



Restart Plan Proposal FuturEdge Charter Academy

Submitted to the Nevada State Public Charter School
Authority in Accordance with NRS 388A.300 and NAC
388A.347

By **AMS Schools - National, Inc.**

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I. Introduction

Founded in 2002, the Academies of Math and Science (AMS) is one of Arizona's longest-serving, most successful K-8 charter school networks. As a network, AMS exclusively opens and operates schools in economically disadvantaged communities with a demonstrated need for a quality community school. AMS's flagship school opened in 2002 with just 30 students and our network has since expanded due to community demand. For the 2026-2027 school year, we are opening three new schools: the Academy of Math and Science Nellis in Las Vegas, Nevada, the Academy of Math and Science Power in East Mesa, Arizona, and the Academy of Math and Science Mesa in Mesa, Arizona. Across Arizona, Arkansas, and Nevada, AMS will serve over 11,000 K-8 students with over 80% eligible for free and reduced-price lunch (FRL).

In alignment with our network's ethos, AMS is seeking approval of this plan to restart FuturEdge Charter Academy (henceforth, "FuturEdge") for the 2027-2028 school year. If approved, FuturEdge will become the **Academy of Math and Science North Vegas** under the existing charter contract held by AMS Schools – Nevada, Inc., a Nevada 501(c)(3) nonprofit corporation, with operation, management, and services provided by AMS Schools - National, Inc. (henceforth, "AMS National"). AMS National is a 501(c)(3) nonprofit charter management organization (CMO) charged with ensuring the effective implementation of the AMS program across the national network of AMS schools.

When AMS first opened over 24 years ago, our founder's goal was to provide a well-rounded education that gives every student the opportunity to learn and excel in core subjects, arts, music, and extracurriculars at no cost to parents. Today, the mission of Academies of Math and Science schools is: *Through a well-rounded education, we transform today's scholars into tomorrow's global visionaries.* Since 2002, AMS schools have provided reliable, fiscally sound, and academically rigorous community schools to thousands of students and families. Looking to FuturEdge, our aim is to partner with mission-aligned organizations, including the Nevada State Public Charter School Authority, to turn the school's achievement around and drive excellent outcomes for students who need it most.

Our network is relentlessly driven to improve the educational outlook of our nation's economically disadvantaged students. Over the years, AMS schools consistently meet or exceed all academic, operational, and financial requirements established by our authorizers and, more importantly, exceed the expectations of the families we serve. We envision that this restart opportunity will not only turn around the academics for students affected by years of underperformance at FuturEdge, but also establish AMS North Vegas as a community school that families can rely on and the state can be proud of.

In terms of targeted enrollment for the Academy of Math and Science North Vegas, we plan to enroll 800 students for the 2027-2028 school year. We are thus requesting an 800-student enrollment cap for this campus. This request will bring our charter enrollment cap to a total of 1,330 students for AMS Schools – Nevada, Inc. The first table below details the enrollment plan for AMS North Vegas by grade and the second table details our charter enrollment cap by school & year.

Academy of Math and Science North Vegas Enrollment by Grade					
Grade	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
K	80	80	80	80	80
1	90	90	90	90	90
2	90	90	90	90	90
3	90	90	90	90	90
4	90	90	90	90	90
5	90	90	90	90	90
6	90	90	90	90	90
7	90	90	90	90	90
8	90	90	90	90	90
Total	800	800	800	800	800

School Year	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Nellis Campus						
Grade Levels	K-8	K-8	K-8	K-8	K-8	K-8
Enrollment Cap	630 ¹	630	630	630	630	630
North Las Vegas Campus						
Grade Levels		K-8	K-8	K-8	K-8	K-8
Enrollment Cap		800	800	800	800	800
Total Enrollment	630	1,330	1,330	1,330	1,330	1,330

AMS's approach to restarting FuturEdge will go beyond the classroom. We will quickly and intensely focus on building and sustaining an excellent school culture rooted in the AMS vision of providing *"The Best Education; The Best Environment."* We will:

- Evangelize and align with the SPCSA's mission and vision.
- Establish and instill shared values across staff and students.
- Communicate explicit high expectations for all stakeholders.
- Set clear and meaningful goals to drive improvement.
- Create and enforce exact processes and accountability systems.
- Build authentic feedback systems to ensure continuous improvement based on community input.

This school-specific restart plan details how AMS's local nonprofit, AMS Schools – Nevada, Inc., and national nonprofit, AMS Schools - National, Inc., will work together to provide renewed academics, rebuild family trust, and establish a fiscally sound budget & financial practices. We are confident that the plan herein will offer the FuturEdge community immediate and sustainable improvement.

¹ As part of this proposal, we also request that the SPCSA modify our enrollment cap for the AMS Nellis campus to 630 students for all school years under the current charter contract to better align with the school facility's instructional capacity.

II. Academic Plan

AMS will implement a multi-phase approach to improving academic outcomes. Our approach to academic program and results management is comprehensive and backed by a full team of passionate and talented subject-matter academic experts across the AMS network. We believe that the phases and steps detailed below are key building blocks that can turn around any school. AMS National leaders and academic team members will dig in to ensure that chronic underperformance on Nevada's School Performance Framework is turned into success. Our overarching goals for the academic plan are:

- Stabilize school operations, leadership, and performance through strong management and data-driven oversight.
- Build sustainable accountability systems for academic outcomes, behavior, staffing, and leadership.
- Align the school's practices to the Nevada School Performance Framework in combination with the AMS program.
- Establish transparent and results-driven school leadership expectations.
- Empower all levels of the academic pipeline from students to paraprofessionals to teachers to administrators to parents to community members.

Phase 1: Stabilize, Reset, Rebuild

Our first and foremost priority in establishing a plan to improve academic outcomes will be to take stock of the school's exact deficiencies, strengths (if any), needs, and design a path forward in partnership with restart stakeholders, including the SPCSA, the AMS Schools – Nevada, Inc. Board, the closing administrator, current FuturEdge staff, and Nevada-based academic experts. AMS will:

- Conduct a rapid diagnostic audit reviewing all existing data and school-performance metrics and speak with key school stakeholders.
- Establish baseline performance metrics for all schools including deliverables for daily instruction & regular benchmarks, not just annual state testing results.
- Implement a centralized, accessible accountability dashboard with data across all areas of school operation related to academic outcomes.
- Recruit, retain, and coach qualified teachers and leaders.
- Replace ineffective teachers and leaders with mission-aligned effective teachers and leaders.
- Launch and refine schoolwide policies that support academic performance, including but not limited to Multi-Tiered System of Supports (MTSS), attendance, and Positive Behavioral Interventions & Supports (PBIS).
- Implement data and performance-driven expectations, routines, and employment contracts for all school staff (as allowable or prescribed by Nevada law).
- Ensure the school's overall compliance with all state and federal requirements.
- Develop and proliferate an overall school improvement plan aligned to turnaround priorities established by AMS, the community, the SPCSA, and the new restart board.

Phase 2: Execute & Align

Once AMS establishes baseline expectations, performance metrics, and standards for operating an effective academic program in alignment with the overall school improvement plan, it is time to execute plans and align to best practices.

- Establish quarterly data cycles with the principal and leadership teams.
- Improve staff effectiveness and retention. Reduce mid-year turnover.
- Create and regularly review school accountability scorecards that project the school's upcoming performance on the Nevada School Performance Framework. Adjust, execute, and align practices to ensure the school is on the right path to achieving at least 3+Star performance.
- Review and align budget, staffing, and professional development plans based on performance data. Execute updates with fidelity.
- Improve attendance and reduce chronic absenteeism.
- Hold leaders, teachers, and support staff accountable for deliverables that materialize in improved academic performance.

Phase 3: Sustain & Excel

After improvement plans are in motion and all stakeholders are executing the AMS program, it becomes time to sustain effective practices and push for excellence. Phase 3 is the moment where AMS and local staff push the school from restart & turnaround to *turned around*.

- Raise student proficiency on ELA & Mathematics to the state average or higher.
- Maintain 100% compliance with all state and federal requirements.
- Empower leaders and teachers with earned autonomy and trust. Local educators know their students best. With the right systems, structures, and expectations in place, they can make targeted adjustments that are responsive to highly individualized per-student, per-family, per-classroom needs.
- Reinforce the data-driven culture of accountability, ownership, and leadership.
- Expand collaboration with community partners.
- Institutionalize continuous improvement cycles using schoolwide tools and data.
- Expand and encourage increasing buy-in from parents as active participants in their students' education.

By taking a clear multi-phase approach that will be communicated to FuturEdge stakeholders, AMS will build the kind of community buy-in that generates effective change in service of turnaround while inspiring excitement that the school is on the right path.

Specific Academic Improvement Goals for FuturEdge

In congruence with the above three phases, AMS leadership will strive toward the following specific 3-year improvement goals based on FuturEdge's academic data. To create these specific goals, AMS reviewed state testing results from the most recent academic year and from 2024-2025.

Our overall goal for the restart of FuturEdge is to bring the performance of the school up to at least 3-star NSPF by the end of year 3. To do so, we will coalesce best practices in each

subject area to achieve meaningful growth and drive proficiency. We will constantly evaluate student results against these feasible goals.

Year 1:

Phase I and II's focus on establishing strong instructional foundations, school culture, high expectations, and consistent use of data, leads to robust support and gains for all learners.

- ELA: % of students who are proficient increases by 11.1 points from previous year.
- Math: % of students who are proficient increases by 11.9 points from previous year.
- Science: 25% proficient.
- EL: 15% advance at least one proficiency level.
- SPED: 100% IEP compliance and measurable growth.
- Establish baseline student retention (90%) and staff retention (85%) goals.
- Survey participation in extracurriculars & clubs that support well-rounded student development to establish a baseline from prior year.

Year 2:

We will deepen rigor, strengthen vertical alignment, and continue to accelerate growth through data-driven interventions and enrichment.

- ELA: % of students who are proficient increases by 5 points from previous year.
- Math: % of students who are proficient increases by 10 points from previous year
- Science: 35% proficient.
- EL: 20% meet reclassification criteria.
- SPED: Continued 100% IEP compliance and growth.
- Achieve staff retention (85%).
- Achieve student retention (90%).
- Improve participation in well-rounded clubs & extracurriculars (at least 30%+).

Year 3:

We will solidify excellence, reinforce best practices, eliminate shortcomings, and continue to build teacher & leader capacities to sustain results/growth.

- ELA/Math: % of students who are proficient increases by 5 points at least and ideally increases to at or above the state average.
- Science: 40% proficient.
- EL: 30%+ reclassified or on track.
- SPED: Continued 100% IEP compliance and growth.
- Maintain staff retention
- Maintain student retention
- Improve participation in well-rounded clubs & extracurriculars (40%+)
- Achieve at least 3-star rating on the NSPF.

For more information on the AMS network's overall approach to education and the programs, principles, structures, and mechanisms we implement to achieve excellent student outcomes, please refer to our Phase II Application submitted as part of the SPCSA's Request for High-Quality Operators.

III. Operational Plan

AMS will execute a comprehensive operational plan that seamlessly transitions school operations and builds excitement for hopeful revitalization. We will strive to collaboratively build excitement in partnership with students, families, the SPCSA, and current FuturEdge staff, including the principal. Our aim is that the announcement of AMS restart builds local confidence such that students and parents believe that excellent student outcomes are on the way when AMS's proven systems, structures, and high expectations are in place. The following operational plan for FuturEdge is aligned to what we consider universal best practices for assuming the operation of a closing or restarted school.

This multi-phase process defines the key steps that AMS will take from day 1 of approval all the way to the first day of school and beyond. This plan is designed to support the ultimate end goal that AMS North Vegas will meet or exceed Nevada School Performance Framework standards within 3 years. This plan will be publicly available to parents in the manner submitted to the SPCSA and also communicated in a more concise format for parents with further detail on how they can get involved in the school's future. Notably, we plan to host both in-person and online town hall meetings with FuturEdge stakeholders to articulate our plans, expectations, and goals, and to take questions.

III-A: Staffing Strategy for Existing Teachers and Support Staff

If approved, AMS will initiate a transparent multi-phase staffing transition plan to ensure that current staff have a clear understanding of next steps.

Phase I: Stabilize, Audit, Prepare

We intend to be proactive and transparent in communicating with current FuturEdge staff. Overall, our goal will be to reassure existing staff that positive changes are coming and prepare them for next steps. Through the following decisive actions, we will stabilize the staff community, audit their effectiveness and alignment with the future of the school, collect their feedback, and unify everyone around shared goals. AMS will:

- Reassure all levels of staff that they will have an opportunity to retain their positions through a transparent re-interview process where AMS will audit their effectiveness and alignment to restart objectives. We will be transparent that ineffective teachers or staff members who do not meet our high expectations for serving disadvantaged students will be terminated/non-renewed fairly in accordance with applicable contract terms and Nevada laws.
- Build excitement for the restart and establish trust in AMS leadership.
- Gather feedback from staff currently employed by the school during the audit/re-interview process to ensure that effective staff are excited to stay with the school on its journey from takeover to turnaround.
- Develop and design a Staff Outlook Plan that clearly details action steps for staff members leading up to the first day of school.
- Audit the school's teacher recruitment standards and retention. Establish data collection systems to track future data.
- Align the restart school's recruiting expectations to AMS standards pursuant to applicable Nevada employment and teacher licensure laws.

- Proactively communicate AMS's vision for restart job duties, salaries, benefits, onboarding protocols, development/PD protocols, and incentive structures that promote recruitment, job satisfaction, and retention.
- Review the school's salary schedule and align it to turnaround goals. If no salary schedule exists, AMS will work with leaders, teachers, and local stakeholders with knowledge of Nevada's educational staffing landscape to develop a competitive and rewarding salary schedule.

Phase II: Plan, Develop, Recruit

By the end of Phase I, AMS will have completed several core activities that ultimately recruit effective FuturEdge staff as partners in planning for meaningful turnaround. Alongside leaders, teachers, and support staff, AMS will collaboratively:

- Reassess and restructure the school's overall staffing model to align with AMS's best practices and specific needs.
- Recruit and develop new staff to fill open positions based on refreshed standards.
- Identify all areas in which FuturEdge staff feel their needs were not met.
- Publish and build excitement around new staffing standards and high expectations that ensure effective and sustainable turnaround.
- Promote a positive outlook that both learns and separates from the school's history of chronic underperformance.
- Establish targeted plans for staff development that stretch from the restart announcement to restart operation.
- Conduct AMS facilitated listening sessions and focus groups for staff to voice concerns in all areas. Feedback from these sessions will inform future staffing, planning, development, and the school's overall restart.
- Plan for student and family engagement using effective current staff as familiar community faces.

Phase III: Execute & Excel

Now that AMS and local staff members have spent considerable time planning for the school's restart, the final phase begins with the first day of school. Staffing is stable and informed of new expectations. All vacant positions are filled. The school's staff is ready to strive toward restart goals. When doors open for the first day of school, it is time to execute and excel. AMS will:

- Continuously assess and adjust the effectiveness of the restart staffing model, professional development plans, and family engagement methods.
- Reinforce high expectations in all aspects of school operation.
- Work with staff to recruit students and families as stakeholders in turnaround.
- Hold staff members accountable for their performance. Issue performance improvement plans as needed. Terminate ineffective staff members as needed.
- Evangelize the school's restart mission and promote achievement on the Nevada School Performance Framework as the school's primary goal.
- Foster a productive, professional work environment that encourages retention, development, and results.

To evaluate the effectiveness of this multi-phase approach, AMS staff will measure the execution of these key outcomes when engaging staff currently employed by the restart school:

- Trust between leaders, teachers, support staff, and AMS.
- Clear, accessible, transparent systems for two-way communication, feedback, and shared decision-making.
- Continuous feedback from effective leaders, teachers, and staff who are active participants in developing deeper strategic plans for the opening and operation of the restart school.
- Retain and encourage pre-existing staff with a proven ability to contribute to the restart school's turnaround.
- Terminate, dismiss, or non-renew staff in a professional and timely manner. Although AMS is optimistic that more rigorous structures and high expectations will go a long way to support effective turnaround, our conservative assumption is that a chronically underperforming school has some ineffective staff members.

III-B: Identifying a School Leader

Identifying a qualified turnaround school leader capable of spearheading a restart effort in partnership with the AMS network is a critical decision. In general, we look for school leaders who have specific essential competencies, including turnaround expertise, instructional leadership, data-driven leadership skills, community building experience and skills, compliance management, and cultural sensitivity. Over the past month, we've spent considerable time meeting with and getting to know Kristen "KC" Guthrie, the current principal of FuturEdge Charter Academy. We are confident that KC will be an excellent school leader for AMS North Vegas. Furthermore, KC is familiar with the FuturEdge community and has years of direct experience serving the students and families who will enroll with AMS North Vegas. Combining KC's skills, experience, and community familiarity with the rigor & support of the AMS network will lead to high achievement for AMS North Vegas students.

III-C: Staffing Timeline

For all levels of school staff, we plan to implement a typical AMS new-school staffing timeline. Having a school leader identified this early in the cycle affords AMS North Vegas the ability to get ahead of staffing for 2027-2028. In addition to seeking staff according to the timeline below, we will also make every effort to retain qualified staff currently employed at FuturEdge.

- January: Begin job posting for vacant teaching positions.
- February: 33% of teacher vacancies filled.
- March: 66% of teacher vacancies filled. Begin job posting support staff / non-teaching roles.
- End of April: 100% of teacher positions staffed. 50% of support staff / non-teaching roles filled.
- End of May: 100% of school positions staffed.

III-D: Governance Transition

To ensure that FuturEdge reopens with stability, compliant practices, and clear accountability structures, AMS will execute a smooth governance handoff/transition. To do so, AMS will work in close partnership with the State Public Charter School Authority to transition oversight to the AMS Schools – Nevada, Inc. Board of Directors. Since the board formed in March 2026, AMS Nevada has hosted five meetings open to the public preparing AMS Nellis to open. For FuturEdge, we will strive to establish immediate oversight of the pre-opening planning process during the 2026-2027 school year that transitions into long-term local stewardship.

AMS Nevada currently has a complete board of five members pursuant to NRS 388A.240. As we work with FuturEdge families and stakeholders, we will look to add local representation from the school's direct community to our board with the opening of AMS North Vegas.

If approved, AMS will quickly complete all legal and procedural steps to establish governance of AMS North Vegas under the AMS Schools – Nevada, Inc board. From the first day of approval on, the AMS Nevada board, who at this point understand the unique demands of overseeing a restart charter school, will leverage their experience in partnership with AMS National to ensure clear and effective governance that sufficiently prepares AMS North Vegas to open.

III-E. Contract Between AMS Schools – Nevada, Inc. and AMS National

Charter management organization services provided to AMS North Vegas will be delivered under the existing contract between AMS Schools – Nevada, Inc. (charter holder) and AMS Schools – National, Inc. (the CMO). The services provided by AMS National are comprehensive and full-scale. With a 12-month runway to open AMS North Vegas, AMS National staff will effectuate a standard school opening timeline beginning on August 1, 2026. Compared to the accelerated timeline to open AMS Nellis, which was 6.5 months from approval to open, AMS staff are confident that the additional time will result in higher enrollment and deeper community partnerships and support. Our primary focus in this 12-month runway is to ensure consistency with the high expectations and outcomes of the AMS network broadly. AMS National will also coordinate partnership both AMS schools and FuturEdge to ensure that pre-opening efforts while FuturEdge is undergoing closure are productive for current students/families and serve the long-term success of AMS North Vegas.

IV. Family & Community Engagement

From the moment AMS is approved to restart FuturEdge, we will take immediate action to notify parents of who we are, what is happening next for their school step by step, and how they can get involved. It is a key priority for AMS leadership that we equip parents with all information relevant to their school's future and establish transparency about the transition to stabilize enrollment and inspire hope for the school's future.

Phase I: Trust-Building & Communication

In Phase 1, AMS leadership will take an active role in getting to know and communicating with FuturEdge's community. We know it is no small thing for a school to close or be subject to state takeover. Regardless of academic results, families grow fond of schools due to the

wraparound services and communities they offer which make necessary transitions such as this difficult. To navigate this climate, AMS will:

- Provide opportunities for families, local stakeholders, and staff to hear from and speak with AMS leadership, including at town hall events (in-person and online) or at dedicated listening sessions where we listen to feedback about what parents envision for the school's future.
- Develop and launch a publicly available family involvement plan that meets the needs and key concerns of existing parents.
- Audit FuturEdge's existing communication methods for family engagement by examining participation rates, quality of communication, and family perception of communication.
- Create a local community engagement taskforce with a combination of parents, students, local stakeholders, and existing staff (after vetting) to guide, implement, and oversee local efforts.
- Host regular events where parents can get to know the AMS program that their children will be a part of (if they choose to re-enroll) with all materials provided in multiple languages as needed.
- Develop multiple convenient avenues for parents to engage with and send feedback to AMS about what they think and need.

Phase II: Partnership & Participation

Once trust is built and parents understand that AMS brings a proven academic program and school model designed to support them through the establishment of a community school, AMS will seek to turn new relationships into true partnerships. We will:

- Design, implement, and publicize a family engagement calendar with academic, resource, and cultural nights to celebrate the diversity of the community prior to and after the school opens as a restart charter.
- Build excitement about the upcoming transition to AMS North Vegas.
- Drive deeper conversations using parent feedback pipelines established in Phase 1 to ensure that AMS plans align with local needs.
- Implement aspects of the overall operational plan that focus on shared space initiatives, community volunteer programs, community events, business educational partnerships, and other community/resource events that the school can facilitate.
- Recruit parents in the hopeful revitalization of the school as planning partners and as a vector for additional student recruitment. Doing so not only expands the community feel of the school but also contributes to a more sustainable financial model via stronger enrollment.
- Offer parent lessons that help parents prepare to support their students' education once the restart school year starts, including on topics such as literacy at home, building independence and accountability, behavior support & best practices, MTSS, and college/career planning.

Phase III: The School Opens Supported by Shared Leadership and Sustainable Involvement

Once AMS, local staff, and parents have meaningfully worked together over the months leading up to the first day of school, it is time to generate academic achievement supported by shared leadership and sustainable family engagement. We will:

- Formalize Parent and Community Advisory Boards for overall (ex: a Parent Advisory Council that reviews all school matters) and specific purposes as needed (ex: a focused parent advisory council that works specifically to support mathematics results).
- Train and develop leadership/staff capacity to continuously engage families and recruit their support for student success.
- Publish and maintain a community partnership dashboard to track partnerships and services offered to families.
- Expand feedback loops to further include student voices through leadership councils and town halls that model effective systems.
- Establish annual celebrations that highlight, award, and thank parents, community partners, and other stakeholders who make a meaningful positive impact on the community.
- Use data dashboards and analytics to identify trends in family involvement (ex: feedback forums, surveys, communication logs, event attendance, etc.) and continuously plan for improvement and adjustment.
- Implement and expand the family engagement calendar based on parent feedback. Ensure that family engagement events have high turnout and support the establishment of a refreshed, restarted community.
- Translate excitement for a new school into passionate involvement in student achievement. Celebrate successes, review shortcomings, and plan for the future collaboratively.

Across all three phases, we will measure and hold ourselves accountable for strong results in each of the following areas:

- Trust and partnership between students, families, and the broader community.
- Clear, accessible, transparent systems for two-way communication, feedback, and shared decision-making.
- High and increasing family involvement in the school community.
- Established strategic partnerships and continuous core program adjustments that reflect family needs in service of holistic student development and comprehensive familial support.
- Eliminate all barriers that inhibit participation and communication related to the school's transition from initial closure to after restart.

As part of the restart process for AMS Nellis, we have secured community partners to support our schools. AMS Nellis will be working with Better Buzz Coffee, Boys & Girls Clubs of Southern Nevada, Team 24, La Campesina, East Las Vegas Community Center, and Raising Canes. We hope to speak with and secure more community partners in the coming months, particularly as the AMS Nevada network grows with the opening of AMS North Vegas.

V. Financial Plan

Similar to our academic and operational plan, our approach to the restart school's finances will be a full-scale effort where we audit, assess, and execute a plan that ensures the school's revitalized future. Leveraging years of experience managing charter school finance, AMS National will not only maintain strong financial health for the restart school starting on day 1, but also instill confidence in stakeholders, including both families and the SPCSA, that all funding is being used to support academic and organizational turnaround. Every dollar will be spent purposefully, responsibly, and transparently under rigorous internal controls.

Under AMS National oversight, AMS North Vegas will implement a multi-year financial strategy that projects revenues and expenditures over a 3–5-year horizon. Our year-over-year financial planning will be data-driven and conservative, designed to maintain a balanced sustainable budget while funding the key restart initiatives necessary to achieve meaningful turnaround. In partnership with the state-appointed closing administrator, we are preparing to ensure no further financial deficiencies.

Regarding the school facility, members of AMS leadership have already made significant progress with Rosemawr, the bondholder for the building that FuturEdge operates out of, to develop a lease structure for the school's first year. We have also secured one year of forbearance for FuturEdge during their closing year (2026-2027). FuturEdge has struggled to meet their financial obligations for several years due to their enrollment cap carried over from prior authorization by the Clark County School District. Moving into AMS North Vegas's first year, we will prioritize increasing enrollment to our target to ensure that we can meet the school's financial needs in all areas, including the facility. Members of AMS leadership have visited the school to tour the property and identify areas of concern both from a fundamental facility health standpoint and in terms of alignment to the AMS program. As part of our overall budget process, we plan to pursue repainting the facility, making critical repairs as needed (including, as an example, replacing the fabric cover on the facility's hip shade in the courtyard), replacing flooring where appropriate, and ensuring all bathrooms in particular are up to code. We will also explore revitalizing the school's furniture and equipment generally, including technology & curriculum materials.

In terms of a specific budget proposal for AMS North Vegas, we will begin with the foundation of a clear enrollment target (800 students). Strong enrollment targets and projections anchor all major revenue and expense assumptions given the direct connection to state and federal funding formulas. Once we establish an enrollment target, we will verify per-pupil revenue across federal, state, and local sources by working with SPCSA staff. For federal programs, including the National School Lunch Program (NSLP), Title-funded grants, and IDEA, we will analyze local demographic trends and apply population-based assumptions informed by comparable schools within our network, including AMS Nellis. State revenue estimates will follow the Nevada Financial Plan template to ensure consistency, accuracy, and compliance while avoiding over or under projection.

Staffing will represent our largest investment and will be core driver of instructional quality. We will collaborate closely with AMS operations leadership to identify staffing needs based on class configurations. Compensation planning will be grounded in current labor-market research, using Clark County School District benchmarks as well as data from other local

schools to maintain competitive and equitable salary structures that support the recruitment and retention of qualified staff members.

Beyond staffing, we will budget for other essential expense categories using a blend of historical data and per-pupil benchmarks from similar schools within the AMS network while considering the unique needs of the school. Professional and technical services will include critical supports, such as substitute teachers, to minimize instructional disruptions. Purchased property services will incorporate marketing, repairs, and maintenance estimates that will reflect prior spending patterns and school specific needs. Supply budgets, including instructional, facilities, and administrative materials, will be developed using historical per-pupil averages with adjustments made to ensure alignment with programmatic goals. Throughout the budgeting process, we will regularly test our assumptions against financial health indicators and adjust as new information becomes available. This disciplined and transparent methodology will safeguard compliance, protect instructional quality, and ensure resources are deployed in service of student success.