. Submitted application by deadline.	Demonstrated basic understanding of the application process. Identified various stakeholder responsibilities. Communicated regularly about project development. Submitted application by deadline.	Demonstrated clear understanding of the application process, including key dates, approval process, and application requirements. Clearly outlined project expectations and responsibilities for all stakeholders. Communicated regularly about project development. Provided exemplary support beyond regular responsibilities: (i.e. – providing drafts for review, assisting with school marketing, networking and/or establishing community partnerships, or taking on any other responsibilities as needed for clients). Submitted application by or before deadline

**Comments:**

## Infinite Campus

**Responsibilities.**  
Assist with Infinite Campus questions and concerns.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Responses are significantly delayed and/or questions are not addressed.	Responses are delayed and/or questions are only partially answered.	Consistently responds in a professional and timely manner. Responses are knowledgeable, effective, and clearly presented.	Always responds in a professional and timely manner. Responses are knowledgeable, effective, and clearly presented. When necessary, support representative will work with school personnel to



## Attachment 09 - Academica Nevada Service Evaluation Rubric

			troubleshoot unique issues or develop custom projects.
<b>Responsibilities:</b> Provide training on Infinite Campus tools.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No requested training is provided or training is unprofessional and/or not relevant to the school's needs.	Training is available when requested, but scheduling is inconsistent. Trainer is difficult to get ahold of and/or does not have availability to fit the school's needs.	Provides high-quality training to administrators and teachers as requested. Training is timely and available to fit the school's schedule.	Provides high-quality training to administrators and teachers as requested. Training is timely and available to fit the school's schedule. Initiates trainings by offering services and keeping schools abreast of changes/new features within Infinite Campus.
<b>Comments:</b>			
<b>Legal Services</b>			
<b>Responsibilities:</b> Providing day-to-day legal support and advice to avoid high legal fees with counsel hired by the board.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for legal support and/or advice is ignored and/or no attempt is made to provide legal support or advice.	Requests for legal support and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent.	Requests for legal support and/or advice receive a response within a reasonable amount of time. Responses are clear, concise, and consistent.	Requests for legal support and/or advice receive a response in a timely manner. The Academica Legal Staff anticipates, communicates, and trains school leaders on relevant legal issues.
<b>Responsibilities:</b> Assist schools in preparing and drafting school and board policies and other written documents (i.e., contracts, MOU's) as requested.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for written policies or other documents are ignored.	Requests for written policies and other documents are occasionally addressed or addressed in an untimely manner. Policies or other documents need several revisions or corrections.	Requests for written policies and other documents are prepared within a reasonable amount of time. Written policies or other documents are clear, concise, and consistent.	Requests for written policies and other documents are prepared in a timely manner. The policies or written documents are error free.

## Attachment 09 - Academica Nevada Service Evaluation Rubric

<b>Responsibilities:</b> Work with campus leaders to resolve legal issues regarding parents, staff, and students.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Academica Legal Staff is unwilling or unable to assist the school in these legal issues.	Academica Legal Staff occasionally assists in these legal issues.	Academica Legal Staff assists with these legal issues by talking to the parent and/or assisting in the discipline of a staff member or student.	Academica Legal Staff is willing to be present to meet with the parent, staff member, or student and/or assists the school in coming to a resolution that is most beneficial to the school.
<b>Comments:</b>			
<b>Marketing / Design</b>			
<b>Responsibilities:</b> Confer with clients to determine marketing strategy and product design.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for meetings and product designs are ignored and/or no attempt is made to provide service.	Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests.	Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon.	Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the pre-arranged timeline, based on the current que and time sensitivity of each request.
<b>Responsibilities:</b> Work closely with school principals, directors, managers, administration, and all other school representatives for creative direction.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Opinions and wishes on creative direction are followed rarely.	Some designs reflect wishes and direction of client.	Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision.	Products are professional and meets or exceeds client's expectations in final design and presentation.
<b>Responsibilities:</b> Determine size and arrangement of illustrative material and copy, and select style and size of type.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of products do not match up with the client's wishes.	Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time to time.	The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget price point.	Product meets and exceeds client's expectations in type, style, arrangement and size, and shows a mastery of understanding the targeted audience for the material.
<b>Comments:</b>			

## Attachment 09 - Academics Nevada Service Evaluation Rubric

<b>National School Lunch Program (NSLP)</b>			
<b>Responsibilities:</b> Provide technical assistance to ensure schools are in compliance with the NSLP Regulations and Best Practices.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No attempt is made to provide technical assistance.	Moderate level of technical assistance is provided.	Consistent level of technical assistance is provided.	High level of technical assistance is provided.
<b>Responsibilities:</b> Provide support in preparation and throughout the NSLP Administrative Review process.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Minimal support is provided in preparation and throughout the Administrative Review process.	Limited support is provided in preparation and throughout the Administrative Review process.	Frequent support is provided in preparation and throughout the Administrative Review process.	Initiated and highly consistent support is provided in preparation and throughout the Administrative Review process.
<b>Responsibilities:</b> Provide assistance to schools in completing all required NDA reporting and with applying for renewal of the NSLP.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Little assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Inconsistent assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Appropriate assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Advanced assistance is provided in completing NDA reports and applying for renewal of the NSLP.
<b>Comments:</b>			
<b>Procurement of Furniture / Curriculum</b>			
<b>Responsibilities:</b> Work with the school leadership to obtain quotes, create purchase orders, and place orders for curriculum, furniture, and equipment based upon the school's requests and needs, while making sure to maintain their allotted budget.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests from the school office manager or Principal are ignored and/or attempt to assist in purchasing the materials is not made.	Some requests are fulfilled in a sufficient manner. Requests are taking an unacceptable length of time to be fulfilled	Quotes are obtained and orders placed in a timely manner. Suggestions are provided for materials that will meet the needs and requirements.	Expert or high level of service is provided in fulfilling requests from school staff. Records are kept and accessible of prior year purchases for reference. Any order issues that are communicated to us are immediately forwarded to the school.

## Attachment 09 - Academics Nevada Service Evaluation Rubric

<b>Responsibilities:</b> Assist in creating the Summer Purchasing Budget for the school, and maintaining that budget as purchases are made.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Budgets are not communicated with the school administration, school administration is not aware of how much money they have spent and how much money that have left.	Budgets are communicated with the school administration, but only at the request of the school administration.	Budgets are updated in a timely manner and available for the school administration on a normal basis.	Budgets are customized at the request of the school administration, and the budget is communicated with the school every time it is updated.
<b>Responsibilities:</b> Assist as a Liaison for and oversee summer furniture installation.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication is made with the school, installers, and furniture show up to the school unannounced.	School Administration is notified of installation dates, but no attempts are made to work around requests from the school.	Requests from the school are observed, and communication is effective between all parties involved in the furniture installation process.	Requests from the school are observed, the school administration does not have to worry about what is being placed in their building, the installation is completed with a high level of satisfaction, and any issues are communicated effectively.
<b>Responsibilities:</b> Assist as a Liaison between the school and curriculum vendors.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication is made with the school regarding what purchases they would like to make.	School Administration is aware of purchases being made but is not receiving any updates regarding the status of the order or any digital access information.	School is aware of purchases being made and is kept apprised of any backorders or shipping delays communicated to us by the vendor. Any digital access updates in a timely manner.	School is provided with a list of all curriculum previously purchased and made aware of any items they need renewal or replenishment. Orders are processed as quickly as possible and updates are quickly made to digital access platforms.
<b>Comments:</b>			
<b>Registration</b>			
<b>Responsibilities:</b> Campus Enrollment.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Rarely monitors the database enrollment numbers for enrollment openings or acceptances	Sporadically monitors the database enrollment numbers for enrollment openings or acceptances	Consistently monitors the database enrollment numbers for enrollment openings or acceptances	Always monitors the database enrollment numbers for enrollment openings or acceptances

## Attachment 09 - Academica Nevada Service Evaluation Rubric

past the deadline. Rarely communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.	past the deadline. Sporadically communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.	past the deadline. Consistently communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.	past the deadline. Consistently communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.
<b>Responsibilities:</b> Infinite Campus and training for Registrars.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Rarely provides support with OLR, Enrollment, and Attendance procedures within Infinite Campus. Rarely is able to answer questions regarding Infinite Campus processes and/or features. No training provided for Infinite Campus new and current processes and/or features.	Sporadically provides support with OLR, Enrollment and Attendance procedures within Infinite Campus. Sporadically is able to answer questions regarding Infinite Campus processes and/or features. Only provides training for new IC processes and does not review currently used procedures	Consistently provides support with OLR, Enrollment, and Attendance procedures within Infinite Campus. Consistently is able to answer questions regarding Infinite Campus processes and/or features. Provides training for reporting procedures and new processes when asked.	Always provides support with OLR, Enrollment, and Attendance procedures within Infinite Campus. Always is able to answer questions regarding Infinite Campus processes and/or features. Provides continual, on-going assistance and training for reporting procedures and new processes.
<b>Responsibilities:</b> Campus Customer Service and Support.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Rarely provides assistance or support to the registrar. Rarely responds to emails or phone calls in a professional or timely manner. Rarely visits schools when requested and is rarely courteous or professional when interacting with the school staff and families.	Sporadically provides assistance or support to the registrar. Sporadically responds to emails or phone calls in a professional or timely manner. Sporadically visits schools when requested and is occasionally courteous and professional when interacting with the school staff and families.	Consistently provides assistance or support to the registrar. Consistently responds to emails or phone calls in a professional or timely manner. Consistently visits schools when requested and is consistently courteous and professional when interacting with the school staff and families.	Always provides assistance or support to the registrar. Always responds to emails or phone calls in a professional or timely manner. Always visits schools when requested and is always courteous and professional when interacting with the school staff and families.
<b>Responsibilities:</b> State Audit Preparation Guidance and Support.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No audit preparation, guidance, or support provided. No understanding of state expectations before, during and after an audit. Never appears in person when an on-site audit occurs.	Sporadic audit preparation, guidance, or support provided. Some understanding of state expectations before, during and after an audit. Sporadically appears in person when an on-site audit occurs.	Complete audit preparation, guidance, or support provided. Strong understanding of state expectations before, during and after an audit. Appears in person as needed when an on-site audit occurs.	Provides step-by-step audit preparation, guidance, or support provided. Prepares everything necessary for the audit and provides follow up when audit is complete. Complete understanding of state expectations before, during and after an audit. Able to explain every process

# Attachment 09 - Academica Nevada Service Evaluation Rubric

			to registrar and administration. Always provides full in-person participation provided prior to, during and after the audit.
<b>Responsibilities:</b> Online Enrollment and Lottery.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication is provided regarding the open enrollment or lottery process or timeline. No understanding of open enrollment and lottery process and is unable to train or communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.	Sporadic communication is provided regarding the open enrollment or lottery process or timeline. Some understanding of open enrollment and lottery process and is only slightly able to train or communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.	Strong communication is provided regarding the open enrollment or lottery process or timeline. Strong understanding of open enrollment and lottery process and is able to train and communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.	Outstanding, clear, and complete communication is provided regarding the open enrollment or lottery process or timeline. Outstanding and complete understanding of open enrollment and the lottery process and is able to train and communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.
<b>Comments:</b>			
<b>School Safety</b>			
<b>Responsibilities:</b> Provides school safety liaison services between the schools and public safety agencies, local emergency agencies: Nevada Division of Emergency Management, Nevada Department of Education, State Public Charter School Authority and other agencies as needed.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for school safety support and/or advice is ignored and/or no attempt is made to provide school safety support or advice.	Requests for school safety support and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent.	Requests for school safety support and/or advice receive a response within a reasonable amount of time. Responses are statutorily correct, clear, and consistent.	Requests for school safety support and/or advice receive a response in a timely manner. The Academica School Safety Staff anticipates, communicates, and trains school leaders on relevant school safety issues.
<b>Responsibilities:</b> Assist schools in developing and implementing the school Emergency Operation Plan (EOP) and other school safety related documents as requested.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for EOPs or other documents are ignored.	Requests for EOPs and other documents are occasionally addressed or addressed in an	Requests for EOPs and other documents are prepared within a reasonable amount	Requests for EOPs and other documents are prepared in a timely manner. The EOPs or

# Attachment 09 - Academica Nevada Service Evaluation Rubric

	untimely manner. EOPs or other documents need several revisions or corrections.	of time. EOPs or other documents are statutorily correct, clear, and consistent.	written documents are professional, detailed and error free.
<b>Responsibilities:</b> Work with campus leaders to provide school safety information and resolve school safety related issues / emergencies.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Academica School Safety Staff is unwilling or unable to assist the school in these school safety issues.	Academica School Safety Staff occasionally assists with school safety information, issues and emergencies.	Academica School Safety Staff assists with school safety information, issues and emergencies as needed.	Academica School Safety Staff is not only willing to assist with school safety information, issues and emergencies as needed but also responds to the school, and creates new school safety information as needed.
<b>Comments:</b>			
<b>State Reporting</b>			
<b>Responsibilities:</b> Timely alert school system, responsible party, and/or Academica Departments of items or information coming due to the State, both from the Authority and the Department of Education.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Staff does not provide ample notice to schools after receiving notice from the proper agency, of items or information coming due and school employees are often rushing to submit requested items.	Staff sometimes provides forward notice of items or information coming due (once the due dates are received from proper agency); however, those responsible are sometimes still rushing to complete items timely.	Staff provides timely notice, once deadlines are received from the proper agency, as to the information or items due, giving the responsible party ample time to complete.	Once deadlines are received from the proper agency, staff always goes to great lengths to ensure that all parties involved are aware of the information and/or items coming due and works to gain extensions where necessary. Staff sends out a calendar invite for all items coming due, as well as, staff provides reminders of upcoming due dates.
<b>Responsibilities:</b> Works with each school system, responsible party and/or Academica departments to gather necessary information to ensure information or required items are submitted timely and accurately. When questions arise, staff works with the Authority and/or Department of Education to gain clarification on information requested and works to ensure that all systems receive a clear explanation of requirements. Assists parties in completing reports, etc. as requested. Works with necessary party to obtain an extension, if necessary.			

## Attachment 09 - Academica Nevada Service Evaluation Rubric

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not provide assistance to ensure the timely and accurate submission of items or information. Nor does staff work to gain additional information when questions arise.	Staff at times will work to facilitate the gathering of information or items for submission. Staff inconsistently attempts to gather additional information from various agencies, however, little follow up takes place in this regard.	Staff regularly works with systems or necessary staff to gather the required information or items for submission. Staff offers to be of any assistance to those persons, whether to gather information independently or to work with others. Staff frequently works with other agencies to obtain additional guidance when needed.	Staff provides a high level of service in working with each system to ensure timely and accurate submission of information. When questions arise that staff cannot answer, staff diligently works with other agencies to obtain additional guidance when needed and provides follow up when additional information is not received. Staff offers assistance at all times to help with data compilation or collection of documents to ensure proper compliance.

**Responsibilities:**

Submission of all documents related to reimbursement under grant funding. Maintain thorough and accurate records to ensure that all items are submitted timely and accurately, in order to ensure the proper reimbursement to the system. Responsible for assisting with revised grant budgets, when the need arises. Assist with any questions either the system, Academica departments or various agency departments might have regarding reimbursements submitted and projections of future grant spending.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not maintain proper grant reimbursement records and does not meet reimbursement request deadlines. Staff is not in communication with agencies regarding grant-funding questions. Staff does not assist the system with budget revisions.	Staff maintains minimal records, which at time leads to inaccurate or late information being submitted. Staff works sparsely with other department or systems regarding grant reimbursement questions or the revisions to grant budgets. As well, staff does not interact on a regular basis with various agencies inquiring about spending projections.	Staff maintains thorough records and files with regard to each grant a system is awarded, allowing for a streamlined process to ensure timely and accurate submissions. Staff works with all systems to modify grant budgets, as the need arises. Staff works with all agencies that have questions regarding grant reimbursements or other grant related questions.	Staff diligently works to ensure that all grant reimbursement files are complete and accurate, resulting in consistently timely and accurate reimbursement submissions. Staff frequently works with systems to ensure that any budget modifications needed are updated and submitted to the state for approval. Staff consistently follows up with the state on any questions they might have regarding the revisions, as well as the status of a submitted revision. Staff has built a strong working relationship with the various agencies in which reimbursement requests are submitted, in order to ensure any information needed is provided, resulting



# Attachment 09 - Academica Nevada Service Evaluation Rubric

			in timely reimbursement processing.
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**Comments:**

## Teacher Recruitment & Licensure

**Responsibilities:**

Track and advertise job openings for the school site.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Jobs are inconsistently posted to recruiting platform(s). No attempt at communication with school site administration is made by the recruitment representative. Jobs posted are consistently out of date or inaccurate.	Jobs are posted to recruiting platform(s) within a sufficient amount of time. Recruitment representative makes an attempt to communicate with the school site to update openings.	Jobs are accurately posted to recruiting platform(s) within 12-24 hours of notification of the job opening. Recruitment representative consistently communicates with school site administration to ensure job openings are up to date.	Jobs are accurately posted to recruiting platform(s) within 12 hours of notification of the job opening. Recruitment representative initiates consistent communication with school site administration regarding open positions and frequently sends prospective candidates to school administration as appropriate.

**Responsibilities:**

Track teacher licensure and notify teachers of license expiration.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Licensed staff are not notified of upcoming license expiration at least 6 months in advance. No attempt is made to notify licensed staff and administration when a staff member's license lapses. Requests for assistance with licensure questions are ignored.	Licensed staff are inconsistently notified of upcoming license expiration at least 6 months in advance. A modest attempt is made to notify licensed staff and administration when a staff member's license lapses. Minimal assistance is offered when licensure questions arise.	Licensed staff are consistently notified of upcoming license expiration at least 6 months in advance. Licensed staff and administration are notified promptly when a staff member's license lapses. Effective assistance is given to licensed staff and administration when licensure questions arise.	Licensed staff are consistently notified of upcoming license expiration, including an explanation of any provisions or requirements needed to renew the license. Licensed staff and administration are notified within 1 week of a staff member's license lapsing. Expert assistance is given when licensure questions arise.

**Responsibilities:**

Organize and run teacher hiring fairs.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Recruitment team makes little or no attempt to organize hiring fairs during the school year. School sites have minimal opportunity to effectively hire teachers and	Recruitment team prepares and executes two (2) hiring fairs per school year. There is limited organization to the hiring fairs, which leads to inconsistent recruitment	Recruitment team effectively prepares and executes two (2) hiring fairs per school year. The hiring fairs are organized and frequently assist the school sites with	Recruitment team effectively prepares and executes two (2) highly-organized hiring fairs per school year. The school sites are consistently given the opportunity to hire

# Attachment 09 - Academica Nevada Service Evaluation Rubric

support staff from these events.	opportunities for school sites.	teacher and support staff recruitment for the current or upcoming school year.	teachers and support staff at these events. Feedback is acquired from school sites and implemented in future hiring fairs.
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**Comments:**

## Travel

**Responsibilities:**  
 Book travel for school employees in accordance with Government Regulations and in a timely manner.  
 \*\* In all uses of the word, 'timely' can be defined as trip confirmations being provided to travelers two weeks from departure date so long as the trip was requested two weeks or more in advance. If a trip is requested less than two weeks from departure, 'timely' can be defined as 'as soon as possible.'

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Inadequate communication with the school and requests are not handled timely. Travel does not meet the GSA standards.	Limited communication with the school. Modest attempt is made to book travel with in the GSA guidelines. Travel requests are not attended to in a sufficient manner.	Travel is booked in a timely manner and meets GSA guidelines.	Highly consistent communication with the school. Travel is booked in a timely manner and meets GSA guidelines. Helps with travel problems when they occur.

**Responsibilities:**  
 Registers school employees for conferences in a timely manner when requested.  
 \*\* In all uses of the word, 'timely' can be defined as trip confirmations being provided to travelers two weeks from departure date so long as the trip was requested two weeks or more in advance. If a trip is requested less than two weeks from departure, 'timely' can be defined as 'as soon as possible.'

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests are ignored and conference is not booked for school employees.	Limited communication with the school regarding the conference. Conference early bird discounts and or group rates are missed (if requested on time).	Conference is booked in a timely manner. Conference early bird and/or group discounts are applied (if requested on time).	Highly consistent communication with the school. Conference early bird and/or group discounts are applied (if requested on time).

**Comments:**

Attachment 10 - Academica Nevada Articles of Incorporation  
**STATE OF NEVADA**

**FRANCISCO V. AGUILAR**  
 Secretary of State



Commercial Recordings & Notary Division  
 401 N. Carson Street  
 Carson City, NV 89701  
 Telephone (775) 684-5708  
 Fax (775) 684-7138  
 North Las Vegas City Hall  
 2250 Las Vegas Blvd North, Suite 400  
 North Las Vegas, NV 89030  
 Telephone (702) 486-2880  
 Fax (702) 486-2888

**DEPUTY BAKKEDahl**  
 Deputy Secretary for  
 Commercial Recordings

**OFFICE OF THE  
 SECRETARY OF STATE**

Michael Muehle  
 6630 Surrey St.  
 Las Vegas, NV 89119, USA

**Work Order #: W2024041101001**  
 April 11, 2024  
 Receipt Version: 1

**Special Handling Instructions:**

**Submitter ID: 23183**

**Charges**

Description	Fee Description	Filing Number	Filing Date/Time	Filing Status	Qty	Price	Amount
Articles of Incorporation-Nonprofit	Fees	20243985492	4/11/2024 11:53:23 AM	InternalReview	1	\$50.00	\$50.00
Initial List	Fees	20243985494	4/11/2024 11:53:23 AM	InternalReview	1	\$50.00	\$50.00
Total							\$100.00

**Payments**

Type	Description	Payment Status	Amount
Credit Card	7128615896786739403060	Success	\$100.00
Credit Card	Service Fee	Success	\$2.50
Total			\$102.50

**Credit Balance: \$0.00**

Michael Muehle  
 6630 Surrey St.  
 Las Vegas, NV 89119, USA

Attachment 10 - Academica Nevada Articles of Incorporation  
**STATE OF NEVADA**

**FRANCISCO V. AGUILAR**  
 Secretary of State



Commercial Recordings & Notary Division  
 401 N. Carson Street  
 Carson City, NV 89701  
 Telephone (775) 684-5708  
 Fax (775) 684-7138  
 North Las Vegas City Hall  
 2250 Las Vegas Blvd North, Suite 400  
 North Las Vegas, NV 89030  
 Telephone (702) 486-2880  
 Fax (702) 486-2888

**DEPUTY BAKKEDahl**  
 Deputy Secretary for  
 Commercial Recordings

**OFFICE OF THE  
 SECRETARY OF STATE**

Michael Muehle  
 6630 Surrey St.  
 Las Vegas, NV 89119, USA

**Work Order #: W2024041101001**  
 April 11, 2024  
 Receipt Version: 1

**Special Handling Instructions:**

**Submitter ID: 23183**

**Charges**

Description	Fee Description	Filing Number	Filing Date/Time	Filing Status	Qty	Price	Amount
Articles of Incorporation-Nonprofit	Fees	20243985492	4/11/2024 11:53:23 AM	InternalReview	1	\$50.00	\$50.00
Initial List	Fees	20243985494	4/11/2024 11:53:23 AM	InternalReview	1	\$50.00	\$50.00
Total							\$100.00

**Payments**

Type	Description	Payment Status	Amount
Credit Card	7128615896786739403060	Success	\$100.00
Credit Card	Service Fee	Success	\$2.50
Total			\$102.50

**Credit Balance: \$0.00**

Michael Muehle  
 6630 Surrey St.  
 Las Vegas, NV 89119, USA

**FRANCISCO V. AGUILAR**  
Secretary of State



Commercial Recordings Division  
401 N. Carson Street  
Carson City, NV 89701  
Telephone (775) 684-5708  
Fax (775) 684-7138  
North Las Vegas City Hall  
2250 Las Vegas Blvd North, Suite 400  
North Las Vegas, NV 89030  
Telephone (702) 486-2880  
Fax (702) 486-2888

**DEPUTY BAKKEDAHL**  
Deputy Secretary for  
Commercial Recordings

**OFFICE OF THE  
SECRETARY OF STATE**

**Business Entity - Filing Acknowledgement**

04/11/2024

**Work Order Item Number:** W2024041101001 - 3608633  
**Filing Number:** 20243985494  
**Filing Type:** Initial List  
**Filing Date/Time:** 04/11/2024 11:53:23 AM  
**Filing Page(s):** 3

**Indexed Entity Information:**

**Entity ID:** E39854932024-9

**Entity Name:** Somerset Academy of Carson City

**Entity Status:** Active

**Expiration Date:** None

Non-Commercial Registered Agent

Colton Loretz

10785 Double R Blvd. Suite 102, Reno, NV 89521, USA

The attached document(s) were filed with the Nevada Secretary of State, Commercial Recording Division. The filing date and time have been affixed to each document, indicating the date and time of filing. A filing number is also affixed and can be used to reference this document in the future.

Respectfully,

A handwritten signature in black ink that reads "FV Aguilar".

FRANCISCO V. AGUILAR  
Secretary of State

**FRANCISCO V. AGUILAR**  
Secretary of State



Commercial Recordings Division  
401 N. Carson Street  
Carson City, NV 89701  
Telephone (775) 684-5708  
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Fax (702) 486-2888

**DEPUTY BAKKEDAHL**  
Deputy Secretary for  
Commercial Recordings

**OFFICE OF THE  
SECRETARY OF STATE**

**Business Entity - Filing Acknowledgement**

04/11/2024

**Work Order Item Number:** W2024041101001 - 3608632  
**Filing Number:** 20243985492  
**Filing Type:** Articles of Incorporation-Nonprofit  
**Filing Date/Time:** 04/11/2024 11:53:23 AM  
**Filing Page(s):** 4

**Indexed Entity Information:**

**Entity ID:** E39854932024-9

**Entity Name:** Somerset Academy of Carson City

**Entity Status:** Active

**Expiration Date:** None

Non-Commercial Registered Agent  
Colton Loretz  
10785 Double R Blvd. Suite 102, Reno, NV 89521, USA

The attached document(s) were filed with the Nevada Secretary of State, Commercial Recording Division. The filing date and time have been affixed to each document, indicating the date and time of filing. A filing number is also affixed and can be used to reference this document in the future.

Respectfully,

A handwritten signature in black ink that reads "FV Aguilar".

FRANCISCO V. AGUILAR  
Secretary of State



**FRANCISCO V. AGUILAR**  
 Secretary of State  
 401 North Carson Street  
 Carson City, Nevada 89701-4201  
 (775) 684-5708  
 Website: [www.nvsos.gov](http://www.nvsos.gov)  
[www.nvsilverflume.gov](http://www.nvsilverflume.gov)

# Initial List and State Business License Application

**Initial List Of Officers, Managers, Members, General Partners, Managing Partners, or Trustees:**

**Somerset Academy of Carson City**

NAME OF ENTITY

**TYPE OR PRINT ONLY - USE DARK INK ONLY - DO NOT HIGHLIGHT**

**IMPORTANT:** Read instructions before completing and returning this form.

Please indicate the entity type (check only one):

- Corporation
  - This corporation is publicly traded, the Central Index Key number is:
- Nonprofit Corporation (see nonprofit sections below)
- Limited-Liability Company
- Limited Partnership
- Limited-Liability Partnership
- Limited-Liability Limited Partnership (if formed at the same time as the Limited Partnership)
- Business Trust

Filed in the Office of  Secretary of State State Of Nevada	Business Number <b>E39854932024-9</b>
	Filing Number <b>20243985494</b>
	Filed On <b>04/11/2024 11:53:23 AM</b>
	Number of Pages <b>3</b>

Additional Officers, Managers, Members, General Partners, Managing Partners, Trustees or Subscribers, may be listed on a supplemental page.

**CHECK ONLY IF APPLICABLE**

Pursuant to NRS Chapter 76, this entity is exempt from the business license fee.

- 001 - Governmental Entity
- 006 - NRS 680B.020 Insurance Co, provide license or certificate of authority number

---

**For nonprofit entities formed under NRS chapter 80:** entities without 501(c) nonprofit designation are required to maintain a state business license, the fee is \$200.00. Those claiming and exemption under 501(c) designation must indicate by checking box below.

- Pursuant to NRS Chapter 76, this entity is a 501(c) nonprofit entity and is exempt from the business license fee.  
Exemption Code 002

---

**For nonprofit entities formed under NRS Chapter 81:** entities which are Unit-owners' association or Religious, Charitable, fraternal or other organization that qualifies as a tax-exempt organization pursuant to 26 U.S.C § 501(c) are excluded from the requirement to obtain a state business license. Please indicate below if this entity falls under one of these categories by marking the appropriate box. If the entity does not fall under either of these categories please submit \$200.00 for the state business license.

- Unit-owners' Association
- Religious, charitable, fraternal or other organization that qualifies as a tax-exempt organization pursuant to 26 U.S.C. §501(c)

---

**For nonprofit entities formed under NRS Chapter 82 and 80: Charitable Solicitation Information - check applicable box**

Does the Organization intend to solicit charitable or tax deductible contributions?

- No - no additional form is required
- Yes - the \*Charitable Solicitation Registration Statement\* is required.
- The Organization claims exemption pursuant to NRS 82A 210 - the \*Exemption From Charitable Solicitation Registration Statement\* is required

**\*\*Failure to include the required statement form will result in rejection of the filing and could result in late fees.\*\***



**FRANCISCO V. AGUILAR**  
 Secretary of State  
 401 North Carson Street  
 Carson City, Nevada 89701-4201  
 (775) 684-5708  
 Website: [www.nvsos.gov](http://www.nvsos.gov)  
[www.nvsilverflume.gov](http://www.nvsilverflume.gov)

## Initial List and State Business License Application - Continued

**Officers, Managers, Members, General Partners, Managing Partners or Trustees:**

CORPORATION, INDICATE THE <u>President</u> :			
<b>Tyson League</b>	<b>USA</b>		
Name	Country		
<b>10785 Double R Blvd. Suite 102</b>	<b>Reno</b>	<b>NV</b>	<b>89521</b>
Address	City	State	Zip/Postal Code
CORPORATION, INDICATE THE <u>Secretary</u> :			
<b>Shannon Manning</b>	<b>USA</b>		
Name	Country		
<b>10785 Double R Blvd. Suite 102</b>	<b>Reno</b>	<b>NV</b>	<b>89521</b>
Address	City	State	Zip/Postal Code
CORPORATION, INDICATE THE <u>Treasurer</u> :			
<b>Aundria Hernandez</b>	<b>USA</b>		
Name	Country		
<b>10785 Double R Blvd. Suite 102</b>	<b>Reno</b>	<b>NV</b>	<b>89521</b>
Address	City	State	Zip/Postal Code
CORPORATION, INDICATE THE <u>Director</u> :			
<b>Sena Loyd</b>	<b>USA</b>		
Name	Country		
<b>10785 Double R Blvd. Suite 102</b>	<b>Reno</b>	<b>NV</b>	<b>89521</b>
Address	City	State	Zip/Postal Code
CORPORATION, INDICATE THE <u>Director</u> :			
<b>Casey Pruyt</b>	<b>USA</b>		
Name	Country		
<b>10785 Double R Blvd. Suite 102</b>	<b>Reno</b>	<b>NV</b>	<b>89521</b>
Address	City	State	Zip/Postal Code
CORPORATION, INDICATE THE <u>Director</u> :			
<b>Brenda Cruz</b>	<b>USA</b>		
Name	Country		
<b>10785 Double R Blvd. Suite 102</b>	<b>Reno</b>	<b>NV</b>	<b>89521</b>
Address	City	State	Zip/Postal Code

None of the officers and directors identified in the list of officers has been identified with the fraudulent intent of concealing the identity of any person or persons exercising the power or authority of an officer or director in furtherance of any unlawful conduct.

I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any false or forged instrument for filing in the office of the Secretary of State.



# Attachment 10 - Academica Nevada Articles of Incorporation

**X** **Tyson League**

**Signature of Officer, Manager, Managing Member, General Partner, Managing Partner, Trustee, Member, Owner of Business, Partner or Authorized Signer** FORM WILL BE RETURNED IF UNSIGNED

**President**

Title

**04/11/2024**

Date



FRANCISCO V. AGUILAR
Secretary of State
401 North Carson Street
Carson City, Nevada 89701-4201
(775) 684-5708
Website: www.nvsos.gov
www.nvsilverflume.gov

Filed in the Office of Secretary of State
Business Number: E39854932024-9
Filing Number: 20243985492
Filed On: 04/11/2024 11:53:23 AM
Number of Pages: 4

Formation - Nonprofit Corporation

- NRS 82 - Articles of Incorporation Nonprofit
NRS 81.010 - Formation of Nonprofit Cooperative Corporation With or Without Stock
NRS 81.170-81.270 - Articles of Cooperative Association
NRS 80 - Foreign Nonprofit Corporation
NRS 81.410 - Articles of Incorporation Nonprofit Cooperative Corporation Without Stock

TYPE OR PRINT - USE DARK INK ONLY - DO NOT HIGHLIGHT

1. Name of Entity: Somerset Academy of Carson City

2. Registered Agent for Service of Process: Colton Loretz
Commercial Registered Agent (name only below)
Noncommercial Registered Agent (name and address below)
Office or position with Entity (title and address below)

2a. Certificate of Acceptance of Appointment of Registered Agent:
I hereby accept appointment as Registered Agent for the above named Entity.
X Colton Loretz
Authorized Signature of Registered Agent or On Behalf of Registered Agent Entity
Date: 04/11/2024

3. Names and Addresses of the Board of Directors, Member, or Trustees
1) Tyson League
2) Sena Loyd
3) Aundria Hernandez
4) Shannon Manning
5) Casey Pruyt
6) Brenda Cruz

4. Jurisdiction of Incorporation:
4a. Jurisdiction of incorporation:
4b. I declare this entity is in good standing in the jurisdiction of its incorporation.

5. Authorized Shares:
Number of common shares with Par value: 0
Par value: \$ 0
Number of preferred shares with Par value: 0
Par value: \$ 0

# Attachment 10 Academica Nevada Articles of Incorporation

corporation is authorized to issue, NRS 80 and NRS 81.010)

Number of shares with no par value:

If a Nonprofit Entity:  
(NRS 80 only)

This is a nonprofit entity with authorized stock, as listed above.

This entity is a nonprofit, non-stock corporation.



**FRANCISCO V. AGUILAR**  
 Secretary of State  
 401 North Carson Street  
 Carson City, Nevada 89701-4201  
 (775) 684-5708  
 Website: [www.nvsos.gov](http://www.nvsos.gov)  
[www.nvsilverflume.gov](http://www.nvsilverflume.gov)

**Formation -  
 Non-profit Corporation**  
 Continued, Page 2

<p><b>6. Benefit Corporation:</b>                  (For NRS 81.010, optional. see instructions.)</p>	<p>By selecting "Yes" you are indicating that the corporation is organized as a benefit corporation pursuant to NRS Chapter 78B with a purpose of creating a general or specific public benefit. The purpose for which the benefit corporation is created must be disclosed in the below purpose field.</p> <p style="text-align: right;">Yes <input type="checkbox"/></p>
<p><b>7. Purpose:</b>                  (Required for NRS 80, NRS 81.010, NRS 81.170-81.270, 81.410, and any entity selecting Benefit Corporation. See instructions.)</p>	<p><b>Education - a public charter school.</b></p>
<p><b>8. Member Property Rights:</b> (NRS 81.010 see instructions)</p>	<p>The property rights and interest of each member are:  <input type="checkbox"/> Equal OR <input type="checkbox"/> Unequal</p>
<p><b>9. Member Property Rights:</b> (NRS 81.410 see instructions)</p>	<p>The voting power and the property rights and interest of each member are:  <input type="checkbox"/> Equal OR <input type="checkbox"/> Unequal</p>
<p><b>10. Term:</b> (NRS 81.010, 81.170-81.270, 81.410 may be perpetual)</p>	<p>The term of existence: <input type="text"/> (if existence is not perpetual)</p>
<p><b>12. Membership Fee:</b>                  (NRS 81.170-81.270, must be completed)</p>	<p><b>11. Equal Interest Rights:</b>(NRS 81.170-81.270) The interest and right of each member therein is to be equal.</p> <p>The membership fee is \$ <input type="text"/> per member.                  Each member signing the articles has paid the fee and their interests and rights are equal.</p>
<p><b>13. Name, Address and Signature of:</b></p> <p>NRS 80 Name, title and signature making the statement.</p> <p>NRS 81.010 Name, address and signature of three or more of the original members, a majority of whom must be residents of this state.</p> <p>NRS 81.410 and 82 Name, address and signature of the Incorporator(s).</p> <p>NRS 81.170 Must be signed by the original associates or members.</p>	<p>I declare, to the best of my knowledge under penalty of perjury, that the information contained herein is correct and acknowledge that pursuant to NRS 239.330, it is a category C felony to knowingly offer any false or forged instrument for filing in the Office of the Secretary of State.</p> <p><input type="text" value="Michael Muehle"/> <input type="text" value="United States"/></p> <p>Name <span style="float: right;">Country</span></p> <p><input type="text" value="6630 Surrey St."/> <input type="text" value="Las Vegas"/> <input type="text" value="NV"/> <input type="text" value="89119"/></p> <p>Address <span style="float: right;">City</span> <span style="float: right;">State</span> <span style="float: right;">Zip/Postal Code</span></p> <p><b>X</b> <u>Michael Muehle</u> (attach additional page if necessary)</p>

**AN INITIAL LIST OF OFFICERS MUST ACCOMPANY THIS FILING**

Please include any required or optional information in space below:  
 (attach additional page(s) if necessary)

**NONPROFIT ARTICLES OF INCORPORATION  
OF SOMERSET ACADEMY OF CARSON CITY**

Filed in the Office of <i>F. H. Aguilera</i> Secretary of State State Of Nevada	Business Number <b>E39854932024-9</b>
	Filing Number <b>20243985492</b>
	Filed On <b>04/11/2024 11:53:23 AM</b>
	Number of Pages <b>4</b>

**PURPOSE AND POWERS**

1. Purposes Generally. The purpose and mission of the Corporation is to provide a high quality education to children from Kindergarten (K) to twelfth (12<sup>th</sup>) grade and shall be operated exclusively for educational objectives and purposes. Additionally, the purpose of the Corporation is to engage in any lawful act or activity for which corporations may be organized under Chapter 82 of the Nevada Revised Statutes, as limited by Chapter 388A of the Nevada Revised Statutes. Within the framework and limitations of the foregoing, the School is organized exclusively for one or more of the purposes as contemplated and specified in Sections 170(c)(2) and 501(c)(3) of the Internal Revenue Code.

2. Statutory Powers. For the foregoing purposes, the Corporation shall operate in accordance with Chapters 82 and 388A of the Nevada Revised Statutes.

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

4. Dissolution. Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of according to applicable laws and appropriate regulations.

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

# SECRETARY OF STATE



## DOMESTIC NONPROFIT CORPORATION (82) CHARTER

I, FRANCISCO V. AGUILAR, the duly qualified and elected Nevada Secretary of State, do hereby certify that **Somerset Academy of Carson City** did, on 04/11/2024, file in this office the original Articles of Incorporation-Nonprofit that said document is now on file and of record in the office of the Secretary of State of the State of Nevada, and further, that said document contains all the provisions required by the law of the State of Nevada.



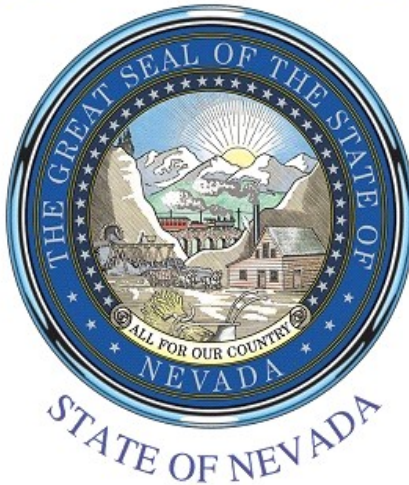
Certificate  
Number: B202404114553919  
You may verify this certificate  
online at <http://www.nvsos.gov>

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Great Seal of State, at my office on 04/11/2024.

A handwritten signature in black ink that reads "F V Aguilar".

FRANCISCO V. AGUILAR  
Secretary of State

SECRETARY OF STATE



## NEVADA STATE BUSINESS LICENSE

ACADEMICA NEVADA, LLC

**Nevada Business Identification # NV20111037666**

**Expiration Date: 01/31/2025**

In accordance with Title 7 of Nevada Revised Statutes, pursuant to proper application duly filed and payment of appropriate prescribed fees, the above named is hereby granted a Nevada State Business License for business activities conducted within the State of Nevada.

Valid until the expiration date listed unless suspended, revoked or cancelled in accordance with the provisions in Nevada Revised Statutes. License is not transferable and is not in lieu of any local business license, permit or registration.

**License must be cancelled on or before its expiration date if business activity ceases. Failure to do so will result in late fees or penalties which, by law, cannot be waived.**



Certificate Number: B202401314316275

You may verify this certificate  
online at <http://www.nvsos.gov>

IN WITNESS WHEREOF, I have hereunto set my  
hand and affixed the Great Seal of State, at my  
office on 01/31/2024.

FRANCISCO V. AGUILAR  
Secretary of State

## Attachment 12 - Data Request Workbook

### EMO or CMO Academic and Financial Data Request

Please complete the fields below for all schools currently contracting or affiliated with the proposed EMO or CMO.

Charter School Name	Name of Campus (if more than one)	Year Opened	Year EMO or CMO Began Mgmt	City	State
Doral Academy of Northern Nevada		2017	2017	Reno	NV
Mater Academy of Northern Nevada		2017	2017	Reno	NV
Pinecrest Academy of Northern Nevada		2020	2020	Reno	NV
CIVICA Academy		2021	2021	North Las Vegas	NV
Doral Academy of Nevada	Cactus	2014	2014	Las Vegas	NV
	Fire Mesa	2015	2015	Las Vegas	NV
	Pebble	2017	2017	Las Vegas	NV
	Red Rock	2016	2016	Las Vegas	NV
	Saddle	2013	2013	Las Vegas	NV
Mater Academy of Nevada	Bonanza	2017	2017	Las Vegas	NV
	East Las Vegas	2020	2020	Las Vegas	NV
	Mountain Vista	2014	2014	Las Vegas	NV
Pinecrest Academy of Nevada	Cadence	2016	2016	Henderson	NV
	Horizon	2012	2012	Henderson	NV
	Inspirada	2015	2015	Henderson	NV
	St. Rose	2015	2015	Las Vegas	NV
	Sloan Canyon	2019	2019	Henderson	NV
	Springs	2023	2023	Las Vegas	NV
	Virtual	2022	2022	Henderson	NV
Somerset Academy of Las Vegas	Aliante	2018	2018	North Las Vegas	NV
	Lone Mountain	2015	2015	Las Vegas	NV
	Losee	2014	2014	North Las Vegas	NV
	North Las Vegas	2011	2011	North Las Vegas	NV
	Sky Pointe	2013	2013	Las Vegas	NV
	Skye Canyon	2018	2018	Las Vegas	NV
	Stephanie	2014	2014	Henderson	NV
Sports Leadership & Management of Nevada		2016	2016	Henderson	NV
Young Women's Leadership Academy of Las Vegas		2022	2022	Las Vegas	NV



School Contact Info			
Contact Name	Contact Title	Contact Email	Contact Phone
Angela Orr	Principal	<a href="mailto:angela.orr@doralnvn.org">angela.orr@doralnvn.org</a>	(775) 453-4239
Gia Maraccini	Principal	<a href="mailto:gia.maraccini@maternvn.org">gia.maraccini@maternvn.org</a>	(775) 470-8950
Jami Austin	Principal	<a href="mailto:jami.austin@pinecrestnvn.org">jami.austin@pinecrestnvn.org</a>	(775) 376-1444
Richard "RJ" Santigate	Principal	<a href="mailto:richard.santigate@civicanv.org">richard.santigate@civicanv.org</a>	(702) 462-9653
Rodney Saunders	Executive Director	<a href="mailto:rodney.saunders@doralacademynvn.org">rodney.saunders@doralacademynvn.org</a>	(702) 776-8740
Renee Fairless	Lead Principal	<a href="mailto:renee.fairless@materlv.org">renee.fairless@materlv.org</a>	(702) 462-9361
Michael O'Dowd	Lead Principal	<a href="mailto:michael.odowd@pinecrestnv.org">michael.odowd@pinecrestnv.org</a>	(702) 473-5777
Lee Esplin	Lead Principal	<a href="mailto:lee.esplin@somersetnv.org">lee.esplin@somersetnv.org</a>	(702) 478-8888
Dan Triana	Lead Principal	<a href="mailto:dan.triana@slamnv.org">dan.triana@slamnv.org</a>	(702) 473-5735
Whitney McIntosh	Principal	<a href="mailto:wmcintosh@ywlalv.org">wmcintosh@ywlalv.org</a>	(702) 979-9952

Authorizer Contact Information				
Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
State Public Charter School Authority	Melissa Mackedon	Executive Director	<a href="mailto:mmackedon@spsca.nv.gov">mmackedon@spsca.nv.gov</a>	(775) 687-9120
State Public Charter School Authority	Melissa Mackedon	Executive Director	<a href="mailto:mmackedon@spsca.nv.gov">mmackedon@spsca.nv.gov</a>	(775) 687-9120
State Public Charter School Authority	Melissa Mackedon	Executive Director	<a href="mailto:mmackedon@spsca.nv.gov">mmackedon@spsca.nv.gov</a>	(775) 687-9120
State Public Charter School Authority	Melissa Mackedon	Executive Director	<a href="mailto:mmackedon@spsca.nv.gov">mmackedon@spsca.nv.gov</a>	(775) 687-9120
State Public Charter School Authority	Melissa Mackedon	Executive Director	<a href="mailto:mmackedon@spsca.nv.gov">mmackedon@spsca.nv.gov</a>	(775) 687-9120
State Public Charter School Authority	Melissa Mackedon	Executive Director	<a href="mailto:mmackedon@spsca.nv.gov">mmackedon@spsca.nv.gov</a>	(775) 687-9120
State Public Charter School Authority	Melissa Mackedon	Executive Director	<a href="mailto:mmackedon@spsca.nv.gov">mmackedon@spsca.nv.gov</a>	(775) 687-9120
State Public Charter School Authority	Melissa Mackedon	Executive Director	<a href="mailto:mmackedon@spsca.nv.gov">mmackedon@spsca.nv.gov</a>	(775) 687-9120
State Public Charter School Authority	Melissa Mackedon	Executive Director	<a href="mailto:mmackedon@spsca.nv.gov">mmackedon@spsca.nv.gov</a>	(775) 687-9120
State Public Charter School Authority	Melissa Mackedon	Executive Director	<a href="mailto:mmackedon@spsca.nv.gov">mmackedon@spsca.nv.gov</a>	(775) 687-9120
State Public Charter School Authority	Melissa Mackedon	Executive Director	<a href="mailto:mmackedon@spsca.nv.gov">mmackedon@spsca.nv.gov</a>	(775) 687-9120
State Public Charter School Authority	Melissa Mackedon	Executive Director	<a href="mailto:mmackedon@spsca.nv.gov">mmackedon@spsca.nv.gov</a>	(775) 687-9120
State Public Charter School Authority	Melissa Mackedon	Executive Director	<a href="mailto:mmackedon@spsca.nv.gov">mmackedon@spsca.nv.gov</a>	(775) 687-9120

# Attachment 12 - Data Request Workbook

State	Entity ID	School ID	School	Level	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	Grades Served	Grades Tested	Total # Students Enrolled	Total # FRL	Total # ELL	Total # SPED	Total # Black Students	Total # Hispanic Students	Total # American Students	# students tested	% not tested	% Proficient	% Emergent/Developing Standards	% Approaches Standards	% Meets Standards	% Exceeds Standards	# students tested	% not tested	% Proficient	% Emergent/Developing Standards	% Approaches Standards	% Meets Standards	% Exceeds Standards	# students tested	% not tested	% Proficient	% Emergent/Developing Standards	% Approaches Standards	% Meets Standards	% Exceeds Standards		
NV		66436	Derel Academy of Northern Nevada	ES	2023	CRIT (Math) CRT (ELA)	5-star	K-5	3-8 (Math) 3-8 (ELA)	627	60		111	3	146	2	666	<5	65.5	13.9	20.6	31.3	34.2	646	<5	71.2	13.2	15.6	35.9	35.3	192	<5	58.9	13.5	27.6	45.3	13.5		
NV		44437	Major Academy of Northern Nevada	ES	2023	CRIT (Math) CRT (ELA)	3-star	K-5	3-8 (Math) 3-8 (ELA)	389	489	186	76	24	369	17	331	<5	34.4	41.1	24.5	20.2	14.2	331	<5	32.6	37.2	38.2	22.7	10.0	103	<5	22.3	41.7	35.9	19.4	-		
NV		100101	Provenet Academy of Northern Nevada	ES	2023	CRIT (Math) CRT (ELA)	4-star	K-5	3-8 (Math) 3-8 (ELA)	634	144	19	114	12	179	32	606	<5	55.8	17.5	26.7	25.1	38.7	606	<5	55.8	18.6	25.6	36.0	19.8	168	<5	55.4	10.1	34.5	46.4	8.9		
NV		110100	COVIA Academy	MS	2023	CRIT (Math) CRT (ELA)	2-star	K-5	3-8 (Math) 3-8 (ELA)	576	767	262	99	106	597	1	412	<5	19.4	56.1	24.5	13.6	5.8	411	<5	31.6	40.6	27.7	22.1	9.5	123	6.1	8.1	58.5	33.3	-	-		
NV		52200	Derel Academy of Nevada - Carson	ES	2023	CRIT (Math) CRT (ELA)	4-star	K-5	3-8 (Math) 3-8 (ELA)	633	185	30	89	54	219	1	692	<5	61.8	15.8	23.3	27.6	33.4	692	<5	69.8	10.7	19.5	40.6	29.2	233	<5	68.1	12.0	39.9	38.6	9.4		
NV		52201	Derel Academy of Nevada - Free Mesa	ES	2023	CRIT (Math) CRT (ELA)	2-star	K-5	3-8 (Math) 3-8 (ELA)	627	357	50	106	83	406	1	679	<5	42.7	30.0	27.2	23.9	18.9	681	<5	53.6	20.6	25.8	32.3	21.3	224	<5	33.0	27.7	39.3	29.0	-		
NV		52204	Derel Academy of Nevada - Priddy	ES	2023	CRIT (Math) CRT (ELA)	3-star	K-5	3-8 (Math) 3-8 (ELA)	633	242	51	86	91	221		693	<5	57.3	18.0	24.7	31.2	26.1	694	<5	64.0	14.0	22.0	36.3	27.7	230	<5	66.5	13.0	40.4	37.4	9.1		
NV		52302	Derel Academy of Nevada - Red Bank	ES	2023	CRIT (Math) CRT (ELA)	5-star	K-5	3-8 (Math) 3-8 (ELA)	795	556	83	258	132	594	7	903	<5	60.2	15.2	24.6	28.2	32.0	933	<5	70.5	8.9	20.6	37.4	31.1	323	<5	54.2	17.3	28.5	42.1	12.1		
NV		52303	Derel Academy of Nevada - Sunrise	ES	2023	CRIT (Math) CRT (ELA)	5-star	K-5	3-8 (Math) 3-8 (ELA)	634	273	50	82	87	240	1	684	<5	54.1	17.4	28.5	26.9	27.2	683	<5	63.0	12.3	24.7	35.8	28.0	225	<5	33.3	24.4	42.2	29.8	-		
NV		49433	Major Academy of Nevada - Business	ES	2023	CRIT (Math) CRT (ELA)	3-star	K-5	3-8 (Math) 3-8 (ELA)	723	1,081	440	86	71	941	2	693	<5	30.3	44.3	25.4	18.3	12.0	693	<5	38.8	33.2	28.0	25.4	13.4	227	<5	11.9	50.2	37.9	11.9	-		
NV		49434	Major Academy of Nevada - East Las Vegas	ES	2023	CRIT (Math) CRT (ELA)	2-star	K-5	3-8 (Math) 3-8 (ELA)	700	1,903	745	207	195	1,550	2	902	<5	25.8	45.9	28.3	16.2	9.6	899	<5	33.3	39.2	27.6	23.2	10.0	291	<5	16.8	49.8	33.3	14.4	-		
NV		49432	Major Academy of Nevada - Mountain View	ES	2023	CRIT (Math) CRT (ELA)	3-star	K-5	3-8 (Math) 3-8 (ELA)	642	1,074	392	99	90	845	3	690	<5	40.6	32.2	27.2	20.4	20.1	690	<5	45.3	28.7	23.0	38.4	17.7	230	<5	26.3	33.9	37.8	24.3	-		
NV		58423	Provenet Academy of Nevada - Carson	ES	2023	CRIT (Math) CRT (ELA)	5-star	K-5	3-8 (Math) 3-8 (ELA)	866	702	60	291	141	709	0	1,158	<5	54.6	22.0	23.4	23.7	30.8	1,159	<5	59.1	16.5	24.4	32.3	26.8	388	<5	42.8	21.4	35.8	33.5	9.3		
NV		58422	Provenet Academy of Nevada - Henderson	ES	2023	CRIT (Math) CRT (ELA)	5-star	K-5	3-8 (Math) 3-8 (ELA)	871	288	34	182	59	297	1	437	<5	73.2	5.9	20.8	35.0	38.2	436	<5	67.7	9.9	22.5	38.2	30.4	121	<5	88.2	26.4	51.4	16.5	-		
NV		58425	Provenet Academy of Nevada - Inverness	ES	2023	CRIT (Math) CRT (ELA)	4-star	K-5	3-8 (Math) 3-8 (ELA)	843	165	26	110	45	265	2	833	<5	81.7	5.0	13.3	26.4	55.2	833	<5	83.4	5.8	10.8	32.3	51.0	257	<5	65.4	5.4	29.2	45.1	20.2		
NV		58427	Provenet Academy of Nevada - St. Rose	ES	2023	CRIT (Math) CRT (ELA)	5-star	K-5	3-8 (Math) 3-8 (ELA)	658	338	25	83	64	305	1	701	<5	64.9	12.6	22.5	28.2	36.7	701	<5	74.5	6.3	17.3	37.4	37.1	241	<5	68.4	7.5	32.8	43.5	19.1		
NV		58428	Provenet Academy of Nevada - Sloan Canyon	ES	2023	CRIT (Math) CRT (ELA)	5-star	K-5	3-8 (Math) 3-8 (ELA)	880	405	54	211	117	539	4	1,043	<5	64.5	15.0	28.5	29.8	34.7	1,043	<5	68.7	12.2	19.1	34.7	34.0	289	<5	44.6	15.2	40.1	35.6	9.0		
NV		58430	Provenet Academy of Nevada - Springs	ES	2023	CRIT (Math) CRT (ELA)	5-star	K-5	3-8 (Math) 3-8 (ELA)	880	19						117	<5	49.6	12.8	37.6	29.1	38.5	117	<5	79.5	-	17.9	47.9	33.6	243	<5	32.9	44.9	22.2	21.4	11.5		
NV		58429	Provenet Academy of Nevada - Verdi	ES	2023	CRIT (Math) CRT (ELA)	Not rated	9-12	11 (Math) 11 (ELA)	20							1																						
NV		59124	Summit Academy of Las Vegas - Atlantic	ES	2023	CRIT (Math) CRT (ELA)	3-star	K-5	3-8 (Math) 3-8 (ELA)	779	287	40	166	155	448	2	773	<5	44.4	28.8	24.8	26.1	18.2	773	<5	56.0	21.3	22.6	31.8	25.0	253	<5	34.0	24.5	41.5	28.9	5.1		
NV		59121	Summit Academy of Las Vegas - Lone Mountain	ES	2023	CRIT (Math) CRT (ELA)	5-star	K-5	3-8 (Math) 3-8 (ELA)	636	288	55	143	82	400	1	695	<5	49.4	25.9	24.7	22.7	26.6	695	<5	56.7	20.6	22.7	32.1	24.6	233	<5	38.2	23.6	38.2	38.0	8.2		
NV		59120	Summit Academy of Las Vegas - Lopez	ES	2023	CRIT (Math) CRT (ELA)	3-star	K-5	3-8 (Math) 3-8 (ELA)	880	1,112	211	205	520	1,207	4	1,175	<5	24.9	47.2	28.0	15.2	9.7	1,154	<5	39.4	34.1	26.4	28.4	11.0	385	<5	22.3	38.2	34.5	19.7	<5		
NV		59119	Summit Academy of Las Vegas - North Las Vegas	ES	2023	CRIT (Math) CRT (ELA)	3-star	K-5	3-8 (Math) 3-8 (ELA)	838	387	>5	155	42.2	42.2	9.6	5.9	184	<5	43.8	19.9	39.1	32.1	9.8	238	<5	7.3	78.0	14.7	5.0	-								
NV		59122	Summit Academy of Las Vegas - Sly Pointe	ES	2023	CRIT (Math) CRT (ELA)	5-star	K-5	3-8 (Math) 3-8 (ELA)	776	525	34	229	150	611	3	833	<5	64.5	12.2	23.3	29.3	35.2	833	<5	65.3	11.2	23.5	38.3	27.0	292	<5	48.4	14.7	36.6	35.6	13.0		
NV		59125	Summit Academy of Las Vegas - Sloan Canyon	ES	2023	CRIT (Math) CRT (ELA)	5-star	K-5	3-8 (Math) 3-8 (ELA)	636	158	20	124	39	246		693	<5	65.1	12.6	22.4	29.0	36.1	693	<5	67.5	10.8	21.6	34.1	33.5	229	<5	62.0	8.3	29.7	43.2	18.8		
NV		59123	Summit Academy of Las Vegas - Stephanie	ES	2023	CRIT (Math) CRT (ELA)	3-star	K-5	3-8 (Math) 3-8 (ELA)	628	349	39	141	81	342	4	640	<5	44.7	28.8	24.6	21.3	23.4	642	<5	56.4	20.1	23.5	29.1	27.3	292	<5	48.0	19.3	32.7	34.7	13.4		
NV		47434	Stein Leadership Management of Nevada	MS	2023	CRIT (Math) CRT (ELA)	5-star	K-6	3-8 (Math) 3-8 (ELA)	569	1,796	200	183	221	1,075	4	891	<5	26.9	45.2	27.8	17.4	9.5	892	<5	37.2	32.8	29.9	26.6	10.7	300	<5	20.7	39.3	40.0	18.7	-		
NV		113700	Young Women's Leadership Academy of Las Vegas	HS	2023	CRIT (Math) CRT (ELA)	Not rated	9-12	11 (Math) 11 (ELA)	21	44						32	<5	-	81.3	-	-	-	-															
NV		66436	Derel Academy of Northern Nevada	ES	2022	CRIT (Math) CRT (ELA)	Not calculated	K-5	3-8 (Math) 3-8 (ELA)	627	60		100	3	138	1	620	<5	62.1	14.0	23.9	30.3	31.8	620	<5	73.9	10.6	15.5	37.6	36.3	189	<5	58.8	12.7	36.5	39.2	11.6		
NV		44437	Major Academy of Northern Nevada	ES	2022	CRIT (Math) CRT (ELA)	Not calculated	K-5	3-8 (Math) 3-8 (ELA)	386	483	184	71	25	349	15	329	<5	29.2	47.1	23.7	19.5	9.7	329	<5	29.2	43.8	27.1	21.4	5.8	107	<5	13.1	53.3	33.6	13.1	-		
NV		100101	Provenet Academy of Northern Nevada	ES	2022	CRIT (Math) CRT (ELA)	Not calculated	K-5	3-8 (Math) 3-8 (ELA)	639	127	27	112	17	172	29	552	<5	50.5	21.0	28.4	26.8	23.7	552	<5	53.3	24.5	24.3	32.6	18.7	165	<5	56.9	11.5	37.6	33.9	17.0		
NV		110100	COVIA Academy	MS	2022	CRIT (Math) CRT (ELA)	Not calculated	K-5	3-8 (Math) 3-8 (ELA)	553	410	185	42	117	399	1	320	<5	18.4	52.2	29.4	13.8	-	323	<5	29.1	42.4	28.5	22.6	6.5	62	<5	-	61.3	29.0	-	-		
NV		52200	Derel Academy of Nevada - Carson	ES	2022	CRIT (Math) CRT (ELA)	Not calculated	K-5	3-8 (Math) 3-8 (ELA)	632	182	30	80	59	208	3	672	<5	56.1	17.7	26.2	28.3	27.8	672	<5	73.5	9.1	17.4	41.1	32.4	219	<5	43.8	16.9	39.3	35.2	8.		





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State	Entity ID	School ID	School	Level	Academic Year	Text Name	School/Campus Statewide Accountability Rating	Grades Served	Grades Tested	Total # Students Enrolled	Total # FRL	Total # ELL	Total # SPED	Total # Black Students	Total # Hispanic Students	Total # Native American Students	# students tested	% not tested	% Proficient	% Emergent / Developing Standards	% Approaches Standards	% Meets Standards	% Exceeds Standards	# students tested	% not tested	% Proficient	% Emergent / Developing Standards	% Approaches Standards	% Meets Standards	% Exceeds Standards	# students tested	% not tested	% Proficient	% Emergent / Developing Standards	% Approaches Standards	% Meets Standards	% Exceeds Standards		
																																						CR (Math)	CR (ELA)
NV		58430	Provenance Academy of Nevada - Springs	ES	2020	CR (Math) CR (ELA) CR (Science)	Not calculated	K-5	5-5 (Math) 5-5 (ELA)																														
NV		58429	Provenance Academy of Nevada - Virtual	MS	2020	CR (Math) CR (ELA) CR (Science)	Not calculated	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)																														
NV		59124	Somerset Academy of Las Vegas - Alamo	MS	2020	CR (Math) CR (ELA) CR (Science)	Not calculated	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	744	167	26	109	113	357	5																							
NV		59121	Somerset Academy of Las Vegas - Lone Mountain	MS	2020	CR (Math) CR (ELA) CR (Science)	Not calculated	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	600	228	43	132	66	318	3																							
NV		59120	Somerset Academy of Las Vegas - Lone Mountain	MS	2020	CR (Math) CR (ELA) CR (Science)	Not calculated	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	559	900	105	226	389	1,015	6																							
NV		59119	Somerset Academy of Las Vegas - North Las Vegas	MS	2020	CR (Math) CR (ELA) CR (Science)	Not calculated	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	730	511	107	129	205	477	-																							
NV		59122	Somerset Academy of Las Vegas - Sky Pointe	MS	2020	CR (Math) CR (ELA) CR (Science)	Not calculated	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	749	137	23	223	138	446	7																							
NV		59125	Somerset Academy of Las Vegas - Shaw Canyon	MS	2020	CR (Math) CR (ELA) CR (Science)	Not calculated	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	624	127	19	84	42	234	-																							
NV		59123	Somerset Academy of Las Vegas - Stephanie	MS	2020	CR (Math) CR (ELA) CR (Science)	Not calculated	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	623	334	33	135	70	315	5																							
NV		47434	Sports Leadership & Management of Nevada	MS	2020	CR (Math) CR (ELA) CR (Science)	Not calculated	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	0	546	112	138	115	570	6																							
NV		113700	Strong Heron's Leadership Academy of Las Vegas	MS	2020	CR (Math) CR (ELA) CR (Science)	Not calculated	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	470	97	<5	196	25.8	54.6	15.5	-	96	<5	56.3	-	35.4	41.7	14.6															
NV		66436	Doral Academy of Northern Nevada	ES	2019	CR (Math) CR (ELA) CR (Science)	5-star	K-5	3-8 (Math) 3-8 (ELA) 3-8 (Science)	507	41	-	58	4	81	2	336	<5	65.2	11.3	23.5	33.3	31.8	336	<5	69.3	8.6	22.0	35.7	33.6	75	<5	53.3	-	36.0	41.3	-	-	
NV		64437	Master Academy of Northern Nevada	MS	2019	CR (Math) CR (ELA) CR (Science)	3-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	241	219	50	28	27	178	2	117	<5	33.3	40.2	20.5	20.5	12.8	117	<5	34.2	39.3	26.5	27.4	-	32	5.9	-	50.0	37.5	-	-	-	
NV		106101	Provenance Academy of Northern Nevada	MS	2019	CR (Math) CR (ELA) CR (Science)	5-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	28																													
NV		110100	COVA Academy	MS	2019	CR (Math) CR (ELA) CR (Science)	5-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)																														
NV		52200	Doral Academy of Nevada - Cimarron	MS	2019	CR (Math) CR (ELA) CR (Science)	5-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	631	83	43	77	46	171	1	682	<5	66.0	12.3	23.7	29.6	36.4	683	<5	75.8	7.8	16.4	37.6	30.2	225	<5	65.3	6.7	20.0	44.4	20.9		
NV		52201	Doral Academy of Nevada - Fox Mesa	MS	2019	CR (Math) CR (ELA) CR (Science)	5-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	627	275	41	97	88	324	1	630	<5	46.6	23.7	29.8	27.3	19.3	638	<5	64.7	13.5	21.8	40.1	24.6	201	<5	38.8	18.9	42.3	32.3	6.5		
NV		52204	Doral Academy of Nevada - Pahrump	MS	2019	CR (Math) CR (ELA) CR (Science)	5-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	630	209	67	57	65	209	1	605	<5	52.6	16.6	28.8	28.3	24.3	601	<5	69.6	9.8	21.5	37.9	31.6	152	<5	66.1	17.1	36.8	34.9	11.2		
NV		52206	Doral Academy of Nevada - Red Rock	MS	2019	CR (Math) CR (ELA) CR (Science)	5-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	780	239	47	157	68	341	7	938	<5	58.2	15.8	26.0	29.3	28.9	939	<5	70.1	10.8	19.2	38.6	31.5	334	<5	52.2	12.7	35.0	37.9	14.3		
NV		52203	Doral Academy of Nevada - Washoe	MS	2019	CR (Math) CR (ELA) CR (Science)	4-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	630	164	29	76	85	206	2	677	<5	51.3	17.1	31.6	28.1	23.2	677	<5	67.1	12.9	20.1	38.4	28.7	219	<5	56.6	11.0	32.4	40.6	16.0		
NV		49433	Master Academy of Nevada - Benton	MS	2019	CR (Math) CR (ELA) CR (Science)	3-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	497	779	392	81	84	712	3	513	<5	20.8	41.5	29.6	18.1	10.7	513	<5	38.8	34.5	26.7	26.5	12.3	108	<5	19.4	30.9	41.7	17.6	-		
NV		49434	Master Academy of Nevada - East Las Vegas	MS	2019	CR (Math) CR (ELA) CR (Science)	2-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	497																													
NV		49432	Master Academy of Nevada - Meridian Vista	MS	2019	CR (Math) CR (ELA) CR (Science)	4-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	370	1,056	406	89	82	630	2	660	<5	42.1	27.0	30.0	23.6	18.5	659	<5	56.0	23.4	26.1	33.4	17.1	225	<5	36.9	27.1	36.0	29.8	7.1		
NV		58423	Provenance Academy of Nevada - Gardner	MS	2019	CR (Math) CR (ELA) CR (Science)	5-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	595	502	58	109	118	438	6																							
NV		58422	Provenance Academy of Nevada - Herndon	MS	2019	CR (Math) CR (ELA) CR (Science)	4-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	701	195	13	72	36	210	2	295	5.8	46.1	11.9	22.0	28.5	37.6	295	5.8	73.6	10.8	15.6	28.1	45.4	91	6.2	48.4	10.7	33.0	38.5	-		
NV		58425	Provenance Academy of Nevada - Interiors	MS	2019	CR (Math) CR (ELA) CR (Science)	5-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	810	121	-	93	50	211	4	622	<5	30.1	<5	18.4	28.4	51.7	651	<5	87.4	<5	8.4	35.9	51.5	178	<5	61.2	9.0	29.8	42.1	19.1		
NV		58427	Provenance Academy of Nevada - St. Rose	MS	2019	CR (Math) CR (ELA) CR (Science)	4-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	636	194	19	85	50	237	2	654	<5	74.6	8.3	17.1	27.5	47.1	654	<5	78.7	7.6	13.6	31.6	43.1	224	<5	60.3	16.1	23.7	42.0	18.3		
NV		58428	Provenance Academy of Nevada - Shaw Canyon	MS	2019	CR (Math) CR (ELA) CR (Science)	5-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	624																													
NV		58430	Provenance Academy of Nevada - Springs	MS	2019	CR (Math) CR (ELA) CR (Science)	5-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	624																													
NV		59124	Somerset Academy of Las Vegas - Alamo	MS	2019	CR (Math) CR (ELA) CR (Science)	2-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	696	149	16	72	95	297	5	431	7.7	47.3	21.3	31.3	30.9	16.5	431	7.7	55.0	18.8	26.2	32.5	22.5	91	6.1	24.7	37.6	37.6	21.5	-		
NV		59121	Somerset Academy of Las Vegas - Lone Mountain	MS	2019	CR (Math) CR (ELA) CR (Science)	5-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	599	234	29	90	61	294	5	630	<5	58.8	16.5	26.7	30.6	26.2	629	<5	63.6	12.7	23.7	39.3	24.3	209	<5	49.3	15.8	34.9	39.2	10.0		
NV		59120	Somerset Academy of Las Vegas - Lone Mountain	MS	2019	CR (Math) CR (ELA) CR (Science)	2-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	750	876	165	225	346	887	7	947	5.1	29.5	38.5	32.0	19.1	10.3	947	5.1	45.5	27.5	27.0	31.6	119	318	<5	27.4	34.9	37.7	21.7	5.7		
NV		59119	Somerset Academy of Las Vegas - North Las Vegas	MS	2019	CR (Math) CR (ELA) CR (Science)	2-star	6-8	6-8 (Math) 6-8 (ELA) 6-8 (Science)	575	108	<5	185	23.1	58.3	16.7	-	107	<5	31.8	16.8	51.4	29.0	-	206	8.8	17.5	40.7	21.8	14.1	-	-	-	-	-	-	-	-	



# Attachment 12 - Data Request Workbook

Entity Information					Demographic & Enrollment Data										Assessment Results																								
State	Entity ID	School ID	School	Level	Assessment Year	Test Name	School/Campus Statewide Accountability Rating	Grades Served	Grades Tested	Total # Students Enrolled	Total # FRL	Total # ELL	Total # SPED	Total # Black Students	Total # Hispanic Students	Total # Native American Students	# students tested	% not tested	% Proficient	% Emergent / Developing Standards	% Approaches Standards	% Meets Standards	% Exceeds Standards	# students tested	% not tested	% Proficient	% Emergent / Developing Standards	% Approaches Standards	% Meets Standards	% Exceeds Standards	# students tested	% not tested	% Proficient	% Emergent / Developing Standards	% Approaches Standards	% Meets Standards	% Exceeds Standards		
NV		111300	Young Women's Leadership Academy of Las Vegas	HS	2018	2018 (Math) CYP (ELA) CYP (Science)	2-star	8-8	8-8 (Math) 8-8 (ELA) 8 (Science)																														
NV				HS	2018	2018 (Math) CYP (ELA) CYP (Science)	not rated	9-12	11 (Math) 11 (ELA) 9/10 (Science)																														



**INDEPENDENT AUDIT DATA**

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

State	Entity ID	School ID	School/Entity Name (as it appears on Independent Audit)	First Fiscal Year of Operation
NV	46-5122331		Mater Academy of Nevada	2022-2023
NV	46-1907920		Doral Academy of Nevada	2022-2023
NV	45-5065099		Pinecrest Academy of Nevada	2022-2023
NV	27-5393412		Somerset Academy of Las Vegas	2022-2023
NV	81-1668405		SLAM Academy of Nevada	2022-2023
NV	81-5173587		Doral Academy of Northern Nevada	2022-2023
NV	81-5174782		Mater Academy of Northern Nevada	2022-2023
NV	84-1776306		Pinecrest Academy of Northern Nevada	2022-2023
NV	84-4233467		CIVICA Nevada	2022-2023
NV	86-3166422		Young Women's Academy of Las Vegas	2022-2023
NV	46-5122331		Mater Academy of Nevada	2021-2022
NV	46-1907920		Doral Academy of Nevada	2021-2022
NV	45-5065099		Pinecrest Academy of Nevada	2021-2022
NV	27-5393412		Somerset Academy of Las Vegas	2021-2022
NV	81-1668405		SLAM Academy of Nevada	2021-2022
NV	81-5173587		Doral Academy of Northern Nevada	2021-2022
NV	81-5174782		Mater Academy of Northern Nevada	2021-2022
NV	84-1776306		Pinecrest Academy of Northern Nevada	2021-2022
NV	84-4233467		CIVICA Nevada	2021-2022
NV	86-3166422		Young Women's Academy of Las Vegas	2021-2022
NV	46-5122331		Mater Academy of Nevada	2020-2021
NV	46-1907920		Doral Academy of Nevada	2020-2021
NV	45-5065099		Pinecrest Academy of Nevada	2020-2021
NV	27-5393412		Somerset Academy of Las Vegas	2020-2021
NV	81-1668405		SLAM Academy of Nevada	2020-2021
NV	81-5173587		Doral Academy of Northern Nevada	2020-2021
NV	81-5174782		Mater Academy of Northern Nevada	2020-2021
NV	84-1776306		Pinecrest Academy of Northern Nevada	2020-2021
NV	46-5122331		Mater Academy of Nevada	2019-2020
NV	46-1907920		Doral Academy of Nevada	2019-2020
NV	45-5065099		Pinecrest Academy of Nevada	2019-2020
NV	27-5393412		Somerset Academy of Las Vegas	2019-2020
NV	81-1668405		SLAM Academy of Nevada	2019-2020
NV	81-5173587		Doral Academy of Northern Nevada	2019-2020
NV	81-5174782		Mater Academy of Northern Nevada	2019-2020
NV	46-5122331		Mater Academy of Nevada	2018-2019
NV	46-1907920		Doral Academy of Nevada	2018-2019
NV	45-5065099		Pinecrest Academy of Nevada	2018-2019

## Attachment 12 - Data Request Workbook

NV	27-5393412		Somerset Academy of Las Vegas	2018-2019
NV	81-1668405		SLAM Academy of Nevada	2018-2019
NV	81-5173587		Doral Academy of Northern Nevada	2018-2019
NV	81-5174782		Mater Academy of Northern Nevada	2018-2019
NV	46-5122331		Mater Academy of Nevada	2017-2018
NV	46-1907920		Doral Academy of Nevada	2017-2018
NV	45-5065099		Pinecrest Academy of Nevada	2017-2018
NV	27-5393412		Somerset Academy of Las Vegas	2017-2018
NV	81-1668405		SLAM Academy of Nevada	2017-2018
NV	81-5173587		Doral Academy of Northern Nevada	2017-2018
NV	81-5174782		Mater Academy of Northern Nevada	2017-2018
NV	46-5122331		Mater Academy of Nevada	2016-2017
NV	46-1907920		Doral Academy of Nevada	2016-2017
NV	45-5065099		Pinecrest Academy of Nevada	2016-2017
NV	27-5393412		Somerset Academy of Las Vegas	2016-2017
NV	81-1668405		SLAM Academy of Nevada	2016-2017
NV	46-5122331		Mater Academy of Nevada	2015-2016
NV	46-1907920		Doral Academy of Nevada	2015-2016
NV	45-5065099		Pinecrest Academy of Nevada	2015-2016
NV	27-5393412		Somerset Academy of Las Vegas	2015-2016
NV				
NV	46-5122331		Mater Academy of Nevada	2014-2015
NV	46-1907920		Doral Academy of Nevada	2014-2015
NV	45-5065099		Pinecrest Academy of Nevada	2014-2015
NV	27-5393412		Somerset Academy of Las Vegas	2014-2015
NV				
NV	46-1907920		Doral Academy of Nevada	2013-2014
NV	45-5065099		Pinecrest Academy of Nevada	2013-2014
NV	27-5393412		Somerset Academy of Las Vegas	2013-2014
NV				
NV	45-5065099		Pinecrest Academy of Nevada	2012-2013
NV	27-5393412		Somerset Academy of Las Vegas	2012-2013
NV	27-5393412		Somerset Academy of Las Vegas	2011-2012

# Attachment 12 - Data Request Workbook

ool in the past four years

Fiscal Year	Cash	Total Current Assets	Non Current Assets	Total Assets
2023	\$ 2,467,027	\$ 9,183,481	\$ 75,645,150	\$ 84,828,631
2023	\$ 19,253,816	\$ 26,911,956	\$ 86,314,512	\$ 113,226,468
2023	\$ 19,892,954	\$ 28,441,438	\$ 118,028,262	\$ 146,469,700
2023	\$ 35,043,251	\$ 44,941,251	\$ 129,393,052	\$ 174,334,303
2023	\$ 4,730,380	\$ 5,342,738	\$ 41,382,809	\$ 46,725,547
2023	\$ 3,149,992	\$ 4,123,647	\$ 21,332,135	\$ 25,455,782
2023	\$ 1,809,042	\$ 2,331,285	\$ 9,489,134	\$ 11,820,419
2023	\$ 406,772	\$ 1,490,220	\$ 22,877,842	\$ 24,368,062
2023	\$ 1,280,341	\$ 1,613,928	\$ 12,562,155	\$ 14,176,083
2023	\$ 75,250	\$ 198,773	\$ 514,780	\$ 713,553
2022	\$ 5,351,424	\$ 13,199,619	\$ 73,227,409	\$ 86,427,028
2022	\$ 16,925,931	\$ 36,248,298	\$ 77,720,941	\$ 113,969,239
2022	\$ 14,173,520	\$ 28,596,456	\$ 118,292,445	\$ 146,888,901
2022	\$ 35,912,331	\$ 53,998,403	\$ 118,935,599	\$ 172,934,002
2022	\$ 2,936,874	\$ 4,277,446	\$ 42,366,799	\$ 46,644,245
2022	\$ 1,953,276	\$ 3,186,474	\$ 21,959,888	\$ 25,146,362
2022	\$ 1,257,925	\$ 1,872,458	\$ 9,894,682	\$ 11,767,140
2022	\$ 94,670	\$ 1,537,191	\$ 23,421,377	\$ 24,958,568
2022	\$ 579,966	\$ 1,196,706	\$ 13,389,144	\$ 14,585,850
2022	\$ 38,737	\$ 79,628	\$ -	\$ 79,628
2021	\$ 3,321,788	\$ 11,812,060	\$ 27,694,655	\$ 39,506,715
2021	\$ 21,249,106	\$ 34,691,889	\$ 80,047,374	\$ 114,739,263
2021	\$ 16,026,053	\$ 47,465,540	\$ 111,702,053	\$ 159,167,593
2021	\$ 33,523,696	\$ 49,731,900	\$ 120,451,016	\$ 170,182,916
2021	\$ 1,137,825	\$ 2,750,743	\$ 238,799	\$ 2,989,542
2021	\$ 1,237,992	\$ 5,163,480	\$ 19,091,531	\$ 24,255,011
2021	\$ 547,618	\$ 1,217,935	\$ 119,366	\$ 1,337,301
2021	\$ 416,541	\$ 627,841	\$ 605,069	\$ 1,232,910
2020	\$ 5,745,658	\$ 8,836,710	\$ 13,328,541	\$ 22,165,251
2020	\$ 17,477,266	\$ 29,494,911	\$ 68,913,864	\$ 98,408,775
2020	\$ 15,437,921	\$ 35,618,766	\$ 103,502,904	\$ 139,121,670
2020	\$ 23,406,296	\$ 36,003,039	\$ 91,705,788	\$ 127,708,827
2020	\$ 1,303,435	\$ 2,099,483	\$ 377,205	\$ 2,476,688
2020	\$ 1,835,023	\$ 4,295,111	\$ 17,905,789	\$ 22,200,900
2020	\$ 616,327	\$ 979,434	\$ 183,410	\$ 1,162,844
2019	\$ 2,115,467	\$ 5,034,657	\$ 13,538,795	\$ 18,573,452
2019	\$ 9,300,532	\$ 20,245,106	\$ 70,215,547	\$ 90,460,653
2019	\$ 4,526,832	\$ 28,426,993	\$ 57,170,921	\$ 85,597,914

## Attachment 12 - Data Request Workbook

2019	\$ 15,967,659	\$ 28,310,076	\$ 93,989,517	\$ 122,299,593
2019	\$ 439,259	\$ 717,599	\$ 418,469	\$ 1,136,068
2019	\$ 1,045,212	\$ 3,634,455	\$ 17,490,632	\$ 21,125,087
2019	\$ 221,927	\$ 395,196	\$ 98,716	\$ 493,912
2018	\$ 1,148,834	\$ 2,692,203	\$ 1,019,659	\$ 3,711,862
2018	\$ 7,357,580	\$ 12,609,531	\$ 25,153,736	\$ 37,763,267
2018	\$ 4,820,215	\$ 6,421,426	\$ 2,064,927	\$ 8,486,353
2018	\$ 12,990,269	\$ 22,654,001	\$ 81,543,668	\$ 104,197,669
2018	\$ 515,858	\$ 729,115	\$ 466,470	\$ 1,195,585
2018	\$ 1,781,896	\$ 15,446,574	\$ 5,439,812	\$ 20,886,386
2018	\$ 335,769	\$ 506,324	\$ 139,789	\$ 646,113
2017	\$ 364,724	\$ 1,493,205	\$ 462,215	\$ 1,955,420
2017	\$ 4,904,242	\$ 5,600,581	\$ 2,563,608	\$ 8,164,189
2017	\$ 2,521,445	\$ 5,288,828	\$ 2,289,463	\$ 7,578,291
2017	\$ 6,797,555	\$ 15,299,189	\$ 39,409,597	\$ 54,708,786
2017	\$ -	\$ 448,520	\$ 431,549	\$ 880,069
2016	\$ 8,516	\$ 942,949	\$ 487,174	\$ 1,430,123
2016	\$ 2,176,814	\$ 3,879,919	\$ 1,549,618	\$ 5,429,537
2016	\$ 1,083,494	\$ 3,212,540	\$ 1,521,307	\$ 4,733,847
2016	\$ 6,205,237	\$ 18,817,850	\$ 34,828,815	\$ 53,646,665
2015	\$ 18,148	\$ 234,180	\$ 248,284	\$ 482,464
2015	\$ 1,486,477	\$ 2,551,892	\$ 1,058,788	\$ 3,610,680
2015	\$ 1,161,809	\$ 1,845,812	\$ 507,728	\$ 2,353,540
2015	\$ 3,955,036	\$ 19,406,000	\$ 32,421,280	\$ 51,827,280
2014	\$ 510,304	\$ 1,017,714	\$ -	\$ 1,017,714
2014	\$ 1,622,241	\$ 1,776,283	\$ 21,274	\$ 1,797,557
2014	\$ 1,723,783	\$ 3,902,921	\$ 173,984	\$ 4,076,905
2013	\$ 961,962	\$ 1,114,206	\$ -	\$ 1,114,206
2013	\$ 1,209,308	\$ 2,238,199	\$ -	\$ 2,238,199
2012	\$ 1,054,878	\$ 1,092,540	\$ 4,099,196	\$ 5,191,736

# Attachment 12 - Data Request Workbook



Independent Audit Data				
Current Liabilities	Non Current Liabilities	Total Liabilities	Net Assets	Funding
\$ 5,973,908	\$ 119,076,728	\$ 125,050,636	\$ (11,100,760)	\$ 49,547,746
\$ 8,402,294	\$ 138,450,306	\$ 146,852,600	\$ (7,346,653)	\$ 57,134,579
\$ 6,351,384	\$ 194,402,973	\$ 200,754,357	\$ (24,905,170)	\$ 70,455,479
\$ 11,614,563	\$ 206,119,384	\$ 217,733,947	\$ (6,457,312)	\$ 88,550,670
\$ 3,541,417	\$ 55,591,855	\$ 59,133,272	\$ (3,377,831)	\$ 17,237,850
\$ 496,974	\$ 28,872,384	\$ 29,369,358	\$ 727,578	\$ 8,906,596
\$ 460,979	\$ 15,212,400	\$ 15,673,379	\$ (564,566)	\$ 5,890,713
\$ 669,122	\$ 33,125,743	\$ 33,794,865	\$ (3,831,450)	\$ 9,158,658
\$ 825,046	\$ 19,063,681	\$ 19,888,727	\$ (966,116)	\$ 8,177,568
\$ 124,205	\$ 43,232	\$ 167,437	\$ 620,694	\$ 1,923,047
\$ 3,850,156	\$ 95,095,210	\$ 98,945,366	\$ (3,227,023)	\$ 44,756,841
\$ 7,013,349	\$ 112,745,429	\$ 119,758,778	\$ (3,190,443)	\$ 58,863,142
\$ 7,091,673	\$ 163,891,213	\$ 170,982,886	\$ (17,762,961)	\$ 68,044,631
\$ 8,655,284	\$ 169,058,361	\$ 177,713,645	\$ (1,087,475)	\$ 83,382,198
\$ 1,307,329	\$ 48,187,780	\$ 49,495,109	\$ (600,624)	\$ 16,109,245
\$ 803,781	\$ 24,976,330	\$ 25,780,111	\$ 1,283,697	\$ 11,048,016
\$ 575,088	\$ 12,322,750	\$ 12,897,838	\$ 46,272	\$ 5,422,920
\$ 1,001,010	\$ 29,222,454	\$ 30,223,464	\$ (2,434,334)	\$ 9,156,249
\$ 1,615,012	\$ 13,681,386	\$ 15,296,398	\$ (391,228)	\$ 5,779,736
\$ 716	\$ -	\$ 716	\$ 78,912	\$ 269,076
\$ 3,415,821	\$ 49,328,842	\$ 52,744,663	\$ (3,293,717)	\$ 33,888,463
\$ 9,124,335	\$ 127,367,667	\$ 136,492,002	\$ (6,252,272)	\$ 48,898,160
\$ 9,138,260	\$ 183,906,118	\$ 193,044,378	\$ (13,953,468)	\$ 55,227,601
\$ 8,209,219	\$ 191,059,786	\$ 199,269,005	\$ (6,473,939)	\$ 79,621,443
\$ 1,012,512	\$ 7,388,245	\$ 8,400,757	\$ (877,291)	\$ 9,913,438
\$ 1,462,915	\$ 29,256,863	\$ 30,719,778	\$ (2,737,728)	\$ 7,912,472
\$ 396,782	\$ 3,233,278	\$ 3,630,060	\$ (86,318)	\$ 4,551,727
\$ 368,298	\$ 481,466	\$ 849,764	\$ 886,795	\$ 5,716,652
\$ 2,292,581	\$ 31,197,332	\$ 33,489,913	\$ (1,798,090)	\$ 22,316,496
\$ 7,524,987	\$ 112,577,800	\$ 120,102,787	\$ (3,774,043)	\$ 47,744,805
\$ 6,975,215	\$ 157,922,380	\$ 164,897,595	\$ (9,239,053)	\$ 51,389,004
\$ 7,149,324	\$ 152,627,447	\$ 159,776,771	\$ (8,084,565)	\$ 76,127,725
\$ 700,422	\$ 5,804,308	\$ 6,504,730	\$ (144,373)	\$ 9,341,995
\$ 2,036,637	\$ 24,999,906	\$ 27,036,543	\$ (2,002,767)	\$ 7,025,911
\$ 348,574	\$ 2,669,665	\$ 3,018,239	\$ 134,176	\$ 3,737,016
\$ 2,471,853	\$ 28,152,067	\$ 30,623,920	\$ (1,501,092)	\$ 19,554,755
\$ 4,932,333	\$ 109,371,914	\$ 114,304,247	\$ (2,443,410)	\$ 43,419,051
\$ 5,104,358	\$ 107,280,513	\$ 112,384,871	\$ (7,983,768)	\$ 38,569,216

## Attachment 12 - Data Request Workbook

\$ 6,566,881	\$ 145,969,646	\$ 152,536,527	\$ (9,158,718)	\$ 67,827,144
\$ 633,814	\$ 4,021,921	\$ 4,655,735	\$ (103,396)	\$ 7,402,762
\$ 1,001,825	\$ 22,725,912	\$ 23,727,737	\$ (1,305,194)	\$ 5,285,411
\$ 369,314	\$ 1,510,124	\$ 1,879,438	\$ 164,069	\$ 2,506,487
\$ 1,674,528	\$ 8,091,330	\$ 9,765,858	\$ 622,326	\$ 16,318,578
\$ 5,104,883	\$ 49,645,937	\$ 54,750,820	\$ 133,136	\$ 40,161,058
\$ 2,956,409	\$ 22,187,036	\$ 25,143,445	\$ (1,349,662)	\$ 33,862,243
\$ 5,233,509	\$ 127,051,103	\$ 132,284,612	\$ (9,424,737)	\$ 52,196,541
\$ 558,550	\$ 2,447,603	\$ 3,006,153	\$ 427,123	\$ 5,828,120
\$ 454,498	\$ 21,235,793	\$ 21,690,291	\$ (658,806)	\$ 1,397,866
\$ 532,759	\$ 100,759	\$ 633,518	\$ 216,396	\$ 1,815,934
\$ 1,018,780	\$ 4,917,293	\$ 5,936,073	\$ 487,151	\$ 9,507,679
\$ 3,187,829	\$ 15,971,347	\$ 19,159,176	\$ 268,205	\$ 29,501,449
\$ 2,917,222	\$ 14,957,746	\$ 17,874,968	\$ (600,924)	\$ 29,305,075
\$ 5,979,923	\$ 73,904,866	\$ 79,884,789	\$ (9,423,668)	\$ 47,015,649
\$ 458,505	\$ 312,026	\$ 770,531	\$ 369,868	\$ 3,677,755
\$ 700,717	\$ 1,666,226	\$ 2,366,943	\$ 687,515	\$ 6,557,805
\$ 1,891,290	\$ 7,779,693	\$ 9,670,983	\$ 529,554	\$ 18,055,798
\$ 1,785,354	\$ 5,094,004	\$ 6,879,358	\$ (993,815)	\$ 17,665,570
\$ 4,552,047	\$ 62,872,574	\$ 67,474,621	\$ (8,104,743)	\$ 39,665,718
\$ 299,143	\$ 178,898	\$ 478,041	\$ 157,736	\$ 2,165,379
\$ 1,185,892	\$ 2,905,228	\$ 4,091,120	\$ (209,448)	\$ 11,540,277
\$ 715,222	\$ 3,680,102	\$ 4,395,324	\$ (2,403,066)	\$ 6,700,349
\$ 3,529,571	\$ 56,026,029	\$ 59,555,600	\$ (8,387,723)	\$ 31,560,824
\$ 247,888	\$ 17,831	\$ 265,719	\$ 751,995	\$ 4,920,517
\$ 338,444	\$ -	\$ 338,444	\$ 1,459,113	\$ 6,060,552
\$ 1,241,017	\$ 104,959	\$ 1,345,976	\$ 2,730,929	\$ 19,468,500
\$ 376,430	\$ -	\$ 376,430	\$ 737,776	\$ 4,758,906
\$ 878,427	\$ -	\$ 878,427	\$ 1,359,772	\$ 11,486,000
\$ 623,352	\$ 4,317,489	\$ 4,940,841	\$ 250,895	\$ 6,324,089

Attachment 12 - Data Request Workbook

Expenditures	Change in Net Assets	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Surplus Margin	Cash Flow
\$ 57,421,483	\$ (7,873,737)	1.54	15.68	1.47	(0.16)	\$ (2,884,397)
\$ 61,290,789	\$ (4,156,210)	3.20	114.66	1.30	(0.07)	\$ 2,327,885
\$ 77,597,688	\$ (7,142,209)	4.48	93.57	1.37	(0.10)	\$ 5,719,434
\$ 93,920,507	\$ (5,369,837)	3.87	136.19	1.25	(0.06)	\$ (869,080)
\$ 20,015,057	\$ (2,777,207)	1.51	86.26	1.27	(0.16)	\$ 1,793,506
\$ 9,462,715	\$ (556,119)	8.30	121.50	1.15	(0.06)	\$ 1,196,716
\$ 6,501,551	\$ (610,838)	5.06	101.56	1.33	(0.10)	\$ 551,117
\$ 10,555,774	\$ (1,397,116)	2.23	14.07	1.39	(0.15)	\$ 312,102
\$ 8,752,456	\$ (574,888)	1.96	53.39	1.40	(0.07)	\$ 700,375
\$ 1,381,265	\$ 541,782	1.60	19.88	0.23	0.28	\$ 75,250
\$ 44,690,147	\$ 66,694	3.43	43.71	1.14	0.00	\$ 2,029,636
\$ 53,927,314	\$ 4,935,828	5.17	114.56	1.05	0.08	\$ (4,323,175)
\$ 65,067,040	\$ 2,977,591	4.03	79.51	1.16	0.04	\$ (1,852,533)
\$ 77,995,734	\$ 5,386,464	6.24	168.06	1.03	0.06	\$ 2,388,635
\$ 15,832,578	\$ 276,667	3.27	67.71	1.06	0.02	\$ 1,799,049
\$ 8,492,347	\$ 2,555,669	3.96	83.95	1.03	0.23	\$ 715,284
\$ 5,225,148	\$ 197,772	3.26	87.87	1.10	0.04	\$ 710,307
\$ 12,237,431	\$ (3,081,182)	1.54	2.82	1.21	(0.34)	\$ (321,871)
\$ 6,089,460	\$ (309,724)	0.74	34.76	1.05	(0.05)	\$ 579,966
\$ 190,164	\$ 78,912	111.18	74.35	0.01	0.29	\$ (17,438,529)
\$ 35,384,090	\$ (1,495,627)	3.46	34.27	1.34	(0.04)	\$ (2,423,870)
\$ 51,376,389	\$ (2,478,229)	3.80	150.96	1.19	(0.05)	\$ 3,771,840
\$ 59,942,016	\$ (4,714,415)	5.19	97.59	1.21	(0.09)	\$ 588,132
\$ 78,010,817	\$ 1,610,626	6.06	156.85	1.17	0.02	\$ 10,117,400
\$ 10,646,356	\$ (732,918)	2.72	39.01	2.81	(0.07)	\$ (165,610)
\$ 8,647,433	\$ (734,961)	3.53	52.25	1.27	(0.09)	\$ (597,031)
\$ 4,772,221	\$ (220,494)	3.07	41.88	2.71	(0.05)	\$ (68,709)
\$ 4,829,857	\$ 886,795	1.70	31.48	0.69	0.16	\$ 416,541
\$ 22,613,494	\$ (296,998)	3.85	92.74	1.51	(0.01)	\$ 3,630,191
\$ 49,075,438	\$ (1,330,633)	3.92	129.99	1.22	(0.03)	\$ 8,176,734
\$ 52,644,289	\$ (1,255,285)	5.11	107.04	1.19	(0.02)	\$ 10,911,089
\$ 75,053,572	\$ 1,074,153	5.04	113.83	1.25	0.01	\$ 7,438,637
\$ 9,382,972	\$ (40,977)	3.00	50.70	2.63	(0.00)	\$ 864,176
\$ 7,723,484	\$ (697,573)	2.11	86.72	1.22	(0.10)	\$ 789,811
\$ 3,766,909	\$ (29,893)	2.81	59.72	2.60	(0.01)	\$ 394,400
\$ 21,678,173	\$ (2,123,418)	2.04	35.62	1.65	(0.11)	\$ 966,633
\$ 45,995,597	\$ (2,576,546)	4.10	73.80	1.26	(0.06)	\$ 1,942,952
\$ 45,203,322	\$ (6,634,106)	5.57	36.55	1.31	(0.17)	\$ (293,383)

## Attachment 12 - Data Request Workbook

\$ 67,562,126	\$ 265,018	4.31	86.26	1.25	0.00	\$ 2,977,390
\$ 7,933,281	\$ (530,519)	1.13	20.21	4.10	(0.07)	\$ (76,599)
\$ 5,339,761	\$ (54,350)	3.63	71.45	1.12	(0.01)	\$ (736,684)
\$ 2,558,814	\$ (52,327)	1.07	31.66	3.81	(0.02)	\$ (113,842)
\$ 16,183,403	\$ 135,175	1.61	25.91	2.63	0.01	\$ 784,110
\$ 40,296,127	\$ (135,069)	2.47	66.64	1.45	(0.00)	\$ 2,453,338
\$ 34,610,981	\$ (748,738)	2.17	50.83	2.96	(0.02)	\$ 2,298,770
\$ 52,197,610	\$ (1,069)	4.33	90.84	1.27	(0.00)	\$ 6,192,714
\$ 5,770,865	\$ 57,255	1.31	32.63	2.51	0.01	\$ 515,858
\$ 2,056,672	\$ (658,806)	33.99	316.24	1.04	(0.47)	\$ 1,781,896
\$ 1,599,538	\$ 216,396	0.95	76.62	0.98	0.12	\$ 335,769
\$ 9,708,043	\$ (200,364)	1.47	13.71	3.04	(0.02)	\$ 356,208
\$ 29,762,798	\$ (261,349)	1.76	60.14	2.35	(0.01)	\$ 2,727,428
\$ 28,912,184	\$ 392,891	1.81	31.83	2.36	0.01	\$ 1,437,951
\$ 48,334,574	\$ (1,318,925)	2.56	51.33	1.46	(0.03)	\$ 592,318
\$ 3,307,887	\$ 369,868	0.98	0.00	0.88	0.10	\$ -
\$ 6,028,026	\$ 529,779	1.35	0.52	1.66	0.08	\$ (9,632)
\$ 17,316,796	\$ 739,002	2.05	45.88	1.78	0.04	\$ 690,337
\$ 16,256,319	\$ 1,409,251	1.80	24.33	1.45	0.08	\$ (78,315)
\$ 39,382,738	\$ 282,980	4.13	57.51	1.26	0.01	\$ 2,250,201
\$ 2,007,643	\$ 157,736	0.78	3.30	0.99	0.07	\$ 18,148
\$ 9,970,714	\$ 1,569,563	2.15	54.42	1.13	0.14	\$ 976,173
\$ 6,647,802	\$ 52,547	2.58	63.79	1.87	0.01	\$ (460,432)
\$ 30,105,962	\$ 1,454,862	5.50	47.95	1.15	0.05	\$ 2,231,253
\$ 4,168,522	\$ 751,995	4.11	44.68	0.26	0.15	\$ 510,304
\$ 5,339,215	\$ 721,337	5.25	110.90	0.19	0.12	\$ 660,279
\$ 18,097,343	\$ 1,371,157	3.14	34.77	0.33	0.07	\$ 514,475
\$ 4,021,130	\$ 737,776	2.96	87.32	0.34	0.16	\$ 961,962
\$ 10,585,090	\$ 900,910	2.55	41.70	0.39	0.08	\$ 154,430
\$ 6,073,194	\$ 250,895	1.75	63.40	0.95	0.04	\$ 1,054,878



# Attachment 12 - Data Request Workbook



Net Position (Beginning of Year)	Net Position (End of Year)
\$ (3,227,023)	\$ (11,100,760)
\$ (3,190,443)	\$ (7,346,653)
\$ (17,762,961)	\$ (24,905,170)
\$ (1,087,475)	\$ (6,457,312)
\$ (600,624)	\$ (3,377,831)
\$ 1,283,697	\$ 727,578
\$ 46,272	\$ (564,566)
\$ (2,434,334)	\$ (3,831,450)
\$ (391,228)	\$ (966,116)
\$ 78,912	\$ 620,694
\$ (3,293,717)	\$ (3,227,023)
\$ (8,126,271)	\$ (3,190,443)
\$ (20,740,552)	\$ (17,762,961)
\$ (6,473,939)	\$ (1,087,475)
\$ (877,291)	\$ (600,624)
\$ (1,271,972)	\$ 1,283,697
\$ (151,500)	\$ 46,272
\$ 646,848	\$ (2,434,334)
\$ (81,504)	\$ (391,228)
\$ -	\$ 78,912
\$ (1,798,090)	\$ (3,293,717)
\$ (3,774,043)	\$ (6,252,272)
\$ (9,239,053)	\$ (13,953,468)
\$ (8,084,565)	\$ (6,473,939)
\$ (144,373)	\$ (877,291)
\$ (2,002,767)	\$ (2,737,728)
\$ 134,176	\$ (86,318)
\$ -	\$ 886,795
\$ (1,501,092)	\$ (1,798,090)
\$ (2,443,410)	\$ (3,774,043)
\$ (7,983,768)	\$ (9,239,053)
\$ (9,158,718)	\$ (8,084,565)
\$ (103,396)	\$ (144,373)
\$ (1,305,194)	\$ (2,002,767)
\$ 164,069	\$ 134,176
\$ 622,326	\$ (1,501,092)
\$ 133,136	\$ (2,443,410)
\$ (1,349,662)	\$ (7,983,768)

Attachment 12 - Data Request Workbook

\$ (9,423,736)	\$ (9,158,718)
\$ 427,123	\$ (103,396)
\$ (1,250,844)	\$ (1,305,194)
\$ 216,396	\$ 164,069
\$ 487,151	\$ 622,326
\$ 268,205	\$ 133,136
\$ (600,924)	\$ (1,349,662)
\$ (9,423,668)	\$ (9,424,737)
\$ 369,868	\$ 427,123
\$ -	\$ (658,806)
\$ -	\$ 216,396
\$ 687,515	\$ 487,151
\$ 529,554	\$ 268,205
\$ (993,815)	\$ (600,924)
\$ (8,104,743)	\$ (9,423,668)
\$ -	\$ 369,868
\$ 157,736	\$ 687,515
\$ (209,448)	\$ 529,554
\$ (2,403,066)	\$ (993,815)
\$ (8,387,723)	\$ (8,104,743)
\$ -	\$ 157,736
\$ (1,779,011)	\$ (209,448)
\$ (2,455,654)	\$ (2,403,066)
\$ (9,842,585)	\$ (8,387,723)
\$ -	\$ 751,995
\$ 737,776	\$ 1,459,113
\$ 1,359,772	\$ 2,730,929
\$ -	\$ 737,776
\$ 458,862	\$ 1,359,772
\$ -	\$ 250,895