

Call for Quality Charter Schools Application Template



**Nevada State Public
Charter School
Authority**

APPLICATION OVERVIEW AND TIMELINE

The timeline below is intended to provide applicants with an understanding of the application process. While SPCSA staff intend to meet this timeline, in the event that there is a change to the SPCSA's board meeting calendar or other factor that impacts this timeline, applicants will be notified via email of any changes.

Date	Activity	Responsible Party
January 30, 2024	Notice of Intent. ¹	Applicant
April 30, 2024	Application Deadline. ²	Applicant
May 1-15, 2024	Completeness Check (see section 7)	SPCSA Staff
May 1-15, 2024 (Applicants are provided with approximately 48 hours to respond)	Response to Completeness Findings	Applicant
May 15-June 21, 2024	Application Evaluation	SPCSA Staff & Review Panel
June 24-July 5, 2024	Send Clarifying Questions	SPCSA Staff
June 24-July 12, 2024 (Applicants are provided with 4 business days to respond)	Response to Clarifying Questions	Applicant
July 1-July 19, 2024 (Date and time for each Applicant will be scheduled based on availability of Applicant and Review Panel)	Capacity Interview	Applicant, SPCSA Staff, & Review Panel
August 16, 2024	Recommendation Published	SPCSA Staff
August 23, 2024	Consideration of Approval/Denial	SPCSA Board
August 26-August 30, 2024	Notice of Denial, if applicable	SPCSA Staff
September 3-20, 2024	Meet and Confer on Deficiencies of Denied Application	Denied Applicants who wish to resubmit, SPCSA Staff
September 30-October 4, 2024 (30 days from receipt of Notice of Denial. ³)	Resubmission Deadline	Denied Applicants
November 8 or December 6, 2024 (Applicants will be provided with a specific date during the resubmission process)	Resubmission Recommendation Published	SPCSA Staff
November 15 or December 13, 2024 (Applicants will be provided with a specific date during the resubmission process)	Consideration of Approval/Denial of Resubmitted Applications	SPCSA Board

¹ [NAC 388A.260](#) as amended by [Regulation R043-21](#)

² [NAC 388A.260](#) as amended by [Regulation R043-21](#)

³ [NRS 388A.255\(2\)](#)

1 APPLICATION COVER SHEET

1.1 GENERAL INFORMATION

Name of Proposed School: Nevada Early College & Career Academy

Proposed Opening Year: 2025-2026

Grades Served in Year 1: 10, 11, 12 Grades Served at Capacity: 9, 10, 11, 12

Identify the **primary point of contact** for your application. This should be either the primary contact for the Committee to Form OR the primary contact for the non-profit CMO applying directly for sponsorship.

Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that the founding group receives all general communications promptly. As with all aspects of your application, the names of the Primary Contact will become public information.

Primary Contact Name: Amy Spero

Street Address: [REDACTED]

City: Henderson

State: NV

Zip: 8[REDACTED]

1.2 APPLICANT TEAM INFORMATION

In accordance with NRS 388A.249, a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements contained in the table on the next page and note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an Educational Management Organization. A Committee to Form must comply with the membership requirements in NRS 388A.240.

Is the applicant a Committee to Form or a Charter Management Organization (CMO)?

☒ Committee to Form

☐ Charter Management Organization (CMO)

For CMO Applicants, what is the name of the CMO and any affiliated Nevada nonprofit?

N/A

For CMO Applicants, if approved, what entity will hold the charter?

N/A

Committee to Form Applicants: Please list the name, residence, and role of all persons on the Committee to Form in the table below. Each member should be listed in the space that aligns to their membership category pursuant to NRS 388A.240. You may add rows to this table if needed. *Note that the Committee to Form may be different than the proposed Governing Board.*

NRS 388A.240 Membership Category	Full Name	State and County of Residence (list permanent residence)	Role with Proposed School
1(a): a teacher or other person licensed pursuant to chapter 391 of NRS	Kevin McPartlin Nevada License Number, if applicable: 14838	Nevada, Clark County	Board Member
1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator	Brittney Varao Nevada License Number, if applicable: 10198	Nevada, Clark County	Proposed School Leader
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school	Desiree Kathmann	Nevada, Clark County	Board Member
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	Willis J Bowden III (Law)	Nevada, Clark County	Board Member
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	Anya Earl (Human Resources, Master Social Worker)	Nevada, Clark County	Board Member
2: Other Community Member and Parent (Marketing, HR)	Amy Spero	Nevada, Clark County	Proposed Director of Operations
2: Other: Parent	Erika Hilgaertner	Nevada, Clark County	Board Member

For Committee to Form applicants, if there are any proposed board members who are not on the Committee to Form, please provide their information in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence (list permanent residence)

CMO Applicants: Please list members of the Applicant Team including the full governing board of the CMO, key CMO employees, proposed school employees, etc. You may add rows to this table if needed.

Full Name	Role with Proposed School	Current Employer

For CMO Applicants, if you indicated on page 3 that the current CMO Board will not hold the charter, and instead another entity will hold the charter, please list all proposed board members of the entity that is proposed to hold the charter in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence <i>(list permanent residence)</i>

For all applicants, as Attachment 1 provide a completed and signed Information Sheet and Resume for each individual who is:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed above,
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school who is not captured in A-C above.

1.3 PENDING APPLICATIONS AND SCHOOLS

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have charter school applications under consideration by any other authorizer(s) in the United States?

☐ Yes

☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have new schools scheduled to open elsewhere in the United States in the current or coming school years?

☐ Yes

☒ No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date

1.4 PLANNED ENROLLMENT

Please complete the Planned Enrollment table below. *This should correspond to the Budget Assumptions and the Student Recruitment and Enrollment section of the narrative.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	0	0	50	50	50	50
10	100	50	50	100	100	125
11	100	175	125	125	175	175
12	100	150	225	200	200	250
Total	300	375	450	475	525	600

1.5 PROPOSED LOCATION

Has a facility been identified for the proposed school?

☐ Yes

☒ No

If a facility has been identified, provide the address and information regarding the facility below.

Facility Address: Not applicable

County: _____ Zip Code(s) to be Served by School: _____

If a facility has not yet been identified, provide information below about where the charter school seeks to locate including the geographic area, neighborhood, and/or zip codes, as applicable.

Describe Intended Facility Location: North Las Vegas, Nevada. 3,500 - 4,000 square feet, in close proximity to residential neighborhoods and public transportation

County: Clark County Zip Code(s) to be Served by School: 89032, 89031, 89030, 89106

1.6 CHARTER MANAGEMENT ORGANIZATIONS (CMOs) AND EDUCATIONAL MANAGEMENT ORGANIZATIONS (EMOs)

Nevada law permits an operator to contract with a for-profit, Educational Management Organization or a non-profit, Charter Management Organization.

Does the proposed school intend to contract or partner with an Educational Management Organization (EMO) or Charter Management Organization (CMO) to provide school management services?

☐ Yes

☒ No

If yes, identify the name of the EMO or CMO and specify which designation:

1.7 APPLICATION PREPARATION^{3F}⁴

Was the application prepared by a person(s) that is not a member of the Committee to Form or employee of the CMO applying directly for sponsorship? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

☐ Yes

☒ No

Did a person(s) that is not a member of the Committee to Form or CMO applying directly for sponsorship assist in preparing the application? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

☒ Yes

☐ No

If you answered yes to either of the previous two questions, complete the table below.

The name(s) of the person(s) that prepared or assisted in preparing the application	Richard McNeel Jr.
The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application	Charter Impact 8500 Balboa Blvd Northridge, CA 91325 (888)472-0322 Ext. 324
The name and address of any public or private school with which the above-referenced person(s) has been or is currently affiliated, and the dates on which the person(s) was affiliated with the school(s)	See below table labeled Table: Richard McNeel School Affiliations
Provide a resume for the person(s) that prepared or assisted in the preparation of the application as Attachment 2	See Attachment 2

Table: Richard McNeel School Affiliations

Marion Cahlan- Edison (K-5)	2001-2005	Las Vegas	NV
Lincoln-Edison (K-5)	2001-2005	Las Vegas	NV
Charles I. West- Edison (6-8)	2001-2005	Las Vegas	NV
CC Ronnow- Edison (K-5)	2001-2005	Las Vegas	NV
Anne T. Lynch- Edison (K-5)	2001-2005	Las Vegas	NV
Crestwood- Edison (K-5)	2001-2005	Las Vegas	NV
Education for Change- Cox Academy (TK-5)	2005-2018	Oakland	CA
Education for Change- Achieve Academy (4-5)	2005-2018	Oakland	CA
Education for Change- World Academy (TK-5)	2005-2018	Oakland	CA
Education for Change- ASCEND (TK-8)	2010-2018	Oakland	CA
Education for Change- Learning Without Limits (TK-8)	2010-2018	Oakland	CA
Education for Change- Epic Charter Middle School School (6-8)	2015-2018	Oakland	CA

⁴ [NAC 388A.160\(8\)](#)

Education for Change- Latitude High School (9-12)	2017-2018	Oakland	CA
Quest Charter Academy (K-8)	2019-2022	Las Vegas	NV
TEACH Las Vegas (TK-8)	2022-Current	Las Vegas	NV
TEACH Academy of Technologies (6-8)	2022-Current	Los Angeles	CA
TEACH Tech High School (9-12)	2022-Current	Los Angeles	CA
TEACH Prep Elementary School (TK-5)	2022-Current	Los Angeles	CA
ACE High School (9-12)	2022-Current	San Jose	CA
ACE Esperanza (6-8)	2022-Current	San Jose	CA
ACE Empower (6-8)	2022-Current	San Jose	CA
ACE Inspire (6-8)	2022-Current	San Jose	CA
River Montessori Charter School (TK-6)	2022-Current	Petaluma	CA
Los Angeles College Prep Academy (9-12)	2022-Current	Los Angeles	CA

1.8 APPLICANT CERTIFICATION

Applicant Responsibilities

- **Public Posting of Applications:** The SPCSA is required to post a public copy of new charter school applications to our website. The SPCSA will redact any personal contact information for members of the Committee to Form, CMO, EMO, proposed board members, proposed employees, and individuals representing proposed partner organizations. The SPCSA will also redact all personally identifiable information for any student or parent who has expressed interest in enrolling in the proposed school. Should the applicant believe that other information contained within the application should remain confidential pursuant to NRS 388A.247, such as proprietary or copyrighted material, the applicant is responsible for notifying the SPCSA at the time of submission of the application. The SPCSA may, following the submission of the application, require the applicant to furnish a redacted copy pursuant to NAC 388A.265.
- **Material Changes to Information Contained in the Application After Submission:** If any of the information contained within this application materially changes after submission of this application to the SPCSA, applicants are under a continuing obligation to supplement this application with any such information as soon as is practicable. *Examples include but are not limited to changes in the proposed facility, changes in the proposed board members, instances where a school affiliated with the applicant is subject to an intervention from its authorizer, etc.* It is the applicant's responsibility to reach out to the SPCSA should you have questions, or you are unsure of whether new information should be disclosed. Applicants may contact Katie Broughton (kbroughton@spcsa.nv.gov) with any information or questions.
- **Original Proposals from Applicants:** During the drafting of the application, applicants are encouraged to review prior applications submitted to the SPCSA. However, it is the SPCSA's expectations that all applications are original work reflecting the proposed school model of the Committee to Form or CMO. Therefore, under no circumstance should information contained in an application be taken verbatim from a previous application or another published document, and applicants are required to properly cite or attribute any reference contained within their application. If portions of an application are substantially similar to a previous application or other published document without proper citation, it will raise significant questions for the SPCSA about the coherence of the proposal and the capacity of the Committee to Form or CMO. As part of the completeness check (see Section 7) the SPCSA utilizes a plagiarism checker and sections of application that contain portions that are substantially similar to a previous application or other published document without proper citation will be returned to the applicant for revision.

I acknowledge the Applicant Responsibilities above, the responsibility to continuously supplement the application with any material changes that occur after submission and certify that the information provided within this application is true and accurate to the best of my knowledge.

Amy Spero

4/30/2024

Primary Contact Name

Date

CONTENTS

1 Application Cover Sheet	3
1.1 General Information	3
1.2 Applicant Team Information	3
1.3 Pending Applications and Schools	6
1.4 Planned Enrollment	6
1.5 Proposed Location	7
1.6 Charter Management Organizations (CMOs) and Educational Management Organizations (EMOs)	7
1.7 Application Preparation ^{3F}	8
1.8 Applicant Certification	9
2 Meeting the Need	14
2.1 Mission and Vision	14
2.2 Targeted Plan	21
2.3 Parent and Community Involvement	22
3 Academic Plan	32
3.1 Transformational Change	32
3.2 Curriculum and Instructional Design	42
3.3 Promotion and Graduation Requirements	43
3.4 Driving for Results	44
3.5 At Risk Students and Special Populations	48
At Risk Students	48
Special Populations	48
3.6 Professional Development	50
3.7 School Culture	52
3.8 Student Discipline	55
3.9 School Calendar and Schedule	57
3.10 Dual Credit Partnerships	57
3.11 Programs of Distance Education	59
4 Operations Plan	60
4.1 Board Governance	60
4.2 Leadership TeamProvide, as Attachment 11, organizational charts for the school in year one and for when the school reaches full capacity.	70
4.3 Staffing Plan	73
4.4 Human Resources	74
4.5 Student Recruitment and Enrollment	77
4.6 Incubation Year Development	82
4.7 Services	83
4.8 Facilities	85
5 Financial Plan	94
6 Addendum	96

6.1 Past Performance	96
6.2 Scale Strategy	97
6.3 Network Capacity	97
6.4 School Management Contracts	98
6.5 Charter Management Organizations Applying for Sponsorship Directly	99
7 Completeness Checklist	100

SECTION 2: MEETING THE NEED

Necca Academy Charter School Application

2 MEETING THE NEED

○ 2.1 MISSION AND VISION

The mission is a measurable statement of the fundamental purpose of the school, describing why it should exist. The vision of your school should describe success for students, for the school as a whole, and for any other entities that are critical to your mission.

Please note: the school's name has been updated from Nevada Early College and Career Academy to Necca Academy. The school may be referenced as NECCA from the early stages of development. The purpose for the naming convention update is due to community feedback. It was discovered that using the name "Early College" was a deterrent for many of the students we intend to serve as the name itself can feel intimidating.

1) *Provide the mission and vision for the proposed school.*

Dual enrollment high school programs have consistently been recognized across the country for providing students with a valuable head start in college and better equipping students for life after high school. It has also been demonstrated that students in disadvantaged population groups benefit the most from such curriculum, particularly when the right support model is in place, by setting students in at-risk youth groups on a trajectory they would have never realized otherwise.⁵

To that end, our mission is to increase access to dual enrollment opportunities for at-risk youth groups, thereby setting students of all backgrounds on a path of academic excellence and personal fulfillment.

Prioritizing students within a 4-mile radius of our school location, **Our vision is to:**

1. Close the high school graduation gap among at-risk student groups compared to their peers
2. Create equitable access to dual enrollment, providing students of all backgrounds a head start in college and career readiness
3. Increase academic achievement among at-risk student groups compared to their peers, including math and English proficiency
4. Set students of all backgrounds on a positive trajectory for success in college and career through building academic, social, emotional and practical skills

Core Values:

- Be Authentically You: Know your personal values system, know your strengths, embrace your past, and set goals meaningful to you. Be YOU, and likewise, accept others for who they are.
- Get Connected: Be part of your community, build healthy relationships, ask for help when you need to and give back when you can.
- Seek Balance: You're not one dimensional. Neither is our program. We focus on academic, social, emotional and practical growth.
- Champion Voices & Choices: All students, families and staff deserve to be heard and express power through choices.

2) *Briefly describe how the mission and vision statements serve as the foundation for the proposed school, including:*

a) The students and community to be served:

We will remove barriers which prevent at-risk student populations from accessing dual-enrollment programs, such as GPA minimums, credit count and counselor recommendations, and/or the financial resources necessary to participate

⁵ <https://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-research-overview.pdf>

in dual enrollment through external credit.⁶⁷⁸ At the same time, our model focuses on meeting students where they are in their educational journey, and understanding that student academic achievement is a product of factors that are often unrelated to education. Our high support model provides mentorship, a collaborative setting between teacher and student, family engagement, and individualized academic planning. We practice academic, social, emotional and practical skill development. Ultimately, our goal is provide students in at-risk populations the strongest opportunity for academic excellence and personal fulfillment.

At-risk student groups include:

1. Students in foster care or are homeless
2. Students who are identified as English Language Learners (ELL)
3. Students qualifying for free and reduced lunch (FRL)
4. Students with disabilities as evidenced by a 504 plan or IEP
5. Students who are credit deficient and/or at risk of dropping out
6. Students who are at risk of dropping out due to early pregnancy
7. Students identifying as American Indian / Alaskan Native, Black / African American, or Hispanic / Latino

Specific examples of how the Necca model benefits at-risk student groups:

Transient students and/or students in foster care are among the most at-risk youth groups of not crossing the graduation finish line, with less than a 50% graduation rate consistently year over year. According to the Legal Aid Center of Southern Nevada, the majority of students in foster care will change schools in excess of ten times while in care, with each school change creating another gap in their academic learning and probability to graduate.⁹ Our school model uniquely benefits this student group through the ability to extend continuity in education, along with teaching skills beyond just academics to include social, emotional and practical skills.

Another example includes graduation rates among certain ethnic groups being disproportionate to state averages, but it is not for lack of ability or desire. We see many case studies throughout the United States where dual enrollment programs serving largely minority demographics show impressive results. As one example, Clear Horizons Early College High School in Houston, TX, leads the district with a 100% graduation per the Texas Schools Report Card, while serving an 81% minority population and over 50% economically disadvantaged.¹⁰

The English Language Learner population represents a large group of underserved students. Our model includes a myriad of support for this population. Led by our proposed principal who is well trained and experienced in supporting the ELL population, and combined with our staffing model that includes key bilingual and ELL trained personnel, Necca ELL-supported curriculum with 32 language translations, and college-specific supports as NSHE dual enrollment students, the school's students will benefit from a support system that cannot be matched.

Students with 504 plans and IEPs will benefit from a built-in layer of support and social emotional learning elements weaved through the Necca curriculum and culture. With social and emotional learning on the forefront of educational reform, many studies show the positive effects this focus has specifically for students with disabilities.¹¹

⁶ CCSD requirements for dual enrollment: https://ccsd.net/district/policies-regulations/pdf/6174_R.pdf

⁷ Evidence of financial burden for dual enrollment / CCSD dual enrollment external credit policy: https://ccsd.net/district/policies-regulations/pdf/5127_R.pdf

⁸ A CCSD student course catalog indicating dual enrollment extra cost: <https://www.1001coronado.net/copy-of-2022-2023-course-catalog>

⁹ <https://www.leg.state.nv.us/App/InterimCommittee/REL/Document/11502>

¹⁰ <https://txschools.gov/?view=school&id=084910010&tab=performance|achievement&lng=en>

¹¹ <https://files.eric.ed.gov/fulltext/EJ704973.pdf>

b) *The key components of your educational model,*

Aligned with the school's mission, vision and core values, the educational model contains four pillars to guide student success: academic, social, emotional and practical. While the majority of academic outcomes are driven through dual enrollment, Necca Academy curriculum and electives focus on social, emotional and practical skills development.

Applying best practices from evidence-based social and emotional learning models, such as gradual release of responsibility, the CASEL framework, trauma-informed care, and restorative justice techniques, the team will be well-trained in responsive support that meets students wherever they are on their educational journey. Through dual-enrollment coursework and Necca's continuum of support model, students will have flexible learning styles, individualized academic plans, comprehensive support, and ultimately graduate with a sense of confidence and pride. During their academic journey at Necca, they will build on real life skills to prepare them for adulthood.

Dual Enrollment Background:

As demonstrated, studies show that providing students, particularly at-risk students, with the opportunity to take college courses in a college real setting while in high school increases confidence, college enrollment and degree attainment. Benefits for high quality dual-enrollment for all groups students include:

Common benefits of dual-enrollment programs include:

- 1) **Accelerated Learning:** Dual enrollment allows students to accelerate their academic progress and graduate from high school better prepared for college-level coursework and / or career readiness.
- 2) **College Readiness:** Backed by endless research, students who take college-level courses *on a college campus* continue on to pursue a 4-year degree and with higher degree attainment rates than their peers who either did not participate in dual enrollment or participated in dual enrollment on high school premises.¹²
- 3) **Cost Savings:** In many cases, including the Necca model, students may participate in dual enrollment tuition-free, significantly reducing the financial burden of pursuing a college degree.
- 4) **Exploration of Interests:** Dual enrollment offers students the opportunity to explore different fields of study and career paths, helping them make informed decisions about their future.
- 5) **Enhanced GPA:** In accordance with NRS 389.007 and NAC 389.6625, students who successfully complete a dual enrollment course will be offered 0.05 GPA Bonus Points per dual enrollment course.

Advantages of dual-enrollment specific to at-risk youth populations with the Proposed Necca Model:

- 6) **On-campus NSHE courses dedicated to Necca Academy students:** This ensures quality in professors and collaboration between Necca Academy and NSHE institutions.
- 7) **Bachelor's Degree Attainment:** Only 11% of low-income, first generation college goers complete their 4-year degree within 6 years.¹³ Dual enrollment programs have the ability to change that metric drastically.
- 8) **Building Confidence:** Through gradual, successful completion of college coursework, students in disadvantaged populations will begin to see themselves as equals to their peers and capable of whatever their dreams lead them.
- 9) **Get Back on Track:** Depending on the program structure, students earn high school credits at an accelerated rate when taking college coursework, making it possible to get back on track quickly, while building academic confidence.
- 10) **Graduate Early if Needed:** The traditional full-time, 4-year school model does not work for all students. When needed, graduating early is an option. (e.g ... unpredictable home life).
- 11) **Flexible Schedule:** In many at-risk communities, students are part of their family economy, either through work or maintaining family infrastructures. Oftentimes, inflexible schedules with a rigid framework lead to increased student dropout rates. Depending on the dual enrollment structure, schools have the ability to remove the barrier

¹² <https://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-research-overview.pdf>

¹³ <https://www.asanet.org/footnotes-article/low-income-first-generation-college-students/>

of rigid scheduling. Simply the flexibility in scheduling can determine whether or not a student earns a high school diploma.¹⁴

- 12) **Restore a GPA:** The weighted college coursework can be particularly beneficial for students who have experienced a period of homelife turbulence, previous school setting issues, etc.
- 13) **Positive Learning Environment and Healthy Peer Group:** Peer groups matter. Countless studies show that who students associate with not only impacts the probability of graduation, but also later labor market outcomes.¹⁵
- 14) **Completion of all Remedial Math & English Coursework:** Dual-enrollment students consistently outperform national averages on ACT, with 74.5% of dual enrollment students earning a 23 or higher on the ACT. experience a near-100% mastery rate of remedial math and English coursework by graduation.
- 15) **Improved ACT & Standardized Testing:** Pulling from Table 4 from *Dual Enrollment Students Placing Perspective on ACT Mathematics Benchmark*, students studied earned an average ACT score of 21.7, consistent to the average ACT score for Nevada State High School's student population, as published on Nevada State High School's website. With the national average consistently around 17 points, this is a notable difference for students who have access to dual enrollment.¹⁶¹⁷

Five Key Components Include:

1. **Dual Enrollment Coursework:** Rigorous but manageable college coursework that builds both competence and confidence. Being introduced to college curriculum early will guide students in exploring post-secondary options - whether degree or trade certification - and identify career pathways.
2. **Necca Curriculum:** Courses will build executive function, organization skills, practical life and work skills, community and social engagement, and explore career paths and trades options.
3. **Tutoring & Mentorship:** Each student is assigned a Student Academic Success Specialist (SASS). This team member acts as a mentor to their students, helping them stay on track, obtain the resources they need to be successful, and to help build positive adult-to-student relationships.
4. **Family Engagement:** Family engagement initiatives to involve parents and guardians in their student's education and provide support for the whole family.
5. **Meeting Students Where They Are:** This will be a consistent motto for our school, as a way to reinforce that there is no one-size-fits-all model for learning and academic achievement while also reinforcing social and emotional learning.

Supplemental Necca benefits to support at-risk student groups include:

- **Credit Recovery Planning:** Students have the opportunity to quickly become credit sufficient through 1) dual enrollment accelerated coursework, 2) a comprehensive support model, and 3) the ability to create an academic plan based on the learning style that works best for the student.
- **Early Graduation:** There are many reasons why students may seek to graduate early, including but not limited to financial constraints, a need to contribute on a larger scale to household finances, and instability in living arrangements. Our goal is to meet students where they're at on their educational journey, understanding that not all students have the same needs. The dual-enrollment model allows for students to earn high school credits at an accelerated rate and graduate early, if the need exists.
- **5th Year Senior:** For Seniors entering as severely credit deficient, students may remain enrolled for one additional year.

¹⁴ <https://www.urban.org/features/why-schools-should-embrace-flexibility-and-innovation-beyond-covid-19>

¹⁵ <https://docs.iza.org/dp14136.pdf>

¹⁶ <https://digitalcommons.murraystate.edu/cgi/viewcontent.cgi?article=1199&context=etd>

¹⁷ <https://earlycollegenv.com/>

- **Flexible Learning Formats and Schedules:** while ensuring compliance with NRS 388.090 regarding a minimum of 180 tuition-free days in school and a minimum of 330 instructional minutes
- **Low Student to Staff Ratio:** Recognizing that every student learns in their own way, at their own pace and with unique needs, we do not believe in a one-size-fits-all model. By maintaining a low student-to-staff ratio, we will be able to provide highly customized plans so that students come first and get the most out of their education.

c) The outcomes and goals you expect to achieve for students and the school overall:

The specific outcomes the school aims to achieve are aligned with both the NSPF and SPCSA framework for a 4-5 star rated school. Through the strength of the school's model, we will exceed in each of the five NSPF measured categories: Academic Achievement, Graduation Rate; College & Career Readiness, and Student Engagement; along with Student Base Diversity which is factored into the SPCSA rating.

Despite continued efforts within the community, the achievement gap that exists between students in high risk populations compared to that of their peers is still significant. For many students in high risk populations, survival skills take precedent over academic achievement. The strength in our model stems from removing barriers to education, meeting students where they are, and a high level of trauma informed professional and student training as a way to better support our student population. With a focus on academic, social, emotional and practical skill development, we aim to set students in at-risk youth groups on a trajectory they would have never realized otherwise.

To illustrate the achievement gaps by student groups, below are CCSD graduation rates by population¹⁸:

- White: 86%
- Black: 70.5%
- Hispanic: 80%
- Economically disadvantaged: 81%
- ELL: 72.8%
- Foster Care: 42%

Furthermore, the primary feeder zip codes are at a much greater risk than the district averages in terms of drop-out rates. Referring back to Clear Horizons Early College, High School, despite their 81% minority enrollment student base, of which 51% are economically disadvantaged, the school significantly outperforms state (TX) averages and ranks #1 in its district. Additionally, Clear Horizons maintains a 74.1% CCR rate.¹⁹

The NSPF Framework "Exceeds" rating for the 4-year graduation rate is 89.4% or greater. In addition to several other key metrics, we expect to exceed the NSPF 4-year graduation rate across all student population groups within three years of operation. For additional expected student and school outcomes, see Section 3.4, table: Annual Performance and Growth Goals

Please refer to Section 3.41 and 3.42 for the full table of mission-specific academic goals and annual performance and growth goals. As a highlight, we intend to report on the following:

¹⁸ <http://nevadareportcard.nv.gov/>

¹⁹

https://rptsrv1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&_debug=0&ccyy=2022&lev=C&id=084910010&prgopt=reports%2Fsrc%2Fsrc.sas

Necca-Specific Goals	
Academic	<ul style="list-style-type: none"> • ACT WorkKeys as a way to measure math proficiency, English proficiency and College and Career readiness • Percent of Juniors and Seniors who have completed ENG102, Math126 and met at least a portion of science requirements through dual-enrollment. This measurement illustrates proficiency in core subjects, along with demonstrating college and career readiness • Percent of graduating students who have earned a B or higher in two or more core subject college courses as a College and Career Readiness indicator • Percent of students graduating with an Associate's Degree or technical trade certification as a College and Career Readiness indicator
Student Engagement	<ul style="list-style-type: none"> • Percent of students who participate in two (2) or more community events per semester • Voluntary exit rate of non-graduating students
ELL Proficiency	<ul style="list-style-type: none"> • Percent of ELL students graduating with a current year GPA of 2.75 or higher
Organizational	<ul style="list-style-type: none"> • Long term and short term employee turnover as an indicator of 1) culture climate and 2) recruiting and onboarding processes • Professional development tracking of team members as a way to ensure adequate training and resources to support our diverse student population • Employee opinion, family and community partner surveys as indicators of cultural health and upholding our mission and vision.

SPCSA and/or NSPF Framework MODIFIED reporting metrics	
Academic	<ul style="list-style-type: none"> • In addition to state required reporting for graduation rates and advanced diploma rates, we will include graduation rates for current year, rather than prior year for more accurate and timely measures of academic performance

SPCSA and/or NSPF Framework required reporting to include but not limited to:	
Academic	<ul style="list-style-type: none"> • ACT averages for Juniors and Seniors • 4 and 5 Year Adjusted Cohort Graduation Rate • WIDA Completion Rate for ELL students • Chronic Absenteeism • Ninth Grade Sufficiency
Financial	<ul style="list-style-type: none"> • Near Term Measure of Current Assets to Liabilities • Unrestricted Days Cash on Hand • Percent of Enrollment Variance • Total Margin and Aggregated Three Year Margin • Debt-to-Asset Ratio • Multi-Year and Current Year Cash Flow

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

From the initial development of the Committee to Form, throughout our market research process and through our community outreach efforts, we have strategically identified key individuals, organizations and businesses who have strong ties to the community we intend to serve. We are grateful that each of these members are eager to support the cause without hesitation, understanding the potential, significant impact it can have within our community. Throughout the application process and incubation period, developing positive and diverse community relationships will remain a top priority, which is evidenced by over a dozen community relationships built to date who are committed to acting as volunteers, guest speakers, mentors and student referral sources; NSHE community colleges including letters of support from College of Southern Nevada and Truckee Meadows Community College; and key support vendors like Charter Impact, Core Logic Real Estate and C&M Construction. (Please reference Attachment3: Letters of Community Support). Our commitment to continued community outreach and partnerships is evidenced by the Marketing and Community Outreach Manager being among the first team members planned for hire.

Please refer to Section 2.3.6 for our current list of active partners, and Attachment 17: Incubation Year Planning Table - "Community Outreach" for a list of prospective partners with whom we will continue to build relationships, along with "Talent: Hire Mark/Community Outreach Manager" within Attachment 17.

3) Identify the statutory purpose(s)²⁰ that the school will fulfill and explain the alignment to the school's mission and vision. (The six statutory purposes are: a) Improving the academic achievement of pupils, b) Encouraging the use of effective and innovative methods of teaching, c) Providing an accurate measurement of the educational achievement of pupils, d) Establishing accountability and transparency of public schools, e) Providing a method for public schools to measure achievement based upon the performance of the schools, and f) Creating new professional opportunities for teachers.)

a. Improving the academic achievement of pupils

The school is developed from an evidence-based framework that combines dual-enrollment, social and emotional learning, with a model of continuum support. Through this approach, academic achievement among pupils in our school will improve drastically compared to that of district and state averages. While there is an abundance of national studies demonstrating academic results through these models, access to such programs for at-risk student populations within Clark County has restrictions, as noted above in Section 2.1.2.

The school's key performance indicators specific to improving academic achievement of pupils is detailed in Section 3.2, *Table: Annual Performance and Growth Goals*.

b) Encouraging the use of effective and innovative methods of teaching

Building on 2.1.3a, improving academic achievements among pupils, while our model is not unique at the national level, it is unique within Clark County. Our program model incorporates dual enrollment, high staff support, and social and emotional learning to meet students wherever they are on their academic journey.

Currently, dual-enrollment is offered at Clark County public and charter schools, however, there are barriers for many students to access these programs including grade point average, counselor referrals, credit count, grade level, and transportation ability. Our innovative methods, through social and emotional learning, restorative practices, and trauma-informed professional development, will show that students of all backgrounds can be successful in a dual enrollment model. We will remove barriers like financial burdens, transportation and lack of in-home support to offer this proven program to the student groups who would benefit the most.

²⁰ [NRS 388A.246\(2\)](#)

Necca Academy will use effective and innovative practices to expand dual enrollment offerings, and truly meet students wherever they are on their academic journey. At Necca, we are our student's biggest champions for success. Furthermore, when students graduate from Necca Academy, they will have not just accomplished academic success, but they will graduate with meaningful life skills to help them reach their highest level of personal fulfillment.

c) Providing an accurate measurement of the educational achievement of pupils,

Necca Academy commits to making data-informed decisions and holding the team to the highest level of data integrity. Within this application, key performance indicators, reporting timelines, and key stakeholders have been detailed in length. Performance reporting for educational achievement of pupils will go above and beyond the NSPF and SPCSA Framework.

In the initial two-years of operation, Necca Academy will contract with Charter Impact for backend support and student data reporting to ensure accuracy, compliance and accountability. As the school grows, we understand that data becomes more complex and difficult to manage. We will research tools such as Panorama Survey and Power BI, and also plan to add a Data Coordinator by Year 3.

d) Establishing accountability and transparency of public schools

Not all charter schools provide metrics that are closely aligned with NSPF ratings, leaving gaps in certain areas of reporting and a lack of transparency for prospective parents. The goal with Necca Academy is to show alignment with all NSPF measurements, with an additional layer of key performance indicators specific to dual enrollment programs. With a detailed plan for accountability to be reviewed during governing board meetings, and in compliance with open meeting laws, any member of the public is able to attend such meetings. Additionally, agendas and minutes will be posted in accordance with open meeting laws and in an effort to provide transparency of our school.²¹

e) Providing a method for public schools to measure achievements based on the performance of the schools.

In sections 3.4.1 and 3.4.2 of this application, the plan to measure achievement based on the performance of the school is documented in detail. Please refer to *Table: Annual Performance and Growth Goals*

f) Creating new professional opportunities for teachers

Necca Academy is equally committed to the development of its staff as it is with the students. Only through a highly skilled team are we able to provide the best support and services to our youth. To that end, Necca Academy is committed to the continued professional growth of its team members through a comprehensive professional training program and an investment in personal and professional development. We aim to support all team members and students in their long term goals. Professional opportunities may take the form in many ways, including but not limited to career progression, cross-training, skills development, professional speaking opportunities, community networking opportunities, professional workshops, and/or advancing one's education. These opportunities are outlined in Section 3.6.2 and 3.6.5 and also in Attachment 24: Financial Planning Workbook.

²¹ Open meeting law: NRS228.150

○ 2.2 TARGETED PLAN

- 1) *Building on the school's mission and vision, describe the community that the school plans to serve, including the intended student population and the educational options currently available.*

Mission: To increase access to dual enrollment opportunities for at-risk youth groups, thereby setting students of all backgrounds on a path of academic excellence and personal fulfillment.

Prioritizing students within a 4-mile radius of our school location, **our vision is to:**

1. Close the high school graduation gap among at-risk student groups compared to their peers
2. Create equitable access to dual enrollment
3. Increase academic achievement among at-risk student groups compared to their peers, including math and English proficiency
4. Set students of all backgrounds on a positive trajectory for success in college and career through building academic, social, emotional and practical skills

Primary Student Group: While we are an all-inclusive school, and our program model works well for any student who has a desire to succeed, our goal is to focus on the student groups who will benefit the most from what we have to offer. Our primary focus is students who lack significant resources and / or social capital to reach their full potential in a traditional school environment. Our primary student group includes those who have the capability to succeed, if given the right level of guidance and mentorship. In alignment with the SPCSA Academic and Demographic Needs Assessment,²² and adding students at risk of dropping out due to early pregnancy²³, our primary student population is as follows:

1. Students in foster care or are homeless²⁴
2. Students who are identified as English Language Learners (ELL)
3. Students qualifying for free and reduced lunch (FRL)
4. Students with disabilities as evidenced by a 504 plan or IEP
5. Students who are credit deficient and/or at risk of dropping out
6. Students who are at risk of dropping out due to early pregnancy
7. Students located in zip code 89030, 89031, 89032, or 89106
8. Students identifying as American Indian / Alaskan Native, Black / African American, or Hispanic / Latino

Current educational options available:

Among the education options available to students within the school's target location, Nevada State High School - North Las Vegas (NSHS-NLV) is the closest comparable model with CSN High School (East) as the second closest comparable. Unfortunately, a student enrollment count of only 67 at NSHS-NLV and 127 at CSN HS East, only accounts for 2.2% of the student population across the below schools, where the alternatives are primarily 1 or 2 Star rated high schools. This is a major indicator that our underserved communities lack adequate and equitable access to high quality education. It is also worth noting that none of the below programs have exceptional results for students in foster care, English language learners or other at-risk youth populations identified above.

See table below: *Table: 2.2 Education Options Available to Target Student Groups*

22

https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/2023%20Academic%20and%20Demographic%20Needs%20Assessment_FINAL%20To%20Post_1.pdf

²³ https://corescholar.libraries.wright.edu/cgi/viewcontent.cgi?article=1099&context=scholarship_medicine_all

²⁴ <https://files.eric.ed.gov/fulltext/EJ1148240.pdf>

Table: 2.2 Education Options Available to Target Student Groups

	CSN HS East	Delta	Desert Rose	Legacy Traditional High School	Nevada State High School - North Las Vegas	Cheyenne HS	Canyon Springs HS
Zip Code	89030	89030	89030	89084	89032	89032	89032
Total Enrollment	127	1141	117	2750	67	2110	2719
Star Rating	5	1	N/A	2	N/A	2	3
Graduation Rate	>95%	68.81%	26%	83.33%	N/A	75.48%	82.72%
Chronic Absenteeism	13.30%	9%	87.80%	50.30%	<5%	60.10%	49%
English Proficiency	90.70%	22.70%	22%	20.90%	41.80%	17.80%	34.60%
Math Proficiency	36.90%	5.40%	N/A	6.70%	16.20%	<5%	6.30%
% Transient	3.90%	70.70%	71.80%	24%	16.90%	34.60%	25.80%
% FRL	N/A	N/A	N/A	83.33%	N/A	N/A	N/A
% ELL	0	15%	N/A	51%	N/A	78%	14%
Remedial / NSHE	59.32 (2021-2022)	44%	N/A	45.10%	26%	38.70%	43
Credit Deficient	<5%	26-46.2%	76-78.6%	21.6-31.4%	5.9-9.4%	15.9-33.7%	6.1-24.2%
CTE Enrollment	N/A	N/A	245	1348	N/A	1308	1612

- 2) Provide a brief executive summary of your educational model and how it meets the needs of the community you wish to serve.

Centered around our core values of 1) Be Authentically You, 2) Get Connected, 3) Seek Balance and 4) Champion Voices and Choices, Necca Academy will build academic, social, emotional and practical skills within its students.

Every student will develop an academic plan, compliant with NRS388.205²⁵ and tailored to their individual learning needs, which will guide their educational journey with us. In developing academic plans, students are encouraged to think both short term and long term, understanding that long term goals can - and likely will - change. Each student's plan will play an important role in the student's education at Necca, as it doubles as a visualization tool for what their future path can be. As an example, a student may enter the program unsure of their future paths and/or lack confidence to push themselves and/or not even believe in themselves enough to finish high school. After some time in the program, our hope is that at-risk student groups see potential in themselves they did not see previously and have gained the academic, social, emotional and practical skills to follow whatever path they choose. From there, we remove as many barriers as possible to ensure students have every opportunity to execute their plan, providing the support system needed for both immediate and long term academic success and personal fulfillment. Our support system includes providing free meals, transportation, textbooks, chromebooks, supplies, a positive culture and somewhere students *want* to be, ELL-tailored curriculum, bilingual staff, tutoring, and mental health services.

Key benefits of our program that specifically pertain to our at-risk student groups include our high support model, a balanced course load, and learning formats and schedules that work best for the student. We will see our mission and vision through by committing to a comprehensive, whole-human approach to education.

Note: The below table references College of Southern Nevada specifically due to the close proximity of the North Las Vegas campus to our target demographic. However, we intend to partner with available NSHE institutions.

²⁵ <https://www.leg.state.nv.us/nrs/nrs-388.html>

Table: 2.2 Educational Model

	Necca	Dual Enrollment
Academic	<p>Necca supports academic development through academic planning, gradual release of responsibility approach to assigning support levels, differentiated support levels based on need, and learning formats that meet the students needs.</p> <p>Additionally, we will allocate funds each year dedicated to tutors for students who could benefit from one more layer of support.</p>	<p>Students will take challenging coursework but at a manageable pace, as determined by their prior performance, support needs, personal goals and academic plans.</p> <p>In participating in dual enrollment, students satisfy both high school and college general education requirements at the same time.</p> <p>What better way for a student to prove to themselves they are college ready than achieving academic excellence in the college setting.</p>
Social	<p>Everything from elective curriculum, teaching methods, facility design, and staff engagement supports the development of healthy social skills. Additionally, students will be encouraged to participate in at least two (2) Necca sponsored social events per semester.</p>	<p>CSN offers a variety of social events each semester from English language learner students coming together for study groups, to tree planting for national earth day. With dozens of social events per semester on the calendar, students are not only encouraged to attend, but will also be provided transportation if needed, when available.</p>
Emotional	<p>Through both professional development for staff and elective coursework for students, emotional skill development is considered a lifelong skill that requires regular practice.</p> <p>Additionally, for students who need extra services, we will allocate funds each school year to contracted therapeutic services.</p>	<p>Students enrolled through our dual enrollment program have access to the College of Southern Nevada resources, including mental health services, as any traditional CSN student would.</p> <p>Through CSN's partnership with the National Alliance on Mental Health Illness (NAMI), students have access to free health care.²⁶</p>
Practical	<p>At Necca, students have the opportunity to participate in elective coursework that builds real work skills including resume building, job hunting, interviewing, and what it means to be a great team player. Simultaneously, students will work towards ACT WorkKeys curriculum to earn badges recognized by employers across the country.²⁷</p>	<p>Participating in a dual enrollment naturally builds practical skills through the elevated level of autonomy that the program requires. While Necca offers differentiated support, the goal is to leverage the gradual release of responsibility approach in a way that promotes self-governance and independence. Additionally, as students complete their high school graduation requirements, they are able to take courses highly tailored to their own personal goals and career paths, further developing their practical skill set.</p>

3) Describe how the proposal meets at least one of, and preferably multiple, academic, or demographic needs identified in the SPCSA's Academic and Demographic Needs Assessment²⁸:

²⁶ <https://www.csn.edu/caps>

²⁷ ACT WorkKeys employers: <https://www.workreadycommunities.org/national/businesses>

²⁸ [NRS 388A.220\(6\)](#) and [NRS 388A.249](#)

The Necca Academy model meets the needs of students demographically, academically and at risk of dropping out. The proposed model is based on recognizing the imminent need and the opportunity to make a sizable impact. From the beginning of our process, the proposed model has met the needs of the SPCSA, as the Committee to Form shares in the SPCSA's vision to improve access to quality education in communities that need it the most. The below table outlines how our proposal meets the needs. Areas shaded in yellow are evidence of a present need.

	Nevada	Clark County	89032	89030	89031	89106
Total Population	2,334,508	3,198,164	49,225	56,529	76,260	28,592
YOY Population Change	3.01%	3.05%	1.94%	1.19%	4.22%	1.93%
White	48.95%	42.45%	23.08%	17.61%	33.89%	16.56%
Black / African American	10.57%	13.65%	27.40%	18.89%	22.12%	38.90%
Other Race	14.98%	16.35%	25.30%	43.75%	17.97%	25.03%
2+ Races	14.34%	15.03%	15.96%	15.87%	16.85%	13.55%
Hispanic / Latino	30.14%	32.43%	44.15%	68.45%	36.48%	41.15%
Non-Hispanic / Latino	69.86%	67.57%	55.85%	31.55%	63.52%	58.85%
Speak English Only	69.31%	65.62%	58.97%	33.43%	69.29%	59.88%
Speak Spanish	21.22%	23.28%	33.63%	63.89%	23.35%	35.66%
Married, Spouse Present	42.14%	40.23%	34.29%	28.91%	43.11%	24.97%
Average Household Income	\$95,265	\$93,388	\$81,031	\$54,082	\$88,461	\$53,349
Median Household Income	\$68,618	\$70,540	\$68,718	\$42,684	\$73,484	\$34,214
Families below Poverty	8.84%	9.70%	7.55%	23.60%	6.06%	24.25%
4-Year Graduation Rate	81.72%	81.31%	Cheyenne: 75.4% Canyon Springs: 82.7%	Desert Rose: 26% Delta Charter: 68.8%	Mojave: 82.4%	West Prep: 93.9%
ELA Proficiency	45.50%	46%	Cheyenne: 17.8% Canyon Springs: 34.6%	Desert Rose: NR Delta Charter: 22.7%	Mojave: 23.8%	West Prep: 34.1%
Math Proficiency	19.60%	19.40%	Cheyenne: 4.3% Canyon Springs: 6.3%	Desert Rose: NR% Delta: 5.4%	Mojave: 4.5%	West Prep: 18.2%
Chronic Absenteeism	34.90%	38.30%	Cheyenne: 54% Canyon Springs: 42.2%	Desert Rose: 92.7% Delta: 8.6%	Mojave: 55.6%	West Prep: 16.5%
# High Schools Rated 1 or 2 Stars in 2022-23 and Below 50 NSPF Score in 2021-22	22	11	1	0	1	0
# Middle Schools Rated 1 or 2 Stars in 2022-23 and Below 50 NSPF Score in 2021-22	70	36	2	2	1	1
SPCSA Sponsored HS Count	28	24	1	0	1	1

Table notes^{29 30 31}:

NOTE: Desert Rose is an alternative credit recovery school.

○ 2.3 PARENT AND COMMUNITY INVOLVEMENT

1) Describe the Committee to Form or CMO's ties to and/or knowledge of the target community.

²⁹ Demographic data: <https://www.healthysouthernnevada.org/demographicdata?id=25382§ionId=935>

³⁰ School rating data: https://charterschools.nv.gov/OpenASchool/Application_Packet/

³¹ Student achievement data: <http://nevadareportcard.nv.gov/di/>

Committee to Form Member	Community Ties	Knowledge of Target Community
Amy Spero	Las Vegas resident since 2008. Foster parent to teenage girls from 2009 - 2019. Previous volunteer with Teach for America, Boys and Girls Club, Habitat for Humanity. Opened two businesses in a low-income community as a means to provide a positive outlet for teens.	Parent and foster parent to teenagers who fit the “at-risk” definitions. Owned and operated two businesses serving thousands of low income, at-risk teens. Additionally, served as Director of Marketing and Student Recruitment for Nevada State High School, speaking to over two thousand parents and families to understand their needs and barriers.
Brittney Varoa	Las Vegas resident since 2001, raising both students and Las Vegas school system. Earned Master’s degree from UNLV. Previous volunteer work at the Shade Tree and currently works with a high population of homeless and Foster students.	Educator in Las Vegas since 2001 with extensive work at Title I schools. Currently works with students experiencing homelessness and/or in foster care.
Erika Hilgaertner	Resident from 2005-2014, 2023-present. Erika and her husband, Phil, moved to Las Vegas as new parents in 2007. Their son has unique needs with spectrum and emotional / mental health. As a result, they tried many different educational outlets to identify the best option for their student. Current ties: LGBTQ+ community in support of their son.	Parent of a unique needs, LGBTQ+ child, Hilgaertner has firsthand knowledge of the challenges in finding medical, psychological and education resources for students with unique needs. This experience and perspective is invaluable as a voice for student groups facing adversity.
Kevin McPartlin	McPartlin has been an integral part of the Las Vegas education system for the past 2+ decades with deep roots throughout the Nevada education system.	As part of McPartlin’s many success stories, he saw noticeable improvements as principals in CCSD schools that had previously been known for underperforming.
Desiree Kathmann	Raised primarily in Las Vegas, Kathmann graduated from Green Valley High School and has been working in the local community since 2004. Kathmann has two students navigating the public and charter school systems.	In search of better education options, Kathmann’s son attended a dual enrollment high school. Her knowledge of the target community comes from parenting teenagers who meet one or more of the qualifying factors for our target student populations.
Willis Bowden	Born and raised in Las Vegas, NV. Willis graduated with my Advanced Diploma from Eldorado High School, where my passion for advocacy began within the realm of student government. Upon joining Rosenblum Allen Law Firm in 2021, where began to work in the realm of Juvenile Dependency. Through this work I	Bowden has substantial ties to the target community through his work on juvenile dependency and delinquency. Recognizing the imperative for a paradigm shift towards therapeutic justice, instead of punitive measures, Bowden has committed his career to advocating for holistic approaches that address the root causes of delinquent behavior, striving to uplift and rehabilitate

	<p>became deeply involved in supporting indigent families facing the threat of losing parental rights. Through diligent navigation of the legal system, I not only safeguarded their constitutional rights but also provided a beacon of hope in their darkest hours.</p> <p>My commitment to justice deepened when I applied for and received a juvenile delinquency defense contract of my own from Clark County in 2023. Through this work I get to witness firsthand the multifaceted challenges faced by indigent youth, including apathetic parenting, poverty, teenage pregnancy, drugs and gang affiliation,</p>	<p>rather than condemn.</p> <p>Furthermore, Bowden’s participation in the Glass Leadership Institute class through the ADL in 2021 fortified his resolve to combat antisemitism and hate in all communities. Engaging in dynamic and interactive sessions, he honed skills in organizing and fostering unity within the community, recognizing that solidarity is paramount in eradicating bigotry.</p> <p>Bowden’s advocacy is also not merely theoretical but deeply rooted in lived experience. Graduating from a school considered high-risk in the eyes of many native Las Vegans, Bowden intimately understands the challenges and resilience of the communities he now serves. Bowden’s knowledge of the target community comes through firsthand experience and his unwavering dedication to supporting at-risk youth in his professional career now.</p>
Anya Earl	<p>Earl was borned and raised in Las Vegas and is a UNLV alumni. She began her career in child welfare in 2004, and through her experiences, resiliency and servitude mindset, she has become a highly respected member of the foster care community and advocate for trauma-informed care and social emotional learning. Earl either spearheads or is an active member in several programs benefiting at-risk youth, including the SNHD Teen Pregnancy Prevention Program and Nevada Coalition for Suicide Prevention.</p>	<p>Earl brings to the team an impressive 20-year successful track record of making positive waves in the local foster care community.</p> <p>As the executive director for the Nevada branch of SAFY, a national specialized foster care agency, with the main office located in the 89030 zip code, Earl interacts with dozens of students who would essentially be our target demographic on a daily basis. Even more, she is ultimately responsible for the professional development of her team and the leadership that ensures every child at SAFY receives the best support possible.</p>

- 2) *Describe the role to date of parents and community members in the development of this application. What specific strategies have been implemented to engage parents and community members? Provide specific examples of how input from parents, neighborhood and community members has impacted the application.*

This project was born out of community feedback, and will continue to be framed around the voices of parents, students, staff and the community. From the early ideation phase through application submission, the strategies used have been a combination of organic conversations, leveraging professional networks, identifying and building partnerships with organizations who are aligned to our mission, and social media and grassroots “Feet on the Street” movements. At the time of the application, we chose not to employ digital marketing efforts, as a way to concentrate on the specific communities we intend to serve. Our commitment to community engagement is evidenced throughout the application through our core values, our performance metrics and school calendar with family engagement events.

2.3.2 Table: Timeline of Community Involvement

MONTH	COMMUNITY INVOLVEMENT
September 2023	After many informal parent discussions within the community, and also recognizing the unmet potential with current dual enrollment options, began exploring potential ways to expand the dual enrollment model.
October 2023	Connected with several high school principals and counselors to inquire about opportunities to expand dual enrollment within CCSD. While we were only able to connect with three administrators within CCSD, received invaluable feedback that would later support the decision to initiate a charter school application.
November 2023 - December 2023	Informal discussions with parents, students, high school graduates and those who did not complete high school continued. Joined facebook groups that were relevant to receiving input. Additionally, initiated conversations with more educators to understand frustrations and limitations through their lens.
January 2024	As the need became more and more apparent for greater options for high school education, began discussions with the groups identified as being high risk for dropping out, including foster care agencies, Street Teens, and community forums that were representative of the student populations served.
February 2024	Committee to Form members began reaching out to their network for support. We received an overwhelmingly positive response for the mission, vision and values. Initiated conversations with the NSHE institutions, Opportunity 180 and the SPCSA.
March 2024	Held family feedback forums and community partner info sessions. Continued to build out partnerships with existing community networks while also adding new partners through online forms, cold calling and referrals.
April 2024	“The Big Push”: Through a strong grassroots marketing and Feet on the Street effort, obtained over 130 Intent to Enroll forms, 75 petition signatures for North Las Vegas residents advocating for the approval of Necca Academy, and 20 local businesses showing support. Participants in our Feet on the Street efforts included Committee to Form members and community volunteers who believe in the mission.

Table: Outcomes of Community Involvement

Engagement Type	Outcome and/or Feedback
College of Southern Nevada	<p>Goal: Review program concept, solicit feedback, request support.</p> <p>Outcome: Received overwhelming positive feedback. Feedback included: Starting Freshmen and Sophomores off with two classes - ALS101 and ENG100/101, partnering with CSN to create classes specific to Necca students, student participation in CSN student events, student access to CSN services like English language support. We were inspired by the support we received including the ability to create classes on-campus specific to Freshmen and Sophomores as a way to ease them into the college setting.</p>

Project180	<p>Goal: Review program concept, solicit feedback, request support.</p> <p>Outcome: Project 180 provided invaluable institutional insight into the application process, acting as a resource throughout the process. A specific recommendation that has aided our application process was the recommendation for backend support providers like Charter Impact.</p>
Structured one-on-one conversations with individuals and families enrolled in CCSD or a charter school.	<p>Goal: Review program concept, solicit feedback, request support.</p> <p>Outcome: We heard many grievances and frustrations with the current public and charter school options. Specific concerns are a lack of flexibility, overcrowding, disability needs not being met, and students fearful of safety and/or bullying. Many students don't have the ability to participate in charter schools due to transportation. Additionally, unrealistic expectations of students to be fully self-governing at the beginning of their 9th grade and lack of consistent communication exacerbated these issues.</p> <p>We spoke with many parents who left the public school district to homeschool, but would return with the right model to go into. We spoke with parents whose students fell behind during COVID and struggled to catch up. We also spoke with families who ultimately moved out of state - or even out of the country - in order to seek better education for their students.</p> <p>We heard concerns about our model around student activities, transportation and/or ensuring students had somewhere to go during the day.</p> <p>Specifically regarding Nevada State High School (NSHS), as the model most similar to ours, we discovered that some of the parents we spoke with had students attend NSHS but removed them after just one or two semesters. One parent stated, "I can see that it was innovative 20 years ago, but it's like they just got stuck in time and stopped evolving. It would be nice to see another option enter the space."</p> <p>Alternatively, some families commented that their students are performing well in the Clark County School District and are enjoying their high school experience. These conversations reinforced our belief that no one school is going to be the right setting for every student.</p> <p>In addition to receiving invaluable feedback that would help shape our school model, we also received significant support through Intent to Enroll forms.</p>
Structured one-on-one conversations with educators in middle school, high school and also included professors at the College of Southern Nevada	<p>Goal: Review program concept, solicit feedback, request support.</p> <p>Outcome: One of the most impactful statements from 1) a CSN professor and 2) Special Education teacher in Clark County was to not let metrics and performance goals stand in the way of doing what is best for the student. In other words, some 'schools of choice' might be hasty to withdraw a student from their program if the student struggles to meet certain objectives, leaving the student with few alternatives. This is consistent with parent feedback as well.</p> <p>Other suggestions and/or recommendations included curriculum topics, curriculum software (end user experience), and both challenges and best practices in their current work environment.</p>

Structured group meetings within the community and/or family feedback forums.	<p>Goal: Review program concept, solicit feedback, request support.</p> <p>Outcome: The feedback below has been largely incorporated into our program structure:</p> <ul style="list-style-type: none"> ● Include pregnant teens as at-risk youth groups ● Offer 5th year seniors enrollment, which while may be required of all schools, is not easily accessible (per parent feedback) and particularly with dual enrollment programs ● Include by Exam in the charter agreement to ensure students have all opportunities possible for credit recovery ● Allowing students to graduate early, which is not commonly permitted with other local dual enrollment programs ● Incorporate relevant life skills and work skills curriculum ● Incorporate restorative justice process techniques as both professional development and as part of the school's disciplinary policy ● Include work skills curriculum that could lead to professional certifications, like Lean Six Sigma³² as an example ● Avoid letting metrics and ratings take precedence over serving the students who are most at-need
Engagement with local high school students within network	<p>Goal: Review program concept, solicit feedback, request support.</p> <p>Outcome: Students are not feeling challenged, are not feeling as though their voices are heard, are not finding meaning in what they do, are not feeling they have control over their own path, are feeling like just a number, are feeling overwhelmed with the coursework, are not feeling like their teachers care. They have an interest in finding a “third place” (not home, not school, but the third place you go).</p> <p>A common theme we have observed is students and families feeling as though their voices are not heard and/or there are not sufficient educational options.</p> <p>This helped in shaping our core values.</p>
Conversation with young adults who did not graduate	<p>Goal: Review program concept, solicit feedback, request support.</p> <p>Outcome: Not having somebody in their corner, no support systems, no guidance, regretting decisions now. One young adult was inspired enough by our mission to volunteer her time to talk to teens in at risk populations.</p> <p>Additionally, given our target demographic, this feedback helped us shape some of our marketing messages.</p>
Joining social media groups of families in the target demographic	<p>Goal: Review program concept, solicit feedback, request support.</p> <p>Outcome: Observing complaints of the current educational system, families not having enough control and/or not feeling heard, bullying, not feeling safe at school.</p> <p>Also, seeing stories of homeschooled students who are enjoying their youth, participating in both academic and non-academic activities, but also families feeling unprepared to support their student at the high school level.</p>

³² <https://www.sixsigmaonline.org/>

	Specifically referring to the homeschooled community, several homeschool families indicated they would be interested in rejoining the public school system with a program like Necca's.
Committee to Form Introductions	<p>Goal: Leverage the relationships that each member of the Committee to Form team has within the community. In many instances, we have been able to connect one-on-one or in group meetings to identify ways to partner with each other. Organizations include: Eagle Quest, Legal Aid of Southern Nevada, political figures and judges. Additionally, it is important to our school mission that we act as collaborators, not competitors, with the Clark County School District.</p> <p>Specific outcomes include gaining general support, being invited to speak in group settings, and receiving Intent to Inform referrals as a result. Future outcomes include potential guest / keynote speakers for either students and/or professional development.</p>
High School Principals	<p>Prior to submitting the Notice of Intent to SPCSA, we researched possibilities to incorporate a variation of this model within the existing school network.</p> <p>One principal expressed frustration with the lack of flexibility he has in comparison to dual enrollment charter schools, but expressed particular frustrations with students choosing the charter school but then continuing to participate in athletics and/or extracurriculars and/or coming back to their zoned school only to graduate early.</p> <p>While there is not a specific outcome other than receiving feedback, it is imperative to the success of our model and for the benefit of our students that we find ways to work collaboratively with all community partners, including schools that may appear as competitive in nature on the surface level.</p>
Cold calling potential partners with like minded missions and visions	<p>Goal: Identifying potential community partners with shared mission, visions and target demographics.</p> <p>Outcome: Obtained a variety of new partners like Catholic Charities and other major supporters of the English language learners community, including the Chamber of Commerce, Leaders in Training, Restorative NV, The Harbors, etc.</p> <p>Specific outcomes include gaining general support, being invited to speak in group settings, and receiving Intent to Inform referrals as a result. Future outcomes include potential guest / keynote speakers for either students and/or professional development.</p>
Discussions with schools who share similar models and/or missions	Learning best practices with social emotional learning, the gradual release of responsibility approach, professional development centered around empowerment and trust. Schools include: Merrol Hyde Magnet School, Battleborn Academy, Clear Horizons Early College High School, Southern Nevada Trades High School, Do & Be Art Academy
Clark County School District Director: Office of Charter Schools	Mr. Tafoya shared optimism with key components of our school's model, including the ability for students to start in 9th grade and also to have dedicated courses early on with NSHE instructors that are held accountable to their teacher methods. By starting our students in dedicated courses before they attend NSHE institutions as part of the general population, it allows our students to have priority selection as returning students when they do eventually enter general population.

Mr. Tafoya referred to students in disadvantaged population groups as lacking social capital and saw our program as a means to bridge that gap. He also suggested we track and monitor our top performers, and create a plan that ensures the smoothest transition to college and provides continued relationships between staff and students after graduation.

- 3) *Describe how you would continue to engage parents, neighborhood and community members from the time the application is approved through the opening of the school and once the school is operating. What specific strategies would you rely on to establish buy-in and to understand and respond to parent priorities and concerns during the transition process and post opening?*

For specific strategies on how we will engage with the community once the school is approved, please refer to Section 4.5.1.a Student Recruitment and Enrollment - Plans for student enrollment during incubation year.

As part of our school culture, we believe in championing voices and choices, which means we are constantly surveying our audience for feedback. This could be in the form of one-on-one conversations, group feedback forums, published surveys, website suggestions, and/or social media messaging and/or review platforms. Specific strategies to establish buy-in and respond to parent priorities and concerns will only increase after charter application approval, as we look to launch our Culture Committee. While it may be a nontraditional approach, we consider our students as customers in the customer service profit chain.³³ While it is understood that we are operating a school - not a for-profit business - our school exists for one purpose: to serve our students and community. If we fail to listen to the needs of those we serve, we will lose their trust and their support along with it.

- 4) *What programs, activities, and procedures will be implemented to encourage the participation of all parents, including parents of students with disabilities and English language learners?*
- All students are encouraged to participate in a minimum of two (2) Necca sponsored social events per quarter. Because these events are not mandatory, attendance will be viewed as a true sign of student engagement
 - We will host a minimum of one Parent Feedback Forum per semester
 - Through our community partnerships, aligned with our pillar of building emotional skills and also understanding the teenage years can be particularly challenging for students and parents alike, we will host at least one (1) family workshop on social and emotional learning within the first three (3) months of each calendar school year.
- 5) *Describe any opportunities for parent volunteer activities as well as any policies related to parent volunteering.*
- Parent involvement is encouraged and welcomed as tutors and/or event chaperones. Parents who volunteer more than two (2) times per semester and/or will volunteer in an unsupervised capacity with students will be required to complete a background check and fingerprinting prior to volunteer work.
- 6) Complete the table (duplicate as needed) below for EACH strategic partnership your school has established with community organizations, businesses, or other educational institutions (do not include the CMO/EMO identified, dual-credit partners discussed in subsequent sections, or proposed vendors). Provide, as Attachment 3, existing evidence of support from each of the community partners identified such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Although the SPCSA welcomes general letters of support for the proposed charter school, this section seeks information regarding specific partnerships with community partners and specific information regarding community partner's commitments to the proposed charter school. Please refer to the rubric for additional details.*

Partner Name	College of Southern Nevada (CSN)
Briefly describe this partnership	Dual enrollment provider
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community	Understanding the importance of introducing college in early stages of high school, we will partner with CSN to develop age and maturity-level appropriate course

³³ <https://hbr.org/1994/03/putting-the-service-profit-chain-to-work-2>

organizations or individuals that will enrich student-learning opportunities	<p>designations. In some cases, particularly for Freshman and Sophomores, CSN may create classes specific to our student population. This would allow our students an introduction to college life at a reasonable pace.</p> <p>Additionally, CSN offers a robust social calendar and resource center which would be open to the Necca student base.</p> <p>Due to the close proximity of the North Las Vegas campus to our focus demographic, CSN will be our preferred Community College Partner.</p> <p>Once the Necca Charter application is approved, we will work with CSN to establish a Memorandum of Understanding. At this time, Necca course fees are consistent with all other dual enrollment fee schedules.</p>
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Partner Name	Great Basin Community College (GBC)
Briefly describe this partnership	Dual enrollment provider
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	<p>Similar to CSN, GBC also understands the importance of introducing college in early stages of high school.</p> <p>Specific benefits with the GBC model include:</p> <ul style="list-style-type: none"> • An abbreviated Econ101 course to meet the 2023 graduation requirement for 0.5 Econ credit. • Students who otherwise meet our focus demographics but are geographically located near the GBC campus. <p>Once the Necca Charter application is approved, we will work with GBC to establish a Memorandum of Understanding. At this time, Necca course fees are consistent with all other dual enrollment fee schedules.</p>

Partner Name	Truckee Meadows Community College (TMCC)
Briefly describe this partnership	Dual enrollment provider
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	<p>As another NSHE dual enrollment partner, TMCC is open to collaborating on approaches to support all of our students, but particularly our first and second year students in the best way possible.</p> <p>Immediately upon application acceptance, we will begin work on an MOU with TMCC.</p>

Partner Name	Charter Impact
Briefly describe this partnership	Charter Impact is a backend support provider that focuses solely on charter schools. In addition to providing application support, particularly in the area of budget and forecasting, they will be critical partners in our first few years as a new charter school.

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	Charter Impact will be our backend support vendor, overseeing financial services such as accounts payable, accounts receivable, profit and loss statements, grant reporting, compliance, student data and payroll.
Partner Name	SAFY of Nevada
Briefly describe this partnership	SAFY of Nevada is a treatment level foster care agency serving nearly 100 families in southern Nevada, with a national presence.
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	SAFY of Nevada will provide invaluable resources for social and emotional learning and trauma-informed professional development. Multiple team members have offered letters of support and volunteer time as needed. See attached letters of support
Partner Name	Bamboo Sunrise
Briefly describe this partnership	Bamboo Sunrise is another primary specialized foster care agency in Nevada, focusing on well-rounded care as the foundation for healthy child development.
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	Bamboo Sunrise has been among our top supporters. Seeing immediate value in the program, they offered support in whatever way they can, including student referrals, speaking events, and professional development facilitation. See attached letter of support
Partner Name	Project Real
Briefly describe this partnership	The Project Real is a non-profit organization that provides workshop style learning content and materials for at-risk youth centered around making positive life choices and understanding the immediate and long term consequences of negative choices.
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	The scope of the partnership is to provide “train the trainer” services from Project Real to the school, along with potentially joining us for guest speaking events. There is no charge to the school for this partnership.
Partner Name	Core Logic Real Estate
Briefly describe this partnership	As our commercial real estate partner, our agent will / has helped us to identify our ideal location and negotiate favorable terms on the school’s behalf. To show commitment to the community and in support of our school, a 20% of the real estate commission will be donated back to the school.
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	The scope of work is specific to identifying and securing a location for our facility. There is no fee to the school for the services. Rather, the partner is making a donation to the school in connection with services provided.

Partner Name	ProSports RX
Briefly describe this partnership	ProSports RX trains professional athletes across the country here in Las Vegas. The organization also provides services to disadvantaged youth. ProSports RX shares a similar mission and commitment to the community and has offered their services to ensure success.
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	Specific terms include: 1) student referral source of approximately 30+ students per year, 2) motivational professional athlete speakers once per year for student events 3) financial pledge of \$25,000.

Partner Name	Ben Morris, individual
Briefly describe this partnership	Ben was born and raised in Las Vegas and is well respected within land development and commercial real estate. The second he heard about the prospective charter school, he was more than willing to help connect the team to valuable city planning resources and provide input as a community member. With a professional background spanning two decades in land development, and as Vice President with one of Las Vegas's main development firms, his insight and professional connections made throughout certain stages of the process has been hugely helpful.
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	Specific terms include: 1) student referral source, 2) willing to promote student recruitment activities, 3) volunteer as a guest speaker for student events and 4) volunteer as a guest speaker for professional development events.

Partner Name	Unfadable Masters Barber Shop (zip code: 89030)
Briefly describe this partnership	Unfadable Masters Barber Shop has been serving the North Las Vegas community for decades and has an extensive client base. When we shared our plan for opening a new charter school, they were immediately supportive.
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	Specific terms include: 1) student referral source

Partner Name	Island Comfort Restaurant (89030)
Briefly describe this partnership	A local resident and business owner, Shawn and Melanie were more than excited to hear of a potential new high school option for their family.

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	Specific terms include: 1) student referral source, 2) advertisement of student activities and/or student recruitment events.
Partner Name	Domino's Pizza (89030)
Briefly describe this partnership	The majority of the staff at this location are high school students who were eager to learn more about Necca Academy. The nature of this partnership is primarily referrals from Dominos to Necca Academy.
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	Specific terms include: 1) student referral source, 2) advertisement of student activities and/or student recruitment events.
Partner Name	Friendly Hobbies (89030)
Briefly describe this partnership	Friendly Hobbies is a hobby store for remote control cars, planes, trains, etc. The business has a 25-yard outdoor racing course. The business owners were excited to learn about our prospective school and were quick to brainstorm ways in which they could support it.
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	Specific terms include: 1) student referral source, 2) displaying student activities and/or recruitment events, 3) student internships, and 4) facility use for events / learning.
Partner Name	Lone Mountain Aviation (89030)
Briefly describe this partnership	Lone Mountain Aviation is a private flight and maintenance school. The business owner has spoken at College of Southern Nevada on multiple occasions. He is happy to support in whatever way he can, whether through aviation or business operations.
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	Specific terms include: 1) periodic display of student activities or recruitment, 2) student internships, 3) volunteer as a guest speaker
Partner Name	IMEG Consultants
Briefly describe this partnership	IMEG consultants is a local engineering firm. The owner's daughter attended a dual enrollment charter high school in Las Vegas and is a big proponent. His one piece of feedback, which is also what seemed to inspire him with our school model, is that there just aren't enough options.

	The nature of our partnership is having local community support would be willing to engage in student speaking events.
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	Specific terms include: 1) volunteer as a guest speaker
Partner Name	John Peace, an individual
Briefly describe this partnership	<p>John Peace has been a strong supporter of Necca Academy from the conceptualization stage. Understanding the importance of education, and the first in his family to attend college, he is eager to offer his services to support the school's mission.</p> <p>With over 25 years as an IT professional, John has offered to donate IT professional services for the first three years of operations.</p>
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	Specific terms include: facilitate IT set up, networks, desktop support during initial buildout and provide ongoing support and/or team training for IT functions. See attachment 3: Community Support Letters.

SECTION 3: THE ACADEMIC PLAN

Necca Academy Charter School Application

3 ACADEMIC PLAN

3.1 TRANSFORMATIONAL CHANGE

In its 2019-2024 Strategic Plan, the SPCSA established goals related to school performance that each charter school applicant should consider when setting their own respective goals:

1. Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.
2. Ensure that every SPCSA student succeeds - including those from historically underserved student groups. The SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups.

1) How will you ensure that your school earns, or is on track to earn, a 4- or 5-star rating by the end of your first charter term?

Necca Academy will ensure the school is on track to earn a 4- or 5- star rating through 1) an evidence based educational structure that consistently performs at 4-5 star rating standards, 2) early and frequent data reporting to to identify higher level of support and intervention needs, 3) ensuring the team has the tools, resources and professional development training to implement differentiated, tiered support and early interventions and 4) a holistic approach to education leveraging SEL and trauma-informed training to understand underlying causes to subpar performance. Through these efforts, Necca Academy will exceed standards in the following areas to receive a 4 or 5 star rating: graduation rate, college and career readiness, drop-out rate, ELA proficiency, math proficiency, and chronic absenteeism. Please refer to the table located in section 3.4.2: Annual Performance and Growth Goals for an outline of specific key performance indicators and their measurement frequency.

The Necca model provides differentiated support for students who require a little more assistance. The gradual release of responsibility, in many ways, mirrors the “I do; We do; You do” methodology. Our team partners with students in a positive, supportive way that builds confidence and capabilities. Our ongoing monitoring allows us to identify needs for early intervention before a student falls too far behind. When remediation is necessary, our team will have the tools and resources needed to bridge any fundamental gaps. Lastly, through trauma-informed care and social and emotional learning, the team understands that academic performance is a combination of many things outside of just the educational setting. Through adequate SEL professional development, the team will be equipped to identify when a counselor check-in may benefit the student from a holistic approach.

The below table outlines the basic criteria for determining a student’s tier of differentiated support.

Table 3.1.1: Tiered support levels based on individual needs

Tier	Indicator for New Students	SASS Touchpoint Frequency
Level 1	1) Incoming students: More than one D or F in prior semester 2) Not enrolled in previous school for the proceeding semester	Daily
Level 2	The majority of students will fall into this category.	Twice per week, usually during Study Skills
Level 3	Students achieve Level 3 after successful completion of their first semester at Necca with grades of B or higher. For students enrolled in their first math class at NeccaAcademy, touchpoints will be at least weekly during that semester, even if they have moved to Level 3.	Monthly

Current Tier	Tier Shift	Performance Trigger
Level 1	Level 2	<p>A student may advance to Level 2 by achieving the following goals:</p> <ul style="list-style-type: none"> ● Perfect attendance ● 95% assignment on-time completion rate ● 85% or higher on all assignments that have the ability for unlimited retaking ● 80% or higher on all open book assignments, quizzes or tests ● 70% or higher on all quizzes and/or tests which do not allow for outside resources <p><i>Note: At the beginning of each semester, during the LifeSkills course, the student and SASS will review each of the student's syllabus to map student-specific goals and create progress templates within Canvas. These templates will be used to guide Student-SASS check-in's.</i></p>
Level 2	Level 1	<p>A student may shift to Level 1 if the following triggers are identified:</p> <ul style="list-style-type: none"> ● More than 2 absences in a 60-day period ● Assignment completion rate falls below 90% and/or score on 2 or more assignments that allow for unlimited retakes falls below 80% ● More than 2 quiz or test falls below 75% when resources are allowed (open book) ● A test score below 70% for any test that does not allow outside resources.
Level 2	Level 3	<p>This shift mirrors the shift from Level 1 to Level 2. Ultimately, we look for consistency over a 60 day period to show positive habit formation.</p> <p>Additionally, a student will shift from Level 2 to Level 3 if he/she has B's or higher in all courses.</p>

2) *How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?*

On-Time Graduation: All students, including credit deficient students, will have ample resources to graduate on time by leveraging 1) the dual enrollment framework, 2) Necca Academy coursework, and 3) concurrent enrollment as needed (e.g. APEX, NVLA, CCSD summer school). While the need for concurrent enrollment will be rare, the option is still available for those who would benefit from it. Additionally, Seniors can earn up to 3 additional credits over the summer to complete an on-time graduation.

Proficiency: We will drive growth and accelerate levels of proficiency in English and math in four primary ways:

- 1) Satisfying remedial English and math requirements at the college level through successful completion of select college-level coursework.
- 2) Working towards earning a Bronze or higher WorkKeys keys badge through ACT WorkKeys curriculum and WorkKeys testing.
- 3) Necca tiered Support levels will be implemented based on student needs and tailored to the individual student's need for improvement. For example, Study Skills time may be dedicated to English or math-specific supports and/or tutoring rather than a required, general study hall for all students. Additionally, iReady and other resources may be used for additional remediation.
- 4) Comprehensive ELL and SpEd support.

3) *Describe the distinguishing features of your school, including programmatic components that make your school unique. For each feature, describe how it will be implemented.*

The successful nature of our model is rooted in the core principle of meeting students wherever they are on their educational journey. At every step, we offer flexibility and support to ensure positive outcomes. We believe students will rise or fall to the expectations, and we embrace Henry Ford's motto: "Whether you think you can or you think you can't, you're right." We will empower students to own their actions and their consequences, and use their formative high school years for exploring future paths, embracing new ideas and deciding who they want to be as they enter adulthood.

Factors that distinguish our school from others includes:

1. Access to dual enrollment regardless of prior academic performance
2. Early access to dual enrollment for 9th and 10th graders
3. Dedicated NSHE courses for Necca Academy students in the first year, which serves both to ease students into a college setting and then also allow for priority registration when they enter general population
4. Student to SASS ratio not to exceed 75 students (*For implementation, please refer to Attachment 24: Financial Plan Workbook and Attachment 6: Draft of First Year Team and Student Schedule*)
5. CSN courses built specifically for Necca first-year students, on college campus (*For implementation, please refer to Attachment 17: Incubation Year Planning Table, Section Dual Enrollment*)
6. A dual enrollment program that allows 5th year Seniors for students who have not yet high school graduation requirements.
7. Families largely retain control of academic plans, allowing plans to be highly tailored to the needs of the student
8. Tiered level of differentiated support levels within a dual enrollment model, providing the ability for students of all backgrounds, including students with special education needs, to be successful (*For implementation, please refer to earlier in this section: Table: Tiered support levels based on individual needs*)
9. Flexible schedules and learning format to meet the needs of the individual student, including start times that are most conducive for families and students, synchronous or asynchronous and coursework that meets all academic levels (*For implementation, please refer to Attachment 6: Draft of Student and Team Schedules*)
10. Necca electives and student support systems
11. A learning environment designed for collaboration and student engagement
12. Superior English language learner supports (*For implementation, please refer to: 3.5 - Special Populations 1.b*)
13. The most advanced coursework for highly gifted and talented students in the district (*For implementation, please refer to: 3.5 - Special Populations 1.d*)
14. The highest quality of professional development centered around social and emotional learning and trauma informed care
15. In support of a high FRL student base, lunch and transportation will be available (*For implementation, please refer to Attachment 24: Financial Plan Workbook and Attachment 6: Draft of First Year Team and Student Schedule*)

Key components to a successful implementation includes a SASS caseload not to exceed 75 students, with a maximum of three (3) classes consisting of twenty-five (25) students each. This not only allows for focused time with students, but also provides ample opportunity for SASS Admin and Tutoring time slots.

In our goal to meet students wherever they are on their educational journey, we anticipate attracting students from all backgrounds and with a wide range of personal goals for themselves as they complete high school. Below is a sample of the type of students we anticipate to seek out our program. In summary, we seek to understand the student behavior on a deeper level to understand the "why" behind their choices.

Grade Level	Student Persona	School Benefits
9th-12th	<p>High achieving student who wants to get a headstart as early as possible. This student knows what they want and operates at a high level of independence. This student may also be identified as highly gifted and talented.</p> <p>*Homeschool students may fall into this student persona as well.</p>	<p>Rigorous coursework that meets the student's ability level. The student will graduate with an Associates degree. For Freshmen and Sophomores, students will be well on his/her way to earning their Bachelors degree before graduation.</p> <p>Students in this segment may also apply to NSHE institutions to take Honors or Advanced coursework.</p>
10th-12th	<p>This student has experienced one or more years in traditional high school and has realized it is not the right fit for them. This student tests well for proficiency testing, has traditionally maintained high grades before high school, but now finds themselves struggling to stay on task, complete assignments and pass their classes. This student may have gravitated to an undesirable peer group and/or has shown signs of truancy. This student may be bored, or alternatively, overwhelmed. This student may have a 504 plan or IEP for disabilities related to focus, anxiety, or depression.</p>	<p>This student is more than capable of being successful with rigorous coursework, but may need an additional layer of support to either keep the student adequately challenged or to assist with concentration.</p> <p>For students with anxiety or emotional health needs, a holistic approach to support, including family involvement and counseling services can have immensely positive effects.</p>
9th-11th	<p>This student doesn't necessarily test well and has had an average or below average GPA historically. This student likely has missed core concepts and is in need of remediation in certain areas.</p> <p>The traditional environment may not be best suited due to the pace of curriculum, class structure, curriculum delivery methods, scheduling restrictions, peer groups, and the need to seek help rather than support being built into the educational model. The student may or may not have a 504 or IEP.</p> <p>*Homeschool students may fall into this student persona as well.</p>	<p>This student will benefit from:</p> <ol style="list-style-type: none"> 1) A flexible school schedule, 2) A learning format that works best for their personal learning style, 3) Classes that are aligned to their personal interests and/or goals, 4) A built-in support model that is tailored to their needs, 5) Building confidence through excelling in a rigorous curriculum setting
10th-12th	<p>The student has failed at least one course and is either credit deficient or approaching a credit deficient status. In an effort to course correct early, they seek alternate forms of education.</p>	<p>This student will benefit from:</p> <ol style="list-style-type: none"> 6) A learning format that works best for their personal learning style, 7) A dual-enrollment, high support model in which they can earn credits at an accelerated rate 8) GPA recovery through weighted college coursework 9) A support model that is tailored to their needs,

		<ul style="list-style-type: none"> 10) Building confidence through excelling in a rigorous curriculum setting 11) 6) year round coursework to reduce to maintain engagement and focus
10th-12th	Students who have a need to finish high school in an expedited manner. This could be due to unstable living conditions, a need to enter the workforce early to support other family members, or troubled teens / students with diagnoses similar to Oppositional Defiance Disorder.	<p>This student will benefit from:</p> <ul style="list-style-type: none"> 12) A learning format that works best for their personal learning style, 13) A dual-enrollment, high support model in which they can earn credits at an accelerated rate 14) Motivation in having an accelerated plan for graduation 15) Year-round coursework to keep student occupied and productive 16) Building confidence through excelling in a rigorous curriculum setting and/or graduating early 17) A relationship-based support model to reestablish authority figures as positive influences with genuine care 18) Coursework that builds real-life skill sets to prepare the student for adulthood
9th - 12th	English Language Learners	<ul style="list-style-type: none"> 19) Necca core curriculum (English, math, science) designed for ELL learners when dual enrollment is not appropriate. 20) School Administrator: ELAD endorsed and WIDA trained 21) Necca Educators: ELAD and WIDA professional training 22) Dedicated bilingual SASS 23) College of Southern Nevada ELL campus supports 24) Free tutoring through either Necca or College of Southern Nevada 25) Gradual release of responsibility and differentiated services support

Sample Schedule:

A sample of an incoming sophomore's schedule is below, illustrating a balanced course load along with a likelihood of graduating with their Associate's degree. This schedule also illustrates the potential for a student who has fallen behind to get back on track quickly. As an example, the first two semesters in the below schedule have the potential to award a student up to ten (10) potential credits towards high school graduation. This would be achieved through a balanced approach of support classes and rigorous coursework. For additional illustrations, please refer to Attachment 6: Draft of Team and Student Schedules.

Entering Sophomores: Assumes completion of English 9, one Science, Computer Science, Health and PE							
Semester 1	NSHE: ENG101	Elective: ALS101 College Success	Physical Education	Necca Elective Life Skills	Necca Elective: Study Skills	Necca Elective Elevate101	Reserved for Missing Credits
Semester 2	NSHE: ENG102	NSHE: HIST102	Necca Elective: Explorations	Physical Education	Necca Elective: Study Skills	Reserved for Missing Credits	
Semester 3	NSHE: Science 1	NSHE: HIST 208	NSHE: MATH110B	CSN: ART (required)	Necca Elective: Study Skills	Optional NSHE : Elective	
Semester 4	NSHE: Science 2	NSHE: PSC101	NSHE: MATH120	NSHE: Elective	Necca Elective: Study Skills	Optional NSHE : Elective	
Semester 5	NSHE: ENG200	NSHE:ECON101	NSHE: MATH126	NSHE: Elective	Necca Elective: Study Skills	Optional NSHE : Elective	
Semester 6	NSHE: ENG200	NSHE: Elective	NSHE: Elective	NSHE: Elective	Necca Elective: Study Skills	Optional NSHE : Elective	

The above differentiating factors turn into Freshmen and Sophomore successes in the following ways:

- High school graduation rate: Students who enter as Freshman and Sophomores should exceed 95% grad rate.
- Associates Degree attainment: Credit requirement for most AS/AS/AG Degrees is 60. All entering Freshmen and Sophomores have the ability to fulfill this requirement, earning as many as 74 credits.
- Advanced / CCR diploma rate: Students who follow a 4-year academic plan will have satisfied all requirements for an Advanced or CCR diploma with the only exception being GPA minimum.
- Weighted GPA: In accordance with NRS 389.007 and NAC 389.6625, successful completion of each dual enrollment class results in a 0.05 bonus GPA point. Completion of a
- College and Career Readiness: Given that the majority of students following this model will graduate high school with their Associates Degree and/or Trade Certificate, and have completed all remedial college level coursework, they will be considered College and Career Ready. Additionally, through Necca Academy curriculum and support, students will work towards Bronze level or higher with ACT WorkKeys Assessments.
- In line with our Core Value of Seeking Balance, we believe in reinforcing lifelong habits in Physical Education, which is why Physical Education electives are recommended for all four years.

4) Explain how these key features will influence student success. Cite evidence from your own experience, valid research and/or provide a well defined logic model and plans for studying effectiveness.

Throughout the above section, multiple sources were cited regarding the effectiveness of dual enrollment programming for at-risk youth populations, along with a sample schedule of how the program could work logistically. Furthermore, Attachment 6: Team and Student Schedule illustrates the logistics of the program in detail. Below, high performing schools are outlined with components of this model showing great success. In Section 3.4 Driving for Results, a detailed plan for monitoring academic performance and positive student outcomes can be found. Additionally, the logic model and plans for studying effectiveness may be found in Attachment 13: Leadership Evaluation tool, as our key performance indicators track back to the leadership evaluations.

5) Are there any portions of an existing school model that you will utilize in this proposed school? If so, identify the school and describe the student performance results driven by that model.

Existing school models and performance results:

Existing Model	Student Performance Results Driven by Model
Nevada State High School (NSHS) ³⁴	<p>NSHS is a dual enrollment high school for 11th and 12th grade students who are on track for graduation. Students take the majority of course work at a NSHE community college, including core curriculum (English, Math, Science, etc.). In addition to dual enrollment, students are required to take NSHS electives for graduation: Intro to College, Study Skills, and Transitions to College. Requirement for entry is 11 credits as a junior and 17 as a sophomore (i.e. credit sufficient). Note: NSHE does not provide transportation or meals.</p> <p>Success metrics for North Las Vegas, Northwest and Sunrise locations include:</p> <ul style="list-style-type: none"> --5 Star Rating (no designation) --95% + graduation rate --Less than 5% dropout rate --Avg 60.8% ELA proficiency --Minority rate exceeds 60% --Transient rate averages between 8-12%, and at some points in time, reached 20%+ while still exceeding NSPF ratings and above metrics. <p>Elements we will incorporate are:</p> <ul style="list-style-type: none"> -Dual enrollment model where college level courses are taken at the community college -A non-traditional school facility structure ranging from 1200-4000 square feet for support-structure model where students attend for support-level classes only
CSN High School ³⁵	<p>CSN High School serves 11th and 12th graders who are on track for graduation. Whereas students at NSHS take all dual enrollment classes through the college with college professors, CSN students take core courses taught by CSN HS teachers. In both NSHS and CSN models, academic plans are highly student-driven with access to over 150 Associate Degree paths.</p> <p>Success metrics include:</p> <ul style="list-style-type: none"> --5 Star Rating (no designation) --95% + graduation rate --90% + ELA proficiency --Less than 5% dropout rate --Avg 55.6% math proficiency across three sites --Minority population exceeds 60% for two of the three sites <p>Elements we will incorporate are:</p> <ul style="list-style-type: none"> --Dual enrollment for all students

³⁴ <http://nevadareportcard.nv.gov/DI/schoolcompare/65692,65743,65757/2023>

³⁵ <http://nevadareportcard.nv.gov/DI/schoolcompare/65163/2023>

Clear Horizons Early College High School ³⁶	<p>Clear Horizons High School, located in Houston, TX, combines high school instruction with college-level courses. Additionally, the school incorporates Social Emotional Learning, growth mindset, financial literacy and the logistics of preparing for college. Students participate in internships, volunteer work, and have the ability to earn up to 60 college credits by the time of graduation. Clear Horizons accepts 125 new Freshmen annually, serving grades 9th-12th.</p> <p>Success metrics include:</p> <ul style="list-style-type: none"> --School rating 96 out of 100 --100% graduation rate --100% College, Career, and Military Readiness Rate --81% of students met or exceeded grade level proficiencies --90% of students earned an Associates Degree, compared to 3% of students within district earning an Associates Degree --Dropout rate is less than 1% --Minority population exceeds 80% --Economically disadvantaged exceeds 50% <p>Elements we will incorporate are:</p> <ul style="list-style-type: none"> --Dual enrollment for all students is a programmatic design --Serving 9th - 12th grade students --Incorporating social, emotional learning and supports to prepare students for life after high school --Internship opportunities
Valor Collegiate Academy	<p>Valor is a network of three tuition free charter schools in Tennessee, focusing on a whole-child development approach and Social and Emotional Learning. Valor developed a "COMPASS" model that helps both students and adults develop their inner compass, build healthy life habits, practice acceptance through diversity and inclusion, along a variety of other whole-child development concepts. The school takes pride in serving students from all walks of life with a diverse student base and 64% of students classified as FRL.</p> <p>Success metrics include:³⁷</p> <ul style="list-style-type: none"> --"A" rating. Per the school's website, Valor is the only charter school network in the state to earn an A+ rating. --61.6% ELA proficiency rate --43.6% math proficiency rate --24.9% ELL population --Level 5 out of 5 for Growth for Highest Needs Students --Level 5 out of 5 for College & Career Readiness <p>Elements we will incorporate include:</p> <ul style="list-style-type: none"> --Serving 9th - 12th grade students --Strong focus on Social and Emotional Learning --Whole-child development curriculum and teaching --Professional development that models our student goals

³⁶ <https://txschools.gov/?view=school&id=084910010&tab=performance|achievement&lng=en>

³⁷ <https://tdepublicschools.ondemand.sas.com/school/001908045/performance/grades>

Doral Academy	<p>Doral Academy is a K-12 grade school that utilizes a restorative discipline policy that builds trust and respect between students and staff. Their progressive approach to discipline yields many benefits, including improved culture climate, reduction in unfavorable behaviors and misconduct, and the building of positive adult relationships between students. Additionally, Doral Academy has a strong focus on leveraging data as a way to guide instruction and provide differentiated teaching methods based on student needs.³⁸</p> <p>Success metrics include:³⁹</p> <ul style="list-style-type: none"> –4 Star rating –95% + graduation rate –64.3% + ELA proficiency –Less than 5% dropout rate –Approximately 25% of the student body is economically disadvantaged <p>Elements we will incorporate include:</p> <ul style="list-style-type: none"> –Restorative justice approach –Data-driven decisions and approaches to education –Differentiated services to students based on their individual needs
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³⁸

https://www.doralacademyschools.org/ourpages/auto/2023/10/12/51039180/Doral%20Academy%20Inc_%20Executive%20Summary.pdf?rnd=1697125377758

³⁹

http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/doral_academy_red_rock/2023/ns/pf/hs

○ 3.2 CURRICULUM AND INSTRUCTIONAL DESIGN

The proposed framework 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) Provide a description of the proposed instructional design of the school and the type of learning environment the school will provide. Include the planned class size and structure, and the teaching methods that will be used.

Primary instructional design includes:

1. The majority of core curriculum is provided through an NSHE institution, taught by college professors in a college setting.
2. For students who have not satisfied high school graduation requirements, or are not prepared to take courses at an NSHE institution their first semester, a limited number of core courses will be available. Subjects include: English, math, physical education, health, computer science. All core curriculum will be provided virtually with on-premise support available to all students.
3. Necca electives will be offered to build academic, social, emotional and practical skills. In the first two years, Necca electives include: Elevate101, Study Skills, and Life Skills. Elevate101 will be conducted in-person, whereas all other electives will be offered virtually.
4. Lastly, a core component of the Necca model relies on the Student Academic Success Specialist SASS role to provide oversight, mentorship and tutoring support to the students.

Note: All core coursework provided through dual enrollment will follow the Dual Enrollment Credit Request process outlined by the Nevada Department of Education.⁴⁰ By adhering to the approved process, we will ensure students will meet or exceed the expectations of the Nevada Academic Content Standards. This process will take place during the incubation period and is outlined in Attachment 17: Incubation Year Planning Table.

All curriculum delivered virtually has been selected from the Nevada Department of Education's approved distance learning providers list.⁴¹

With strong support from College of Southern Nevada and Truckee Meadows Community College to date, dual enrollment courses will be a mix of 1) classes designed specifically for Necca students and 2) Necca students participating as the general student body, mixed in with students of all ages. While the course size may vary, the student-to-SASS ratio is not to exceed 25 per class, ensuring students consistently have access to the support they need to be successful.

	Dual Enrollment	Necca Core	Necca Electives
Purpose	Dual enrollment courses will satisfy the majority of core classes for high school graduation, including but not limited to English, math, social studies and science. With the right support in place, satisfying the core curriculum in a higher	Certain courses such as Computer Science, Health and PE are taken at Necca. Additionally, for students requiring additional support and previous content mastery in order to be successful in a college setting, English 9 and	While dual enrollment and Necca core classes prepare students academically, Necca electives build social, emotional and practical skills for a whole-human development approach.

⁴⁰ <https://doe.nv.gov/standards-instructional-support/dual-credit/>

⁴¹ <https://publish.smartsheet.com/dc5ca39506aa4b15b6ae3e758c41c2d6>

	educational setting provides countless benefits for all grades 9-12. Many students are currently not successful in - or are too intimidated to enroll in - dual enrollment programs due to barriers we intend to dismantle.	English 10 will also be offered at Necca. Finally, in-person goal setting, opportunity for reassessment, and authentic life skills opportunities will be offered to all students.	
Teaching Methods	<p>In dual enrollment classes, the teaching methods are largely set by the individual instructor. In most cases, students will have insight into potential teachers and their teaching methods prior to enrolling, providing students with voice and choice.</p> <p>Teaching methods include but are not limited to: lectures and note-taking, classroom discussions, reciprocal teaching, peer reviews, classroom-based projects, semester-long projects, and hands-on learning.</p> <p>Courses may vary between repetition-focused, engagement-focused, or mastery-focused.</p>	<p>Necca core courses are offered virtually with on-premise and/or virtual support.</p> <p>We will exercise a gradual release of the responsibility model where we increase or decrease the level of support and student autonomy based on observed student performance.</p> <p>Our approach will be positive and supportive. Should a student underperform to their abilities, we will leverage trauma-informed training, restorative techniques, and social emotional learning to understand the why behind the behavior.</p> <p>We anticipate this group being the minority.</p>	<p>Necca electives are highly participation-based including but not limited to:</p> <ul style="list-style-type: none"> ● Reciprocal teaching ● Group discussions ● Community-based research and/or volunteer projects ● Goal setting / tracking / self reflection activities ● Role playing (e.g. mock interviews) ● Keynote and community speakers ● Internships <p>Additionally, we will support all courses - NSHE and Necca electives - through thoughtful group discussions outside of the traditional classroom.</p>
Learning Environment	<p>Students exercise voice and choice when determining their NSHE schedule and learning environment. They may select in-person, hybrid or virtual. Students also have full access to the CSN support center, student union and student activities.</p> <p>The size of the class varies.</p>	<p>Students have the ability to complete the core curriculum in the environment that works best for them. While courses are designed for distance learning, students have the ability to work on-premise towards any distance learning courses.</p> <p>Students may opt to work in small groups or private study sessions.</p>	<p>In line with our core value of Seek Balance, Necca electives break away from the academic focus and provide a high energy and FUN environment.</p> <p>The common area of the Necca facility will feel casual, light and trendy.</p> <p>Beneath the surface though, students will find themselves participating in inquiry based critical thinking and with high subject matter retention.</p>

- 2) Using the table below, provide a comprehensive list of the school's curricula for core academic subjects.[1]: English Language Arts, Math, Science, and Social Studies, and describe how these curricula align to Nevada Academic Content Standards.[2]. Add rows as needed until the table reflects all grade levels and subjects.

Necca Academy has selected StrongMind⁴² as the primary provider for core academic curricula, for students who are not yet prepared for dual enrollment. The course curriculum outlined below has been approved by Nevada Department of Education as showing alignment to the Nevada Academic Content Standards. Additional rationale in selecting StrongMind curriculum includes:

1. Alignment with our school model through versatile learning formats
2. StrongMind's investment in engaging, forward thinking curriculum delivery methods
3. A high level of ELL support within the StrongMind curriculum design, with curriculum translated into 32 languages
4. Ease of integration with Canvas as our LMS
5. Our ability to house the majority of any third party instructional licenses under one provider

We have established a relationship with College of Southern Nevada and Truckee Meadows, and will work to establish relationships with Great Basin Community College, Western Nevada Community College, and University of Nevada - Las Vegas during our incubation period, as outlined in Attachment 17: Incubation Year Planning Table. As a reminder, the courses listed below are proposed courses only. No dual enrollment credit will be offered until the Dual Enrollment Credit Request process has been completed and approval has been granted by the Nevada Department of Education. Also to note, courses indicated with an asterisk (*) are currently being offered through one or more dual enrollment programs.

Core Curriculum:

Grade(s)	Subject	Product Name	Rationale for Selection
9 - 10	English 9	StrongMind	Note: We anticipate offering one (1) virtual class of English 9 each year with on-site support. This course is for students who are not yet prepared for ENG100 or ENG101, and/or 10th graders who did not successfully complete English 9.
9 - 12	ENG100*	Dual Enrollment	Students will be placed into either ENG100 or ENG101. When a student successfully completes ENG100, the next English course in their progression is ENG102.
9 - 12	ENG101*	Dual Enrollment	Students will be placed into either ENG100 or ENG101. When a student successfully completes ENG100, the next English course in their progression is ENG102.
9 - 12	ENG110	Dual Enrollment	ENG101 equivalent for international or multilingual students. This course is not currently being offered through dual enrollment locally.
9 - 12	ENG102*	Dual Enrollment	Upon successful completion of ENG101, the student will progress to a 200 Level English.
11 - 12	200 Level English* Courses	Dual Enrollment	Upon successful completion of ENG102, students may enroll in 200-Level English courses to satisfy their high school requirements. 200-Level English courses are based in Literature and Creative Writing. Preference will be given to the course that aligns with a student's post-secondary academic plan.
11 - 12	JOUR101	Dual Enrollment	Upon successful completion of ENG102, students may enroll in JOUR101, should NDE approve the dual enrollment credit

⁴² <https://innovate.strongmind.com/universal-design-for-learning>

			transfer. Offering Journalism courses to satisfy English requirements is in line with offerings within Clark County School District. Preference will be given to the course that aligns with a student's post-secondary academic plan.
11 - 12	COM 101	Dual Enrollment	With Nevada Department of Education's approval, students may complete COM101 as an English graduation requirement. This course most closely aligns with Clark County School District courses for Speech and Debate, and is required for most Associate's Degrees. <i>*Pending approval from Nevada Department of Education</i>
9 - 12	Physical Science	StrongMind *Science module is being resubmitted for approval for 2025-2026 school year. If not approved, we will research alternative curriculum.	1. For incoming Freshmen, Science is generally placed in the Academic Plan starting Sophomore year. However, students may have the opportunity to take Physical Science asynchronously, if they choose, as a way to satisfy a science credit early. 2. Some students may enter Necca not yet prepared for college-level science coursework. In those instances, Physical Science may be used as a prerequisite. 3. For credit deficient students, this course allows students to work at their own pace to satisfy a science credit for graduation. This will be an asynchronous course with on-site support.
10 - 12	Science*	Dual Enrollment	Students will have the ability to select any combination of the following classes to satisfy their high school requirements. Note: courses noted with (L) include a lab. BIO101(L), CHEM(101L), GEOG(103L), HHP123(L), GEOL(101), PHYS110, ENV101
10 - 12	Social Studies	Dual Enrollment -	The following courses are available through dual enrollment at an NSHE institution, providing students with a rigorous curriculum, a learning format that works best for the individual student, and progress towards their Associates Degree. Additionally, leveraging the dual enrollment framework allows the Necca SASS team to provide an added layer of support. Social Studies courses for graduation: American Government (PSC101)* American History (HIST102)* World History / Geography (HIST208) Economics / Financial Literacy* NOTE: Should World History / Geography (HIST208) or alternative not be approved by the Nevada Department of Education, StrongMind curriculum will be offered as a contingency.
9 - 10	Pre-Algebra	StrongMind	Note: We anticipate offering one class of Pre-Algebra each year. This course is for students who are not yet prepared for Math120 / Math120E and/or have received a D or F in PreAlgebra previously.
10-12	Math*	Dual Enrollment	The following courses are available through dual enrollment at an NSHE institution, providing students with a rigorous curriculum, a learning format that works best for the individual student, and

			<p>progress towards their Associates Degree. Additionally, leveraging the dual enrollment framework allows the Necca SASS team to provide an added layer of support.</p> <p>Math courses counting towards Graduation: Math104B - Applied Mathematics Math120 - Fundamentals of College Math (including geometry) Math 124 - College Algebra Math 126 - Precalculus Math 127 - Precalculus II Math 181 - Calculus</p>
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PROGRAMMING FOR ADDITIONAL SUPPORT

Grade	Subject	Product Name	Rationale for selection
9 - 12	Social Studies, English, Science, Math	StrongMind	<p>We will retain the ability to use StrongMind curriculum who lack confidence or preparedness to take their coursework at the college level. StrongMind courses are approved for distance learning, and will be offered virtually with on-premise support.</p> <p>Leveraging StrongMind curriculum as a contingency plan will provide added comfort and support, particularly among ELL students and students with IEP's.</p>

3) Describe how the school will meet requirements to provide instruction in the arts, computer education, and technology, health and physical education.

Area of Instruction	Strategies
Art	<p>Leveraging the dual enrollment framework, students will have access to an extensive catalog of arts, theater and music. Aligned with our core values of Be Authentically You and Voices & Choices, students will have no shortage of options while also satisfying a college requirement.</p> <p>Dual Enrollment Credit Request will be initiated during the incubation period, as noted on Attachment 17: Incubation Year Planning Table. Given that multiple high schools offer art through dual enrollment, including CSN High School, we do not anticipate any objections to our request.</p>
Computer Science & Technology	<p>StrongMind curriculum for Computer Science & Technology is in development with a target launch year of 2026-2027. This aligns with our model since our first year of a Freshmen class will be 2027-2028.</p> <p>As a contingency for students who have not yet filled this graduation requirement, our options include: 1) leverage an approved distance learning provider or 2) enter into an MOU with a CCSA or SPCSA sponsored school for concurrent enrollment. Note: The enrollment table includes Freshmen beginning with the 2027-2028 school year. The need for computer science curriculum prior to the 2027-2028 school year is low.</p>
Health	<p>Instruction material is developed and pending approval through StrongMind. When approved, curriculum will be in compliance with NRS 389.018 - 389.520. Building on our</p>

	<p>core value of “Be Connected,” the design of this class will be a combination of asynchronous work, collaborative group learning and in-community activities.</p> <p>As StrongMind’s course is pending approval, we will have the same contingencies listed for Computer Science, if needed.</p>
Physical Education	<p>Leveraging StrongMind, we will offer a combination of lectures, in-community group events, discussion boards and knowledge assessments. The goal is to provide engaging content that builds healthy life-long habits.</p> <p>As StrongMind’s course is pending approval, we will have the same contingencies listed for Computer Science, if needed.</p>

The above model strongly supports our mission to increase dual enrollment opportunities for at-risk youth, leading to improved academic achievement, higher graduation rates, and setting our students on a positive trajectory for long-term success. While we cannot foresee every possible roadblock, we are confident in our team’s ability to navigate any academic hurdles with ease and without deviating from the expectations set forth in the Nevada Academic Content Standards.

4) Identify the instructional strategies that will support the education plan. Explain why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.

The gradual release of responsibility framework plays a key role in the Necca Academy model for student achievement. It is through this model that we encourage students to work together in peer groups, participate in thoughtful debates and critical thinking, and develop executive functions for long term personal success. Leveraging the gradual release of responsibility framework across all instructional areas allows the team to continue meeting students where they are in their academic journey. Through the student’s journey at Necca, he/she will move from focused lessons, guided instruction, group projects and on to independent learning. Students will begin to show a higher level of self-governance and ultimately, independence.⁴³ The modeling techniques incorporated with a gradual release of responsibility model are consistent with our mentorship framework of the SASS position and our tiered support levels based on independent student needs and individual student performance metrics. A recent dissertation outlines the benefits of student performance in conjunction with the gradual release of responsibility framework, noting the importance of GGR-specific professional development.⁴⁴ Please refer to: *Section 3.6.1 Table: Professional Development Training Schedule*

5) Explain how the proposed instructional model and curriculum will meet the needs of and enable measurable growth for all students, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level, according to the Nevada Academic Content Standards.

The Nevada Academic Content Standards (NACS) details specific competencies and skills that students completing eleventh grade should have mastery over, which are aligned with the high school graduation requirements for math, English and science. Examples include:

- Math: Algebraic functions and linear modeling, in line with the completion of Algebra I or higher for high school graduation⁴⁵
- English: Reading comprehension, literary analysis, essay structuring and grammar / vocabulary, all of which

⁴³ https://pdo.ascd.org/lmscourses/pd13oc005/media/formativeassessmentandccswithelaliteracymod_3-reading3.pdf

⁴⁴ https://digitalcommons.gardner-webb.edu/cgi/viewcontent.cgi?article=1306&context=education_etd

⁴⁵ https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/NAA_Math_NVAC_Connectors_Grade11_c28223fa51.pdf

are aligned with four years of successful high school English courses⁴⁶

- Science: Understanding of basic scientific functions in chemistry, matter and energy, interdependent relationships in the ecosystem, biology and evolution. Each of these topics are aligned with the high school requirement of successfully completing two science classes⁴⁷

In accordance with NACS, Necca will ensure students meet or exceed the Nevada Academic Content Standards through three primary channels:

1. Professional development: Ensures all Necca educators understand in-depth the grade-level based academic connectors per NACS. As our team provides support to Necca students, we will look to identify and close any gaps among our students.
2. Proficiency in college-level courses: Exceeds the expectations set by NACS Connectors:
 - a. ELA: Measured by successful completion of ENG102 by the end of 11th grade, or by the end of 12th grade for students who enroll as Seniors.
 - b. Math: Measured by successful completion of MATH126 by the end of 11th grade, or by the end of 12th grade for students who enroll as Seniors.
 - c. Science:
 - i. Freshmen and Sophomores: Completion of two (2) approved college-level science courses by the completion of 11th grade
 - ii. Juniors and Seniors: Completion of at least one (1) approved college-level science course by the completion of 12th grade, and high school graduation requirements for science are satisfied.
3. WorkKeys Badges: Further demonstrates ELA and Math proficiency and college and career readiness.
 - i. Applied Math: Bronze or higher
 - ii. Graphic Literacy: Bronze or higher
 - iii. Workplace Documents: Bronze or higher

Regarding English Language Learners:

The above channels will continue to be indicators for alignment with NACS Connectors. Additional ELL supports include:

1. Necca core curriculum (English, math, science) designed for ELL learners when dual enrollment is not appropriate, in which case, curriculum has been translated into 32 languages and/or with Read Speaker technology for text translation and/or with in-language closed captions for videos.
2. School Administrator: English Language Acquisition and Development (ELAD) endorsed and WIDA trained
3. Necca Educators: ELAD-based professional training, WIDA training and certification
4. Dedicated bilingual SASS
5. The ability to take ENG110, which is the ENG101 equivalent for multilingual or international students (*requires prior governing board and NDE approval*)
6. College of Southern Nevada ELL campus supports
7. Free tutoring through either Necca or College of Southern Nevada
8. Gradual release of responsibility and differentiated services support

Regarding students with special education needs:

1. Necca core curriculum may be provided to students with special needs when dual enrollment is not appropriate. While this is expected to be rare, it is an available accommodation when needed
2. Dedicated SpED SASS
3. NSHE and Necca Academy ADA-compliant accommodations
4. Gradual release of responsibility and differentiated services support

⁴⁶ https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/NAA_ELA_NVAC_Connectors_Grade11_6a77215cc1.pdf

⁴⁷ https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/NAA_Science_NVAC_Connectors_Grade11_16b09ce41e.pdf

5. Compliance with all local, state and national regulations pertaining to students with disabilities

Each of these supports will aid a student in building proficiencies consistent with NASC Connector standards

Regarding students who are economically disadvantaged:

1. Whereas external dual-enrollment courses may have an associated fee within Clark County, coursework taken at an NSHE institution with the academic plan is tuition free to all students
2. Textbook stipends to cover the cost of required textbooks at an NSHE institution, as outlined in Attachment 24: Financial Plan Workbook
3. Chromebook allocation each year to cover the cost of one chromebook per student
4. Transportation and / or bus passes provided by Necca, as indicated in Attachment 24: Financial Plan Workbook
5. Access to the “School Supplies Bank,” with a \$50,000 annual allocation included in Attachment 24: Financial Plan Workbook
6. Access to College of Southern Nevada pantry and student resource center as an enrolled student
7. Free tutoring through either Necca or College of Southern Nevada
8. Gradual release of responsibility and differentiated services support

Each of these supports will aid students in building proficiencies consistent with NASC Connector standards

Regarding students at or above grade levels:

1. As indicated in the above schedule snapshot, students are able to earn credits at an accelerated rate, while still managing a balanced course load. This allows students who enter credit deficient to become credit sufficient in a short amount of time while building confidence in their own abilities along the way.
2. Students above grade levels have the ability to further challenge themselves through more rigorous coursework. We intend to partner with UNLV as a means for high performing students to get an even-further head start.

○ **3. 3 PROMOTION AND GRADUATION REQUIREMENTS**

- 1) *Explain how students will matriculate through the school (e.g. promotion / retention policies) and how stakeholders will be informed of these policies.*

Stakeholders: Stakeholders include: Students, parents/guardians, staff, governing body, Nevada Department of Education, SPCSA, community partners. Stakeholder information and reporting are conducted through annual posting of updated student handbook and regular reporting in governing board meetings, complying with open meeting law

Matriculation Process:

Necca is committed to fostering and facilitating success for all students and we recognize that learners are at various stages of development. In alignment with the Nevada Department of Education, a student's cohort year is determined by the year the student entered 9th grade for the first time and does not alter based on student academic performance or credit count. Regardless of prior academic performance, we are committed to ensuring all students graduate by the completion of their 4th year in high school.

Graduating Early:

The majority of our students will be positioned to graduate early. We believe strongly in the tenants of our program and the benefits students gain through completing their Senior year. However, should a student wish to graduate early due to personal circumstances or personal goals, we will continue to empower students and families to make decisions that are best suited for their unique situation.

Seniors Entering Severely Credit Deficient:

Students entering as Seniors who are severely credit deficient (less than 8 credits) will enter into a contract and Academic Plan that sets them on a path for graduation within four years, to include the summer session immediately following their 4th year. In rare cases, severely credit deficient seniors may create an academic plan that provides a path for graduation within 5 years.

Ensuring Enrolled Students Meet Academic Expectations:

We will ensure every student has the opportunity to thrive through:

1. **Tailored Systems and Strategies:** We will empower students through the gradual release of responsibility framework and differentiated support systems. These mechanisms ensure that everyone can progress and achieve their goals.
2. **Attendance Matters:** In most cases, students have the autonomy to build a schedule that works for them. In return, attendance and participation is expected. If a student misses more than three (3) Necca classes in a single semester, he/she will be at risk of failing the course. All failed courses while enrolled at Necca are required to be retaken for a passing grade. Three (3) tardies is the equivalent to one (1) absence.
3. **Specific Advancement Requirements:** While we believe in every student's potential, we acknowledge that some may not yet meet the necessary proficiency levels for success at the next stage. To advance, students must fulfill specific requirements. See Academic Planning Something?
4. **Clear Communication:** We keep students and families informed through various channels:
 - **Orientation and Enrollment:** During orientation and enrollment, we explain our policies comprehensively. Getting connected with our families and students by ensuring the students choices are
 - **Open House Activities:** Our open house events provide opportunities for open dialogue ensuring voices matter.
 - **Enrollment Contracts and Handbooks:** Policies are outlined in student and parent/guardian handbooks and enrollment contracts.

- Student Handbook: Student Handbooks will be published to the website and provided to all students. The Student Handbook will be reviewed annually with any material changes requiring approval from the Governing Body.
5. Continuous Monitoring and Data Transparency:
 - Student monitoring is dependent on their assigned Support Level and ranges from daily to monthly.
 - Parents are encouraged to set up an Observer account for their student's Canvas account in order to have real time access to grades, progress, and upcoming due dates.
 6. Interventions:
 - Through our partnership with Restorative NV, we will develop a plan for restorative tiered interventions which will be approved by the Governing Body. Our intervention policy will be reviewed annually with the Governing Body, including success metrics and feedback surveys, allowing for revisions to the policy with newly introduced evidence-based approaches. This includes but is not limited to moving students between Support Levels, increasing support hours, reducing course load, family support meetings, replacing curriculum with community service and/or community activities, peer-to-peer mentorship programs, etc.
 - Leveraging trauma-informed professional development, our SASS team will seek to understand the "why" behind the behaviors or poor performance.
 - When resources have been exhausted and there is a mutual understanding between Necca, student and parent that Necca is not the best learning environment for the student, the student will be referred to a partner school better equipped to serve the student.
 7. Parent-Student-Teacher Meetings:
 - First semester students: To ensure program adherence, student success and exceptional school-to-family communication, two feedback conferences will be scheduled within the first semester and one feedback conference in the second semester. Should a student or parent/guardian request an additional conference, our commitment is to accommodate any requests within three (3) business days.
 - Returning students: By the third semester, families will most likely have a solid understanding of the program and its requirements. All Junior and Senior students will have a minimum of one (1) PST conference to ensure graduation requirements are met. Additional PST conferences may be requested by a student or parent/guardian, which will be accommodated within three (3) business days of the request.

Stakeholder Reporting: In addition to the communication plans referenced above, please refer to 1.1 Driving for Results for school-wide success metrics and reporting.

Reference: Adjusted Cohort Graduation Rate - Cohort year defined:

<http://nevadareportcard.nv.gov/DI/MoreDownload?filename=Adjusted%20Cohort%20Graduation%20Rate%20Data%20Validations%20Guidance.pdf>

2) *Explain what systems and structures the school will implement for students at risk for retention and/or dropping out, and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing access to credit recovery options.*

Students not meeting proposed graduation requirements:

As noted in section 3.2.5 pertaining to the instructional model and curriculum, the student population mostly at risk of not meeting graduation requirements are students entering severely credit deficient as Seniors. Recognizing that every student in this population group is unique in their circumstances, we will create individualized plans with a maximum support system to ensure success.

Some Seniors may extend their final year through the summer, in order to achieve their 4-year ACGR. For some Seniors, prioritizing the student over the statistic, it may be required to complete their graduation requirements through a 5th year. Students requiring a 5th year will be considered complete upon earning the Standard Diploma requirements.

Students who are overage for the grade level:

Students who have met their graduation requirements prior to their Senior year are encouraged to take advantage of the free college and continue working towards their Associates Degree or Technical Trade Certificate. However, we recognize there will be some scenarios in which it behooves the student to graduate early. The two primary petitions for early graduation we will approve are:

1. The student entered as a Freshmen, earned their Associates Degree and will receive free tuition or scholarship to advance to a 4-year university upon graduation.
2. The student has satisfied his/her high school graduation requirements and their personal circumstances may impact the student's ability to complete their remaining semesters to graduate. (e.g. homelessness, foster care, a need to work to support a family, pregnancy).

Interventions to prevent students from dropping out:

The trauma-informed professional development referenced in 3.6.1 Table: Professional Development Training Schedule, along with the intervention strategies referenced in 3.3.1 will prepare our team to identify students early who are at risk of dropping out and intervene to provide adequate support. We will encourage students to maintain a sense of resiliency and not give up on themselves. We will continue to work to remove barriers that are standing in the way of student success. In rare cases, it may be in the student's best interest to be referred to an alternative education program that is better suited for their individual needs.

- 3) *For high schools, explain how the school will meet state graduation 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 exceed those required by the State of Nevada, explain additional requirements.*

Table 3.2.3: How Credits are Earned

Successful Completion of Course	High School Credit	GPA Bonus Point	Weight
Dual Enrollment - Letter Grade	1.0	0.05	1
Dual Enrollment - Pass / Fail	0.5	0	0
Dual Enrollment Honors - Letter Grade	1.0	0.05	1
Dual Enrollment Honors - Pass/Fail	0.5	0	0
Necca Course - One Semester	0.5	0	1
Concurrent Enrollment (with approval)	0.5-1.0	0	0

How Grade Point Averages (GPA) are calculated:

Consistent with Clark County School District, Necca will use a traditional grading and GPA scale.

Also consistent with Clark County School District, students will have the opportunity to retake a course they previously failed. Upon passing, the initial course record will be updated to RP to designate the course has been repeated. The new course with the passing grade will record for the GPA calculation purposes.

Transcripts will record the following data:

- Student's Information: Preferred Name, Student Number, Grade Level, Gender preference/identification
- School Information: District Name, School Name, School Code, School Address and Contact Information
- GPA Summary: Cumulative weighted and unweighted GPA, Class Rank
- Completed Coursework: A detailed breakdown of courses completed by semester and school, including grade, weight, any GPA bonus points
- Graduation requirements broken down by attempted, earned and remaining
- Required standard tests tracking (e.g. Civics, ACT completion)
- Transcript Generated Date

Specifically, how graduation requirements are met:

Necca will align graduation requirements with the Nevada Department of Education.

Per section 3.3.4. of this application, students will create academic plans tailored to their individual needs in a way that balances workload and high school graduation requirements. The majority of students will enter their Senior year with the following graduation requirements completed and will be working towards their Advanced or CCR diploma and/or Associate's Degree.

Table 3.2.3: Dual Enrollment courses will satisfy Nevada Graduation Requirements through the following translation:

GRADUATION REQUIREMENTS	UNITS NEEDED	ACCEPTABLE DUAL ENROLLMENT COURSES
American Government	0.5	PSC101
American History	1	HIST102: US History + NV Constitution
World History or Geography	1	HIST209: World History since 1600 GEOG106: Cultural Geography
Economics and Financial Literacy	0.5	GEOG106: Cultural Geography
English Language Arts	4	ENG100, ENG101, ENG110*: Composition I ENG102: English Composition II After completion of ENG102, students may satisfy additional English credits through: Any ENG200 Courses: Literature and Poetry JOUR101 and JOUR102: Journalism *ENG110: Composition I for Multilingual, providing extra support for English language conventions, punctuation and grammar
Health	0.5	Not applicable through dual enrollment
Mathematics (Algebra I or Higher)	3	MATH104B: Applied Mathematics MATH120(E): Fundamentals of Math MATH124(E): College Algebra MATH126(E): Precalculus

		MATH127: Precalculus II MATH181: Calculus MATH182: Calculus II -Student must pass Algebra I or higher to meet graduation requirements -(E) designation: Expanded course for extra support -Completion of Math126 satisfies Algebra II or higher requirement for Advanced Diploma
Physical Education	.5	Not applicable through dual enrollment
Comp. Science & Technology	.5	Not applicable through dual enrollment
Science	2	Students may satisfy science credits through any of the following courses: BIO101(L): Biology CHEM(L): Chemistry ANTH102(L): Anthropology AST103(L): Astronomy ENV101: Environmental Science GEOG103: Physical Geography PHYS110(L): Conceptual Physics PHYS151: General Physics I Two units of science with a lab are required for Standard Diploma graduation
Electives	6	Approved NSHE courses per student academic plan

4. *For high school programs, describe how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military, or entering the workforce)*

Referencing our annual performance and growth goals outlined in 3.4.2 of this application, our students will graduate at a College and Career Ready rate that meets or exceeds the district average. Through our program, students will build confidence in their ability to pursue postsecondary education, with a target of 18% of students graduating with their Associate's Degree, nearly 56% of students earning a B or higher in at least two college courses, and over 42% of students earning a Bronze Badge or higher for WorkKeys curriculum.

Additionally, students will enter the world after high school with not just academic skill development, but social, emotional and practical skills as well. Students will master executive functions like organization skills, time management, planning and prioritizing and goal setting, along with a strong emotional IQ. Through our whole-human approach to education, students will finish high school with a sense of pride, confidence and a clear understanding of their strengths and interests. Students should leave Necca Academy with a sense of empowerment to pursue their chosen path with enthusiasm and resilience.

○ 3.4 DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and when considering applications for renewal and contract amendment according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework⁴⁸, the Nevada School Performance Framework adopted by the Nevada Department of Education⁴⁹, and applicable law and regulation.

Applicants are expected to propose additional goals to complement or supplement, but not supplant, the SPCSA's performance standards. These goals should be school-specific, mission-driven academic, financial, or organizational goals. All included indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

- 1) Describe the **mission-specific academic goals** for the school. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.
- 2) In the table below, outline the **annual performance and growth goals** that the school will set in order to meet or exceed expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF). You may add rows as needed.

Building on the Necca mission to increase access to dual enrollment opportunities for at-risk youth groups, thereby setting students of all backgrounds on a path of academic excellence and personal fulfillment, our vision is to:

Mission-Vision Specific Goals	Measures and assessments to determine target
1. Close the high school graduation gap among at-risk student groups compared to their peers	4-year and 5-year ACGR (Adjusted Cohort Graduation Rate) for at-risk students enrolled in the Necca program in comparison to two closest high schools and district level data.
2. Create equitable access to dual enrollment	Rate of students enrolled in dual enrollment programs and/or their academic achievement rate while enrolled. (See table below: Annual Performance and Growth Goals)
3. Increase academic achievement and College and Career Readiness among at-risk student groups compared to their peers	Percent of students enrolled in the Necca program who graduate with a College Career Ready Diploma and/or Associate's Degree in comparison to the two closest high schools and district level data.
4. Set students of all backgrounds on a positive trajectory for success in college and career through building academic, social, emotional and practical skills	<ol style="list-style-type: none"> 1) Completion rate of social and emotional learning curriculum by Necca students 2) As noted in metric 3, percent of students who graduate with a College Career Diploma and/or Associate's Degree 3) Students who progress from Necca to continue their college career or enter the workforce with an income 2.5 times the poverty level rate. At the time of this application, post-program income level is estimated at \$37,650/year or higher. <p><i>**Note: This is an internal measurement based on available data. Because the data source is unreliable, it will not be included in official governing body reports</i></p>

⁴⁸ <https://charterschools.nv.gov/ForSchools/Accountability/>

⁴⁹ <https://doe.nv.gov/accountability/nspf/>

Table: Annual Performance and Growth Goals

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2025-26	2026-27	2027-28
Academic Achievement: Math Percent of Juniors and Seniors who earned an ACT WorkKeys Badge of Bronze or higher. <i>NSPF Comparison: ACT Math Proficiency</i>	Both	Tool: ACT WorkKeys Frequency: Semi-annual	28.3%	31.6%	35.7%	42.2%
*Academic Achievement: English Percent of Juniors and Seniors who successfully complete ENG101 and ENG102 college courses <i>NSPF Comparison: ACT ELA Rate. 5-Star Metric: 55.9%</i>	Both	Tool: Internal data Frequency: Semi-annual	60%	60%	65%	70%
Academic Achievement: Math Percent of Seniors who successfully complete college course Math126 (pre-calculus) <i>NSPF Comparison: ACT Math Prof Rate. 5-Star Metric: 42.4%</i>	Both	Tool: Internal data. Juniors who complete Math126 are excluded and will be counted the following year. Frequency: Semi-annual	34.3%	34.3%	38.5%	42.4%
Academic Achievement: Science Percent of 1) second-year Juniors and 2) all Seniors who have satisfied science graduation requirements AND at least one semester of college science (e.g. BIO101, CHEM101) <i>NSPF Comparison: HS Science PAT. 5-Star Metric: 54.3%</i>	Both	Tool: Internal data Frequency: Semi-annual	38.4%	N/A	54.3%	65%
Graduation Rates: 4 Year ACGR <i>Mirrors NSPF but with current year data.</i>	Both	Tool: 4-Year dataset for graduating class. Note: Varies from NSPF with 4-year data set of prior yr. Frequency: Annual	84.2%	84.2%	86.4%	89.4%
*College & Career Readiness: Advanced Diploma Rate <i>Mirrors NSPF but with current year data.</i>	Both	Tool: 4-Year dataset for graduating class. Note: Varies from NSPF with 4-year data set of prior yr. Frequency: Annual	28.05%	N/A	43.3%	58.6%
College & Career Readiness Percent of graduating students who earned a B in two or more core subjects through dual-enrollment (i.e. core curriculum graduation requirements). <i>NSPF Comparison: Post-Secondary</i>	Both	Tool: Internal Data Frequency: Semi-annual	41.6%	N/A	50.1%	55.8%

<i>Completer Rate. Metric calls for completion of one dual enrollment course with grade of 80% or better; not specifying core subject.</i>						
*College & Career Readiness: Percent second-year students graduating with an Associates or Technical Trade Certificate.	Both	Internal Data: % of graduates who earned Advanced / CCR diploma Frequency: Annual	12%	N/A	14%	18%
*College & Career Readiness: Percent of first year students who earned a Certificate of Completion for Social & Emotional Learning. <i>Necca Elective Curriculum: Building Social and Emotional Skills for Adulthood</i>	N/A	Internal Data Frequency: Semi-annual	70%	70%	75%	80%
Student Engagement: Percent of students who participate in 2 or more community events each semester. <i>NSPF Comparison: Chronic Absenteeism</i>	Both	Internal Data: Average Daily Attendance Frequency: Semi-annual	51%	51%	60%	65%
*Student Engagement: Unsuccessful transfer rate. Excludes students who relocate out of district or were administratively withdrawn.	N/A	Internal data Frequency: Semi-annual	Not to exceed 18%	Not to exceed 18%	Not to exceed 15%	Not to exceed 12%
*ELL Proficiency: Percent of ELL students with a current-year GPA of 2.75 or higher. <i>Intention: Metric for academic achievement among a specific student group.</i>	N/A	Internal data: Average GPA of ELL classified students. Frequency: Semi-annual Note: Must have a minimum of 10 ELL students to report on this metric.	25%	25%	30%	35%
*Organizational Goal: Long term employee turnover rate (greater than 90 days) <i>To calculate turnover: divide the number of 90+ day terminations during a specific period by the number of employees at the beginning of the period.</i> <i>Less than 90 day employees are calculated separately, as this turnover metric has different implications.</i>	N/A	Internal data Quarterly	Not to exceed 30%	Not to exceed 30%	Not to exceed 26%	Not to exceed 23%
*Organizational Goal: Short term employee turnover rate (less than 90 days) <i>To calculate turnover: divide the number of <90 day terminations during a specific period by the number of new hires during that same period.</i> <i>High 90 day turnover can be a signal of poor hiring process or poor onboarding and training.</i>	N/A	Internal data Quarterly	Not to exceed 30%>	Not to exceed 30%	Not to exceed 26%	Not to exceed 23%
*Organizational Goal: Professional Development	N/A	Internal data Annually	90%	90%	90%	90%

Percent of active staff who have completed a minimum of 40 hours of approved Professional Development training, including a minimum of 8 hours of SEL-related training annually and 8 hours of leadership training. Excludes employees hired with 90 days of reporting.						
*Organizational Goal: Employee Opinion Survey Average score based on a 100 point scale, administered through a third party for anonymous results	N/A	External third party <i>Note: Must have a minimum of 10 respondents to provide a report out and ensure anonymity.</i> Annually	70%	70%	75%	80%
*Organizational Goal: Student and Family Average score based on a 100 point scale, administered through a third party for anonymous results	N/A	External third party <i>Note: Must have a minimum of 10 respondents to provide a report out and ensure anonymity.</i> Annually	70%	70%	75%	80%

3) Explain how the baselines in the table above were set.

- a. Baseline metrics were established with the following considerations:
- 2) Unless noted with (*), the baseline logic is determined by the closest NSPF comparable, with the higher of:
 - a. Current average achievement rate for each metric across Cheyenne, Canyon Springs and Mojave High Schools.
 - b. Requirements to meet a minimum of a 3-Star rating on the NSPF or SPCSA rating system.
- 3) For courses not aligned with NSPF or SPCSA rating systems, but tied to the Necca mission and vision:
 - a. Academic Achievement: English - The NSPF standards are too low to show alignment and achieve our mission and vision. Therefore, baseline and associate targets were adjusted.
 - b. College & Career Readiness: Advanced Diploma Rate - Clark County average advanced diploma rate is approximately 12%. This will be used for the baseline.
 - c. College & Career Readiness: Work Skills and Life Skills - In our mission to set students on a path of both academic and personal fulfillment, this portion of the Necca curriculum will be measured and reported on.
 - d. Student Engagement: Student Voluntary Exit Rate - This metric essentially demonstrates that students who enroll in Necca understand the program and its benefits, and the Necca team is delivering on those. It is unlikely for students to voluntarily leave the program if they are receiving benefit from it and enjoy it.
 - e. ELL Proficiency: NSPF rating is based on % of students who pass WIDA, where 20% or greater is required for an Exceeds status. Necca metric baseline is a combination of 1) alignment with NSPF rating, 2) alignment with goal: "College & Career Readiness. Percent of graduating students who earned a B in two or more core subjects through dual-enrollment", and 3) factoring in the benefits of the Necca program with ELL student achievement.
 - f. Organizational Goal: Employee Turnover (Short-Term and Long-Term):
 - i. Turnover goals were separated in an effort to identify the root cause and/or provide clearer trend analysis. For example, where short-term turnover might indicate areas for improvement in hiring, onboarding and training, excessive long-term turnover could indicate areas of opportunity in workload, work environment, leadership, etc.
 - ii. We anticipate turnover to be adversely impacted by 1) factors consistent with serving at-risk students, 2) the small team design and small sample size, and 3) a single location school with fewer opportunities for career advancement within or relocation in comparison to multi-site schools. However, we anticipate counterbalancing this through a strong work culture. We selected SAFY of Nevada as a 3-year target, which achieved 23% turnover rate for 2023.

- g. Organizational Goal: Professional development. We report on this metric to ensure accountability and consistency. Given that the team has full control over this metric, this metric should not fall below 92% in any year.
- h. Organizational Goal: Surveys. As this metric is a high indicator for employee retention / employee turnover, we used the inverse of the employee turnover metric. We recognize there will be learning curves and areas for improvement in our beginning years, and this metric will continue to improve as our internal systems are refined.

In addition to the above metrics, we will track and report on the following metrics, to ensure alignment with the NSPF / SPCSA framework and long term sustainability. The comprehensive report will include the target, Necca's goal and the NSPF requirement for Exceeds.

Academic:

1. ACT score for Juniors and Seniors
2. 5-Year Adjusted Cohort Graduation Rate
3. WIDA completion rate for ELL students
4. Chronic Absenteeism
5. Ninth Grade Sufficiency

- 4) *Articulate how the school will measure, evaluate, and report academic progress – of individual students, student cohorts, special populations, and the entire school – throughout the school year, at the end of the academic year, and for the first six years of operation. How will the school monitor for disparities in academic performance between student groups?*

School-level reporting, including cohorts and special populations:

1. See above table: Annual Performance and Growth Goals
2. Additionally, the school will create a dashboard to aggregate, filter and segment data based on many factors including but not limited to segmentation filter: cohort, class, type of college courses taken, grades earned by class, segmentation filter: special populations, count of Parent-Student-SASS conferences conducted, count of supports used throughout semester, count of in-person check-ins, attendance, etc.
3. Any data points that are indicated as semi-annual reporting allow for early monitoring and/or early interventions to ensure student success. A minimum of two (2) governing board meetings per academic year, will include school scorecard reporting.
4. To the extent available, Necca SASS will monitor students' progress in NSHE level courses through Canvas observer status and through regular SASS-to-Student check-in's. Physical check-in's range from daily to monthly depending on student support needs.
5. Lastly, all new students will participate in at least two (2) Parent-Student-SASS conferences in the first semester and at least one (1) Parent-Student-SASS conference in the second semester. This ensures transparent and clear communication, and allows our team the ability to offer higher levels of support and/or interventions if needed.

- 5) Describe the corrective actions the school will take if it falls short of student academic achievement goals at the classroom, cohort, special population, and/or school-wide level during the year or based on end of year assessments. Explain what performance levels would trigger such corrective actions and who would be responsible for implementing them.

Population Group	Corrective Actions
Individual student	If a student falls short in academic performance, we will incorporate the gradual release of responsibility framework and shift the student's support level to a more adequate level of support. In cases where remediation is necessary, the SASS has tools based on the student's needed area of focus. For additional corrective action, please see application: 3.8.1 - 3.8.5, Student Discipline
Class (25 students per class)	Should a single class under a SASS fall short of academic performance, we will have data points to understand the underlying cause (e.g. NSHE instructor, general class remediation required, or Necca supports). Using the same gradual release of responsibility framework, the school principal has a variety of tools at their disposal, including but not limited to observations and feedback, peer mentoring, and NDE training resources. Staff is also encouraged to share feedback and concerns openly during team collaboration sessions.
Instructor Specific	When all three classes within a SASS team member's group falls short, this would be a strong indication of additional support needed for the SASS. While the above interventions for a single class falling short are always a first line of defense, there may be occasions where performance documentation is necessary, along with the concept of coach up or coach out. See application: 3.6.4 - Professional Development; 3.7.2 - School Culture; 4.2.2d Leadership Team (Performance Management); and 4.4.6 - Human Resources (Unsatisfactory Performance)
School-Wide	<p>Collectively failing as a team would indicate a critical flaw in the system. Particularly with a smaller team and a smaller student base, any critical flaws should have early warning indicators so that the team can pivot quickly as needed. Given the amount of safety measures and contingency plans in place regarding curriculum, the main foreseeable flaw would be underestimating the support needed in order to serve such a highly at-risk student population.</p> <p>With a highly qualified governing board in place, should the critical flaw lie within the leadership capabilities, the board has the experience and authority to identify any shortcomings early and take swift action for the benefit of the school;.</p>

For information pertaining to the specific indicators and/or triggers that would alert the team early of subpar academic performance, please refer to: *Table 3.1.1: Tiered support levels based on individual needs*

6) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student learning needs and ensure progress towards SPCSA and state proficiency targets. Describe how these assessments will be used.

- a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

Necca Academy will utilize differentiated support levels, outlined by student performance triggers, which will allow the team to quickly identify needs for interventions, implement individualized checks for understanding, and ensure the instruction meets the needs of the student. In addition to student performance triggers, the school will leverage ACT WorkKeys curriculum as a period measurement of student learning needs.

For a detailed outline of differentiated support indicators, please refer to *Table 3.1.1: Tiered support levels based on individual needs*.

- b) Explain how you know that the proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals, and the Nevada Academic Content Standards.

Our proposed differentiated supports incorporate the gradual release of responsibility framework, meaning that staff becomes more hands on with the student and their curriculum as needed, to ensure comprehensive and academic performance. As a result, the proposed differentiated supports act as our form of interim assessments and are directly tied to outcomes and performance associated with school curriculum, performance goals and the Nevada Academic Content Standards.

- c) Articulate how interim assessments will be used to inform instruction and key decisions throughout the school year. How will teachers and school leaders be trained in their use?

Interim support, and professional development of staff aligned to our student populations and mission, will allow the team to assess the “why” behind the performance. In some cases, a student may be underperforming for non-academic reasons which may result in more trauma-informed approaches. In other cases, the student may need remediation in certain areas. Working hands on with students in a gradual release of responsibility model will allow the team to understand which interventions are needed and will lead to student success. Please see *Table 3.6.2 Professional Development Training Schedule*

- 3) For each interim assessment identified above, provide **quarterly performance targets** that you will use to confirm that the school is on-track to meet the previously described academic goals throughout the school's first year with students. *Add rows as needed*.

At Necca Academy, our primary goal is to ensure students graduate college and career ready. The most impactful indicators to this target are: success in the college environment, ACT score equal or better to district averages, and student engagement measured by attendance, consistent with our triggers for shifting a student's tiered support level. To that end, our interim assessments will be as follows:

Target	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Academic Achievement	% of students with no class below a C	50%	54%	62%	65%
Academic Achievement	% of students students in Level 2 or Level 3 support	55%	60%	65%	70%
Student Engagement	% of students with an average daily attendance of 90% or better <i>(quarterly performance measurement)</i>	50%	54%	62%	80%
Student Engagement	% of unsuccessful transfers <i>(quarterly performance measurement)</i>	<8%	<6%	<4%	<2%

Additionally, should remediation be identified and documented as part of the students academic plan, resources like iReady may be leveraged to assist in remediation and monitor progress.

- 4) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

The systems we intend to use are as follows:

- Infinite campus: Student information system
- SchoolMint: Enrollment and registration data
- HubSpot or similar CRM: Lead tracking and marketing system (contact-level data)
- Canvas: Learning management system

The school prides itself on being innovative and early adopters of technology and teaching the same to our students. To the extent possible, we are a paperless school with a secured network and will utilize dual authentications for access to any system allowing for access to student data records. All team members will be FERPA trained and understand the importance of handling any student data as sensitive data.

- 5) Describe the school's **organizational or financial performance goals** the school will have. Explain how these align to the SPCSA Organizational and Financial Performance Frameworks.

Our organizational and financial reporting goals are below. Our financial goals are directly aligned to the SPCSA Financial Performance Framework.

Financial⁵⁰:

1. Near term measure of current assets to current liabilities - current ratio of 1.1 or greater
2. Unrestricted days cash on hand (UDCOH) between 60 - 120
3. Percent to enrollment variance less than or equal to 10% in Year 1, 7.5% in Year 2 and 5% in Year 3
4. Total margin and aggregated three year total margin are both positive
5. Debt to Asset ratio is less than 90%
6. Multi-year and current year cash flow are both positive

Operational Goals include:

1. Long term employee turnover rate (greater than 90 days) not to exceed 23%
2. Organizational Goal: Short term employee turnover rate (less than 90 days) not to exceed 23%
3. Professional Development compliance rate of 90%, to include percent of active staff who have completed a minimum of 40 hours of approved Professional Development training, including a minimum of 8 hours of SEL-related training annually and 8 hours of leadership training. Excludes employees hired with 90 days of reporting.
4. Employee Opinion Survey target of 80% positive response rate
5. Student and Family target of 80% positive response rate

For additional information, please refer to the table in 3.4: Table: Annual Performance and Growth Goals

50

○ 3.5 At Risk Students and Special Populations

■ At Risk Students

1) *What is the school's definition of at-risk students? What academic and behavioral data, processes, and methods will be used to identify at-risk students and their needs?*

At-risk student groups include historically underserved and underperforming student groups:

1. Students qualifying for free and reduced lunch (FRL)
2. Students with disabilities as evidenced by a 504 plan or IEP
3. Students in foster care or are homeless
4. Students identifying as American Indian / Alaskan Native, Black / African American, or
5. Hispanic / Latino
6. Students who are identified as English Language Learners (ELL)
7. Students who are credit deficient and/or at risk of dropping out
8. Students who are at risk of dropping out due to early pregnancy

The methods outlined in Section 3.2.1 are teaching methods available to all students. Through the gradual release of responsibility method, a tiered support system, and low Student-to-SASS ratios, we will be able to effectively provide differentiated services to those students who need them.

2) *Describe the school's approach to help remediate students' academic underperformance. Detail the interventions 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, year 3, year 5, and beyond)?*

Student remediation supports include:

- StrongMind curriculum for non-dual enrollment core coursework to prepare students for college level work
- iReady for certain subjects, where a student can leverage Study Skills time allotments to complete tasks and with the aid of Necca staff
- A low 75:1 student to staff ratio, allowing for one-on-one support and ample tutoring opportunities

We will measure remediation progress through a student's tiered support level. Please reference Table 3.1.1: Tiered Support Levels based on Individual needs below.

Table 3.1.1: Tiered support levels based on individual needs

Tier	Indicator for New Students	SASS Touchpoint Frequency
Level 1	3) Incoming students: More than one D or F in prior semester 4) Not enrolled in previous school for the proceeding semester	Daily
Level 2	The majority of students will fall into this category.	Twice per week, usually during Study Skills
Level 3	Students achieve Level 3 after successful completion of their first semester at Necca with grades of B or higher. For students enrolled in their first math class at Necca Academy, touchpoints will be at least weekly during that semester, even if they have moved to Level 3.	Monthly

Current Tier	Tier Shift	Performance Trigger
Level 1	Level 2	<p>A student may advance to Level 2 by achieving the following goals:</p> <ul style="list-style-type: none"> ● Perfect attendance ● 95% assignment on-time completion rate ● 85% or higher on all assignments that have the ability for unlimited retaking ● 80% or higher on all open book assignments, quizzes or tests ● 70% or higher on all quizzes and/or tests which do not allow for outside resources <p><i>Note: At the beginning of each semester, during the LifeSkills course, the student and SASS will review each of the student's syllabus to map student-specific goals and create progress templates within Canvas. These templates will be used to guide Student-SASS check-in's.</i></p>
Level 2	Level 1	<p>A student may shift to Level 1 if the following triggers are identified:</p> <ul style="list-style-type: none"> ● More than 2 absences in a 60-day period ● Assignment completion rate falls below 90% and/or score on 2 or more assignments that allow for unlimited retakes falls below 80% ● More than 2 quiz or test falls below 75% when resources are allowed (open book) ● A test score below 70% for any test that does not allow outside resources.
Level 2	Level 3	<p>This shift mirrors the shift from Level 1 to Level 2. Ultimately, we look for consistency over a 60 day period to show positive habit formation.</p> <p>Additionally, a student will shift from Level 2 to Level 3 if he/she has B's or higher in all courses.</p>

3) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Explain the methodology for determining these proportions.

The nature of our program is drastically different from that of a traditional high school. Our staff is designed to support students outside of their core curriculum. Understanding that our students may need a higher level of support and guidance than their peers, our Student to SASS ratio is capped at 75. This is an intentional design that ensures adequate support.

Specific supports include:

- One-on-one tutoring
- Daily check-ins with a relationship building goal
- Restorative and trauma informed techniques to remove barriers and understand the “why” behind behaviors or subpar performance
- Remediation tools like StrongMind curriculum and/or iReady
- Peer group study assignments
- NSHE academic supports

4) How will you communicate the need for remediation to parents?

We believe in many forms of messaging to parents. First, all new students and Level 1 students are required to have two (2) student-parent-teacher conferences in the first semester to ensure strong communication. Second, parents are strongly encouraged to set up observer accounts in Canvas to monitor their student's performance. Lastly, we provide notification

to parents when a student is approaching a shift in support tier level, whether up or down on the support scale. Parents will be notified by the communication preference(s) they have indicated, including text, call and/or email.

5) What interventions will be offered for students exhibiting early signs of behavioral concerns, mental health concerns, and/or need for social emotional supports? How will individual plans for students be implemented and monitored?

It is important to note that, through Social Emotional Learning practices, behavioral and/or mental health concerns are not viewed in a negative light, but rather part of a student's growth process. This is even more prominent when serving a student group is largely considered disadvantaged. Early signs and monitoring techniques include:

1. We intend to partner with RestorativeNV to implement restorative circles. Restorative Circles, as a routine practice, are excellent ways to identify early warning signs through small changes in behaviors. Facilitators can follow-up with a "Check-In" after the circle as needed, which could include a therapeutic referral.
2. All team members will participate in SEL training as part of their onboarding and also continuous professional development. A large focal point of these trainings is to take an empathic approach with negative behaviors, and leverage either restorative techniques or therapeutic referrals as a means to interventions.
3. Student monitoring will continue based on the support tier they are assigned, until which point they graduate to the next level. (see table above: *Table 3.1.1: Tiered support levels based on individual needs*)

■ **Special Populations**

1) Explain the track record of one or more members of the founding school team (e.g., founding board member, identified instructional leader, etc.) in working to achieve high academic outcomes for:

- a) students with disabilities, including students with mild, moderate, and severe disabilities,
- b) English language learners,
- c) homeless and migrant students, and
- d) intellectually gifted students.

Brittney Varao, GATE and ELAD endorsed, currently serves as Assistant Vice Principal at a school that caters largely to homeless and migrant students. Additionally, in Nye County, Varao launched the GATE program, from scratch, which led to tremendous results. Kevin McPartlin, Associate Superintendent Clark County School District, with an emphasis on alternative schooling, has had remarkable results in turning schools around who were previously underperforming. Each of these individuals have extensive experience and success in all four of the categories above, including necessary endorsements, which are detailed at length in their individual resumes. Please refer to Attachment 1: Information Sheet for Applicant Team Members.

2) Explain how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including:

- a) How will the school identify students who require special education services? How will the school handle overidentification of students 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?
- b) What specific instructional programs, practices, and strategies the school will employ to provide a continuum of services? Describe how students with severe intellectual, learning, and/or emotional disabilities will be served.
- c) 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?
- d) How will you ensure qualified staffing to meet the needs of students with disabilities? *Federal and Nevada law requires licensure for special education teachers, related service personnel, and psychologists at charter schools.*

- e) What are your plans for monitoring and evaluating the progress and success of *students who qualify for special education* and related services, including the process for exiting students from special education services, as needed. How will curricular and instructional decisions be tracked and monitored by IEP teams and school personnel?
- f) What are your plans for monitoring and evaluating the extent to which your *special education program* complies with relevant federal and state laws?
- g) *For proposed middle and high schools*, discuss how you will develop and implement transition plans for special education students.

COMBINED ANSWER:

Students with 504 plans and IEP's are a large potential demographic for Necca Academy. Our tiered support system provides for natural supports, identification of services needed, and regular modification of supports. The combination of our differentiated supports, ensuring SpED licensed team members are a priority, and adequate professional development of staff, the school will be able to handle over-identification, implement appropriate curriculum and supports, provide timely and accurate monitoring, collaborate as a team, and develop transition plans for our students. As evidenced in Attachment 24: Financial Plan Workbook, SpED licensed employees are a priority in the first year and as we grow over time.

3) *Explain how the school will meet the needs of English language learners (EL), including:*

- a) How will the school ensure proper identification of English language learners? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?
- b) How will the results of the WIDA Screener and other identification and program placement decisions be communicated to staff and parents?
- c) How will you ensure qualified staffing to meet the needs of EL students, conduct assessments, and monitor the progress of EL students? *Nevada law requires licensure (TESL endorsement) for the primary teacher providing EL services in pull-out and inclusive environments at charter schools.*
- d) What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English language learners?
- e) What plans are in place for monitoring and evaluating the progress and success of EL students, including the process for exiting students from EL services as needed?

4) *Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported.*

5) *Explain how the school will meet the needs of homeless/migrant students:*

- a) *How will the school ensure proper identification of students and families who qualify for homeless and/or migrant services? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?*

COMBINED ANSWER:

Similar to students with disabilities, English language learners are a large potential demographic for Necca Academy, and our support model acts very similar with the previously mentioned student group. Our tiered support system provides for natural supports, identification of services needed, and regular modification of supports. The combination of our differentiated supports, ensuring ELL licensed team members are a priority, and adequate professional development of staff, the school will meet the needs of the ELL student base. Additionally, we will incorporate a comprehensive needs assessment in the registration process, in which we will have the ability to confidently identify families who may require additional support. As evidenced in Attachment 24: Financial Plan Workbook, ELL licensed employees are a priority in the first year and as we grow over time.

- b) *How will you assess the needs of homeless and/or migrant students and their families and ensure that they receive required services?*

In addition to the supports mentioned above, including a comprehensive needs assessment during registration, the below resources are also available to students who are classified as homeless or migrant, in an effort to ensure student success:

1. McKinney Vento Alliance: Upon application approval, and during the Incubation Period, we will formalize an alliance with McKinney Vento to ensure adequate support is provided to eligible students. Given the high percentage of students we anticipate to meet the homelessness criteria, we plan to hire a Family Outreach Support Specialist who will oversee this function.
2. Additional built-in program supports: By design, our program includes many benefits to assist with families in need including not limited to: Free & Reduced Lunch program, textbook stipend, stipend for school fees / lab fees, transportation and/or bus passes, chromebook program, student supplies bank, counselor referrals, along with NSHE added supports.

○ 3.6 PROFESSIONAL DEVELOPMENT

- 1) *Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

We are committed to our mission, vision and core values in all that we do, and we will continuously focus on our four pillars as a means to driving positive, long term student outcomes. Through this consistent approach, we will drive measurable results in our key performance areas which demonstrate 1) academic achievement, 2) a healthy culture for both education and workplace, 3) sustainable operations.

Our annual professional development model will include the below table.

- An adequately prepared opening team will have four (4) weeks of training before the first day of class.
- Key personnel starting prior to 4-weeks will have an abbreviated onboarding and job-specific training, and then participate in the full team training from July 14, 2025 - August 8, 2025.

Core Value	Professional Development Integration
Be Authentically You	In many ways, this is our diversity-driven core value. Show up as you are, be accepting of others as their authentic selves, and bring your strengths to the table.
Seek Balance	In the same manner that we intend to remove barriers - not add them - for students, we strive for the same with staff. Every professional development session and/or activity should have direct relevance to those who participate and should connect back to at least one of our four pillars. In other words, we will seek balance in how we conduct professional development so that it is relevant, engaging and not burdensome to the team member.
Get Connected	To the extent possible, professional development seminars shouldn't just be relevant, they should be fun and engaging. When the opportunity is afforded, we will conduct professional development within the community and/or invite community speakers in. Each group professional development day will also include some level of team building.
Voices & Choices	There are certain aspects of professional development which are dictated by NRS code or program structure requirements. However, there will be leeway in many cases so that professional development is tailored to both what the team is expressing they need and/or what parents and families are asking for.

- 2) *Provide an overview of professional development that will take place prior to school opening. Explain what will be covered during this induction period, how teachers will be prepared to deliver any unique or challenging aspects of the curricula and instructional methods, and a general timeline for when this professional development will be delivered. Ensure alignment to incubation year plan.*

Through a combination of group training to ensure all team members have the same foundational knowledge, team members will have 40 hours of training specific to their role. For all roles, including the SASS role, subject matter experts and/or mentors will be available for training needs during his period. This includes but is not limited to: LMS training and support, StrongMind curriculum training and support, SEL trainers, etc.

Please see the table below for training to take place prior to the start of the school year.

Table 3.6.2 Professional Development Training Schedule

Title	Purpose	Hrs	All Team Members	Role Specific	Governing Body	Format	Where
Start with the Why	Mission, Vision, Values Alignment --Who we're serving (student personas) --Why we're prioritizing this group --What success looks like in data --Inspirational guest speaker --Group activity	8	Yes	N/A	Yes	Interactive Workshop	In-Person
Culture 1	Building a Strong Team --Icebreakers and introductions --Strength Based Team Training & Activity --Roles & Responsibilities Matrix - how our roles interact --A customer service approach to education --Diversity, Equity & Inclusion --"Get to Know Me" team building activities	24	Yes	N/A	Optional	Interactive Workshop	In-Person
Culture 2	Organization Benefits --Benefits --Professional Development --Coaching procedures / Coach up approach	6	Yes	N/A	Optional	Instructional, Q&A	In-Person
Program Overview	Understanding the Process --Recruitment overview --Registration process overview --Academic planning overview --Curriculum overview --Student supports overview --Measuring success	16	Yes	N/A	Optional	Instructional, Hands On, Train the Trainer	In-Person
Department-Level Training	Knowing the Process --Recruitment and marketing (40 hours) --Registration process and academic planning(40 hours) --Curriculum & NAC Connectors, Canvas and IC (40 hours) --Student supports (40 hours)	40	No	Marketing SASS SASS OPS Mgr	N/A	Combination of instructional, asynchronous, group discussion, presenters	Combination
SEL Training	Trauma-Informed Training --Brain dynamics --The jigsaw puzzle --The invisible suitcase (the trauma we carry with us) --The importance of community --Peer group and influences (why our job is so important) --Regulate, Relate, Reason --CASEL Framework --Community team-builder	16	Yes	N/A	Optional	--Instructional --Group activities --Group discussion --Guest speaker --Community team builder	In-Person
CSN Tour & Speakers	CSN Professor Speakers for Math, English, History --Syllabus Review for each --What supports the professors see as valuable for student success. --CSN Dual-Enrollment Director --CSN Student Activities Specialist	4	Yes	N/A	Optional	CSN campus tour Group activity Guest speaker	In-Person, CSN Campus
Student Discipline	Restorative Practices Policies and protocols	8	Yes	N/A	Optional	Instructional Group Activities Guest Speaker	In-Person
Compliance	Safe Schools	20	Yes	N/A	N/A	Asynchronous	Virtual
Specialized PD	ELL, SpED-related, etc.	8	No	SASS	N/A	Instructional Group Activities Guest Speaker	TBD
Governance	Governance Training	2	Optional	N/A	Required	Contracted Provider	Virtual
Medical	CPR & First Aid Certification	4	Yes	N/A	N/A	Contracted Provider	In-Person
Risk Management	OSHA regulations	2	Yes	N/A	N/A	Guest Speaker	Virtual
Data Security	IT Security & Password Management, Student Data	2	Yes	N/A	N/A	Instructional	Virtual
Total Training Hours for Onboarding		160	64	48	10		

- 3) *Describe the expected number of days/hours for professional development throughout the school year, and explain how the school calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration. How will such time be used?*

Communication and collaboration are building blocks for successful team work. Honoring our voices and choices core value, components of our communication design will be designed during the Pre-Opening Training. This enforces, from Day 1, that we are intentional in our core values. As an example, we may implement any of the following practices as a routine based on team input:

- Water Cooler Huddles (5-10 minute meeting to start the day on the right foot)
- Collaboration blocks on a weekly, biweekly or monthly basis (currently scheduled for Fridays)
- Discussion boards similar to how we ask our students to engage in a virtual environment
- Book clubs with common reading material geared towards Social Emotional Learning, Suicide Prevention, Leadership, or other relevant topics the team chooses
- Peer coaching and observations
- Mentorship programs

With that said, four (4) scheduled Professional Development Days are built into Necca's academic calendar year. Some of the Professional Development sessions were deliberately scheduled prior to Parent-Student-SASS meetings kicking off as a way to 1) reinforce the expectations and process, 2) share experiences, 3) collaborate on best practices, and 4) identify as a group if any barriers to student or staff achievements that may be proactively addressed.

In addition to the training schedule above, the below table outlines the expectations during the first calendar year for training, rolling into the following summer refresher. In summary, team members will complete 228 hours each year of professional and/or personal development, with 108 hours each subsequent year.

New Hires	Time Frame
Pre-Opening Training	The four weeks preceding the start of school (7/14/25 - 8/8/25)
Professional Development (PD)	Four 8-hour PD days per academic calendar year
Personal Development	16 hours per academic calendar year
Summer Refresher	Select from 40 hours of relevant refresher content
Safe Schools	20 hours of annual training

Lastly, we encourage personal development which is evidenced in Attachment 24: Financial Plan Workbook through our financial commitment to individual professional development, along with tuition reimbursement.

- 4) *Describe how teachers will be coached in and supported outside of the professional development outlined so far in this section.*

360 Feedback Culture⁵¹: Implementing a 360 feedback culture builds trust, collaboration and overall organizational success. It allows for candid conversations, in a caring manner, to improve an individual, team or organizations performance.

Monthly Supervisor One-on-One's: In an effort to create a routine with a 360 feedback culture, each team member will meet one-on-one with their supervisor on a monthly basis.

Peer Mentorship: As our team develops we will identify SASS members who consistently perform at the top of their peer group and offer peer mentoring opportunities.

⁵¹ <https://www.linkedin.com/pulse/transformative-power-360-degree-feedback/>

Adequate Resources: Ensuring the team has the resources needed to do their jobs effectively and to the best of their ability is imperative. Just as it is our job to remove barriers for students, we must do the same for team members.

Data Transparency: Understanding where team members stand in comparison to their peers and in comparison to organization goals allows for both the team member and supervisor to notice warning signs early and provide interventions or added support as necessary.

Reflection and Self-Evaluation: Just as we ask students to reflect on their work, we will do the same. Self-evaluations provide a useful tool in team members developing a sense of self-awareness in both their strengths and areas of opportunity.

NDE teacher resource library: The Nevada Department of Education lists multiple teacher and classroom resources and best practices that the team will leverage as necessary.⁵²

- 5) *How will teachers be supported and developed to ensure they are prepared to meet the needs of students who require additional support (ex. special education, English language learners, etc.)?*

The onboarding calendar above includes eight (8) hours of specialized professional development focusing on ELL and SpED students. Additionally, our school principal is ELL certified and WIDA trained, along with a curriculum platform that is designed for the English language learners. When more extensive training is required, we will contract with the Regional Professional Development Program (RPDP), WestEd's Quality Teacher for English Learners (QTEL), and Unbounded.⁵³⁵⁴⁵⁵

- 6) *Identify the individuals (or positions) and/or vendors responsible for professional development.*

Core Curriculum	Canvas	Social Emotional Learning	Life Skills	Student Discipline
StrongMind, as our primary curriculum vendor provides for a seamless onboarding and training of curriculum, with ample resources.	StrongMind is a Canvas reseller offering discounted subscriptions rather than purchasing directly from Canvas. With their services, they provide implementation and onboarding	We will leverage our partnership with SAFY of Nevada to provide PD centered around Trauma Informed Care	In conjunction with BYU Life Skills curriculum, we will partner with Project Real ⁵⁶ for community events with a Life Skills focus. Project Real is a non-profit that has developed "Life Books" for teenagers, which particularly benefit the at-risk populations. Topics include making positive life choices, goal setting, independent living and self-governance.	Restorative NV ⁵⁷ will assist in our rollout of a tiered restorative justice program.

⁵² <https://doe.nv.gov/educator-effectiveness/educator-develop-support/nepf/teacher/>

⁵³ <https://www.rpdp.net/>

⁵⁴ <https://www.wested.org/project/quality-teaching-for-english-learners/>

⁵⁵ <https://unbounded.org/>

⁵⁶ <https://projectrealnv.org/>

⁵⁷ <https://www.restorativenevada.com/>

○ **3.7 SCHOOL CULTURE**

- 1) *Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.*

Our school's ethos revolves around our core values: Be Authentically You, Seek Balance, Get Connected, and Champion Voices & Choices. These values aren't just principles for our students; they're interwoven into our family dialogues, community engagements, and team interactions. We embrace a holistic approach that encompasses academic, social, emotional, and practical development. In our educational journey, we don't just aim for academic excellence; we prioritize the joy and fulfillment of learning. We envision a future where our students and staff not only achieve academic or professional success but also find personal happiness.

Encouraging authenticity in our students fosters an environment of acceptance for everyone's true selves. By championing voices and choices, we also emphasize the importance of active listening and diverse perspectives. Through fostering community and balance, we aspire to cultivate individuals who graduate as content, well-rounded, and healthy members of society.

As a team, we lead by example, embodying the qualities we wish to instill in our students. Ultimately, our goal is to create a culture where every individual feels valued and respected, while upholding ourselves and each other to the highest standards of excellence.

Our cultural commitment is evident through every aspect of the organization including our board selection, the Culture Committee formation, the hiring process, budget allocations, routine reporting and key performance indicators that the leadership team is held accountable to.

- 2) *Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for assisting students who enter the school mid-year to adapt to the school culture.*

Putting our values into action requires a multifaceted approach that involves various stakeholders and strategies. Here's how we can implement our core values and development pillars in practical terms:

Be Authentically You:

- Encourage students to express their true selves through diverse forms of self-expression, such as creative projects, group discussions and student body advocacy.
- Create a safe and inclusive environment where students feel comfortable sharing their thoughts, feelings, and identities without fear of judgment.
- Incorporate opportunities for self-reflection and self-discovery into the Life Skills curriculum, primarily through journaling prompts and/or guided mindfulness exercises.
- Model authenticity as educators and staff members by sharing personal experiences, embracing vulnerability, and fostering genuine connections with students.

Seek Balance:

- Promote a healthy work-life balance by providing resources and support for managing academic responsibilities, extracurricular activities, and personal interests.
- Integrate mindfulness practices, relaxation techniques, and stress management strategies into the school day to help students prioritize their well-being.
- Encourage open communication between students, teachers, and parents to address concerns related to academic pressure, time management, and mental health.

Get Connected:

- Facilitate opportunities for students to build meaningful connections with their peers, teachers, mentors, and community members through group projects, collaborative learning activities, and volunteer initiatives.
- Foster a strong sense of school pride and belonging through traditions, celebrations, and community-building activities that bring students together.
- Utilize technology and social media platforms to stay connected with students, parents, and community partners, creating a network of support and resources for current students.

Champion Voices & Choices:

- Empower students to advocate for themselves and others by providing platforms for sharing ideas, concerns, and feedback with school leadership.
- Students have voice and choice in their own curriculum design
- Celebrate diversity and inclusion through multicultural events, awareness campaigns, and initiatives that amplify marginalized voices and promote equity and justice.

Students coming into the school midyear will have the opportunity to be assigned a peer-partner to help navigate our non-traditional system. Along with hosting at least one family event per semester, new parents will be invited to the upcoming governing board meeting and will be informed of committees and volunteer opportunities in which they may participate. By implementing these strategies consistently and intentionally, we will bring our core values and development pillars to life, creating a vibrant and supportive learning community where every individual has the opportunity to thrive and succeed.

3) What are the school culture goals? How will you evaluate school culture and the implementation of your culture plan.
In our commitment to making data-informed decisions, the team has identified ten (10) key performance indicators which will track the school's culture climate. The below table illustrates metrics that will be reported on regularly to the governing body and pertain specifically to the cultural health of the organization.

Metric	Reporting Frequency	Goal - Yr 1	Goal - Yr 2	Goal - Yr 3
Staff Turnover - Less than 90 Days	Quarterly	30%	26%	23%
Staff Turnover - Greater than 90 Days	Quarterly	30%	26%	23%
Student Withdraw Rate between 2 weeks - 90 days	Semester	15%	12%	10%
Student Withdraw Rate after 90 days	Semester	10%	8%	6%
Community Forum SMART Plan Achievement	Quarterly	75%	80%	85%
Annual Survey - Organizational Health**	Annually	70%	75%	80%
Annual Survey - Departmental Health**	Annually	70%	75%	80%
Aggregated Annual Survey - Individual 360**	Annually	70%	75%	80%
Student Satisfaction Survey Completion Rate	Annually	60%	65%	70%
Student Satisfaction Survey Results (Aggregate)**	Annually	70%	75%	80%

*Should the school fail to meet goals for two consecutive years in a row, or if our actual to goal variance exceeds 10%, the school will seek a 3rd party HR audit.

4) Describe the school's approach to help support all students' social and emotional needs:

The school is designed to support all students' social and emotional needs through the following:

1. Life Skills curriculum with social and emotional learning throughout
2. Staff professional development with a social and emotional focus led by community partners
3. Full time therapist by Year 2
4. Family workshops focused on social and emotional development

To demonstrate the school's firm belief in the connection between social and emotional health and academic performance, the school will report on social and emotional learning outcomes through its annual reporting. The two primary key performance indicators pertaining to social and emotional learning are:

- Percent of first year students who earned a Certificate of Completion for Social & Emotional Learning (annual metric)
- Student Opinion Survey (annual metric) with a survey category specific to social and emotional learning

5) *Discuss any required dress code or uniform policy.*

Our uniform policy will be consistent with that of Clark County School District which include but are not limited to:

- Shoes with soles (house slippers and shoes with wheels not permitted).
- Clothing sufficient to conceal any and all undergarments, along with skin between bottom of shirt / blouse and top of pants / skirts at all times.
- Shorts, skorts, skirts and jumper/dresses must be fingertip length.
- All jeans, pants and trousers must be secured at waste level.
- Headgear is not permitted.
- Slogans and advertising which is controversial, discriminatory, profane or obscene are prohibited.
- No promoting of illegal or violent conduct and/or affiliation with groups that promote illegal or violent conduct.

Leaning into restorative practice techniques, wardrobe violations are not intended to result in adverse consequences. Rather, it opens a dialogue between the Necca team and the student and/or family. As part of our student supply bank, we will offer one-time free t-shirts, as needed.

○ **3.8 STUDENT DISCIPLINE**

- 1) *Describe the school's discipline policy. If the proposed policy is fully developed, provide as Attachment 4. Discuss the practices the school will use to encourage students to meet school expectations, including restorative justice practices, consequences for infractions, and incentives for positive behavior, as applicable.*

School Discipline: The Committee to Form was happy to learn that, coming out of the 2023 legislative session, the Nevada Department of Education embraced the philosophies of restorative justice and has set this as the new standard throughout Nevada.⁵⁸ Understanding that our target demographic may correspond to a higher level of social emotional needs and/or heightened trauma experiences, developing trauma-informed skills and a restorative justice mindset is imperative to the overall health and success of our school. Through a restorative justice approach, and leveraging non-punitive forms of support, students will develop holistically with lasting positive behavior outcomes. Through restorative justice, we will leverage techniques such as adverse behavior prevention, early intervention, differentiated supports, restorative circles, positive behavior reinforcement, peer mediation, therapeutic referrals, and restorative tiered practices. The goal of restorative justice is for students to take accountability for their actions, repair any harm done to others and reflect on their decisions for improved future outcomes.

Behaviors that *may* warrant suspension or expulsion: (NRS392.466⁵⁹)

1. Distribution of controlled substances
2. Battery of a school employee or student
3. Continuing danger to people or property
4. Possession of a dangerous weapon, not including but not limited to a firearm
5. Bullying

Behaviors that warrant immediate removal include: possession of a firearm.

Should a student be suspended or expelled, the parent or legal guardian will be notified and a parent meeting will be scheduled no later than two (2) business days of the suspension.

College Discipline: If a student is removed from a college setting for disciplinary actions, he/she will be subject to the college's disciplinary policy.

The proposed policy is not fully developed and will be completed during the incubation period, in partnership with Restorative Nevada and in compliance with NRS392.4644. The disciplinary policy will include input from teachers, school administrators, social workers and/or therapists and/or behavior analysts, and parents. The disciplinary policy will be voted on and adopted by the governing board. Lastly, the school will partner with Restorative Nevada for professional training and support during the first year in operation. Each year thereafter, the school disciplinary policy will be reviewed during the annual governing board member and voted on for approval.

- 2) *Explain how the school will ensure that discipline practices do not disproportionately impact certain student populations as well as protect the rights of students with disabilities in disciplinary actions and proceedings, exhausting all options in order to promote the continuation of educational services in the school.*
- Documented Standards Consistently Applied to All Students: Students and families will be well-informed of the expectations and potential disciplinary outcomes through introductory sessions and the school handbook.

⁵⁸ <https://acrobat.adobe.com/link/review?uri=urn%3Aaaid%3Aascds%3AUS%3A631f8870-59c1-380b-941c-5359864e1ab8>

⁵⁹ <https://www.leg.state.nv.us/nrs/nrs-392.html#NRS392Sec466>

- Staff and Leadership Accountability: The staff has a duty to all students to operate in a fair and consistent manner. Both Staff and the Leadership Team will be accountable for ensuring all standards are applied fairly and consistently.
- Transparency and Reporting: To ensure proper oversight, disciplinary updates and administrative withdrawals will be reported quarterly.

3) *Describe the procedures for due process when a student is suspended or expelled, including a description of the appeal process that the school will employ for students facing expulsion.*

Student removal through suspension or expulsion is not to be taken lightly and will be a last line of defense. All school team members will participate in professional training centered around social and emotional learning, trauma-informed care and restorative justice, providing many tools for intervention prior to the point of removal. However, when removal is necessary, the following process shall be followed:

1. Student Statement: All students facing expulsion or suspension will be given the opportunity to provide a statement.
2. Impartial Investigation: Investigations will be conducted by either the school principal or operations director, whomever is the most removed from the student incident. If a suspension or expulsion is deemed appropriate, notice will be given to the governing board and SPCSA. As appropriate or required by law, the local police will be notified.
3. Notification: Parents and/or legal guardians of the student shall be notified immediately, in writing, with the following information pertaining to the cause of the suspension / expulsion along with the appeals process and timeline. A parent meeting shall be scheduled within two (2) business days.
4. Proposed Appeal Process: Students and families have a right to be heard by an impartial team and in an expedited manner. Appeal requests must be submitted within five (5) business days. The members of the Culture Committee who are 1) employed by the school or are a member of the governing board and 2) not directly connected to the student's removal will review any appeals. Appeal outcomes will be 1) to uphold the appeal, 2) to modify the removal or 3) to overturn the removal. All appeal decisions are final.

The student appeal process will be compliant with the Nevada Department of Education memo labeled "Implementing Discipline and Restorative Justice Updates Adopted during the 82nd Legislative Session," published on August 2, 2023.⁶⁰ For any student with disabilities, we will adhere to NRS388.419 and NRS392.466, requiring explanation that the student's behavior is not a result of the student's disability.

4) *Who will be responsible for implementing the school's discipline policy, including ensuring that accurate disciplinary records are maintained and reported to the SPCSA?*

The administrative head of the school will be responsible for ensuring the policies are implemented fairly and consistently, along with timely and accurate reporting to the SPCSA and Nevada Department of Education. The school will comply with the time table set forth by the Department of Education which is currently located here: <https://doe.nv.gov/saferespectfullearning/discipline-and-restorative-practices/district-restorative-discipline-plans/>

5) *Describe the school's goals for student behavior. How will the school track discipline data and how will this data be used?*

Aligned with the school's four pillars of building academic, social, emotional and practical skills, our hope is for every student to graduate with a strong sense of self and personal accountability. Through restorative disciplinary techniques with a social and emotional focus, the goal is for all students to graduate with a high capacity of self-governance. Specific goals. Specific behavior goals include:

⁶⁰ <https://acrobat.adobe.com/link/review?uri=urn%3Aaaid%3Aascds%3AUS%3A631f8870-59c1-380b-941c-5359864e1ab8>

State mandated data collection, quarterly reporting:

- Count of student expulsions and suspensions
- Count of vacant staff positions
- Average class size for each grade in the school
- Disciplinary plan implementation
- Employee training regarding the disciplinary plan
- Count of student placements in another school
- Ratio of students to counselors, school psychologists and school social workers

Additional school data collection, quarterly reporting:

In an effort to identify early warning signs of behavior concerns, the school will include the following quarterly reports to the governing board:

- Attendance / truancy
- Assignment completion rate
- Support hours by staff

Discipline data will be tracked via Infinite Campus as our Student Information System and reported on at the state level.

○ 3.9 SCHOOL CALENDAR AND SCHEDULE

- 1) *Explain how the proposed school calendar reflects the needs of the student population and the educational model. As Attachment 5, provide the annual academic schedule for the school.*

The school calendar and schedule is a direct reflection of feedback from the community, aligned with the needs of the community, and aligned with a dual enrollment model in a real college setting. As the NSHE calendar differs from the Clark County School district calendar, Necca Academy's school calendar balances a traditional school calendar with the support needs for disadvantaged students in a dual enrollment program. The schedule offers a large range of flexibility to remove barriers and provide the best quality education to the student base. The schedule adheres to the minimum 180 days of instruction and required instructional minutes per year. Upon application approval, the school will submit the form: *Application to Operate an Alternative Schedule Pursuant to NRS33.090* to the Nevada Department of Education for review and approval.⁶¹

- 2) *Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects including English language arts, mathematics, science, and social studies. As Attachment 6, provide a draft teacher and student schedule for grade levels served in the first year of operation.*

Start time and dismissal time: Comparable to other dual enrollment and flexible schedule charter high schools in Clark County, there is not a set student start and dismissal times. Rather, the student's schedules are dependent on the individual. For accountability and to ensure compliance with state required instructional minutes, an audit will be completed within the first week of school to ensure all students meet the minimum monthly requirement.

Describe the structure of the school day and week: Again, much like other charter high schools, the daily structure and or weekly structure will vary greatly among the student body. For example, one student may have 4-hour days Monday, Wednesday and Friday, and 8-hour days Tuesday and Thursday, with hours ranging 10am-8pm. Another student may have a consistent daily schedule between 7am-2pm Monday - Friday. Another student may attend class on Saturdays. In all scenarios, each student meets the minimum instructional hours per month. However, they are able to attend school based on the schedule that meets their individual needs and the needs of their family.

The calculation of instructional minutes per month is as follows:

Source of Instructional Min. (IM)	Calculation, Frequency	Weekly Calculation	HS Credit per Semester
3-Credit NSHE Course*	108 minutes, daily	540 minutes	1.0 credit / semester
Necca: PE	55 minutes, daily	250 minutes	0.5 credit / semester
Necca: Study Skills	240 min, 2x per week	240 minutes	0.5 credit / semester
Necca: Life Skills	240 min, 2x per week	240 minutes	0.5 credit / semester
Elevate101: First 2 weeks of school Monthly Workshop	6 hours per day, 10 days 7.5 hours per day, 10 days	N/A - Not a weekly calculation	0.5 credit / semester

*A standard 3-credit course accounts for 9 hours of work per week, or 108 minutes per day across a 5-day week. This is consistent with NSHE and Northwest Commission on Colleges and Universities' (NWCCU) policy on student learning

measurements for credit hours.⁶²

Factors that differentiate Necca Academy from other local, dual enrollment programs, which directly correspond to family and community feedback include:

- The option to take on-campus classes designed for Necca Academy students
- The ability to align schedules for predictability with transportation included
- The ability for students to take virtual courses with on-premise support, as needed, for students who are not quite ready for the college setting
- Tutoring sessions and/or extra support sessions are as closely aligned and/or included with Study Skills sessions, whenever possible

3) Explain why the school's daily and weekly schedule will be optimal for the school model and meet the needs of the student population.

Serving a student body with the highest dropout rates, the school recognizes a one-size-fits-all model for this demographic is simply not effective. Expanding on an already successful model with flexible schedules as a way to increase engagement and academic performance, Necca Academy will be positioned to reach a larger student base. This schedule provides a balanced curriculum with strong support, ensuring positive academic outcomes and overall personal development.

Common barriers to education for lower income students and students at risk of dropping out include inflexible schedules. By providing a schedule that is flexible to the students' needs while meeting state requirements, the school continues to work towards its mission to remove barriers and increase access to dual enrollment, academic achievement and personal fulfillment.

4) 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?

Student attendance will be tracked through Canvas activity and monitored daily. The reporting function falls under the school principal's roles and responsibilities.

Supports in place for truancy and chronic absenteeism are as follows:

1. Prompt notification through text, email and automated messaging
2. Direct family contact after three (3) absences
3. Dedicated full time Family Outreach specialist by Year 3.
4. Transportation routes to eliminate transportation as a barrier to attendance.
5. Therapeutic referrals when truancy may be related to social emotional reasons

Necca Academy's attendance goals are to exceed the district average and meet or exceed the expectation of the NSPF Framework. To that end, the school will report on attendance during weekly internal meetings and on a monthly time frame for governing board scorecard meetings. Should average daily attendance rates for any given month fall below 75%, this will act as a trigger for an agenda item for the upcoming governing board meeting.

○

⁶² <https://nevadastate.edu/policy/current/policy-on-credit-hour/> and <https://www.unlv.edu/advising/policies-forms>

○ **3.10 DUAL CREDIT PARTNERSHIPS**

This section is required for all applicants proposing to offer high school.

In accordance with NRS 389.310, Charter schools sponsored by the SPCSA which offer instructions in grades 9 through 12 are required to offer a dual credit program, whereby students in grades 9 through 12 at the charter school may enroll in a dual credit course at a community college, state college or university that has been approved by the Nevada Department of Education to offer dual credit courses. In the event that a dual credit course is not offered by a community college, state college or university located in Nevada, charter schools may enter into cooperative agreements with one or more institutions of higher education located in another state and accredited by a regional accrediting agency recognized by the United States Department of Education to offer such dual credit courses to students attending the charter school.

For applicants who do not propose to operate a high school program, provide a brief statement explaining that the questions in this section are not applicable.

- 1) Describe the proposed dual credit program, including the proposed college or university, the courses that will be offered, and how the program will be run.*

Recognizing that our school model varies greatly from most, the components of our dual enrollment model have been detailed in length. Please refer to Sections 3.2 through 3.5 and Section 3.9. Additionally, please refer to Attachment 7: Evidence of NSHE Engagement and Attachment 24: Financial Plan Workbook for financial allocations.

- 2) Describe the engagement with the proposed college or university to date and plans to further the relationship in preparation for the opening of the proposed school. As attachment 7 provide evidence of engagement, which may include communication with representatives of the college or university, a proposed MOU, or proposed cooperative agreement.*

College of Southern Nevada:

Given the proximity of the CSN North Las Vegas campus to our proposed school location, CSN will be our preferred NSHE provider. We have obtained positive feedback regarding our proposed model and a Letter of Support from the Director of Dual Enrollment at CSN. With enthusiasm around offering our program to 9th and 10th graders, CSN will explore dedicating specific courses exclusively to Necca students as a way to ease into the college setting with a familiar peer group. Additionally, CSN has a wealth of support for English language learners.

Truckee Meadows: Similar to CSN, TMCC traditionally enters into an MOU once an application has been approved. However, they were happy to supply a letter of support and were very much open to our school model to accept 9th and 10th graders, along with collaborating with the Necca team for wrap-around support for the students.

University of Nevada - Las Vegas: We hope to have participation, although limited, in the UNLV dual enrollment program by Year 3 of operation. By this time, students entering as a Sophomore in Year 1 will have had an opportunity to satisfy the majority of their Associate Degree requirements and may have a desire to challenge themselves further. Given that our timeline is not in the near future, we have not engaged in conversations at this time. However, the UNLV website is robust and thorough in outlining the school partnership process, associated cost, etc.

Great Basin Community College: As of the time of the application submission, the school has not been successful in establishing direct contact with GBC. However, we do not anticipate any barriers to future potential partnerships.

- 3) Describe the manner and amount that the college or university will be compensated for providing courses and resources, including, without limitation, any tuition, and fees that pupils at the charter school will pay to the college or university.*

As a tuition-free dual enrollment program, pupils will not be financially responsible to the NSHE institution for tuition or technology fees, so long as the enrolled courses follow the approved academic plan. However, there may be course-specific fees (e.g. art fee or lab fee) and/or textbooks that students may be charged for in conjunction with their

course. For students qualifying for Free and Reduced Lunch, resources will be available to students to cover either a portion of the cost or the full cost for any course-specific fees.

- 4) *Describe the how the school will monitor the students enrolled in the dual enrollment program, including course enrollment, attendance, and the acquisition of college credits.*

Required Student Self Reporting: In an effort to instill self-governance, time management, and self-reflection, students will be required to document and share weekly progress among all courses. In essence, they will maintain their own version of a grade book.

Staff Audits: Staff will have the ability to review and verify self-reported student activity.

Tiered Support Level: The student's Support Level will determine their required check-in schedule with their assigned SASS. Level 1: daily; Level 2, twice per week; Level 3, monthly

Transcript Submission: Each semester, students will submit their transcript for validation and transfer to their high school transcript.

Necca Designated as Authorized Third Party Release: As part of the enrollment process, students and parents/guardians acknowledge that the school will be allowed access to student records through the assignment of Third Party Release forms. This allows the school to validate transcripts.

○ **3.11 PROGRAMS OF DISTANCE EDUCATION**

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA.⁶³

For applicants who do not propose to offer a program of distance education, provide a brief statement explaining that the questions in this section are not applicable.

- 1) *Describe plans for gaining necessary approvals from the Nevada Department of Education for the distance education program and courses. If any approvals are already in place, provide documentation of approvals as Attachment 8.*

Select courses will be offered through distance learning as a way to accommodate learning styles that work best for the individual student. StrongMind curriculum is included in the Nevada Department of Education Approved Providers for Distant Learning for ELA, math, science and social studies.⁶⁴ StrongMind is currently seeking approval for Physical Education and Health and will apply for Computer Science prior to the 2025 - 2026 academic school year. If for any reason SmartMind curriculum is not approved, the school will contract with an alternate approved provider. Please see attachment 8: Approved Distance Learning Providers

- 2) *Describe the system of course credits that the school will use.*

Necca Academy curriculum that is delivered through a distance learning platform will be approved through the Nevada Department of Education. Canvas will be the platform for content delivery and Infinite Campus will be the platform for transcript management. Course credits will be awarded based on course completion and in compliance with any course-specific Nevada Department of Education parameters.

- 3) *Explain how the school will monitor and verify the participation in and completion of courses by pupils. Include an explanation as to how the proposed school will monitor student attendance to ensure meaningful participation.*

Canvas provides robust reporting to administrators and teachers, including active time in the application, time to complete assessments, and methods of added engagement through group discussion boards, two-way staff-to-student communication, goal tracking and attendance logging.

- 4) *Explain how the school will ensure students participate in assessments and submit coursework.*

A basis of our program model is through gradual release of responsibility. Staff will have access to all distance learning courses to ensure appropriate student progress. This provides our team with the ability to identify early if students are slow to turn in work, not spending adequate time on the platform to master content, and/or monitor the quality of work prior to due dates and provide feedback as needed. It should be noted that on-premise support is available as needed for all students.

- 5) *Explain how the school will conduct parent-teacher conferences.*

Per Section 3.3.7, which describes the frequency of meetings based on the student's support needs and time in the program, first semester students and families are expected to engage in a minimum of two feedback conferences in the first semester. On-premise conferences are preferred and encouraged, but virtual conferences may be accommodated. Given the nature of our facility design and open working space concept, any parent-student-teacher feedback sessions will be held in a private office with appropriate sound barriers and all conversations are kept confidential, and in compliance with NRS 392.029.⁶⁵

- 6) *Describe how the school will administer, in a proctored setting, all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school.*

Necca staff will comply with NRS 388A.246, stating that any examinations required by federal or state law are administered in a proctored setting. Students will be required to take any proctored test on-premise. Transportation may be provided, if necessary.

⁶³ [NRS 388.820-388.874](#) and [NAC 388.800-388.860](#)

⁶⁴ <https://publish.smartsheet.com/dc5ca39506aa4b15b6ae3e758c41c2d6>

⁶⁵ <https://www.leg.state.nv.us/nrs/nrs-392.html>

- 7) *Describe the supports that will be available to each pupil in their home or community. Include the availability and frequency of interactions between the pupil and teachers.*
1. Immediate assistance: Published office hours for each Necca staff member for both in-person and virtual support.
 2. Virtual tutoring or support sessions: Students may schedule tutoring and/or support sessions between 9am - 9pm. While there may be an opportunity for last minute tutoring scheduling, 48-hour advanced notice will guarantee a one-hour tutor session within 48 hours of the request.
 3. Community assistance: As a member of an NSHE institution, and as a dual enrollment student, NSHE on-premise and virtual supports are available to all Necca Academy students. This includes but is not limited to math tutoring, English tutoring and English Language supports.
- 8) *Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities, EL students, intellectually gifted, and homeless/migrant students.*

Students with disabilities:

- Selected curriculum hosts an interactive interface to engage students in learning methods that work best for them
- Additionally, through the staff's gradual release of responsibility and differentiated services, staff will still have the ability to provide a high level of support, as needed.
- Students taking distance learning courses are able to work on-premise during regular business hours as well as having access to on-support.
- As needed and as available, students who require on-premise support but struggle with transportation may have transportation provided.
- Necca Academy will comply with all reasonable accommodations outlined in a student's 504 or IEP plan.

EL students:

- Curriculum is translated into 32 different languages with built in EL supports
- Students will have access to bilingual, online tutors following the same 48-hour advance notice requirement
- Students will have access to bilingual support staff on-premise during regular office hours and by appointment.

Intellectually Gifted: In some ways, virtual formats can become more conducive to intellectually gifted through our program model, as it allows the student autonomy to work through assignments in a method that works best for them, and potentially take more rigorous coursework at the college level.

Homeless / Migrant Students: In an effort to remove barriers for all students, we offer:

- Chromebooks to students which is accounted for in the financial plan workbook
 - On-premise support for all students
 - Transportation for students who require on-premise support
- See Attachment 6: Draft of Teacher and Student Schedule which illustrates the team's ability to accommodate on-premise support for students who require it.

- 9) *Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.*

The majority of Necca Academy core curriculum will take place through dual enrollment. The primary purpose of distance learning is to support a student's preferred learning style, specifically when he/she is not yet ready for the college level setting. Distance learning is not considered a privilege and therefore not restricted to students based on qualifications or prerequisites.

SECTION 4:

THE OPERATIONS PLAN

Necca Academy Charter School Application

4 OPERATIONS PLAN

○ 4.1 BOARD GOVERNANCE

Questions in this section refer to the governing board of the entity that is proposed to hold the charter as indicated in section 1.2 Applicant Team Information.

- 1) *Describe the primary roles of the governing board and how it will interact with the principal/head of school. Describe any board committees, advisory bodies, or councils to be formed, including the roles and duties of those bodies and how the governing board will interact with these committees, advisory bodies, and/or councils.*

Primary Roles of Governing Board:

The governing board is composed of members who are deeply committed to upholding the school's mission, vision and values, and being of service to our community. Governing board members are selected based on a unique blend of professional experience and expertise, their demonstrated commitment within the community and their representation of the community we intend to serve. Ultimately, the governing board holds the charter with the Nevada State Charter School Authority and provides oversight, accountability and compliance with the school's charter. All members of the governing board will participate in SPCSA approved training within fifteen (15) days of accepting their position and agree to attend governing board meetings on at least a quarterly basis in compliance with open meeting laws and NRS388A.320.

Additionally, through regular reporting schedules, quarterly meetings and special committees, the governing board will ensure alignment to with NRS388A.224 and associated Governance Standards set forth by the SPCSA, including:

- Student growth, achievement and social and emotional well being
- Operational excellences
- Financial responsibility and sustainability
- Strategic planning and ensuring long-term success
- Effective leadership and community partnerships
- Both accessible and representative of the community served

To further ensure healthy operations, sustainability, and academic excellence, the following committees will be formed, in which members of select governing board members will participate based on their specific role. Each committee may request to be listed on the board meeting agendas at any time, but at a minimum will provide a committee summary to the board twice per year.

- Executive Committee: Comprised four (4) members consisting of: the board Chair, the operations director, the school principal and one (1) additional board members. The Executive Committee will meet as needed, and at the request of any member of the committee. The objectives of the Executive Committee are:
 - Provide organizational direction and oversight between regularly scheduled governing board meetings
 - Urgent decision-making and/or crisis management and/or managing high-level issues of serious nature
 - To aide in the efficiency of the governing board

Note: The Executive Committee intentionally consists of four members, requiring a 3-1 or unanimous vote to progress on any proposed issue.
- Academic Committee: Comprised of five (5) to eight (8) members consisting of: the board Vice-Chair, the school principal, one (1) representative from a partnering NSHE institution, at least one (1) SASS and at least one (1) parent who is not a board member of employee of the school a teacher. The Academic Committee will a minimum of once per academic semester with the following objectives:
 - Review and assess student enrollment and achievement data including but not limited to:
 - Student enrollment by NSHE course by grade level
 - Assignment completion rate by NSHE course by grade level
 - Assessment scores by NSHE course by grade level
 - Overall letter grade and/or overall percentage grade by NSHE course by grade level

- Student enrollment by Necca course by grade level
- Assignment completion rate by Necca course by grade level
- Assessment scores by Necca course by grade level
- Overall letter grade and/or overall percentage grade by Necca course by grade level;
- Necca attendance rate

When appropriate, data will include a filter for the number of semesters students have been enrolled with Necca to demonstrate progress over time.

- Identifying early signs for interventions and barriers to student achievement
- Strategic recommendations for the subsequent year including but not limited to Necca curriculum, Necca assessments, Necca support systems, and NSHE course enrollment and transfers.
- Identify and discuss industry trends that could impact future curriculum and/or enrollment and/or student needs including but not limited to updates to NDE or SPCSA requirements and recommendations.
- **Finance Committee:** Comprised of five (5) members consisting of: the board Treasurer, operations director, one (1) additional team member, one (1) additional community member with a background in finance or accounting, and one (1) a backend support contractor or other contracted third party to provide audit and financial oversight. The Finance Committee will meet a minimum of two times per fiscal year with the following objectives:
 - Approving an annual budget
 - Monitoring financial statements including but not limited balance sheet, profit and loss statement and cash flow statements
 - Oversight of cash reserves
 - Approving reports to the governing board and for state reporting purposes
- **Culture Committee:** Comprised of five (5) members consisting of: one (1) member of the governing board, the school principal or designee, (2) additional team members, one (1) parent, and one (1) member of the community with a background in human relations and/or workplace culture. The culture committee will meet on a quarterly basis with the following objectives:
 - Review and assess school culture through:
 - Disciplinary reporting, adhering to FERPA regulations and student confidentiality (*note: this does not include disciplinary reviews*)
 - Staff turnover and exit interview summaries, maintaining student and staff confidentiality
 - Feedback surveys
 - School reputation score through review platforms including but not limited to: Google reviews, social media reviews, Niche, etc.
 - Reviewing school safety and risk evaluations
 - Identifying early signs for interventions and barriers to positive workplace culture
 - Strategic recommendations for including but not limited professional development training, student engagement activities, family engagement activities and community outreach opportunities.
 - Identify and discuss industry trends that could positively impact Necca staff and students.

Note: This committee is not formed to provide evaluations on any specific individual, nor shall specific employee information be discussed in these committees.

Governing Board Interactions with Head of School:

The operations director will act as the liaison between the school and the governing board. The governing board is responsible for the hiring, oversight and termination of the operations director. Consistent with all staff, the operations director's review will ensure biases and subjectivity are removed through clear and concise performance metrics, as outlined in Attachment 13: Leadership Evaluation Tool. The operations director is responsible for ensuring day to day operations of the school are in alignment with the strategic direction set by the governing board and the requirements set forth by the Department of Education and SPCSA.

2) *Explain how the board will evaluate the success of the school. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This should include financial, operational, and/or or academic*

reports. What key performance indicators will the board rely on to know if the school is meeting its mission including its academic, financial, and organizational performance goals?

The metrics identified in Section 3.2.1 and 3.2.2 of this application will serve as key performance indicators (KPI) to measure success in academic, financial, and operational categories. A summary of those KPI's are below:

Academic Reporting - School Principal

Report Detail	Frequency
Academic Achievement: Math Percent of Juniors and Seniors who earned an ACT WorkKeys Badge of Bronze or higher.	Semi-annually
Academic Achievement: English Percent of Juniors and Seniors who successfully complete ENG101 and ENG102 college courses	Semi-annually
Academic Achievement: Math Percent of Seniors who successfully complete college course Math126 (pre-calculus)	Semi-annually
Academic Achievement: Science Percent of 1) second-year Juniors and 2) all Seniors who have satisfied science graduation requirements AND at least one semester of college science (e.g. BIO101, CHEM101)	Semi-annually
Academic Achievement: English language learners Percent of ELL students with a current year GPA of 2.75 or higher	Semi-annually
Academic Achievement: English language learners WIDA completion rate for ELL students	Annually
Academic Achievement Ninth grade sufficiency	Annually
Graduation Rates: 4 Year ACGR	Annually
Graduation Rates: 5 Year ACGR	Annually
College & Career Readiness Advanced Diploma Rate	Annually
College & Career Readiness Percent of graduating students who earned a B in two or more core subjects through dual-enrollment (i.e. core curriculum graduation requirements).	Semi-annually
College & Career Readiness Percent of 1st year students who earned a Certificate of Completion for Social & Emotional Life Skills Learning Modules. <i>Necca Elective Curriculum: Building Social and Emotional Skills for Adulthood</i>	Semi-annually
College & Career Readiness Percent of graduating students who successfully completed Necca Work Skills curriculum. (Note: Some students may choose to allocate time to Associates Degree or other avenues.) <i>Necca Elective Curriculum: Building Practical Workplace Skills</i>	Semi-annually
College & Career Readiness Percent second-year students graduating with an Associates or Technical Trade Certificate.	Annually
Student Engagement Percent of students who participate in 2 or more community events each semester. <i>NSPF Comparison: Chronic Absenteeism</i>	Semi-annual
Student Engagement Voluntary exit rate of non-graduating students. Excludes students who relocate out of district or were administratively withdrawn.	Monthly
Student Engagement Average daily attendance	Monthly
Student Engagement Chronic absenteeism	Semi-annual

Operational Reporting - operations director

Report Detail	Frequency
Long term employee turnover rate (greater than 90 days) <i>To calculate turnover: divide the number of 90+ day terminations during a specific period by the number of employees at the beginning of the period.</i> <i>Less than 90 day employees are calculated separately, as this turnover metric has different implications.</i>	Monthly
Short term employee turnover rate (less than 90 days) <i>To calculate turnover: divide the number of <90 day terminations during a specific period by the number of new hires during that same period.</i> <i>High 90 day turnover can be a signal of poor hiring process or poor onboarding and training.</i>	Monthly
Organizational health: Employee Opinion Survey Average score on a 100 point scale, administered anonymously and through a third party.	Annually
Organizational Goal: Community Survey Average score on a 100 point scale, administered anonymously and through a third party.	Annually
Organizational Goal: Professional Development Percent of active staff who have completed a minimum of 40 hours of approved Professional Development training, including a minimum of 8 hours of SEL-related training annually and 8 hours of leadership training. Excludes employees hired with 90 days of reporting.	Annually

Financial Reporting - operations director

Report Detail	Frequency
Near term measure of current assets to current liabilities Indicator of whether the school has enough resources to pay debts over next 12 months. <i>Current ratio goal of 1.1 or greater.</i>	Monthly
Unrestricted days cash on hand (UDCOH) between 60 - 120 Indicator of the school's ability to pay operating expenses without a cash injection. <i>Target: 60-120 days of cash-on-hand</i>	Monthly
Debt to Asset Ratio An indicator of financial health through a manageable debt load.	Monthly
Total margin Indicator of school's current ability to operate within its budget	Monthly
Current year cash flow Indicator of school's ability to meet financial obligations using both restricted and unrestricted funds	Monthly
Aggregated three year total margin Indicator of the school's historic ability to operate within its budget by examining the most recent three years.	Annually
Multi-year cash flow Allows for evaluation of favorable and unfavorable cash flow trends.	Annually
Percent to enrollment variance Accuracy indicator for current and future revenue budget assumptions and/or the need for forecast modifications. <i>Target: within 10% in Year 1, within 7.5% in Year 2, and within 5% in Year 3.</i>	Annually

- Summarize the qualifications and experience of proposed members of the governing board of the school. Identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. How will the board ensure that there will be active and effective representation of key stakeholders, including parents? Additionally, complete the Board Membership Template and provide as Attachment 9.

In compliance with NRS388.320, the governing board will contain a minimum of two (2) teacher members, one (1) parent member, two (2) community members with a background in accounting, financial services, law or HR. In addition to the required seats per NRS388.320, we will look to include one (1) representative of a partnering Nevada System of Higher Education (NSHE) representative, one (1) additional parent member, and one (1) student member.

Proposed Board Member	Qualifications
<p>Kevin McPartlin Administrator / Teacher Member</p>	<p>Assistant Superintendent within one of the largest school districts in the country, with over 27 years of experience. In his prior role as Principal of Arbors High School, McPartlin's school was one of only six comprehensive public high schools to achieve a 4 or 5 Star NSPF rating in southern Nevada with notable outcomes among at-risk student groups.</p> <p>Current and past committee membership: Clark County School District: College, Career, Equity, and School Choice Division, School Safety Action Committee (2022 - Present) Change of School Assignment (COSA) and Shared Housing Task Force (2022-2023) Office of the Superintendent:</p> <ul style="list-style-type: none"> ○ Chief Financial Officer Advisory Council (2021-2022) ○ Chief Financial Officer Advisory Council (2015-2017) ○ Superintendent Educational Opportunities Advisory Committee (SEOAC II) (2013 - 2014)
<p>Willis Bowden III, ESQ Community Member Legal</p>	<p>After several years of practicing family law, Bowden established Bowden-Boyatt Law where he is able to follow his passion in helping underserved youth by serving. Bowden has recently been contracted through Clark County to be the defense counsel for juveniles. He is driven by his ability to advocate for the rights and well being of his clients, and making a positive difference in the lives of those who need his services the most.</p> <p>His pivot in his career to follow his passion in serving the underrepresented is a clear demonstration of his ability to serve our target community.</p>
<p>Anya Earl, LMSW Community Member</p>	<p>Serving the Las Vegas community for 20+ years, Earl leads the SAFY of Nevada division for the national organization. Supervising a team of 30+ professionals, the Nevada office regularly outperforms its sister locations, along with foster care agencies as a whole, in terms of minimal disruptions, employee retention and financial sustainability. Earl's strong community ties within the student groups we hope to reach, and her strong leadership track record make her an invaluable candidate for the Necca Academy governing board.</p>
<p>Desiree Kathmann Parent Member</p>	<p>Born and raised in Las Vegas, with two students in Clark County who each meet one or more criteria for our at-risk youth groups, Kathmann continues the theme of adding diversity to our team. Kathmann offers a voice for all families and will be instrumental to the team and sub committees.</p>

4) *How will the board expand and develop over time? If the full founding board has not yet been identified, describe plans and timeline for adding board members and increasing the capacity of the governing board.*

Our board will range between 7 and 9 members. As an inclusive board representative of our community, we accept members of all backgrounds. We strive to maintain diversity in experience, recruiting members who are demographically representative of the community we serve, and with a demonstrated passion for serving that community. In an effort to ensure families have a voice, we will reserve a minimum of two (2) governing board seats specifically for Parent members. It is important to the mission and vision of the school that governing is well trained and understands their role. As such, we ensure each new board member receives proper onboarding for alignment to the mission, vision and values, along with compliance training through an SPCSA approved trainer.

Upon application approval and per Attachment 17: Incubation Year Planning Table, we intend to recruit a board member from the College of Southern Nevada within 90 days of application approval. Should this candidate not meet the requirement of a licensed teacher member pursuant to NRS388.320, we will recruit our teacher member at that time as well. Additionally, throughout our new student registration process, we will use this as an opportunity to recruit parent members for either open governing seats or a committee that reports out to the board.

5) *Explain how the board is or will become representative of the student population and/or the community to be served. How and when will the board engage with the school community and the broader community?*

Each member of the board is actively engaged in the student population groups in which they uniquely represent on a continual basis by nature of their current positions or volunteer work. Select governing board members will engage with the school committee primarily through the committees that will be formed during the incubation year and/or Year 1. In addition to expanding our required parent members to two (2), we will also expand our board to include a non-voting student member in an effort to ensure the student body has a voice as well.

6) *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 10, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.*

In accordance with NRS388A.323, any board member is required to disclose conflicts of interest. Within thirty (30) days of the approval of the charter school application, the governing board will vote to adopt the proposed bylaws.

7) *Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. This information should match the disclosures in the Information Sheets provided for members of the Committee to Form, Board Members of the CMO, Employees of the CMO, and any other proposed governing board members, as applicable.*

No known conflicts exist.

8) *Describe the orientation or training new board members will receive as well as the ongoing development that will be provided to existing board members. What topics will be covered? What is the timeline and expected time commitment? Who will be responsible for providing training to the board?*

Current Committee to Form members who transfer to a governing board roles are uniquely positioned to guide the school based on the intricate work they have contributed to to date. The current governing board is intimately familiar with the mission, vision and values of the school, and the framework it is intended to be built upon. It is critical that this institutional knowledge be continually passed down over time. With this in mind, training for new board members must be completed within 30 days of being voted into their position and will include:

1. Initial acknowledgement of the position duties and onboarding time requirements
2. Eight-hour orientation and overview with the operations director and Principal on the school framework including but not limited to: mission, vision values; school model; key performance indicators and reporting schedules; school handbook and grievance policies; review of school budget, forecasts and financial statements; and governance policies, code of ethics and bylaws.

3. In compliance with SPCSA Governance Standards, each new team member will complete the Governance Training which is either posted to the SPCSA website, or through an approved SPCSA trainer.

Note: Each board member is required to participate in governance training every two years.

- 9) *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.*

Parents and students have the below avenues for voicing concerns regarding governing board decisions, administrative procedures or practices at the school.

1. Leveraging our core value of Voice & Choices, we encourage families and students to share feedback often. We have an open door policy with all team members from SASS to principal and operations director. In many instances, grievances may be resolved at the school level through an informal process.
2. When an informal process does not adequately address a student's or family's concerns, a formal complaint may be made to the school principal. The school principal is then responsible for initiating an investigation. If the principal sees fit, he/she may raise the concern to the Executive Committee. When a determination has been reached, the principal is responsible for notifying the family through written communication.
3. Should families and/or students have unresolved concerns, the family may appeal a decision to the governing board. A dedicated email will be set up that includes distribution directly to the governing board. Any grievances submitted to the governing board shall be reviewed during the next regularly scheduled board meeting. The board chair will then be responsible for communication back to the family and/or student of the decision and the rationale. Any decisions made by the governing board are deemed as final.

○ **4.2 LEADERSHIP TEAM** *Provide, as Attachment 11, organizational charts for the school in year one and for when the school reaches full capacity.*

1) *Describe the Committee to Form or CMO team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:*

- a) School leadership, operations, and governance.
- b) Curriculum, instruction, and assessment.
- c) At-risk students and special populations.
- d) Performance management.
- e) Parent and community engagement.

COMBINED RESPONSE:

In forming both the Committee to Form, it was imperative that we brought together a high performing team with diverse experience spanning school leadership, general leadership, operational knowledge, governance, curriculum implementation, at-risk student groups and community outreach. While no one individual hits every key point, collectively, the Committee to Form has demonstrated impressive results across each of these areas.

In considering candidates for our team once our school has been approved, we identified the key non-negotiables below.

Committee to Form Non-Negotiables:

- Strong skill set and experience, showing diversity among the team
- Diversity in thought process and an open mind for collaboration
- Representative of the community we intend to serve
- Demonstrates a servitude mindset personally and professionally, with a genuine passion and belief in our mission

Committee to Form Members:

- **Kevin McPartlin: Teacher / Administrator Member**
Education: BA Secondary Education; Teaching; M.Ed. Educational Leadership and Administration.
Experience: Assistant Superintendent for the Clark County School District (CCSD) with an emphasis on alternative education. With 27+ years at CCSD, KM's role is instrumental in ensuring our mission truly supports the at-risk demographic, while also supporting a collaborative dynamic between CCSD and charter schools.
- **Brittney Varao: Teacher / Administrator Member**
Education: Masters in Curriculum Development; Masters degree in Education Administration.
Experience: BV has over 20 years of service in education ranging from in-classroom to executive level administration, including dual-enrollment charter high school experience.
- **Willis J. Bowden III, ESQ, Community Member - Legal**
Education: B.S. Political Science & Criminal Justice, Northern Arizona University; Juris Doctor of Law, Nova Southern University, Shepard College of Law. Bar Admissions: State of Nevada (2018), US District Court, District of Nevada (2019)
Experience: 5+ years of practicing family law including child custody, school choice, parents facing termination of rights, and juvenile delinquency and advocating for low-income children. In 2023, founded Bowden Boyatt Law, PLLC.
- **Christopher Silversmith: Community Member - Finance / Legal**
Education: JD - Barry University. LL.M. in Taxation (Masters in Tax Law).
Experience: With 15+ years of legal experience, CS is the founder of Silversmith Legal, based in the heart of Vail Valley, Colorado. CS specializes in complex estate planning, tax and asset protection. Separately, CS is an experienced non-profit board member.
- **Anya Earl: Community Member - Master Social Worker**

Education: Licensed Master Social Worker (LMSW)

Experience: AE has served as a change leader in one of our largest target demographics through her work at SAFY of Nevada - Nevada's largest treatment-level foster care agency. Serving as SAFY's Executive Director for the state of Nevada, AE provides invaluable insight for the highest at-risk population, as students in foster care have the highest dropout rate of all at-risk student populations.

- **Amy Spero: Parent Member, Community Member - Finance, Human Resources, Marketing**

Education: B.S. Economics - University of Missouri - Kansas City.

Experience: 20+ years of experience in marketing, business analytics, P&L management, business development, business ownership, team leadership, human resources, and most recently served as the Director of Marketing (recruitment and registration) for a Nevada dual-enrollment charter school. AS is a parent member of the at-risk youth group, as both a foster parent and a parent of students with disabilities.

- 2) *If a school leader has been selected*, identify this individual, describe their qualifications for the role, and provide, as Attachment 12, the resume for this individual. Include student achievement data demonstrating the individual's track record of success at the classroom, cohort, and school-wide levels.

Brittney Varao's journey in education is truly remarkable. Starting in 1998, she dedicated herself to providing inclusive and enriching learning experiences for students of diverse backgrounds and needs. Her extensive experience spans various roles and settings, from elementary education to specialized programs for gifted and talented students and English Language Learners (ELL). In 2021, Varao restarted the ELL program in Nye county, training staff across the district. In that year, the district saw a 12% growth in WIDA test scores, including growth in secondary schools which had previously been stagnant.

With her expertise in curriculum and instruction, coupled with a commitment to addressing educational barriers, Mrs. Varao collaborated with specialists and co-taught with special education teachers to ensure all students received tailored support. Her pursuit of professional development and additional endorsements, such as in Gifted and Talented Education (GATE) and school administration, underscores her dedication to enhancing educational opportunities. In Nye county, Varao launched the GATE program, identifying 86 students in Year 1 and 118 students in Year 2. Working closely with Great Basin Community College, Varao leveraged dual enrollment for accelerated coursework and accelerated graduation.

Leading professional development initiatives nationwide and spearheading the development of GATE programs in districts like the Burton School District showcase Mrs. Varao's leadership and impact beyond the classroom. Her transition to roles like GT Coordinator and Director of Curriculum and Instruction demonstrates her capacity to drive systemic change and empower educators to deliver high-quality instruction.

Mrs. Varao's recent role as an assistant administrator at Ruby Thomas Elementary School reflects her unwavering commitment to serving marginalized communities. By focusing on the needs of homeless students and implementing comprehensive social-emotional learning (SEL) models, she exemplifies a dedication to fostering stability and support for those facing significant challenges.

Throughout her career, Mrs. Varao's passion for student success has been evident, transcending titles and personal gain. Her tireless advocacy for equitable education and her hands-on approach to creating nurturing learning environments make her a beacon of inspiration in the field of education.

- 3) *Describe the makeup of the school's leadership team, including the positions that will make up that team. Other than the school leader discussed in question 3, if any of these positions have been filled, please identify these individuals*

and provide their resumes in Attachment 13. Other than the school leader discussed in question 3, for positions that have not yet been filled, instead provide the relevant job descriptions in Attachment 13.

At full scale, the leadership team will be: Executive Director, School Principal, and Operations Director. In addition to Brittney Varao being identified as the school Principal, Amy Spero has been identified as the operations director (Resume Attachment 13). The Executive Director, while a necessary role, will be filled when the school is tracking towards capacity. As a smaller school with a non-traditional model, we have intentionally elected to keep the leadership team small, avoiding a top-heavy organization. This model also affords the opportunity to pay higher wages to all team members, regardless of position or title. With that in mind, we will open with only two (2) members of the leadership team, and at full scale, will grow to a total of three (3) official members of executive leadership.

4) Explain how the school leader will be supported, developed, and evaluated. Include any existing competencies used for school leader selection and evaluation. Provide as Attachment 14, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

Please refer to Attachment 14: Leadership Evaluation. The Necca leadership evaluation will remove biases and subjectivity through a data-driven, metric-centered approach that ties directly to *Table: Annual Performance and Growth Goals* in Section 3.4 - Driving for Results.

Supports include:

- Leadership-specific professional development
- Kevin McPartlin mentorship
- Networking within the SPCSA charter school community
- Community mentorships (see Attachment 3: Evidence of Community Support)

○ 4.3 STAFFING PLAN

- 1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. This table should only reflect school-based staff as CMO/EMO staff will be addressed in the Addendum Section. Change or add functions and titles as needed to reflect organizational plans. Add as many other lines as is necessary to capture all employees your school will hire.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Principal	1	1	1	1	1	1
Assistant Principals (Lead SASS)	0	0	1	1	1	1
Add'l School Leadership Pos 1: Exec Director	0	0	1	1	1	1
Add'l School Leadership Pos 2: Ops Director	1	1	1	1	1	1
Add'l School Leadership Position 3 [specify]	0	0	0	0	0	0
Classroom Teachers - Core Subjects (SASS)	3	4	4	4	5	5
Classroom Teachers - Specials (SASS)	1	1	1	2	3	3
Special Education Teachers (SASS)	1	1	1	2	2	2
EL/TESOL Teachers (SASS)	1	1	2	2	2	2
Student Support Position 1: Family Outreach	1	1	1	2	2	2
Student Support Position 2: Therapist	0	0	0	1	1	1
Specialized School Staff 1: Counselor	1	1	2	2	2	2
Specialized School Staff 2: Data Coordinator	0	1	1	1	1	1
Operations Managers	1	2	4	5	5	5
School Operations Support Staff	1	3	4	4	4	4
SASS Lead	0	1	1	2	2	2
Total FTEs at School	12	18	25	29	33	33

- 2) Provide the student-teacher ratio as well as the ratio of total adults to students for the school.
- Student Academic Success Specialist (SASS) is not to exceed a caseload of 75 students.
 - Total Student-to-Staff ratio should stay below 40
- 3) Explain how the staffing model described above aligns to the school model and is well suited for the community the school intends to serve.

Our staffing model is well positioned to support the school's four pillars of academic, social, emotional and practical skill development, while serving our mission to provide access to dual enrollment to students of all backgrounds. In order to implement the evidence-based teaching methods outlined in both sections 3.1 and 3.2 of the application, our model provides the balance needed to nurture and cultivate a positive learning environment while also meeting the monitoring and reporting requirements to outline success.

While the need to teach core subjects in lieu of dual enrollment to satisfy high school requirements may be rare, it is important to our model that we hire SASS team members who have knowledge, expertise and backgrounds to fully support our students. We see this as being a defining differentiator between the Necca program and other similar programs within the community.

It is also worth noting that we proactively planned for limited turnover in our model, as a way to lessen any disruptions to students. Just one unexpected team member departure can cause disruption for up to 75 students. As the budget permits, we will overhire in the initial year, in an effort to ensure there is never a gap in service to our students. This model also allows us to react quickly with added bandwidth to any unexpected hurdles we might face in the first one to two years in operation.

We believe that this staffing model demonstrates our commitment to a lifelong journey of learning for our students and providing meaningful mentorship relationships.

○ 4.4 HUMAN RESOURCES

1) *Describe your strategy, plans, individuals responsible, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.*

Much like our student recruitment strategy, we will have a multifaceted approach to employee recruitment. It is critical that we hire for cultural fit and experience alike. At the time of our application submission, we have already developed a pipeline of well-qualified candidates who are passionate about the school's mission, have ties and/or are representative of our student base, and have demonstrated exemplary performance in their areas of expertise. We will continue to build this pipeline over the next several months.

Recruitment strategies include but are not limited to: employee and/or governing board and/or community partner referrals; community outreach; job board postings and outbound efforts through platforms such as Indeed and LinkedIn; partnering with local universities to attract recent graduates; and social media. We do not anticipate the need to allocate marketing spend towards employee recruitment, however this is an option should we see necessary.

Key selection criteria and special considerations for recruiting team members are consistent to the non-negotiables when recruiting our Committee to Form, and is as follows:

- a. Appropriate licensing for position
- b. Ability to pass the fingerprint and background check pursuant to NRS391.033
- c. Strong skill set and experience, showing diversity among the team
- d. Diversity in thought process and an open mind for collaboration
- e. Representative of the community we intend to serve
- f. Demonstrates a servitude mindset personally and professionally, with a genuine passion and belief in our mission

In addition to the above, we will 1) align our hiring guidelines to those of Clark County School District and 2) proactively search for candidates with skills, experience and credentials that will best support our community (e.g. bilingual, ELL, SpEd, etc.). Priority will be given to candidates with the following skills or background: 1) bilingual, 2) experience in the foster care system and/or with students experiencing homelessness, 3) meets one or more historically underserved ethnic groups, 4) credentialed in Special Education, 5) credentialed in ELL, 6) background in trauma-informed professional training, and 7) lives within 4 miles of the school location.

The hiring timeline and interview process includes:

Pre-Opening: The pre-opening hiring time frame for each position is 3-4 weeks. After six (6) months in operation, the timeline will update to include an internal job posting period of three (3) business days. This will provide our team members with an opportunity for advancement and/or lateral transfers to expand their skill sets.

Task	Timeline	Who
Job Postings: Posted to the school's website and a minimum of two (2) additional recruitment channels. While we have a strong pipeline developing, following this process ensures equal access to any qualified community member.	Minimum Posting Time: 5 business days	operations director or designee
Blind resume screening for qualifications, as outlined in job description. In addition to minimum requirements, we screen for workplace stability. Candidates with more than three (3) jobs in the past two (2) years may require additional consideration.	2 business days	operations director or designee
AI pre-screening questionnaire: <ol style="list-style-type: none"> 1. Cultural fit based on values, goals and policies 2. Job-specific skills assessment 	3 business days	operations director or designee

Panel interview: This is a combination of cultural fit questions and experience-based questions. The panel interview consists of one (1) member from leadership, one (1) department-specific team member and one (1) cross-departmental team member. Panel interviews are structured and consistent across all candidates to avoid biases or subjectivity.	5 business days	See task description
Reference check	2 business days	operations director of designee
Offer Letter	1 business day	operations director or designee
Fingerprints / background check	TBD	operations director or designee

Team success, and ultimately student success, is fully dependent on our ability to hire well, train well and retain high performing team members. We set the tone from the very first step, instilling our belief in hiring for both talent and fit, which is incorporated in every subsequent step throughout the hiring process. Our evidence-based hiring model, which includes structured interviews, panel interviews and both culture fit and skills assessments, has been recommended and adopted by many employment relations firms and adopted by Fortune 500 companies.^{66 67}

2) Describe your plan to recruit and hire teachers, leadership, and staff who are representative of your student board.

First and foremost, as part of our commitment to a positive work culture and creating long term career pathways for our team members, we will promote from within whenever possible. Internal team members will go through a similar rigorous interview process to ensure skills and fit alignment to the position, but internal team members will have the first opportunity to fill vacant roles.

As noted in the previous question, we will ensure diversity through posting job postings through a minimum of three (3) channels, conducting structured interviews that reinforce and ensure alignment with our core values, and provide priority hiring to individuals who meet criteria based on student body representation, to the extent allowed by law. All job postings will be displayed in both English and Spanish. Note, all human resource practices will be evaluated by a third party Human Resource or Legal entity, and approved by the governing board, prior to implementation.

3) Describe the school's employment benefits, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

We recognize that there is a higher tendency for staff burnout in a high needs, low income setting. Our students may face a myriad of needs including poverty, housing instability, exposure to violence or trauma and food insecurity. All of these factors contribute to a student's ability to focus academically and engage in meaningful ways in an educational setting. To this end, ensuring our staff has the highest level of support and resources to serve our student base, a competitive compensation and benefits package, professional development opportunities and a positive leadership team and culture are imperative to retaining high performing SASS and other team members.

⁶⁶ <https://today.iit.edu/wp-content/uploads/2015/03/Judge-Higgins-Cable-.pdf>

⁶⁷ <https://www.eosworldwide.com/blog/tips-for-hiring-great-people>

The specific employment benefits we will incorporate include but are not limited to:

- Competitive compensation and health benefits
- Participation in the Nevada Public Employee Retirement System
- Optional 403b and 457 plans
- Performance-based incentives
- Vacation schedule consistent with high performing charter schools
- Manageable workloads to include a maximum caseload of 75 students per SASS
- Access to resources, tools and technology needed for each team member to perform his/her best
- Investment in professional development, including tuition reimbursement
- Workplace culture that supports diversity, authenticity and gives a voice to every team member
- Culture committee with a direct voice to the governing board
- Long-term career pathways
- Tuition reimbursement after twelve (12) months in the organization

These benefits are evidenced through 1) budget commitments, 2) employee voice through the Committee Culture and employee opinion surveys, and 3) leadership evaluation metrics.

Incentives and reward structure

The school will implement performance based incentives aligned with the school's mission and vision, and based largely on meeting or exceeding the annual performance and growth goals outlined in Section 3.4.2 of this application. Performance based incentives will have two (2) layers of evaluation: individual and organization. This proven approach reinforces collaboration, innovation, and alignment with financial incentives to organizational outcomes.⁶⁸ A review process has been established in a way that removes biases and subjectivity. The review and incentive process will be reexamined and modified and/or approved by the governing body every even year. Upon application approval, a performance incentive plan will be presented for modification and/or approval by the governing board. The budget currently allocates a percentage of each team member's salary for potential performance incentives.

4) *State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.*

An outline which is aligned to the organizational chart is detailed below. Note, all HR practices will be aligned with NRS391 and all state and national employment related regulations.

HR Processes	Who is involved
Recruiting	Operations director or designee
Pre-Screening	Operations director or designee
Panel Interview	A minimum of three (3) members who represent different departments, different levels within the organization and also represent different elements of the student population.
Background check / fingerprinting in compliance with NRS391.104	Operations director or designee
Onboarding - organizational level	Operations director or designee
Onboarding - department level	Department head

⁶⁸ <https://www.shrm.org/topics-tools/news/benefits-compensation/making-team-incentives-work>

Employee file management, including professional license tracking, required training, continued education, etc.	Operations director or designee
Implementing progressive discipline	Department head
Termination	Operations director or designee
Employee check-out	Operations director or designee
Termination appeals process	School principal and operations director and/or culture committee. If resolution is not reached, the appeal may be escalated to the governing board.

5) *Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 15, as well as any supporting protocols or documentation.*

Our school model varies greatly from a traditional school. Similar to other dual enrollment high schools, Necca Academy will evaluate all roles based on actual outcomes rather than classroom observations and teaching methods. We will prioritize the following: 1) role-specific key performance indicators that roll up to company goals, 2) professional development, and 3) team culture and demonstrated commitment to the community. Focusing on the fundamentals will ensure objective evaluations and student achievement. That is not to say we will discard valuable teacher resources like the NEPF Teacher Tools and Protocols as support tools.⁶⁹ These supports will be used more for interventions than a measure of performance.

Assessment	Tool	Frequency
Student Achievement: Measured by: <ul style="list-style-type: none"> Necca key performance indicators consistent with “Table: Annual Performance and Growth Goals” in Section 3.4 and additional NSPF framework performance indicators Alignment with the Nevada Department of Education and the NEPF framework, as applicable to the SASS role. 	Annual Performance & Growth Goals, NSPF Framework, NEPF Rubric, as needed	-Monthly one-on-ones -Midyear Check-in -Annual review
Professional Development: Much like our students, and recognizing diversity in strengths and areas of opportunities, professional development plans are tailored to the individual needs. At the beginning of each academic year, the supervisor and SASS will work one-on-one to identify SMART and organizational sponsored professional development goals.	Individualized Professional Development Plan	-Initial goal setting meeting -Monthly one-on-ones -Mid-year -Annual review
Culture Contribution: Every team member plays a critical role in the organizational culture and the success of both students and team.	Surveys: Employee 360, Family, Community	Semi-annually

⁶⁹ <https://doe.nv.gov/educator-effectiveness/educator-develop-support/nepf/teacher/>

We pride ourselves on making data-informed decisions and removing biases wherever possible. To that end, we will rely heavily on key data points to ensure objective, fair reviews that are aligned with the mission, vision and values of Necca Academy. Please refer to Attachment 15: Performance Review and Teacher Evaluation System

6) Explain how the school intends to identify and address unsatisfactory leadership or teacher performance.

Much of the HR procedures will be developed during the incubation period. In many ways, it will model our Escalation Stages as outlined in Section 3.1.1 of this application: Student Discipline. In essence, there will be two (2) categories in which an employee on a disciplinary tract falls: No Tolerance or Escalation Stages, where escalation stages represents a disciplinary ladder. Should a team member not perform to standard, he/she will be encouraged to participate in the development of SMART goals to ensure future success. Similar to our student model, we believe in a gradual release of responsibility approach to the ensure success of all team members, with a progressive discipline approach prior to separation. Our leadership and governing board embraces an empathic, yet objective approach to employee performance.

7) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, detail the areas that will require additional support and the costs and criteria for selecting such service provider. If not, provide a detailed description of how and by whom these functions will be managed.

1. Charter Impact: In year one and two, Charter Impact will assist with payroll and benefits administration as needed. Please see Attachment 24: Financial Plan Workbook for projected expenses.
2. Culture Surveys: In an effort to provide team members, families and community partners a means to provide anonymous, candid feedback, we will utilize a third-party vendor to administer and aggregate the results of our survey. This will be a nominal expense, not to exceed \$5000 per calendar year. The specific company to administer the survey has not yet been selected.

○ **4.5 STUDENT RECRUITMENT AND ENROLLMENT**

1) *Explain plans for student recruitment, marketing, and enrollment during the incubation year.*

a) *Describe in detail the recruitment and enrollment strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?*

Outreach	Activity	Timeline
Website	Design a website that is engaging, available in multiple languages and with a strong SEO strategy	Upon application approval, See Attachment 17 & 24
Social media	Personal account to engage with community groups and organizations as a way to present the school concept and request feedback	February, March, April
Social media	Create social media assets across platforms where students, parents and community partners visit the most, creating engaging content and joining relevant groups. Social media platforms include but are not limited to Instagram, Facebook, TikTok, YouTube, LinkedIn	Upon application approval
Paid Digital marketing	Create paid digital marketing campaigns to increase viewership and engagement	Upon application approval.
Public relations	Network with local newspapers, radio, and news channels to increase brand awareness	Upon application approval
Community events - City of North Las Vegas	North Las Vegas has a robust community calendar with events taking place almost daily. We will selectively identify events to attend and/or rent a table at in an effort to create new partnerships and build brand awareness	April 2024 and upon application approval
Community partnerships	We will continue to engage with our existing partners, create new partnerships and identify ways in which these partnerships may be mutually beneficial to the communities we serve	December 2023 and ongoing
Family Info and Feedback sessions	As we developed our model, we spoke with families to understand their unique needs and request feedback on our evolving model. These feedback sessions took the form on one-on-one settings, group settings, and virtual meetings	February and ongoing
School Choice Fair	School Choice fair draws in hundreds of families across the valley who are exploring options for their students and the upcoming year.	January 2025
Door knocking	Our “feet on the street” efforts allows us to talk one-on-one with individual families to understand their needs and share our vision	April 2024 and upon application approval

b) *How will you ensure equal access to interested students and families, including families in poverty; students zoned to attend 1- and 2-star schools; students with disabilities; English language learners; and other at-risk students as defined in the SPCSA’s Needs Assessment?*

Consistent with an emerging trend among Nevada charter schools, Necca Academy will implement a weighted lottery, in compliance with NAC388A.536, for students who qualify as an educationally disadvantaged pupil.⁷⁰ Based on research conducted by the SPCSA regarding the effectiveness of weighted lotteries, we will strongly consider assigning a weight of 3 or higher to disadvantaged student groups. The official lottery policy will be drafted and approved by the governing board during the incubation period.⁷¹

c) *How will you ensure that the school meets at least the minimum enrollment set forth in question 4 below?*

As noted throughout the application, the concept of Necca Academy was developed through community feedback and hearing the concerns of families who felt the high school options were too limited. In multiple instances, families were even pushed to a point of relocation and/or homeschooling. The team intentionally did not invest in digital marketing campaigns or traditional recruitment methods, as there was enough demand in just word of mouth. Not only were families in the community eager to sign the Intent to Enroll forms and/or refer friends, we had an outpouring of community support as well. Residents who do not have high school aged students proactively asked for ways in which they could support the school. In three short days of “Feet on the Street” recruiting, and only one of those days with community support forms, we were able to collect over 130 Intent to Enroll forms, nearly 100 community members signed as a petition for better education, and a dozen community support forms.

The response was inspiring and the feedback was overwhelmingly positive. Through continued grassroots marketing, coupled with a comprehensive recruitment plan, we fully anticipate reaching capacity in the first year. Additionally, upon application approval, a Marketing and Community Outreach manager will be among the first team members hired.

It is worth noting that the proposed operations director has experience in student recruitment for a dual enrollment charter school and has an intimate understanding of the barriers families face and hurdles in converting from a student lead / application to an enrolled student. During her tenure as director of marketing and student recruitment, the school broke a 20-year record by double digits in terms of student conversion rate. Any enrollment shortage will be not a result of lack of demand, but rather a lack of brand awareness and community engagement.

d) *What are the marketing, recruitment, and enrollment targets throughout the winter and spring leading up to the first year of operation and who will be responsible for monitoring progress towards these targets? Note: the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 each year.*

In addition to the Intent to Enroll forms already received, we will continue marketing efforts based on the following outline:

Enrollment Activity	Timeline	Target
CRM Goal: This will be our primary indicator that we are on track for meeting our enrollment target. Our CRM will track student and family information through marketing events before the application cycle opens. Note: Goal of CRM is to capture quality contacts with a genuine interest to apply. Our anticipated conversion rate of CRM contact to application is 60%. Note: January has a heightened number due to the School Choice Fair.	October 2024	50 contacts
	November 2024	50 contacts
	December 2025	50 contacts
	January 2025	200 contacts
Convert Intent to Enroll forms to actual applications: <ul style="list-style-type: none"> First touchpoint: Upon application acceptance Second touchpoint: Share website, invite to like social pages for continued brand awareness 	September 2024 - January 2025	65 applications

⁷⁰ <https://www.leg.state.nv.us/nac/NAC-388A.html#NAC388ASec536>

⁷¹ <https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Weighted%20Lottery%20Analysis.2022.06.27.pdf>

<ul style="list-style-type: none"> • Third touchpoint: Invite to apply Target: Minimum of 50% of Intent to Enroll forms convert to an application. (130 Intent to Enroll Forms = 65 applications)		
Convert CRM contacts to applications 350 CRM contacts at 60% conversion rate = 210 applications)	February 2025	210 applications
General marketing and recruitment efforts leading to applications	February 2025	50 applications
	March 2025	50 applications
	April 2025	50 applications
	May 2025	50 applications
	June 2025	50 applications
Total applications: Intent to Enroll: 65 CRM conversions: 210 General recruitment efforts: 250	525	
Total enrollment based on 60% conversion rate:	315	

2) Describe the application and enrollment process.

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

In accordance with NRS 388A.456, there will be a minimum of forty-five (45) days between the application open date and when the lottery is run. The estimated application window will begin within the last two weeks of January each year for the proceeding school year.

- b) *Describe the school's proposed lottery policy including any proposed preferences and/or weights for certain student groups.*

Regarding exceptions to the lottery process, the school reserves the ability to offer priority enrollment to:

1. Sibling of a pupil who is currently enrolled in the charter school.
2. Is a child of a person:
 - (1) Who is employed by the charter school;
 - (2) Who is a member of the committee to form the charter school;
 - (3) Who is a member of the governing body of the charter school; or

- c) *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 specific populations of students?*

The school's method of ensuring staff members are knowledgeable on all Necca policies and practices, including those specifically pertaining to the lottery system are as follows:

1. Employee onboarding
2. On-the-job training and shadowing
3. Employee handbook
4. Regular team communication practices

3) 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? What strategies will be used to retain existing students?

Necca Academy is committed to making data-informed decisions in all areas of operations including marketing and community outreach. The school will hire a marketing and community outreach manager as a way to ensure continued brand awareness and community engagement. The marketing strategy will shift from paid marketing to organic marketing and building key partnerships within the community. The primary difference from our first year to subsequent years is brand recognition and student referrals. In year one, the school will have 300 seats to fill. In the years two and three, open seat count reduces to just 175 or 225, respectively. In combination with a reduced seat count to backfill, brand recognition will inevitably be built to attract new students. This will allow for more focused and tailored efforts. There may not be a need for paid digital marketing and/or door knocking, however those options will continue to be available should enrollment numbers decline.

The marketing and community outreach manager will be responsible for ensuring an adequate community outreach schedule.

Marketing / Outreach Channel	Activity	Timeline
Website	SEO, Content Creation	Two blog posts per month
Necca Academy Social Media	Content Creation	Two posts per week
Public relations	Network with local newspapers, radio, and news channels to increase brand awareness.	One press release per quarter
Community events - City of North Las Vegas	The City of North Las Vegas hosted event attendance and booth rentals.	Monthly participation
Community partnerships	Building community partnerships with organizations who share common goals.	Quarterly contact with each existing partnership Two additional partnerships per quarter
Family Info and Feedback sessions	The school was born out of family feedback and a desire for change. This will be part of who we are as we grow.	Each semester
School Choice Fair	Necca Academy will continue to support School Choice week each year.	Annually

4) Complete the following tables for the proposed school. *Remove rows as needed.*

a) Minimum Enrollment. *Must Correspond to Break Even Budget Scenario Assumptions.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
9	0	0	25	25	25	25
10	50	50	50	50	50	50
11	50	50	50	75	75	75
12	50	50	50	75	75	75
Total	150	150	175	225	225	225

b) Planned Enrollment. *Must Correspond to Budget Worksheet Assumptions.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
9	0	0	50	50	50	50
10	100	50	50	100	100	125
11	100	175	125	125	175	175
12	100	150	225	200	200	250
Total	300	375	450	475	525	600

c) Maximum Enrollment. *Enrolling more than 10 percent of the planned enrollment described in subsection b would necessitate a charter amendment*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
9	0	0	50	50	50	50
10	100	50	50	100	100	125
11	100	175	125	125	175	175
12	100	150	225	200	200	250
Total	300	375	450	475	525	600

5) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

Enrollment rationale is as follows:

1. SASS caseload: The student per SASS ratio is capped at 75, allowing for three (3) classes per SASS. Given this structure, 25 students is the common denominator with all increases.
2. Comfortable capacity: While it is very possible that we can accommodate more students in the early years, we prefer a slow and steady approach as we ramp up, in an effort to ensure a smooth program launch.
3. Plan for student progression with new seats available each school year: The varied numbers between years and grade levels accounts for our commitment to provide open seats each year for each grade level. Unlike a traditional charter school model, where oftentimes, students must enroll in the first available year in order to have access to the program, our goal is for new students at each grade level to have the opportunity to enroll. As an example, in Year 2, we will lose an estimated 100 seniors to graduation. In an effort to allow new seniors to enter, we will accommodate for the Junior class to move up, along with opening 50 new seats.
4. Transportation: Since transportation is limited due to budget constraints in the first year as compared to subsequent years, this is a factor for which students should focus on in the early growth years. The assumption and community feedback received is lack of transportation for Freshmen can be a particular barrier as compared to Sophomores, Juniors and Seniors.
5. Ease of program implementation for staff: There are more consistencies between Junior and Senior grade levels than any others, and fewer consistencies within the Freshmen grade level. Focusing on Juniors and Seniors first, while balancing demand among Sophomores results in increased student enrollment counts for Juniors and Seniors in the first years.

6. Making the most impact: While we are confident that all grade levels will benefit immensely from our school model, we believe we will have the strongest immediate impact in serving at-risk youth by focusing on upper grade levels who are the most at-risk of dropping out. This rationale is consistent with community feedback. This idea carries through all years, where at full scale, 11th grade continues to accept 25 additional seats (100 total) in comparison to the other grades (75 seats per 9th, 10th and 12th grade).

6) As Attachment 16, provide evidence of demand from prospective students and families within the community you intend to serve as described in the Targeted Plan section.

See Attachment 16. Please note, while our community outreach efforts took place in the zip codes we intend to serve, many students were residents of neighboring zip codes and/or were part of our intended community but outside of the zip code (e.g. foster care, ELL, teen pregnancies). Understanding the importance of representing the direct community we intend to locate in, regardless of other qualifying factors, we are pleased to report on just over 50 Intent to Enroll forms from our direct zip codes and/or within a 4-mile radius of the center point based on coordinates: 36.236899, -115.168480.

7) Describe how you will maintain engagement with families that have already demonstrated interest (see question 6) through the application window and maximize the number who apply to enroll.

1. The school will implement a Customer Relationship Management (CRM) to track interested families and provide a two-way communication platform.
2. Families will be invited to a Necca open house during the application window
3. Families will be invited to a CSN campus tour during the application window
4. Families will be encouraged to like and follow Necca social media accounts where families can continue to stay up to date on Necca events, continue learning about the school and its approach to education, and develop a sense of connection with the school

○ **4.6 INCUBATION YEAR DEVELOPMENT**

- 1) Provide a detailed start-up plan for the planning year (the year leading up to the opening of the school) to ensure that the school meets all of the SPCSA's Pre-Opening Requirements and is ready for a successful launch. Using the template provided, outline key activities, responsible parties, and milestones, and submit as Attachment 17 ("Incubation Year Planning Table").
See Attachment 17: Incubation Year Planning Table
- 2) 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 to provide training and development, briefly describe the main components of the training program and why that organization was chosen.

The Necca Academy leadership team is small, consisting only of two (2) members in Year 1. Combined, these two team members bring well over two decades of leadership experience with demonstrated results. Additionally, our strong governing board and outpour of community support lends continued opportunity for leadership training and mentorship. (Please refer to Attachment 3: Evidence of Community Support). While prior leadership capacity was a requirement for candidate selection, Necca Academy believes wholeheartedly in continuous improvement, which starts at the top levels within the organization. To that end, the leadership training and development will include:

1. Principal and operations director working together and with mentors to identify the leadership framework specific to Necca Academy. Examples of leadership models include: EOS / Traction, Leadership Impact, or the Ontario Leadership Framework. The primary purposes of selecting and/or developing a specific leadership framework is to have common language and understanding of the school's practices and to ensure consistency, while continuing to learn best practices and emerging trends.
 2. The operations director is committed to volunteering 80 hours in a high performing school setting as a means to shadow and network with strong leaders within an educational setting.
 3. Should the budget allow, the school principal and/or operations director will have the opportunity to attend leadership seminars and/or conferences.
- 3) Explain who will work on a full-time or part-time basis immediately following approval of this application to lead development of the school(s). Explain who will employ these individuals, describe plans to compensate these individuals, and describe each individual's core responsibilities during the incubation year.

Amy Spero, operations director: Committed to working on a full-time volunteer basis until such time that compensation is not a burden to the school and meeting its mission and vision, Spero will continue working on the school's development immediately following application approval.

Brittney Varao, Principal: Committed to fulfilling the terms of her active employment contract, Varao will volunteer on a part-time basis through the completion of her contract.

Erika Hilgaertner, Volunteer: As a Committee to Form member, Hilgaertner will continue to volunteer on a part-time basis to assist with community outreach and marketing efforts.

For an detailed project plan with key milestones, task owner and dates, please refer to *Attachment 17: Incubation Year Planning Table*

○ **4.7 SERVICES**

- 1) Describe plans for supporting all operational needs of the school, including but not limited to those services listed below. Explain how any vendors will be selected, evaluated, and held accountable. Explain how you will fund the provision of these services.

When evaluating vendors for contracted services, we will follow a standard procedure which will be proposed for adoption by the governing board within thirty (30) days of charter application approval. The fundamentals of the procedure are as follows:

Vendors will be selected based on price, quality and functionality. Team members will have varying purchasing thresholds based on role, and purchase amounts will have approval needs based on price. As a standard, any single purchase item in excess of \$2,000 requires three (3) bids; any purchase over \$2000 requires director approval; any purchase over \$5000 requires two levels of director approval; and any purchase over \$25,000 requires governing board approval.

- a) *Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.*

As a school of choice, we recognize that transportation has been a barrier to many families receiving educational services that meet the needs of their students the best. While we are optimistic in the financial feasibility to open with limited transportation services, we have contingency plans in place that are built into our model including student bus passes.

If the charter application is approved with transportation services include:

- We will purchase sprinter vans based on budget allocations, and increasing our van count each year
- Sprinter vans allow for more flexibility in paths and timeliness for students over a traditional bus.
- In lieu of adding an additional position as a driver, and extra duty pay will be offered to team members who are interested in managing a sprinter van route
- We also recognize that offering transportation as a part of our dual enrollment charter school model provides a differentiated service in comparison to the alternative dual enrollment high school options

If the charter application is approved but transportation services are not financially viable at this time:

- Similar to the alternative dual enrollment models that currently exist, we provide a high level of flexibility with school scheduling to offset any barriers that transportation might cause
- Additionally, we will offer bus passes and ensure our facility is in close proximity to major bus lines.
- Lastly, we will be sensitive to scheduling mandatory student activities where transportation becomes another conflict or barrier (e.g. convenient locations, start times that do not require excessively early wakeup times, and/or providing multiple ways to participate)

- 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, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

Understanding that a major focus of our mission is to serve students who are economically disadvantaged, and also understanding that nutrition plays a critical role in a student's overall well-being and, ultimately, academic success, our goal is to ensure a minimum standard is always met. At the same time, we must balance our facility purpose with our intention. Here is what that looks like:

1. Providing low-cost or free access to prepackaged, healthy grab-and-go meals onsite.
 - a. Our goal is to provide both breakfast and lunch options Monday through Friday.
 - b. This will be contracted through one or more local meal prep companies who offer delivery services.

- c. Given that not all students attend Necca on a daily basis, and not all students will participate in the lunch program, our initial projections will account for fifty percent (50%) of the student count as lunch participants.
 - d. Should we implement differentiated pricing for students who qualify for free or reduced lunch, maintaining student confidentiality will be a priority.
 - e. While not required due to our model, select staff will be trained on food handling, storage and safety protocols.
 - f. Leveraging the College of Southern Nevada partnership, enrolled students have access to their food closet for free meals and prepackaged items to take home. This is particularly beneficial for students who would attend CSN on a particular day of the week and not Necca.
 - g. Additionally, as part of our risk and safety checklist, we will include food audits to ensure safety regulations and standards are upheld.
 - h. Last but not least, this model allows us to identify meals that are due to expire in the coming days and distribute them to students who may benefit from having the extra meals at home.
2. Contracting with food trucks for periodical hot food days.
- c) Facilities maintenance (including janitorial and landscape maintenance)
The school will contract services for facility maintenance based on the procurement policy adopted by the governing body.
 - d) School health and nursing services: Describe your plans for providing nursing services, including how student required immunizations will be monitored.
 - 1. Student immunizations will be submitted through Infinite Campus with enrollment documentation.
 - 2. The school will contract with a medical provider to validate immunization records.
 - 3. Should a student not be compliant with immunization records per NRS392.435 through NRS392.448, the student and parent / legal guardian will be notified and given fourteen (14) days to become compliant.
 - 4. Students will not be eligible to start school if they are not compliant.
 - 5. All records will be maintained within HIPPA and FERPA requirements.
 - e) Safety and security (include any plans for onsite security personnel).

Standard security measures will include 24/7 surveillance of the facility, excluding areas prohibited by law (e.g. restrooms, rooms that may be used for nursing purposes).

At this time, we do not see the necessity to hire on-premise security personnel. However, should we host student events off-site, we may explore off duty police personnel or security either voluntarily or per the regulation of any off-site rentals.

f) Other services that will be critical to the academics, operations, or financial management of the school. Other services previously outlined in the application and are critical to the academics, operations and financial management of the school include: tutoring, social worker services, mental health services, chromebooks and supplies.

2) Outline plans to ensure that the school will have information technology infrastructure, equipment, software, and policies to effectively support the school model and operations.

Per the facility plan, IT infrastructure and networking will be donated and supported for 3 years by a qualified IT professional. See letter of support. Charter Impact is also equipped to fill any IT infrastructure gaps, should any exist.

3) *Describe the systems and procedures that the school will implement in order to ensure data security and privacy in compliance with FERPA and other statutes and regulations that may protect student and/or employee information.*

Necca Academy intends to use schoolMint for student registration and Infinite Campus as the student information management system. All personal student and family information will have restricted, secured access with double authentication. Any and all paper records will be stored in a locked and secured location. During the initial onboarding training, and every other year thereafter, team members will complete a FERPA training module to ensure understanding and compliance.

○ 4.8 FACILITIES

1) Describe the facility needs of the proposed school for year one and at capacity, including any unique features necessary to implement the school design and academic program including:

a) The desired location of the school facility.

The desired location is within zip codes 89032, 89031, 89030 or 89106. Additional location preferences include:

- Close proximity to bus line
- Not more than six (6) miles of a College of Southern Nevada campus
- Within a residentially dense area measured by households within 1, 3 and 5 miles of facility
- Within a location that shows positive population growth

b) The number of general education classrooms required each year.

At full scale, the program requires only two general education classrooms with a maximum occupancy per general classroom of 30.

c) Any additional classroom space required for special education or EL services, labs, specialty classes and intervention or enrichment programs.

The below table provides a wishlist for the facility. If needed, there are ways in which we can reduce certain areas (e.g. reduce or eliminate escape room or reduce the number of breakout rooms), which is evident in *Attachment 6: Team and Student Schedule* with how the space works logistically.

ROOM TYPE	MAX OCCUPANCY	PURPOSE
Classroom	30	Instruction and assessments
Breakout Room Minimum of 4 breakout rooms	12-15	Study skills Small group projects SASS-student meetings Peer study groups Private learning and/or space <i>At the principal's discretion, select Breakout Rooms may be dedicated specifically for certain student populations including English language learners or special education.</i>
Focus Room Minimum of 4 huddle rooms	4 - 6	Study skills Small group projects SASS-student meetings Peer study groups Private virtual learning space and/or study space Private tutoring Staff-student one-on-ones Counseling sessions Parent-teacher-student conferences <i>At the principal's discretion, select Huddle Rooms may be dedicated specifically for certain student populations including English language learners or special education.</i>
Community Workspace	35 - 50	Configuration 1: <ul style="list-style-type: none"> • Coworking space with 20-25 laptop-ready

		<ul style="list-style-type: none"> Casual coworking space near raised stage Max occupancy: 35 <p><i>Laptops may be checked out at the Welcome Desk</i></p> <p>Configuration 2:</p> <ul style="list-style-type: none"> Raised stage becomes focal point and seating is arranged in a seminar or workshop format to allow for guest speakers, group presentations and other multi use purposes Max occupancy: 50
Escape Lounge	8-10	Reinforcing social and emotional learning strategies, the Escape Room provides for a mental break for students. Following the 3 R's of trauma-informed practices, the Escape Room can also provide an outlet for students to regulate and/or staff and students to focus on "relationship" before "reason".

d) Space requirements for administrative functions, food services and physical education.

Administrative Functions

- Welcome Desk: Staffed full time to monitor students entering and exiting the building, check in and out student laptops, tracking attendance for certain activities, fielding parent / student / community inquiries, mail and delivery collection
 - Administrative Office: Private office space available to any team member requiring private conversations.
- Note: The Necca concept promotes our core value of Get Connected as often as possible, including facility design and workspace. Staff is encouraged to embrace and role model this concept through working in collaborative, open environments, being highly visible and engaging with students and families.*
- Mail Room & Print Room: Accessible to all staff
 - IT closet and File Storage: Accessible only to approved personnel

Food Services

- Open style, multi-purpose kitchenette with walk-in cooler and display case for grab and go items.
 - Food services will be on delivery-basis only, with no in-house meal prep. All food containers and utensils will be disposable.
 - Dry storage: Small walk-in room for all dry-storage needs
 - Cleaning supplies closet with mop station
- Note: The intention is not to operate a full sized cafeteria and dining room. Rather, we provide a grab-and-go selection as a way to provide services above and beyond what other dual enrollment and/or hybrid charter schools have traditionally been able to offer.*

Physical Education:

- Any computer based portion of physical education curriculum may held in a classroom or delivered asynchronously
- PE logs and/or group PE activities will be in the community, eliminating the need for a traditional gym space

2) *If a facility is not yet identified, or if the identified facility will not meet the school's needs long-term, describe the organization's approach to finding a suitable facility, including progress to date, timeline for selecting and preparing the facility (including development and renovation, if applicable), partners, and any evidence that supports the credibility of the plan. Include the organization's plans to finance the facility, including:*

Given the nature of our facility, and consistent with Nevada State High School locations and Accelerations Academy locations, the facility requirements are minimal, as is the total project cost. Please refer to Attachment 19: Tenant

Improvement Timeline and Supporting Documentation. Please refer to the tables below for total project cost, financing and financing assumptions and the total facility cost the financial model can handle.

- a. Total project cost:
- b. Financing and financing assumptions
- c. Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

-AND/OR-

If a facility, including either a short- or long-term facility has been identified, provide evidence, such as a lease, MOU, or Letter of Intent, and other applicable information regarding the identified facility as Attachment 18. Briefly describe the facility, including location, size, and amenities. Explain how the facility meets or will be modified to meet the needs previously described. If construction, renovation, and/or tenant improvements are required provide a schedule and timeline as Attachment 19.

Note that charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation 30 days before the first day of school 14F⁷².

A detailed timeline, including documentation of conversations and research conducted to-date is included in Attachments 19 - 24. For the benefit of the reviewer, a summary is below:

Progress to date:

- Market research to include target locations zones, demographics, growth trends, and factors of consideration including ingress/egress, parking to square foot ratio, and signage opportunities
- Commercial leasing agent discussions: Reviewing current market availability, market conditions regarding concessions, and anticipation of availability after application approval
- General contractor discussions: Timeline review, concept review, preferred condition requirements of facility, rough budget estimations based on various current locations on market
- Planning process research: city planning timeline and requirements for special use permit as a school

Plans to finance the facility:

- 3) Given our unique model there, there should not be a need to finance facility costs. The total buildout cost will be a fraction of a typical school buildout and is anticipated to be largely covered through tenant improvements. To provide an example of the limited expense involved, by identifying a location that needs little renovations (e.g. working HVAC, sprinklers, bathrooms, and ideally previously utilized as office space), the extent of any renovations is limited mostly to reframing and drywall to accommodate small classrooms, installing new flooring and/or refreshing the space with a new coat of paint. Attachment 24: Financial Plan Workbook illustrates the majority of tenant improvement expenses being negotiated through the lease. Attachment 19: Tenant Improvement Support and Timeline provides support from licensed professionals in commercial real estate and construction regarding the above.

Example: If a location is listed for \$16.00/sq ft/year, we may request a lease payment of \$19.70/sq ft/year, providing a net gain of \$129,000 (not including annual rent increases). The annual rent meets the averages outlined during SPCSA training sessions, and would allow for the majority of - if not all - tenant improvement costs to be covered through the lease. It is worth nothing that, while building owners were not ready to sign an LOI so far in advance of being able to execute a lease, there was interest in working with our charter school. The interest stems from 1) believing in the school's mission and 2) interest in obtaining a stable, long-term client backed by a government agency.

⁷² [NRS 388A.360\(1\)](#)

Contingency plans include:

- Leveraging the revolving state fund
- Utilizing donations and fundraising (See Attachment 23: Letter of Support)
- Zero-interest personal loan
- If the charter is approved but the facility is a barrier, we may look to defer opening until the 2026-2027 school year

4) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

Given our atypical school model, the facility cost is substantially lower than a traditional school. The below table shows the estimated facility cost per year, per Attachment 24: Financial Plan Workbook, along with the total cost the model can handle.

Year	Estimated Facility Cost*	Total Facility Cost the Model Can Handle
0	\$35,500	\$235,000
1	\$112,450	\$312,540
2	\$147,339	\$347,500
3	\$151,265	\$355,000
4	\$155,299	\$355,000
5	\$159,444	\$360,000
6	\$163,703	\$365,000

*Please see Attachment 24: Financial Plan Workbook.

5) Describe the Committee to Form's or CMO's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The operations director will work with 1) a licensed commercial real estate professional to negotiate lease terms and 2) a qualified and licensed general contractor who is experienced in tenant improvements, special or conditional use permitting with traffic studies, and necessary fire and other code enforcements. The operations director has experience working in this capacity with community partners and vendors to complete projects in a timely manner and within budget. Prior experience includes:

Table: Experience with Similar Projects

Timeline	Organization	Role
2012 - 2015	Harrah's Laughlin	This was the introduction to spatial layouts, logistics, room configurations and design with special events, concerts, sporting events, mass transportation, etc. Scope of work

		<p>ranged from design, setup, execution, teardown, team leadership. Event space logistics for up to 7,500 attendees.</p> <p>During this time, the hotel and casino underwent a variety of renovations, including food and beverage outlets. As part of the leadership team, was involved in a support role as needed.</p>
2014	The Rink in Bullhead City	<p>With a mission and vision to bring more options into the community for family and positive teen centric activities, opened The Rink in Bullhead City. The scope of project started with ideation all the way through to implementation, including market research, negotiating leases and contracts, working with the architect to design a family friendly concept utilizing as much existing framework as possible to maximize budget, overseeing all facility renovations and tenant improvements, and working with the city and fire for all necessary permitting.</p> <p>The Rink in Bullhead City was a 15,000 square foot facility including a pizzeria that served beer and wine, a family dining room, an arcade area with a party room for celebrations, a DJ booth, a roller skating rink and an outdoor corridor for concerts, foam parties and other teen-centric events. Scope of project included architectural design, city permitting, general contractor collaboration, fire and safety, health inspections, licensing.</p> <p>The project opened on time and within a very restricted budget, as the project was entirely self-funded.</p>
2016	Fresh Frozen Yogurt and Smoothie Bar	<p>Similar to The Rink, as the owner / operator, the scope of work for Fresh Frozen yogurt included ideation to implementation. New to the frozen yogurt industry, established new relationships with vendors to learn best practices. The environment was bright, fun and inviting for all guests. Again, the project opened within the anticipated timeline and within budget with scope of project from ideation to operational.</p>
2017	Affinity Gaming	<p>Similar to Harrah's Laughlin, the hotel and casino underwent periodic renovations. As part of the leadership team, engaged in various support roles.</p>
2021	Animal Hospital	<p>Similar to the charter school concept, partnered with a local veterinarian to build an Animal Hospital. Spearheaded all phases of business development from ideation to creation, including market research, location selection, brand development, architectural drawings, general contractor relationships, city planning and special use special permitting, obtaining all business licenses, managing budgets and financial forecasts, etc.</p>

6) Explain the organization's plan to maintain the facility.

Anticipating entering into a Triple Net lease, the school will be financially responsible for all maintenance and repair items. We will exercise our due diligence within our inspection periods to ensure all systems are operating as expected prior to taking possession. We will weigh options between facility maintenance contracts or allocating funds each month to a reserve dedicated for maintenance. The role of managing facilities will fall under the operations director's scope of work.

7) Describe timelines and plans for ensuring that the facility (whether identified or not) will have proper permitting to operate as a school. Explain the applicant team's interactions with the local jurisdiction to date and plans for future engagement, including the applicable planning department/division and traffic department/division. If the applicant has approval from the local jurisdiction for the proposed location, provide that as part of Attachment 20.

Please refer to attachment 20: Planning and Permitting Timeline

- 8) Provide, as Attachment 21, a list of the types of insurance coverage the school will secure, 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..⁷³.

Please refer to Attachment 21: Insurance Coverage

⁷³ [NAC 388A.140](#) and [NAC 388A.190](#)

SECTION 5:

THE FINANCIAL PLAN

Necca Academy Charter School Application

5. FINANCIAL PLAN

- 1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the selection process and criteria for the selection of these contractors.

Referred by Opportunity 180, Necca Academy intends to contract with a back-office provider for accounting services, financial reporting, budget planning, accounts payable services, payroll services, retirement support and student attendance data reporting. Overall, the selection process for contracting administrative services involves evaluating potential contractors based on their qualifications, experience, service offerings, and cost-effectiveness to ensure that the school receives high-quality support to meet its operational needs. The back-office provider will be expected to have the following systems in place:

2) Accounting System:

- a. Specialized accounting software to manage financial transactions, record-keeping, and reporting.
- b. A Chart of accounts in line with Nevada's chart of accounts is established to categorize revenues, expenses, assets, and liabilities according to standardized accounting principles.
- c. Double-entry bookkeeping is employed to maintain accurate and balanced financial records.
- d. Regular reconciliation of bank statements, general ledger accounts, and other financial records is conducted to identify discrepancies and ensure accuracy.

3) Purchasing Procedures:

- a. The school will implement procurement policies and procedures to govern the purchasing process, including solicitation of bids or quotes, vendor selection, and contract management.
- b. Purchase orders are generated for approved purchases, and invoices are matched with purchase orders and receiving reports to verify accuracy through the accounting system as listed above.
- c. A designated individual or committee reviews and approves purchase requests to ensure compliance with budgetary constraints and procurement policies.

4) Payroll Management:

- a. The school uses payroll software to calculate employee wages, deductions, and taxes accurately that will be supported by the Back-office provider and reported to the IRS by the back-office provider.
- b. A Timekeeping system will be implemented as part of the payroll software to track employee hours worked and facilitate payroll processing.
- c. Payroll reports are generated by the back-office provider and reviewed regularly by The school staff and the back-office provider to ensure accuracy and compliance with labor laws and contractual agreements.

5) Audit Process:

- a. An independent auditor will conduct an annual financial audit to review the school's financial records, internal controls, and compliance with regulatory requirements. The back-office provider will support this process.
- b. The auditor assesses the effectiveness of internal controls, identifies any deficiencies or areas for improvement, and issues an audit report with findings and recommendations.
- c. The school's governing board or finance committee oversees the audit process and ensures that audit recommendations are addressed promptly.

- 6) Public charter schools in Nevada are required to conduct an annual financial audit.⁷⁴ Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

Necca Academy will conform to all required audit procedures according to the Nevada Revised Statute for Charter Schools to ensure transparency and accountability. The annual audit will encompass a comprehensive review of the financial and administrative aspects of the school's operations. Here's an overview of the annual audit process and the planned financial controls:

1. **Selection of Auditor:** The school's governing board typically selects an independent certified public accountant (CPA) or a professional auditing firm to conduct the annual audit. The auditor should have experience in auditing educational institutions and be knowledgeable about the specific regulations and requirements applicable to public charter schools in Nevada.
2. **Scope of Audit:** The audit examines various financial documents, including but not limited to:
 - Financial statements, including balance sheets, income statements, and cash flow statements.
 - General ledger accounts.
 - Bank reconciliations.
 - Payroll records.
 - Accounts receivable and payable.
 - Budgetary compliance.
 - Compliance with state and federal regulations governing public charter schools.
3. **Planned Financial Controls:** The school implements robust financial controls to ensure accuracy, integrity, and compliance with regulations. These controls may include:
 - Segregation of duties to prevent fraud and errors.
 - Clear policies and procedures for financial transactions and record-keeping.
 - Regular monitoring and review of financial activities by the governing board or finance committee.
 - Implementation of internal controls to safeguard assets and prevent misuse of funds.
 - Adequate training for staff involved in financial management to ensure adherence to policies and procedures.
4. **Implementation Plans:** The school develops detailed implementation plans to ensure that financial controls are effectively put into practice. This includes:
 - Assigning specific responsibilities to staff members for implementing and monitoring financial controls.
 - Conducting regular training sessions to educate staff on financial policies and procedures.
 - Periodic reviews and updates of internal controls to adapt to changing circumstances or regulatory requirements.
 - Collaboration with the auditor to address any deficiencies or areas for improvement identified during the audit process.
5. **Adherence to Accounting, Auditing, and Reporting Procedures:** The school commits to adhering to all relevant accounting, auditing, and reporting procedures and requirements applicable to public schools operating in Nevada. This includes compliance with Generally Accepted Accounting Principles (GAAP) and any specific guidelines or regulations issued by the Nevada Department of Education or other relevant authorities including Governmental Accounting Standards Board (GASB) requirements.

Overall, the annual financial audit serves as a critical tool for ensuring the fiscal health and accountability of public charter schools in Nevada. By implementing robust financial controls and adhering to regulatory requirements including GASB, The school will demonstrate commitment to transparency and responsible stewardship of public funds.

⁷⁴ [NAC 387.775](#)

- 7) Discuss in detail the school's contingency plan to meet financial needs and ensure the success of the school if revenues are lower than anticipated.

Having a sound contingency plan is an essential goal for Necca Academy to be able to navigate unexpected financial challenges. What follows is a proposed contingency plan to address lower-than-anticipated revenues and ensure the long term success of the school:

1. **Financial Analysis and Monitoring:** The school will regularly conduct financial analysis and monitoring to identify potential risks and anticipate revenue shortfalls. This includes analyzing revenue sources, enrollment trends, and economic indicators that may impact funding levels.
2. **Establishing Reserves:** The school will focus on establishing a healthy reserve to serve as a financial cushion during times of uncertainty. This reserve can be used to cover operating expenses temporarily if revenues fall short of projections. The amount of reserves is determined based on factors such as the school's budget size, enrollment stability, and potential financial risks.
3. **Budget Contingency Fund:** The school intends to include a budget contingency fund as part of its annual budgeting process. This fund will be set aside specifically to address unexpected revenue shortfalls or unforeseen expenses. The size of the contingency fund is determined based on factors such as historical revenue volatility and the level of risk tolerance for the size of the school.
4. **Cost Reduction Measures:** In the event of lower-than-anticipated revenues or an enrollment shortfall, The school will implement cost reduction measures to align expenses with available resources. These measures may include:
 - Hiring freezes or reductions in staff positions through attrition.
 - Negotiating with vendors for cost savings or renegotiating existing contracts.
 - Reducing discretionary spending on non-essential items or activities.
 - Consolidating or eliminating programs or services that are not core to the school's mission.
 - Implementing energy-saving measures to reduce utility costs.
 - Exploring opportunities for shared services or collaborative partnerships with other schools or organizations to achieve economies of scale.
5. **Revenue Diversification Strategies:** To mitigate reliance on a single source of revenue, The school will explore diversification strategies to enhance financial stability. This may include:
 - Increasing efforts to attract and retain students through targeted marketing and recruitment efforts.
 - Developing alternative revenue streams such as fundraising campaigns, grants, or facility rental to third parties.
 - Exploring opportunities for public-private partnerships or corporate sponsorships to supplement funding.
6. **Communication and Transparency:** The school intends to maintain open communication with stakeholders, including staff, parents, students, and the community, regarding the financial situation and any measures taken to address revenue challenges. Transparency fosters trust and support, and stakeholders may offer valuable insights or assistance in finding solutions.
7. **Scenario Planning:** The school will conduct scenario planning exercises to assess the potential impact of various revenue scenarios and develop contingency strategies accordingly. This proactive approach allows The school to anticipate challenges and take preemptive action to mitigate risks.

By implementing a comprehensive contingency plan, Necca Academy can effectively manage financial uncertainties and ensure the continued success and sustainability of operations, even in the face of lower-than anticipated revenues.

- 8) As Attachment 22, 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.). Include the following:
- a) Per-Pupil Revenue: Use the figures provided by the SPCSA within the Financial Plan workbook.
 - b) 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. If corporate, foundation, or other entity or individual fundraising revenues are included at \$5,000 or more in any year, include as Attachment 23 a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.

- c) 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 and required contributions to the Public Employee Retirement System (PERS). Include, for example, anticipated salary ranges for each role identified.
- d) Applicants that choose to project revenue from Federal Title Programs (I-IV), Federal IDEA, state special education, and state weighted funding streams should include information in their budget narrative regarding:
 - The projected number of students in each applicable subgroup and how this number was determined,
 - How the school will ensure federal grant funds, state weighted funds, and state special education funds are used in alignment with applicable requirements (ex. Allowable and reasonable expenses, supplement vs. supplant), and
 - How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated.

State special education and weighted funding are based on validated prior year enrollment counts; new schools in the first year of operation do not receive these funds.

See attachment 22.

- 9) Submit the completed Financial Plan Workbook for the proposed school as Attachment 24. *In developing the budget, ensure that the school does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year).*⁷⁵

See attachment 24.

⁷⁵ [NAC 388A.730\(2\)](#)

ADDENDUM

Complete the Addendum Section if you are either:

- A Committee to Form proposing to contract with a non-profit Charter Management Organization (CMO) or for-profit Educational Management Organization (EMO); or
- An experienced Non-Profit CMO applying for sponsorship directly. For-profit EMOs are not eligible to apply for sponsorship directly.

If you are not sure whether you are required to complete this Addendum, contact Katie Broughton at kbroughton@spcsa.nv.gov.

○ PAST PERFORMANCE

Pursuant to NRS 388A.249(2), in reviewing a charter application the SPCSA must consider the “academic, financial and organizational performance of any charter schools that currently hold a contract with the proposed operators, including, without limitation, a Charter Management Organization or Educational Management Organization, of the proposed charter school.”

- 1) Complete all worksheets in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template. Submit the completed Data Request workbook as Attachment 25.
- 2) Describe the CMO/EMO’s track record regarding academic performance. Provide, as Attachment 26 the three most recent academic performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO. Reports should provide all available data disaggregated by subgroup.
- 3) Describe the CMO/EMO’s track record regarding Organizational Performance. Provided as Attachment 27, the three most recent organizational performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO.
- 4) Describe the CMO/EMO’s track record regarding Financial Performance. Provide, as Attachment 28, a copy of the management organization’s three most recent audits and other historical financial documents for the CMO/EMO, such as 990’s.
- 5) Provide, as Attachment 29, up to three years of audited financial statements for each of the CMO/EMO’s schools which have been in operation for more than a year.
- 6) List any contracts with charter schools that have been terminated by the CMO/EMO or the school’s governing board, including the reasons for such termination and whether the termination was for “material breach.”
- 7) List any and all revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools affiliated with the CMO/EMO, and explain what caused these actions.
- 8) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school affiliated with the CMO/EMO in the last three years and describe how such deficiencies were resolved.
- 9) List and provide the case number and court in which the case was filed for any current, pending, or past litigation for the last three years that have involved the CMO/EMO. Additionally, please provide the case number and court in which the case was filed for any significant current, pending, or past litigation for the last three years that you believe the SPCSA should be aware of pertaining to any schools affiliated with the CMO/EMO
- 10) List any schools that were previously approved by any authorizer, but which failed to open or did not open on time and explain the reasons for failure or delay.

In addition to the questions asked in this section, SPCSA staff typically contact the Authorizer(s) of existing schools affiliated with the CMO/EMO regarding the past performance of those schools.

○ **SCALE STRATEGY**

- 1) Provide the CMO/EMO’s overall strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, the state, or across the country, as applicable. Include the following, regardless of school location: proposed years of opening, number, and types of schools (divisions or grade levels served); any currently pending applications, all currently targeted markets and the criteria for selecting them, and projected enrollments.
- 2) If the CMO/EMO’s existing portfolio or the growth plan outlined above includes schools in other states, explain specifically how growth in Nevada fits into the overall growth plan.
- 3) Describe the school and the CMO’s/EMO’s current or planned process for recruiting and training potential school and/or network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.
- 4) Describe how the CMO/EMO evaluates readiness for expansion and provide evidence the CMO/EMO is ready to expand at this time. Describe the key performance indicators that the organization assesses and provide the benchmarks that indicate that expansion is warranted. Why is the CMO/EMO ready to expand now and why in Nevada? If the CMO/EMO has a greenlighting tool, please include it as Attachment 30.
- 5) Describe the steps that the CMO/EMO and local school team will take to scale the model to as proposed in this application, including the people involved and the resources contributed both by the CMO/EMO and the new schools.
- 6) Discuss the results of past expansion efforts and lessons learned. Include particular challenges you have encountered, how you addressed them, and how you will avoid or mitigate such challenges for the proposed Nevada school.
- 7) Describe plans for embedding the fundamental features of the model that you described in the transformational change section in the new school proposed in this application.

○ **NETWORK CAPACITY**

- 1) Provide evidence of organizational capacity to open and operate high-quality schools in accordance with the growth plan outlined above. Describe specific timelines for building or deploying organizational capacity to support the proposed schools.
- 2) Provide, as Attachment 31, the following organizational charts (include both the network level staff and schools within the network):
 - a) Year 1 network as a whole
 - b) Year 5 network as a whole

The organization charts should represent all national 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. Clearly show the CMO/EMO’s role and the role of positions employed by the CMO/EMO in the organizational structure of the proposed school, explaining how the relationship between the governing board and school administration will be managed.

- 3) Identify the CMO/EMO’s leadership team and their specific roles and responsibilities.
- 4) Complete the following staffing table indicating projected staffing needs for the entire network over the next six years. Include full time staff and contracted support that serve the CMO/EMO 50% or more. *Change or add functions and titles as needed to reflect organizational plans. Add or delete rows as needed.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
[Specify]						
[Specify]						

[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
Total CMO/EMO FTEs						

○ **SCHOOL MANAGEMENT CONTRACTS**

- 1) If you are a Committee to Form (not a CMO applicant), explain how and why this particular CMO/EMO was selected.
- 2) Describe the relationship between the school governing board and the CMO/EMO, including the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- 3) Describe what role, if any, the CMO/EMO has played and/or will play in the startup and incubation year for the school. If this is not codified in the management agreement, provide a draft of an agreement or MOU that outlines the relationship during the incubation year, as Attachment 32.
- 4) Describe the services that will be provided by the CMO/EMO, and the costs and fees associated with these services. Provide a copy of the draft contract with the CMO/EMO as Attachment 33.
- 5) Identify any positions at the proposed school which will or may be employed by the CMO/EMO based on the contract. To the degree that these positions will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that person(s) activities by school employees or the board?
- 6) Using the table below, summarize the roles and responsibilities of the CMO/EMO, local board, and school leader as they relate to key functions.

Function	CMO/EMO Role, Responsibilities and Decision-Making Authority	Local Board Decision-Making Role, Responsibilities and Decision-Making Authority	School Leader Decision-Making Role, Responsibilities and Decision-Making Authority
Performance Goals			
Curriculum			
Professional Development			
Data Management and Interim Assessments			
Promotion Criteria			
Culture			
Budgeting, Finance, and Accounting			
Student Recruitment			
School Staff Recruitment and Hiring			
HR Services (payroll, benefits, etc.)			
Development/ Fundraising			

Community Relations			
IT			
Facilities Management			
Vendor Management / Procurement			
Student Support Services			
Other operational services, if applicable			

- 7) Describe how the governing body will evaluate the CMO/EMO, including the process and measures that will be used. *This should align to the contract provided in Attachment 33.*
- 8) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO 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 CMO/EMO and any prospective employee of the charter school, a member of the Committee to Form, or the board of directors of the CMO, as applicable.
- 9) Provide documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada as Attachment 34.

○ **CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY**

This section is only required for CMO applicants that are applying directly for sponsorship.

- 1) To what extent does the governance model of the Charter Management Organization applicant require a waiver from the governance provisions of the charter school law pursuant to [NRS 388A.243](#)? If the Charter Management Organization is from another state, how does the board of the Charter Management Organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?
- 2) If the non-profit's current board will hold the charter school, what steps have been taken to transform its board membership to comply with [NRS 388A.320](#), mission, and bylaws to enable the non-profit to govern the charter school? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- 3) If a new board has or will be formed, describe the process for the formation of this new board and describe what its ongoing relationship to the existing non-profit board will be.

COMPLETENESS CHECKLIST⁷⁶

This section is to be completed by SPCSA staff. Applicants should refer to this section to ensure that they have met all submission requirements. In the event that an application is found to be incomplete, the applicant will be notified and provided with approximately two business days to provide the missing information.

- To the extent that a specific section does not apply to a proposed school (e.g., an elementary school will not offer dual credit), the application should state the reasons that the section is not applicable.
- Applicants must use SPCSA templates where specified.
- The completeness check is NOT intended to be a qualitative review of the charter school proposal. The completeness check is ONLY intended to ensure that the charter school proposal, as presented, complies with certain statutes and regulations, and includes all required narrative sections and attachments.

Name of completeness evaluator:			
Date of completeness evaluation:			
Applicant Name:			
Application submission Date:			
Grades served year one:		Grades served at capacity:	
Applicant type:	<input type="checkbox"/> Committee to Form <input type="checkbox"/> Charter Management Organization (CMO)		

Narrative:

Element	Required?	Complete?	SPCSA Comments
Committee to Form (CTF) applicants meet NRS 388A.240 qualification	<i>Yes, for CTF Applicants ONLY</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
1. Application Cover Sheet – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Meeting the Need – all applicable questions completed <i>DUAL CREDIT PARTNERSHIPS ONLY REQUIRED FOR HIGH SCHOOLS; PROGRAMS OF DISTANCE EDUCATION ONLY REQUIRED FOR VIRTUAL SCHOOLS</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Academic Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

⁷⁶ [NAC 388A.260\(2\)](#)

Element	Required?	Complete?	SPCSA Comments
4. Operations Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Financial Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Addendum – all applicable questions completed	<i>Yes, for CMO applicants and CTF applicants contracting with CMO/EMO</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Did the application pass the plagiarism check?	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Attachments:

Element	Required?	Complete?	Comments
1. Completed, signed, Information sheets and resumes <i>CROSS CHECK NAMES WITH CTF/CMO STAFF/BOARD MEMBERS LISTS</i> <i>REQUIRED TEMPLATE: Information Sheet for Applicant Team Members</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Resume of application preparer	<i>Yes, if someone other than CTF or CMO prepared application</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
3. Evidence of community partners	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Discipline Policy	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
5. Annual School Calendar	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Teacher Schedule and Student Schedule for grades served in year 1	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. MOU or Agreement for Dual Credit Partnership	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
8. NDE Approvals for Distance Education	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
9. Board Membership Roster <i>REQUIRED TEMPLATE: Board Member Roster Template</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Bylaws, Code of Ethics, and Conflict of Interest Policy	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Element	Required?	Complete?	Comments
11. School Organizational Charts for year 1 & at capacity	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. School Leader Resume OR School Leader Job Description	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Other School Leadership Resumes OR Job Descriptions	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. School Leader Evaluation Tool	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Teacher Evaluation Tool	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Evidence of Demand <i>REQUIRED TEMPLATE: Evidence of Demand Templates</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Incubation Year Planning Table <i>REQUIRED TEMPLATE: Incubation Year Planning Table</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Secured Facility Documentation <i>Yes, if facility has been identified</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
19. Facility Preparation Schedule/Timeline <i>Yes, if facility has been identified</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
20. Approval from Local Jurisdiction	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
21. List of Insurance Coverage <i>MUST COMPLY WITH NAC 388A.190</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
22. Budget Narrative	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
23. Proof of Fundraising Revenue <i>Yes, if budget incorporates fundraising revenue</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
24. Completed Financial Plan Workbook <i>REQUIRED TEMPLATE: Financial Plan Workbook</i>	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
25. CMO/EMO Data Request <i>REQUIRED TEMPLATE: EMO/CMO Data Template</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
26. Past Three Years Academic Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Element	Required?	Complete?	Comments
27. Past Three Years Organizational Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
28. Past Three Years CMO/EMO Audits, 990s	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
29. Three Years of Audit Reports for All Affiliated Schools <i>MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25</i>	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
30. CMO/EMO Greenlighting Tool	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
31. Network Organizational Charts for years 1 and 5	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
32. Incubation Year MOU	No	<input type="checkbox"/> Yes <input type="checkbox"/> No (not required)	
33. CMO/EMO contract	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
34. CMO/EMO Nevada Business License	<i>Yes, if addendum is required</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Finding: ☐ Complete ☐ Incomplete

Notes:

ATTACHMENT 1:

Team Information Sheet and Resumes

Necca Academy Charter School Application

Questionnaire

Please respond to the questions below. If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.

Background

1. Name of proposed charter school

NECCA

2. Full name

Willis J. Bowden III

3. Home Address

4. Phone Number

5. E-mail address

6. Employer Name

Bowden Boyatt Law, PLLC

7. Employer Address

8311 W. Sunset Rd Ste 260, LV, NV 89113

8. Which of the following best describes you:



I am on the Committee to Form *and* a proposed board member



I am on the Committee to Form *but* I am not a proposed board member



I am part of the Applicant Team listed in Section 1.2: Applicant Team Information (For CMO Applicants)



I am a member of the governing board of the CMO (For CMO Applicants)



I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. Please attach your resume at the end of the Questionnaire.



I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes

☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

The mission is to meet students where they are academically. We want to increase access to dual enrollment opportunities for at risk youth.

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

We offer Dual Enrollment for at risk youth, who may not otherwise have ~~access~~ access to this opportunity. We offer accelerated learning, College ~~level~~ readiness, credit recovery, & flexible Schedules.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I work w/ at risk youth. Specifically, I represent indigent juveniles who have committed a wide variety of delinquent acts. I see all the time that these ~~problem~~ children don't do well in a traditional academic setting & while they are very smart they need more flexibility. I feel this school aligns w/ what I do, and I can better ~~advocate~~ advocate for my clients.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I am a licensed attorney in NV & FL. I have a Juvenile ~~Delinquency~~ delinquency contract w/ Clark County. I work with many at-risk youth who would directly benefit from a school like this.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

Providing oversight regarding Curriculum, Finance, ~~Personnel~~
Fundraising, being responsible for the overall success of the
School, including hiring the best staff/leaders, implementing policies
& procedures that benefit ~~the school~~ not only the students but the state
3 schools

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

- 1) Easy access to this opportunity
- 2) Keeping our core values at the forefront of everything we do
- 3) Understanding the student, staff, & needs of the school as a whole
- 4) Hire quality staff & leadership
- 5) Have community support & adequate funding

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Self-Employed Bowden-Bayraktar Law, PLLC

Describe any affiliation with any charter schools.

None

2. Are you a current or proposed employee of the proposed charter school?

☒ No, I am not a current or proposed employee of the proposed charter school.

☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☒ No, I am not affiliated with any nonprofit organizations.

☐ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Willis J. Board, III, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, NECCA ("Charter School")
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Willis J. Board

Name

Signature

NECCA

Proposed Charter School Name

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

WILLIS JAMES BOWDEN III, ESQ.

EDUCATION

Nova Southeastern University, Shepard Broad College of Law, Ft. Lauderdale, FL

Juris Doctor of Law, December 2016

Activities: Evening Law Students Association, *President*
Student Bar Association, *Secretary*
Nova Trial Association, *Member*

Awards: 2016 Pro Bono Honor Award, *Silver Level 125+ hrs. pro bono service*

Northern Arizona University, Flagstaff, AZ

Bachelors of Science in Political Science/Criminal Justice, May 2011

Bar Admissions: State of Nevada (2018), U.S. District Court, District of Nevada (2019)
State of Florida (2020)

PROFESSIONAL EXPERIENCE

Bowden Boyatt Law, PLLC, Las Vegas, NV

Owner/Managing Attorney January 2024 to Present

- Established and managed a successful solo practice specializing in Family Law, Juvenile Delinquency and Criminal Law, serving a diverse clientele.
- Provided comprehensive legal services including client consultation, case analysis, legal research, drafting legal documents, and representation in court proceedings from Complaint to trial.
- Developed and implemented effective case strategies resulting in favorable outcomes for clients in various legal matters.
- Maintained detailed records of client interactions, case developments, and billing activities.
- Cultivated strong client relationships through personalized attention, clear communication, and diligent advocacy.

Rosenblum Allen Law Firm, Las Vegas, NV

Associate Attorney July 2021 to December 2023

- Draft motions, marriage and divorce agreements, division of assets, and child custody documents.
- Appear at various court hearings to argue motions or represent a client in trial. Appear for and attend mediations, and settlement conferences.
- Manage high conflict/high asset cases by maintaining regular contact with individuals involved in the case including reviewing and drafting discovery, and letters.
- Serve as counsel to parents in dependency abuse, abandonment, and neglect cases.

Hall Jaffe & Clayton LLP, Las Vegas, NV

Associate Attorney March 2021 to July 2021

- Primarily served as defense counsel to commercial clients and insurance companies involved in civil litigation arising from, personal injury, bad faith claims, and workplace discrimination, Complaints.
- Communicated and consulted with insurance carriers and claim adjusters regarding various aspects of litigation.

Alverson Taylor & Sanders, Las Vegas, NV


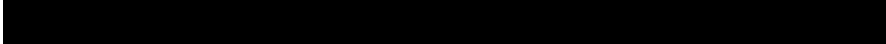

Associate Attorney January 2019 to March 2021

- Primarily served as defense counsel to commercial clients and physicians involved in civil litigation arising from medical malpractice, and Board of Medical Examiner Complaints.
- Performed extensive pre-discovery fact-finding investigation, including analysis and evaluation of medical records and insurance claim files.
- Drafted and prepared initial case evaluations, medical chronologies, and mediation briefs for use in settlement negotiations.
- Drafted and prepared various motions, memorandums of law, written discovery pleadings, demands and responses, and collaborated with medical professionals and experts to develop arguments for cases of malpractice.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school Necca Academy
2. Full name _____
3. Home Address 
4. Phone Number 
5. E-mail address 
6. Employer Name _____
7. Employer Address _____
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☐ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes ☐ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

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

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Ensure the board is well rounded, trained and willing to actively participate.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer:

Describe any affiliation with any charter schools.

2. Are you a current or proposed employee of the proposed charter school?

☐ No, I am not a current or proposed employee of the proposed charter school.

☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☐ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☐ No, I am not affiliated with any nonprofit organizations.

☐ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☐ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☐ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

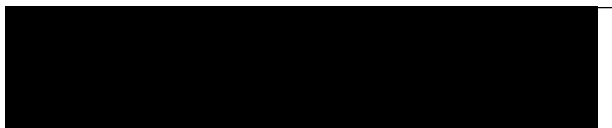
If yes, describe the conflict of interest.

Assurances and Certification

I, _____, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, _____ (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.



Signature

Proposed Charter School Name

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Anya Earl, MSW, LSW



Education:

Masters Social Work
Bachelors Social Work

University Nevada Las Vegas, 2004
University Nevada Las Vegas, 2003

Experience:

Executive Director

Specialized Alternatives for Families and Youth (SAFY), 2023-present
Oversee the budget, clinical practice, and operations of the SAFY Nevada division. Submit grants and contracts, engage in community outreach, and advocacy work.

Director of Foster Care Services

Specialized Alternatives for Families and Youth (SAFY), 2014-2023
Provide oversight and supervision to the direct practice of clinical case management program and Medicaid rehabilitation services, recruitment and licensure department, SNHD Teen Pregnancy Prevention Program grant, PSSF state of Nevada Reunification grant, Independent Living Services, and SAFE at Home contract for safety intervention services. Support for grants and contracts, community outreach, and advocacy work.

Social Worker

Seasons Hospice, 2015-2019 (PRN)
Complete intake assessments, home visits, provide resources, and communicate with Seasons team about needs of patient and dynamics of family

Intake Coordinator

Specialized Alternatives for Families and Youth (SAFY), 2006-2014
Communicate with up to 60 foster families to identify their strengths as a family and match them with foster youth that have needs that can be met in the homes. Coordinate services for incoming placements, advocate for needs of child welfare youth, provide community education and outreach to referral sources.

Family Specialist

Department of Family Services (DFS), 2004-2006
Permanency case manager for up to 40 families in the southern region of the city. Provide case management support, biological family case planning, foster family support, participate in court hearings, attend team meetings, complete transition planning for reunification, and monitor for safety.

Licensure/Training:

Licensed Social Worker	2004-present
Suicide Prevention Gatekeeper trainer	2016-present
UNLV Field Instructor	2009-present
Crisis Prevention Institute trainer	2008-2023
SAFE Assessment Supervisor	2010-2018
State of NV ASSIST trained	2016

NV Coalition for Suicide Prevention	2018-present
THNK Advisory Board Chair	2016-2019
QPI Communications Committee	2016-2018

Affiliations:

NV Child Death Review Team	2024-present
Family Focused Treatment Assoc.	2017-present
FFTA NV Chapter President	2023-present

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school Necca Academy
2. Full name Amy Spero
3. Home Address
4. Phone Number
5. E-mail address
6. Employer Name N/A
7. Employer Address N/A
8. Which of the following best describes you:
 - ☐ I am on the Committee to Form *and* a proposed board member
 - ☒ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☒ Yes ☐ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Nevada State High School Central Office, Director of Marketing and Student Engagement

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

To increase access to dual enrollment, particularly among student groups who have been historically underserved. By doing this, we will increase the high school graduation rate for these students, improve academic achievement and prepare students for college and career. For many students, this program will provide opportunities they may never have explored otherwise.

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

Working with NSHE community colleges (CSN, TMCC, GBC and WNC), we will offer students courses on college campuses and taught by college professors. Students will take Necca Academy electives to build executive function, healthy study habits and lasting life skills. Unique components to the Necca Academy model in comparison to current models include:

1. Offering courses specifically for Necca Academy students to ensure quality professors and 2-way communication between Necca and the NSHE institution.
2. Offering dual enrollment as early as 9th grade
3. A high level of staff and SEL support, using a gradual release of responsibility model to ensure student achievement

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

N/A

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

N/A

3. For proposed board members, what is your understanding of the role of a public charter school board member?

N/A

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

N/A

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Not currently employed, no conflict of interest

Describe any affiliation with any charter schools.

None

2. Are you a current or proposed employee of the proposed charter school?

☐ No, I am not a current or proposed employee of the proposed charter school.

☒ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

Proposed Role: Operations Director

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☒ No, I am not affiliated with any nonprofit organizations.

☐ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Amy Spero, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Necca Academy (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*


Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Amy Spero

Name

Necca Academy

Proposed Charter School Name


Signature

4/28/2024

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

AMY SPERO

Core Competencies

Student Recruitment | Operations Management | Customer Engagement Life Cycle | CRM Automation | Email Marketing | Digital Marketing - Web Design & Optimization, SEO, PPC, Social | Database Segmentation & Personalization | Partnerships & Community Outreach | Brand Development | Analytics | Budget & Forecasting | Building Capabilities within Teams & Succession Planning

Professional Experience

DIRECTOR OF MARKETING & ENGAGEMENT | NEVADA STATE HIGH SCHOOL (November 2022-August 2023)

Starting ann. marketing budget: \$120K. Implemented a “Back to the Basics” marketing overhaul resulting in a 67% annual reduction in marketing spend (new budget: \$40K) while maintaining consistent YOY student enrollment in Yr. 1. Achieved record high application-to-enrollment conversion rates of 65% (historical rates ranged from 45-52%).

- Within 30 days, rolled out KPI-driven marketing plan which included eliminating campaigns with excessive acquisition costs, implementing high-yield, low cost marketing basics, and / or redistributing spend. Successfully transitioned all digital marketing efforts in-house, resulting in 1) significant cost savings 2) better automation capabilities, and 3) improved KPI's: web traffic, social engagement, hard lead count, conversions rate, acquisition cost.
- Within 60 days in role, implemented the company's first CRM, allowing for database segmentation, personalized email campaigns, workflow automation, lead scoring, pipeline management, and ultimately the company's highest conversion rate.
- Within 90 days in role, scope of work was expanded to include new student application processing and new student registration, allowing for 1) operational efficiencies / operational labor cost savings, 2) optimizing the customer journey for a stronger retention / conversion rate, and 3) improving work-life balance for site-level staff through centralization efforts.

BUSINESS CONSULTANT (November 2016 - Present)

Leveraging 15+ years of marketing, analytics, project management and team leadership experience gained under Fortune 500 companies, worked with small to medium sized businesses to develop data-driven, individualized plans specific to industry, market size, company lifecycle phase, and stakeholder goals.

- Serenity Vet Services: Solopreneur. 1-year contract, extended for quarterly business reviews. Contract includes digital marketing startup: logo and brand design, content creation, website and social asset development, PPC campaigns.
- PetMedic Inc): As an established veterinary practice with 4 locations, the business owner's goals were to improve market share, expand operations and grow revenue. Starting Annual Gross Revenue: \$4.2M. Ending Annual Gross Revenue: \$12.3M. No material changes to operations or increased fixed expenses. Revenue gain accomplished through: 1) optimized marketing practices, 2) customer service overhaul with emphasis on customer journey and lifecycle, 3) leverage marketing best practices recruit top talent in highly competitive industry, 4) leadership training emphasizing employee engagement, coaching and retention best practices. Reduced historical annual turnover from 220%+ to 42% in 18 months.
- Nationwide Power Inc: National Critical Power provider seeking to optimize marketing efforts and increase market share. Contracted for quarterly marketing and business review, development of the Inside Sales department, lead generation, SEO and PPC optimization, content creation. Leveraging PPC best practices, lowered acquisition cost from \$75/new client to under \$25. Annual fixed investment of \$140K in Inside Sales Team development and Mrk Tech generated \$6M in new business revenue between 2018-2019. (New business stunted in 2020 due to COVID19).
- Additional consulting clients include: Dental, Restaurant, Entertainment, Sports / Athletics, Education, Gaming. Markets served: hyper-local, local, regional, national. References available upon request.

DIRECTOR OF MARKETING | AFFINITY GAMING (March 2016 - April 2017)

Directed all phases of marketing, advertising, loyalty program and special events. EBITDA growth of 19.3% with a 38% reduction in marketing spend, resulting in the strongest EBITDA earnings in company history. Starting annual marketing / advertising budget: \$20M. Ending budget: \$12.4M. Key achievements:

- Optimizing direct mail and email marketing strategies through de-layered player reinvestment, targeted database segmentation and targeted reinvestment matrices (“know your audience”), and consistent pre/post proforma analysis to effectively determine each campaign's success and areas for improvement.

AMY SPERO

- Designing special event calendars focused on drawing in new clients. Acquisition goals are set in the proforma analytics process and evaluated after each event to determine success and opportunities for improvement.
- Improving the online presence through refined keywords and paid strategies, including social media optimization.
- Introducing a hotel revenue management strategy with dynamic pricing, based on real-time supply and demand and leveraging both historical data and current market trends.
- Implementing and maximizing use of VIP marketing events and CRM tools for consistent, relevant communication with existing databases (“know your customer”).
- Launching a supplemental retail-centric marketing campaign to engage a new audience of clientele.

OWNER / OPERATOR | THE RINK, BULLHEAD CITY (April 2014 - January 2016)

Filled a community need by opening a family-friendly and teen-centric outlet: pizzeria, bar, arcade, private and corporate rentals. Provided 20+ teenagers with their first job, providing important tools and training centered around customer service, workplace etiquette, and teamwork. Partnered with local schools, businesses and government agencies to become a well-respected and positive force within the community. Initial investment: \$150K. First year gross revenues: \$875K. Profit margins: 48%.

HARRAH’S / CAESARS ENTERTAINMENT (Feb 2001 - July 2015)

Over the span of nearly 15 years, developed competencies in customer service, team development and leadership, analytics / forecasting / budgeting, and nearly all facets of marketing strategy and operations.

Harrah’s Laughlin | Marketing Manager (November 2012 - July 2015)

- Responsible for KPI-driven marketing across all departments: 1500 hotel rooms, 750 slot machines, 30 table games, poker room, 16 restaurants, 2 pools, spa. Team leadership specific to five departments / 60 team members: Loyalty Rewards, Promotions, VIP Special Events, Entertainment, and Box Office.
- Maintained healthy team retention with an annualized turnover ranging from 18-26% for 3 years running, in a competitive compensation environment.
- Exceeded EBITDA plan each year from 2013 - 2015.

Caesars Corporate Offices | Regional and National Marketing Specialist (July 2008 - November 2012)

- As Regional Marketing Specialist (2010-2012), designed marketing calendars for 8 midwest locations with a mix of regional, local, and hyper-local campaigns. Exceeded EBITDA goal for 7 locations by double digits.
- As Total Rewards Specialist (2008-2010), worked side-by-side with key business partners for the strategic evolution of the Total Rewards program, the development of new tools and capabilities that improve the loyalty program for guests and frontline team members, the marketing of the loyalty program to members and prospective members, and garnering support of operators across 42 casinos. Database size: 40 million. Employees count for training / support: 10,000+.
- As a subject matter expert, provided property support to 42 locations in all areas of loyalty marketing programs: CRM, database warehouse, standard operating procedures, audits, performance reporting, collateral production, strategic community and business alliances, and competitive analysis.

Harrah’s North Kansas City | Manager (Feb 2001 - July 2008)

- Through dedicated mentors and leaders, what started as a part-time job turned into a lifelong career. Upon completion of B.S. in Economics, promoted to Slot Ops Manager, including MOD responsibilities for all gaming / hotel / F&B operations.
- Primary responsibilities: Customer service, employee engagement / retention, labor cost, regulatory compliance.
- Responsible for team leadership of 60 team members, consistently ranked among the top 10% of property leaders in terms of department results and employee satisfaction key indicators.

Education

Bachelor of Science, Economics | University of Missouri (Kansas City)

Study abroad: Université de Lyon, France

References

Available upon request

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school Necca Academy
2. Full name Erika Hilgaertner
3. Home Address
4. Phone Number
5. E-mail address
6. Employer Name Sugarboo & Co.
7. Employer Address 3377 S Las Vegas Blvd UNIT 2107, Las Vegas, NV 89109
8. Which of the following best describes you:
 - ☐ I am on the Committee to Form *and* a proposed board member
 - ☒ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes ☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

To increase dual enrollment opportunities, increase academic achievement in core subjects such as Math and English, and increase graduation rate for at-risk youth populations.

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

Evidence based academic plan with metrics aligned to the Dept. of Ed academic standards and success metrics. Ultimately to provide more equitable access to dual enrollment to give greater opportunities for success during and post high school.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a “commitment in a private capacity” which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer:

Describe any affiliation with any charter schools.

2. Are you a current or proposed employee of the proposed charter school?

☒ No, I am not a current or proposed employee of the proposed charter school.

☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☒ No, I am not affiliated with any nonprofit organizations.

☐ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Erika Hilgaertner, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, NECCA ("Charter School")
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Erika Hilgaertner

Name

NECCA

Proposed Charter School Name

Signature

4/28/2024

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

ERIKA HILGAERTNER

PROFESSIONAL SUMMARY

Accomplished, self-motivated and energetic Real Estate Administration professional with a solid history of achievement in remote work environments. Strong organizational and prioritization abilities in transaction management, negotiation, client care, sales & marketing operations.

SKILLS & QUALIFICATIONS

- Natural problem solver with extensive interpersonal abilities.
- Expert negotiator skilled with balancing client needs and business goals.
- Microsoft Office Suite, Google Suite, MLS, DocuSign, Dotloop, KW Command.

EXPERIENCE

Licensed Realtor and Client Care Professional

04/2015 - Current

Madrina Home Team - Keller Williams Realty - Austin, TX (based remotely in Las Vegas, NV)

- Provide excellent client care for existing and prospective clients looking to buy, sell or invest in residential real estate, especially in challenging market conditions.
- Manage details of Real Estate transactions from contract to close with efficiency and accuracy.
- Establish rapport with prospects and secure long-term fiduciary relationships; 99% of client base is repeat or referral business.
- Liaise with lenders, inspectors, title companies, insurance agents, builders, and inspectors.
- Search and verify public records, MLS and off-market sales details for transactions.
- Create compelling marketing materials, including print and online advertising.

Operations Supervisor

10/2006 - 10/2014

Savings.com – Santa Monica, CA (based remotely in Las Vegas, NV)

- Recruited, hired, trained, and mentored telecommute Deal Entry (content writers) team for a consumer coupon website.
- Ensured content creation followed best practices for SEO & SEM guidelines.
- Worked with Executive teams to facilitate long-term strategies and new initiatives.
- Created and maintained training manuals.
- Scaled the remote work force from 5 independent contractors to a team of 20+ employees, including outsourced teams in Manila and India.
- Maintained efficient, productive work schedule in a remote/telecommute position.

EDUCATION & LICENSURE

B.A. Candidate at University of California, Santa Barbara - Santa Barbara, CA

1997-2000

Double major in Cultural Anthropology & Art History

Texas Licensed Realtor (License #0651759)

2015-Present

Designations and Certifications: Real Estate Negotiation Expert (RENE) and Military Relocation Specialist

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school Necca Academy
2. Full name Kevin McPartlin
3. Home Address
4. Phone Number
5. E-mail address
6. Employer Name Clark County School Distric
7. Employer Address 4204 Channel 10 Drive, Las Vegas, NV 89119
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes ☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

The mission and vision of the proposed charter school is to create a unique educational experience where students are met at their current levels, engaged through their own interests, and provided opportunities beyond what is available at their zoned public school. The individualized programming being proposed at this charter school will attract families of not fully engaged youth, as well as students looking to be further challenged and accelerated through the high school experience.

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

The flexible programming at this proposed charter school will allow students and families to be in control of their educational pathway. The blend of in-person, hybrid, and college-level coursework makes this program unique and fills a need in the geographic area.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

This proposed charter school fills a gap in educational offerings for students in some of the most underserved zip codes in the Las Vegas valley. I believe in the mission and vision of this proposed school and see a huge need for these initiatives in this geographical area.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

As an associate superintendent in the Clark County School District, my areas of supervision include all aspects of alternative programming and specialty schools, including a virtual education school and a fully dual-enrollment school. I am familiar with board governance, having served on the board of state and county level organizations.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

The role of a public charter school board member is to provide high level support to determine, monitor, and strengthen the programs and services offered to students, as well as ensure they are consistent with the mission and the charter. This is accomplished by approving measurable outcomes and goals and monitoring the progress in achieving them. Board members do not actively administer the school on a day-to-day basis, but we do ensure that the school is well-run.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

In order to ensure the success of this proposed charter school, board members must support the principal and executive staff in their efforts to establish short and long-term organizational goals and student outcomes. Organizational goals include those related to staffing, community and professional partnerships, budgeting/fundraising, and student/family recruiting efforts. Student outcomes must be aligned to the established mission and charter and include annual and extended targets.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Clark County School District

Describe any affiliation with any charter schools.

The Clark County School District does operate district-sponsored schools at this time.

2. Are you a current or proposed employee of the proposed charter school?

☒ No, I am not a current or proposed employee of the proposed charter school.

☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☒ No, I am not affiliated with any nonprofit organizations.

☐ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Kevin McPartlin, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Necca Academy ("Charter School")
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Kevin McPartlin

Name

Necca Academy

Proposed Charter School Name

29/04/2024

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.






Attachment 1 - Team Info Sheet - Kevin

Final Audit Report

2024-04-30

Created:	2024-04-29
By:	Amy Spero (amyspero.lv@gmail.com)
Status:	Signed
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"Attachment 1 - Team Info Sheet - Kevin" History

-  Document created by Amy Spero (amyspero.lv@gmail.com)
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-  Agreement completed.
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Kevin McPartlin

A highly successful leader with a proven record as a coalition builder and change agent to foster a culture of academic excellence, equitable outcomes for all students, and innovation within a large organization.

- **Assistant Superintendent** within one of the largest school districts in the country with 27 years of experience, including 17 as the principal of large, urban high schools.
- Named the Nevada Parent-Teacher Association's (PTA) "Lynel Cunningham" **Site Administrator of the Year** in 2010.
- Recognized by the Nevada Thespians Association as the **Nevada Administrator of the Year** in 2021.
- Presented with a **Courageous Leadership Award** by the No Racism in Schools #1865, a national advocacy group, in 2022.
- Recognized by the Nevada Association of Student Councils as the **Nevada Administrator of the Year** in 2007.
- Sought out public speaker with over 30 presentations and keynotes in five states, covering a wide range of topics including school reform, transformational leadership, and equity-based decision making.

Recent Professional Work History

Clark County School District

Las Vegas, NV

1997 – Present

The Clark County School District is the 5th largest school district in the country, serving Las Vegas and surrounding communities of southern Nevada, and comprises over 300,000 students, 40,000 employees, 375 schools, and an annual budget of \$5.2 billion.

Assistant Superintendent • Education Services Division

2023 – Present

The Education Services Division (ESD) consists of comprehensive schools and alternative educational programs and provides instruction and related services for 50,000 students. This division also incorporates the Department of Pupil Personnel Services, which includes student behavioral referrals, restorative practices and community partnerships with three major municipalities and the Department of Juvenile Justice Services.

Principal • Arbor View High School

2011 – 2023

Student Enrollment: 3,300 students; 194 staff members

Academic Outcomes

- Achieved Four-Star rating from state of Nevada
 - One of only six comprehensive public high schools in southern Nevada
- Improved Graduation Rate by 20% to reach overall rate of 96%
 - Average Graduation Rate for state: 82%; for district: 81%
- Increased access to upper level coursework for all students
 - CTE course offerings increased by 275%
 - Dual-Credit course enrollment increased by 379%
 - From 2019 to 2023, students of color (57%) participation in upper level coursework increased from 34% to 53%

Principal • Chaparral Empowerment High School

2006 – 2011

Student Enrollment: 2,600 students; 141 staff members

Academic Outcomes

- Increased overall achievement rates in English Language Arts (ELA) by 28%
- Drastically reduced achievement gaps in ELA, specifically:
 - Increased achievement levels of Hispanic students by 35%
 - Increased achievement levels of Second Language students by 33%
 - Increased achievement levels of African American students by 27%
 - Increased achievement levels of Special Education students by 23%
- Increased overall achievement rates in Mathematics by 21%
- Drastically reduced achievement gaps in Math, specifically:
 - Increased achievement levels of Hispanic students by 26%
 - Increased achievement levels of African American students by 19%
 - Increased achievement levels of Special Education students by 17%

Additional School-Based Experience

Assistant Principal • Mojave High School Clark County School District, North Las Vegas, Nevada	2002 – 2006
Dean of Students • Coronado High School Clark County School District, Henderson, Nevada	2001 – 2002
Teacher - Mathematics • Palo Verde High School Clark County School District, Las Vegas, Nevada	1999 – 2001
Teacher - Mathematics • Las Vegas High School Clark County School District, Las Vegas, Nevada	1997 – 1999
Teacher – Social Studies • L’Anse Creuse High School-North L’Anse Creuse Public Schools, Macomb, Michigan	1997

Education & Training

Howard University , Executive Leadership Academy	2023
Nova Southeastern University , Master of Science: Educational Leadership	2000
Wayne State University, MI , Bachelor of Arts: Secondary Education - Math	1997

Related Experience

Higher Education

University Supervisor • Walden University, College of Education • Monitored and supported administrative candidates through internships	2018 - 2023
Clinical Supervisor • Western Governors University, Field Experience Department • Monitored and supported aspiring administrators through field experiences	2021 - 2022

State Level

Committee Member • Nevada Interscholastic Activities Association • NIAA Search/Hiring Committee: State Executive Director position • NIAA Diversity, Equity & Inclusion Committee • NIAA Realignment Committee - Representing Southern Nevada 5A and 4A schools	2024 2022 - 2024 2021 - 2023
State Support Team Member • Nevada State Department of Education • Eldorado High School, Las Vegas, Nevada (N-5 Status) • Designed and monitored school improvement process for a state-identified, priority school	2009 - 2010

District Level

Clark County School District • College, Career, Equity, and School Choice Division School Safety Action Committee • College, Career, Equity, and School Choice Unit Change of School Assignment (COSA) and Shared Housing Task Force • Office of the Superintendent Chief Financial Officer’s Advisory Council • Office of the Superintendent Chief Operations Officer’s Advisory Council • Office of the Superintendent Superintendent’s Educational Opportunities Advisory Committee (SEOAC II)	2022 - Present 2022 - 2023 2021 – 2022 2015 – 2017 2013 – 2014
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Bargaining Groups/ Negotiations

• Clark County Association of School Administrators (CCASAP) Representative Council	2007 – 2009; 2023
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BRITTNEY L. VARAO

SUMMARY

Dedicated and compassionate educational leader with a proven track record of supporting at-risk students to achieve academic success and personal growth. Seeking a challenging role as a School Principal focused on creating a positive learning environment and implementing effective strategies to meet the unique needs of at-risk students.

SKILLS

Instructional Leadership | Servitude Mindset | Results Oriented | GATE and ELAD-Certified | Curriculum Development | Crisis Management | Advocacy | Reflective Practice | Restorative Practices | Differentiated Support

EXPERIENCE

Assistant Administrator for Ruby Thomas Elementary School, K-5

12/23-Present

- Supported the Principal in the day-to-day administration of the school, including student discipline, teacher supervision, and curriculum development.
- Lead a team of educators and support staff dedicated to meeting the academic, social, and emotional needs of at-risk students.
- Develop and implement comprehensive intervention programs to address the specific challenges faced by at-risk students, including academic support, behavior management, and mental health services.
- Collaborate with teachers, counselors, and community partners to identify at-risk students and provide targeted interventions and resources to support their success.
- Monitor student progress and outcomes, using data-driven approaches to assess program effectiveness and make data-informed decisions for continuous improvement.
- Foster a positive and inclusive school culture that celebrates diversity, promotes equity, and empowers at-risk students to reach their full potential.

Director of Curriculum and Instruction-Nye County School District. NV

03/2023 - 11/2023

- Manage and evaluate district coordinators
- Advise administration in necessary decisions for student success based on data
- Create and conduct district professional development for administration and staff
- Participate in weekly district leadership meetings
- Collaborate with the Superintendent to evaluate the effectiveness of programs
- Support the organization's vision through the implementation of the district vision

- Act as principal of record for Gabbs campus K-12
- Supervise counselors and social workers
- Present to the Board of Trustees on matters regarding curriculum changes, adoptions, and dual enrollments

Director of Support Services/Nevada State High School -Henderson, NV

11/2022-02/2023

- Manage and co-evaluate a team of specialists
- Advise administration in necessary decisions for student success based on data
- Create and conduct professional development for administration and staff
- Participate in weekly executive leadership meetings
- Collaborate with CEO to evaluate effectiveness of programs
- Support the organization's vision through implementation of core values
- Identify and recruit viable employees
- Create and host monthly student seminars
- Present to the CEO and board of trustees

Director of Special Programs / Curriculum and Instruction Department-Pahrump, NV

07/2022-11/2022

- Manage and co-evaluate a team of specialists
- Advise administration in necessary decisions for student success based on data
- Create and conduct professional development for administration
- Participate in monthly director and administration meetings
- Collaborate with superintendent to evaluate effectiveness of programs
- Support the district vision through implementation of best practices in both programs
- Identify and recruit viable employees
- Create and host family engagement events to foster a sense of community
- Present to the superintendent and board of trustees
- Facilitate stakeholder committee meetings

In addition to the above responsibilities, I am also responsible for coordinator duties as follows:

English Language Program Coordinator / Curriculum and Instruction Department-Pahrump, NV

12/2020-07/2022

- District coordinator and assessment manager for WIDA Access testing
- Curriculum development and coordination for all elementary summer school sessions
- Curriculum development for ELL Specialists and staff district wide
- Facilitate deadlines within a master schedule to meet expectations of the state English Language Department
- Facilitate monthly meetings and staff training with current specialists
- Design and implement curriculum, assessments, and technical prototypes to support classroom instruction
- Work closely with Grants Department and General Funds to acquire curriculum and supplementary materials
- Obtain and train on the appropriate use of equipment, facilities, and materials

Gifted Education Program Coordinator / Curriculum and Instruction Department-Pahrump, NV

12/2020-07/2022

- District assessment manager for Non-verbal Naglieri Ability Test and the Kaufmann Brief 2 Revised
- Coordinate identified students with appropriate services
- Curriculum development and coordination for summer sessions
- Facilitate deadlines within a master schedule to meet expectations of the state Gifted and Talented Department
- Facilitate monthly meetings and specialist training
- Design and implement curriculum, assessments, and technical prototypes to support classroom instruction
- Work closely with Grants Department and General Funds to acquire curriculum and supplementary materials
- Obtain and train on the appropriate use of equipment, facilities, and materials

Gifted Education Program Project Facilitator / Student Services Department - Las Vegas, NV

08/2016 - 12/2020

- Received high marks for the creation of professional development and instructional techniques from GATE Specialists and colleagues.
- Observed and tested children for the gifted and highly gifted program, maintained accurate records, and stayed in communication with stakeholders.
- Interacted with parents, teachers and administration to maintain productive communication throughout the program participation.
- Established positive relationships with students, parents, fellow teachers, and school administrators.
- Taught students identified as twice-exceptional, gifted, and highly gifted in various stages of cognitive, linguistic, social, and emotional development.
- Collaborated with other staff members to plan and schedule workshops promoting critical thinking and student engagement.
- Implemented a variety of teaching methods such as lectures, Socratic Seminars, and demonstrations.
- Encouraged teachers to explore issues in their lives and in the world around them as ways to invigorate their teaching.
- Differentiated instruction according to student ability and skill level.

Educational Consultant and Presenter/ J Taylor Education- Las Vegas, NV

08/2019- Current

- Developed Gifted and Talented programs for multiple districts.
- Presented talks, classes, and workshops to groups of varying sizes on the Icons of Depth and Complexity across multiple school districts.
- Developed presentations that utilize a variety of teaching methods, such as slide shows, lead discussions, and interactive demonstrations.
- Facilitated breakout sessions to a diverse population of teaching professionals in person and online

Gifted Curriculum Professor/Sierra Nevada College-Henderson, NV

03/2019 - 6/2019

- Taught graduate-level course in Gifted Curriculum.
- Wrote course materials such as syllabi, class assignments, handouts, and assessments.

- Fostered student commitment to gifted education by connecting materials to universal concepts, historically significant events, and current best practices.

Gifted Education Teacher / Berkeley Bunker Elementary School - Las Vegas, NV

08/2012 - 08/2016

- Received high remarks for the creativity of classroom lesson plans and instructional techniques from students, parents, and faculty.
- Developed and implemented an interesting and interactive curriculum to increase student understanding of complex course materials.
- Contributed thoughts and ideas at monthly PLC meetings.
- Developed lessons and planned each day's flow to encourage maximum student learning and enrichment.
- Established positive relationships with students, parents, fellow teachers, and school administrators through the Accelerated Learning Model.
- Developed the ALM model with colleagues to ensure best practices, high levels of engagement, and high levels of thought.

General Education Teacher / Berkeley Bunker Elementary School - Las Vegas, NV

07/2004 - 08/2012

- Taught general education students as well as individuals with learning challenges and special needs within a mainstreamed, inclusive classroom.
- Led and educated individuals during classes and summer activities.
- Provided a positive and welcoming experience when collaborating with adults and children.
- Encourage positive self-esteem and mutual respect for others and instill a joy of learning and discovery.
- Designed curriculum for high-quality classroom teaching, lesson plans, and instructional materials used in teaching language arts, mathematics, science, social studies, and history.
- Applied progressive teaching principles to a class of 32 students, improving standardized test scores.

EDUCATION AND TRAINING

Southern Utah University - - Cedar City, UT, United States

2022

Master of Education: Administrative Leadership

Southern Utah University - - Cedar City, UT, United States **Advanced**

2012

Endorsement: Gifted Education

University of Las Vegas, Nevada - - Las Vegas, NV, USA

2008

Master of Arts: Curriculum and Instruction with emphasis on Teaching English as a Second Language

University of Las Vegas, Nevada - - Las Vegas, NV, USA

2008

Advanced Endorsement: English Language Acquisition and Development

The University of Central Florida - - Orlando, FL, USA


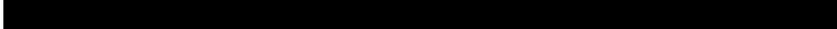
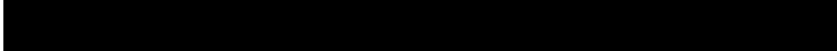
1998

Bachelor of Arts: Elementary Education

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school Necca Academy
2. Full name Brittney Varao
3. Home Address 
4. Phone Number 
5. E-mail address 
6. Employer Name Clark County School District
7. Employer Address 1905 S. Atlantic Avenue Las Vegas, Nevada 89104
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☒ Yes ☐ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

Nevada State High School

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Necca's mission and vision is to create an environment where all high school students will be supported and encouraged to take college level courses while being fully accepted for who they are, what they want, and what they need.

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

Necca's educational program is based on the dual enrollment model. Our school will work closely with NSHE colleges to help students blaze a path toward a successful future. This future includes a high school diploma and earned college credits preparing our students for higher learning or a strong career.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I understand the impact that a strong, ethical school board can have on a school. I would like to be part of this board to have a greater impact on the success of the students who would be a part of the Necca family.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I've worked for a charter school, and my special needs daughter attended a charter school for a period of time. I worked with and for school boards in two different districts. I understand the purpose of a school board is to make the very best decisions for the students and families that you represent.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

Overall, as a public charter board member, my role is to provide strategic leadership, oversight, and support to ensure that the charter school fulfills its mission of providing high-quality education to its students in a manner that is accountable, transparent, and responsive to the needs of the community.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

We are responsible for ensuring that the charter school operates in accordance with its mission, charter contract, and applicable laws and regulations. This involves setting policies, approving budgets, and overseeing the overall management and operations of the school. Planning, accountability, and community engagement are all necessary components that must be developed and maintained.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Clark County School District

Describe any affiliation with any charter schools. N/A

2. Are you a current or proposed employee of the proposed charter school?

☐ No, I am not a current or proposed employee of the proposed charter school.

☒ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

I am the proposed administrator of Necca.

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☒ No, I am not affiliated with any nonprofit organizations.

☐ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

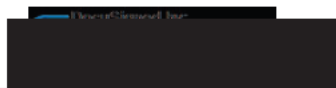
I, Brittney Varao, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Necca ("Charter School")
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Brittney Varao

Name



Signature

Necca

Proposed Charter School Name

4.28.24

Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Desiree Kathmann



Skills

Customer Service | Communication | Creative Thinking | Adaptability | Attention to Detail |
Budgeting | Marketing | Time Management | Scheduling | Teamwork

Experience

February 2004 - PRESENT

Hair Stylist, Self Employed

2490 Paseo Verde Pkwy #100,
Henderson, NV 89074,

- Provide expert hair cutting, coloring, and styling services to clients, ensuring their satisfaction with each visit.
- Consult with clients to understand their preferences and recommend suitable hairstyles based on their face shape, hair texture, and lifestyle.
- Stay updated on the latest trends and techniques in hairdressing through ongoing training and professional development.
- Manage appointment bookings, maintain a clean and organized work station, and uphold salon standards of cleanliness and hygiene.
- Build strong rapport with clients, fostering a loyal customer base and generating repeat business.

Education

Green Valley High School, Las Vegas

High School Diploma, 2002

Southern Nevada University of Cosmetology

Cosmetology License, 2004

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1. Name of proposed charter school Necca Academy
2. Full name Desiree Kathmann
3. Home Address
4. Phone Number
5. E-mail address
6. Employer Name Self employed
7. Employer Address 2470 Paseo Verde Parkway, Henderson NV 89074
8. Which of the following best describes you:
 - ☒ I am on the Committee to Form *and* a proposed board member
 - ☐ I am on the Committee to Form *but I am not* a proposed board member
 - ☐ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - ☐ I am a member of the governing board of the CMO (For CMO Applicants)
 - ☐ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

1. *Please attach your resume at the end of the Questionnaire.*

☒ I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

☐ Yes ☒ No

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

My understanding of Necca academy is to provide families with more options for high school, especially in locations where there aren't many options at all. My son goes to a dual enrollment high school and so I see how the mission and vision play out. I like this concept because it's more geared towards teenagers who aren't advanced already. Some of my son's peers came from Bishop Gorman and other highly rated schools. I can see how this program will benefit kids who don't come from that background.

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

Dual enrollment at the community college, like skills classes at the charter school with a lot of support for kids who need it.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I hope to be a voice for the parents and I like what the school is trying to do.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I have not served on any boards previously.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

For me specifically as a parent member, I think my role is to provide perspective from a family's point of view. I also see my role as asking questions that make sure we are holding to our vision and mission.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

I believe there is training that we will do as board members. Other than that, I think there is a good model outlined in the application and we just have to make sure it's followed.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: I am self employed (hair dresser). My only affiliation to a charter school is that my son attends one.

Describe any affiliation with any charter schools.

My son attends a charter school. There are no other affiliations.

2. Are you a current or proposed employee of the proposed charter school?

☒ No, I am not a current or proposed employee of the proposed charter school.

☐ Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

☒ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

☐ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

☐ No, I am not affiliated with any nonprofit organizations.

☒ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

☒ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

☐ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

☒ No, I am not aware of any other conflict of interest.

☐ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Desiree Kathmann, declare and certify under penalty of perjury the following:
(Full Name)

1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
2. If approved, Necca Academy (“Charter School”)
(Proposed Charter School Name)
will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
5. I understand the following requirements apply to charter school board members:
 - a. An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issued pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Desiree Kathmann

Name

Necca Academy

Proposed Charter School Name


Signature

Apr 29, 2024

Date

² Nevada’s Department of Education has defined offenses involving moral turpitude in NAC 388C.100.







Team and Student Schedules by Group

Final Audit Report

2024-04-29

Created:	2024-04-26
By:	Amy Spero (amyspero.lv@gmail.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAA0NIAN_AGfVdc3Kh1_RH4kg_p7zDG~JA

"Team and Student Schedules by Group" History

-  Document created by Amy Spero (amyspero.lv@gmail.com)
2024-04-26 - 2:49:23 AM GMT
-  Document emailed to rxtian67@yahoo.com for signature
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-  Email viewed by rxtian67@yahoo.com
2024-04-26 - 3:29:38 AM GMT
-  Signer rxtian67@yahoo.com entered name at signing as Desiree Kathmann
2024-04-29 - 8:00:01 PM GMT
-  Document e-signed by Desiree Kathmann (rxtian67@yahoo.com)
Signature Date: 2024-04-29 - 8:00:03 PM GMT - Time Source: server
-  Agreement completed.
2024-04-29 - 8:00:03 PM GMT

ATTACHMENT 2:

Charter Impact Experience

(required for application assistance)

Necca Academy Charter School Application

Richard McNeel Jr.

Director of Client Finance

Richard brings over two decades of proven success in public charter school fiscal management to his Client Finance Director role with Charter Impact. Richard has a passion for the mission of charter schools to provide all students access to a world-class education and provide all families with an excellent alternative to traditional public schools.

Most recently, Richard served as the Controller at Quest Preparatory Academy, a charter school located in Las Vegas, where he spent more than three years managing financial reporting, budgeting, financing, accounts payable, audits, contracts, risk management, facilities, and the food service program. When Richard came into the role, Quest was in poor financial standing with a negative operating fund balance. When he left, the school was in a positive financial standing with a positive fund balance exceeding \$500K.

Prior to Quest, Richard spent thirteen years as the Director of Finance at Education for Change, a charter management organization based in Northern California. While there, he was responsible for the organizational financial reporting, financing, budgeting, audits, contracts, and risk-management and oversaw the accounting, accounts payable, and financial reporting departments.

During Richard's tenure, the organization grew from three schools with a fund balance of \$1.2MM to seven schools with an fund balance exceeding \$6MM.

For the five years prior to Education for Change, Richard served as the Business Services Manager for Edison Charter Schools in Las Vegas. At the outset, he was responsible for the financial and facilities management of two schools, where he achieved the coveted five-star school financial target rating for them each year. With that success, he transitioned into the role of Business Manager of Non-Personnel Expenses over all seven Edison schools located in Las Vegas, where all sites continued to meet the five-star financial target.

Richard earned a Bachelor of Science in Business Administration from the University of Nevada, Las Vegas.

Current and Previous Charter and Public School Experience

School Name	Years	City	State
Marion Cahlan- Edison (K-5)	2001-2005	Las Vegas	NV
Lincoln-Edison (K-5)	2001-2005	Las Vegas	NV
Charles I. West- Edison (6-8)	2001-2005	Las Vegas	NV
CC Ronnow- Edison (K-5)	2001-2005	Las Vegas	NV
Anne T. Lynch- Edison (K-5)	2001-2005	Las Vegas	NV
Crestwood- Edison (K-5)	2001-2005	Las Vegas	NV
Education for Change- Cox Academy (TK-5)	2005-2018	Oakland	CA
Education for Change- Achieve Academy (4-5)	2005-2018	Oakland	CA
Education for Change- World Academy (TK-5)	2005-2018	Oakland	CA
Education for Change- ASCEND (TK-8)	2010-2018	Oakland	CA
Education for Change- Learning Without Limits (TK-8)	2010-2018	Oakland	CA
Education for Change- Epic Charter Middle School School (6-8)	2015-2018	Oakland	CA
Education for Change- Latitude High School (9-12)	2017-2018	Oakland	CA
Quest Charter Academy (K-8)	2019-2022	Las Vegas	NV
TEACH Las Vegas (TK-8)	2022-Current	Las Vegas	NV
TEACH Academy of Technologies (6-8)	2022-Current	Los Angeles	CA
TEACH Tech High School (9-12)	2022-Current	Los Angeles	CA
TEACH Prep Elementary School (TK-5)	2022-Current	Los Angeles	CA
ACE High School (9-12)	2022-Current	San Jose	CA
ACE Esperanza (6-8)	2022-Current	San Jose	CA
ACE Empower (6-8)	2022-Current	San Jose	CA
ACE Inspire (6-8)	2022-Current	San Jose	CA
River Montessori Charter School (TK-6)	2022-Current	Petaluma	CA
Los Angeles College Prep Academy (9-12)	2022-Current	Los Angeles	CA

ATTACHMENT 3:

Community Support Letters

Necca Academy Charter School Application



April 26, 2024

Nevada Public Charter School Authority
State Public Charter School Authority Carson City Office
1749 North Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Charter Authority Governing Board,

I was recently introduced to the proposed charter school prospectus for Nevada Early College and Career Academy by a previous team member who I had the privilege of working with for 14 years. We have often had discussions about my interest in relocating to Las Vegas due to my current occupation. One of my primary concerns for relocation is the quality of education in Nevada and that many residents chose private schools for their children's education. While I think that private schools are a wonderful option for education, I also do not find them a true representation of the make-up of our world today. They are often not very diverse in terms of racial or ethnic representation, socioeconomic factors, and even special education services provided to children with disabilities.

I feel strongly that an education is so much more than what takes place in a classroom. The proposed model of addressing more than academics is a fresh approach to what so many kids are missing today. Life skills, doing work in the community, soft skills, flexible schedule is precisely the type of innovative approach that schools need to adopt. It is time for change through a "whole person" approach.

Not only do I support this charter school approach, but I have full confidence in Amy Spero's abilities to fill a critical role on this team. Amy was an integral part of the team at Harrah's North Kansas City, as we went through some of our toughest years and accomplished incredible results. Our property was last in the company (out of 42 locations) for overall service scores, last in the company for employee opinion scores, and we were not performing financially. It was a very rough time to be in Kansas City.

At the time I was Director of Human Resources and Customer Service, and we knew something had to change. We shifted our focus to employee engagement. Employee engagement to us was so much more than just making the team happy. Our goal was to get to know our team as people. Understand their challenges, what made them tick, why they did the work that they did. We tackled training, benefits, development, barriers, connection, pride, and so much more. We wanted an approach that was about the "whole person". Bring your problems to work, because we are a family and together, we will help you learn to cope, solve, or handle the problems. It was a drastically different approach to how to operate a casino starting with the team members that showed up every day.

In the end, this massive change to the way we treated our team members could not be done alone. We engaged the brightest, most optimistic and influential leaders to help us get there. Amy was at the top of the list. At the time she was part of the slot department leadership team, and had the attitude that

we could really change our outcome by trying something different. She started a voluntary leadership group that regularly had 80 leaders from our property in attendance for development, training, communication, and networking. Through her efforts and dedication in engagement, in the few short years following the culture change initiative, we ranked #1 in the company for our employee scores, we were in the top 10 for Guest Satisfaction scores and our financial situation was turning around. It was not long after that Amy was recruited to go work in Las Vegas because many other properties wanted her to lead their teams.

These things do not happen by accident. They happen because someone decided to do something different and then put great resources behind it. To this day, Harrah's Kansas City is still known as one of the highest engaged properties in the Caesars portfolio. Last year, we ranked #2 in the company for engagement scores and continue to showcase innovation on every quarterly business review.

I believe in Necca Academy. I would also be happy to provide mentorship in the areas of Human Resources, Operational Excellence or Leadership for the team leading this effort. I give Amy Spero my full support in these efforts because I have seen firsthand what she can get done and how she can inspire others to do more and be more than they ever thought possible.

In closing, I wanted to express my support for Amy Spero and the Necca Academy. The time is right to be the change we wish to see in the world.

With support and gratitude,



Julie Sola

Sr Vice President and General Manager

Harrah's Kansas City Casino and Hotel

816.889.7035

jsola@caesars.com

Brad Belhouse
President & CEO
PURE Canadian Gaming
7055 Argyll Road NW
Edmonton, Alberta T6C 4A5

March 5, 2024

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada Charter Authority Board Members,

I am President and CEO of PURE Canadian Gaming, the largest casino operator in the Canadian province of Alberta. Prior to this, I spent nearly 20 years with Caesars Entertainment, all of it in Nevada and most recently as Regional President of the Northern Nevada and Laughlin territory. Despite presently working in Canada, I continue to have strong ties to the Las Vegas community - I've had my same house in Southern Highlands for 20 years and am frequently in the area. I've also had significant community involvement in Nevada, having served on the Boards of the Laughlin Tourism Commission, the Laughlin Chamber of Commerce, the Mohave County Airport Authority, and the Tahoe Douglas Visitors Authority.

I am writing this letter in support of the charter application for Necca Academy. I believe their mission to create equitable access to dual enrollment and their proposed model to ensure student achievement will make a tremendous impact on students in Las Vegas, particularly those that are underprivileged or otherwise have academic challenges. Given the compelling model and the strong team in place, I am fully confident that Necca Academy will be a valuable addition to the community and positively influence the lives of many people in Las Vegas.

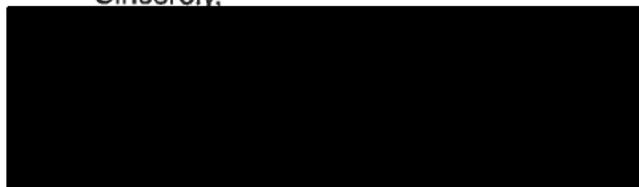
I also wish to specifically express my recommendation for Amy Spero, Executive Director of Necca Academy. Amy and I worked together for a number of years at Harrah's Laughlin, during which time I was Senior Vice President and General Manager and Amy was Marketing Manager. Amy spent 15 years with the company before leaving to pursue full-time the community initiatives she felt strongly about. Amy was a very valuable member of our team – she possesses a very strong work ethic and had a track record of consistently delivering very positive results. Most importantly, Amy has strong leadership skills and an ability to effectively collaborate with others – she helped create a very positive culture where her team members and peers felt comfortable expressing their opinions and asking questions, while also taking ownership for their responsibilities. Amy also is not afraid to seek guidance when needed; she is always comfortable obtaining input from others to ensure the best possible decisions are made and to continuously improve herself and the results of her team.

I have already expressed to Amy that I would be happy to support Necca Academy in any way I can, including serving as a mentor to Amy and the team in areas such as leadership, culture

development, financial management, and operations, as well as participating in guest speaker and other events to connect with students and families in the community.

If you wish to discuss any aspects of this letter in more detail, please do not hesitate to contact me at (702) 497-9932.

Sincerely,



Brad Belhouse
President & CEO
PURE Canadian Gaming



Benjamin Boyce, Ph.D
Teacher Programs Manager
The Jack Miller Center
bboyce@gojmc.org

Adjunct Professor of History
Santa Fe State College
Gainesville, FL, 23606

Dear Members of the Nevada State Public Charter School Authority,
My name is Benjamin Boyce, and I am writing to express my enthusiastic support for NECC Academy. Over the course of two decades, I have had the good fortune to serve as an educator, administrator, and consultant across three continents. I have taken a close look at the prospectus for the Nevada Early College and career Academy. I believe that the plan they have put forward is innovative and unflinching. Among many fine goals, their plan aims to address a major challenge facing students today: waning confidence and an elusive sense of purpose.

I have seen this type of ennui infecting students before. From 2010 to 2015, I was one of the earliest faculty members of the American University of Iraq, built after the war to provide critical-thinking skills and job prospects to the students of post-war Iraq. At first, though our students were well-intentioned and extremely eager to learn, they struggled. We soon learned that the upheaval of the war had made them jaded about education, and about their futures in general. We responded by creating an entire department, serviced by the faculty, who would mentor students and monitor their academic progress. It was very gratifying to watch previously apathetic students become engaged students who took control of their futures.

Post-Covid students across America are experiencing a similar crisis of confidence. While it would be overly dramatic to equate a pandemic with a war, no one can doubt that America's students have undergone a serious ordeal that few were prepared for. This is especially true among the underserved and at-risk student populations that NECCA intends to serve. In the uncertain post-pandemic world, students often find themselves behind. Even if they have been fortunate enough to stay on par with their classmates, many students struggle to see themselves in the world beyond school. NECCA provides access to college-level courses, as well as the opportunity to explore vocational training. Beyond that, their prospectus demonstrates a commitment to creating a structural support network to allow students to succeed in those courses. Innovative programs like NECCA are what is needed; it is refreshing to see creative individuals looking for solutions, rather than simply bemoaning "these kids today."

Before I close, allow me to say some words about my friend and colleague, Brittany Varao. I have been fortunate to know Mrs. Varao for nearly thirty years, so I feel especially qualified to speak to her character. I can recall when she was an education student, and I would look through her student portfolio and marvel at the time, detail, and attention that she put into her lessons. While I am thrilled



to see that she has become a leader among her peers, I am certainly not surprised. Throughout her career, she has conducted herself with passion and *esprit*, never losing the light of good humor that so many of her colleagues admire. Mrs. Varao has proven to be a tenacious and unflinching advocate for her community. She is a woman of unimpeachable character, and I proudly endorse any project that bears her name.

If you believe that I can provide any further insight into your decision-making process, please do not hesitate to let me know. I can be reached at bboyce@gojmc.org or by phone at 386-872-1074. I would welcome an opportunity to discuss this project further.





Bamboo Sunrise

Specialized Foster Care

98 East Lake Mead #201, Henderson, NV 89015

Office: (702) 433-3038 Fax: (702) 835-0867

April 18, 2024

To Whom It May Concern,

Subject: *Letter of Support for Nevada Early College and Career Academy (NECCA) Charter School*

I hope this letter finds you in the best of spirits. As the Director of Bamboo Sunrise, a specialized foster care agency that diligently serves nearly 120 youth through various programs including family homes, a Qualified Residential Treatment Program (Q RTP), and a Psychiatric Residential Treatment Facility, I am writing to express our unyielding support for the establishment of the Nevada Early College and Career Academy (NECCA) charter school.

The mission of Bamboo Sunrise is not only to provide a safe, nurturing environment for the youth in our care but also to ensure that they have access to the resources that will enable them to thrive academically and professionally. Unfortunately, we have observed that the educational needs of many at-risk students—especially those experiencing excessive placement and trauma from their history in foster care—are not being adequately met by the traditional school system. These experiences have often placed our children at a disadvantage when seeking equitable educational opportunities.

NECCA presents a promising beacon of hope for these challenges, promising to close educational gaps by providing equitable access to dual enrollment while focusing on the enhancement of Math and English proficiencies. The progressive approach aimed at addressing the high school education gaps and the rate of advanced diploma attainment in at-risk youth is commendable and aligns seamlessly with the values and objectives of Bamboo Sunrise.

It is with great optimism that we project at least a conservative estimate of 25% of the youth we serve would participate in the programs offered by NECCA initially, with the potential of enrolling all qualified students in the future. Given that the Clark County School District (CCSD) often falls short in catering to the unique educational needs of the at-risk youth we support, an alternative such as NECCA is not merely beneficial but essential.

Bamboo Sunrise is eager to be an active partner in the success of NECCA by:

- Serving as a student referral source, helping connect at-risk students with the academy.
- Assisting with professional development for the staff of NECCA by sharing our insights into the impact of trauma on learning and behavior.
- Providing ongoing feedback and insights as the program develops, thereby contributing to a curriculum and environment responsive to the specific needs of our youth.
- Including NECCA in Child and Family Team Meetings and Plan of Care meetings as the youths educational resource.

It is our belief that the establishment of NECCA will serve as a cornerstone in the restructuring of educational foundations for at-risk students. It is not just an investment in their future, but a

commitment to creating a community where every child, regardless of their background, has the chance to succeed and contribute positively to society.

We recognize the importance of shared responsibility in the education and empowerment of our young people. For this reason, Bamboo Sunrise is fully committed to contributing to the NECCA initiative by fostering collaboration, sharing resources, and ensuring a supportive transition for the youth from our agency to the academy.

I kindly urge the your Board to recognize the urgent need for a charter school that is as dedicated and specifically tailored to address the needs of at-risk youth as NECCA is, and to provide the necessary approvals and support for its realization. Together, we can change the educational landscape and provide a brighter future for our young people, who with the right support, will transform their potential into success.

Thank you for your time and consideration of our support for NECCA. I am looking forward to your favorable response and to the positive impact we can achieve together for the at-risk youth of Nevada.
Sincerely,

A large black rectangular redaction box covering the signature area.

Michael Flynn
Director, Bamboo Sunrise



Pro Sports Rx, LLC
4640 W Sunset Rd
Ste 100
Las Vegas, NV. 89118
702.506.5213
ProSportsRx.com

April 6, 2024

Nevada State Public Charter Authority

1794 N Steward Street, Suite 40

Carson City, NV 89706

Dear Nevada Charter Authority Board Members,

I am writing to express my support for Necca Academy, a new academic institution that promises to be a beacon of excellence, personal growth, and mentorship in the vibrant city of Las Vegas.

Today where education is pivotal to success, Necca Academy stands out to me for its excitement towards bridging the gap between academic excellence and at-risk youth. We know dual enrollment programs work, especially in low income areas, when it is accessible. By providing a rigorous curriculum that is both challenging and balanced, Necca Academy will ensure that students are equipped with the knowledge, skills, and critical thinking abilities necessary to thrive in today's competitive world.

What I notice that truly sets Necca Academy apart is its genuine dedication to personal growth. Recognizing that education extends beyond the classroom, Necca Academy places a strong emphasis on holistic development. I've been a member of the Las Vegas community since 1996. As the Chief Operating Officer and Managing Member of ProSports, we contract with over 200 professional athletes each year. Throughout my career, I have provided free training to low income and at-risk youth, particularly within the black community. It is apparent when our youth have strong, supportive homelives, compared to youth coming from broken homes. What I see with Necca is a layer of mentorship and support that some of the kids desperately need. While the model itself has been proven over and over, and even locally, in my personal experience working with low-income youth - it is not attainable for all students, nor does it have the support structure needed to build confidence and ensure success.



Pro Sports Rx, LLC
4640 W Sunset Rd
Ste 100
Las Vegas, NV. 89118
702.506.5213
ProSportsRx.com

I would also like to voice my support for Amy Spero, as she embarks on this endeavor. I've known Amy since 2012 and in that time, I've known her to be a positive force in the community. She has a passion for helping others and building up the community around her. She is the go-to for business collaboration, and she understands what it takes to build a strong team, the ins and outs of business management and starting a business from scratch to turning profits.

I would like to show my support to Necca and Amy by acting as a referral source for new students, providing inspirational speakers for student events, and through a financial pledge.

1. Student referral source: Roughly 300 high school students are contracted with ProSports annually. I conservatively estimate 10%-20% of our students will find tremendous value in the Necca program, to the level of enrolling. These are largely kids coming from historically underserved populations.
2. Motivational speaker: With approximately 200 contracted professional athletes including well-known active and retired starting players, ProSports commits to providing one professional athlete guest speaker each year.
3. Financial pledge: It sounds as though Amy and the team have put together a model that is self-sustaining and will not require outside fundraising. However, should that change, I will pledge \$25,000 in their first year to help get established.

In a nutshell, I passionately endorse Necca Academy and its amazing mission to inspire academic excellence, foster personal growth, and provide mentorship to the next generation of leaders in Las Vegas and beyond. I am confident that Necca Academy will thrive and make a lasting impact on the lives of its students and the community at large.

Sincerely,



Las Vegas, NV



Specialized Alternatives
for Families & Youth

Heather Brockway, LMSW
Director of Foster Care Services
SAFY of Nevada
4285 North Rancho #130
Las Vegas, NV 89130
4/19/2024

Amy Spero
Executive Director
NECCA

To Whom It May Concern;

I am writing to express my heartfelt support for the outstanding planning being done at NECCA. As a Director of Foster Care Services who has works extensively with adolescents facing diverse challenges, I deeply appreciate the vital role education plays in providing education, support, and hope to at-risk students.

In my years of practice, I have witnessed the transformative impact that a supportive educational environment can have on young people who are navigating difficult circumstances. NECCA appears to stand out as a beacon of hope for students who may have faced significant adversity in their lives.

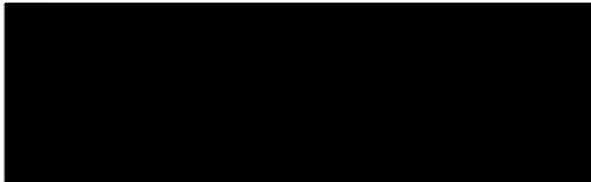
Your commitment to creating a nurturing and inclusive learning community is truly commendable. By offering personalized attention, small class sizes, and comprehensive support services, your school ensures that each student receives the individualized care and guidance they need to succeed academically and personally.

Spec
for F

In conclusion, I endorse NECCA and its mission to empower at-risk youth through education, support, and opportunity. Your tireless commitment to serving the needs of the whole child can make a profound difference in the lives of countless students and families in our community.

Please consider this letter as a testament to my unwavering support for NECCA. I am honored to collaborate with you in our shared mission to help young people unlock their full potential and build brighter futures.

Warm regards,



Heather Brockway, LMSW

SAFY of Nevada



Specialized Alternatives
for Families & Youth

Andrea Lorenz, CSW-I
Clinical Therapist
SAFY of Nevada
4285 North Rancho #130
Las Vegas, NV 89130

4/19/2024
Amya Spero
Executive Director
NECCA

To Whom It May Concern;

I am writing to extend my sincere admiration and support for the remarkable work being accomplished with starting NECCA. As a professional deeply invested in the well-being of adolescents, I am inspired by the dedication and innovation demonstrated by your school planning in serving students facing significant challenges.

In my role as a Clinical therapist at SAFY of Nevada, I have had the privilege of collaborating with educational institutions like yours, and I have seen firsthand the transformative impact they can have on the lives of young people.

I am encouraged by NECCA's plan to set its self apart with its holistic approach to education, which recognizes that academic success is intrinsically linked to social-emotional well-being. By incorporating elements of social-emotional learning, mental health support, and trauma-informed care into the fabric of the school community, your team will ensure that students receive the comprehensive support they need to thrive academically, emotionally, and socially. Your dedication to empowering students, building resilience, and fostering a culture of inclusivity and respect is truly commendable, and it is evident that your work will make a meaningful difference in the lives of young people.

Spec
for F

In conclusion, I want to express my support for NECCA and its mission to provide high-quality education and support services to at-risk youth.

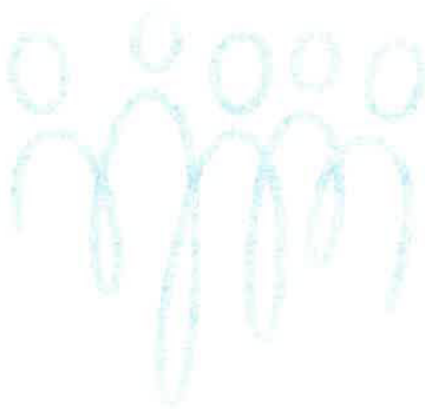
Please know that I am here to offer any assistance or support that I can provide as you continue your important work. Thank you for your dedication, compassion, and commitment to making a difference in the lives of young people.

Warm regards,



Andrea Lorenz, CSW-I

SAFY of Nevada





Specialized Alternatives
for Families & Youth

SAFY of Las Vegas
4285 North Rancho Dr.
Suite 130
Las Vegas, Nevada
89130

Office: (702) 385-5331
Fax: (702) 385-5678

Melinda Rhoades, LCSW
Treatment Director
SAFY of Nevada
4285 North Rancho #130
Las Vegas, NV 89130
4/19/2024

Amy Spero
Executive Director
NECCA

To Whom It May Concern;

I am writing to express my wholehearted support for NECCA and its invaluable efforts in providing education and support to students facing significant challenges. As a therapist who works closely with adolescents, I understand the positive impacts that education has on adolescents.

At SAFY, we understand the complex needs of adolescents who are navigating various personal, familial, and socio-economic challenges. Many of the students who will be attending NECCA may be dealing with issues such as trauma, mental health disorders, substance abuse, or family instability. The compassionate and dedicated approach of the school in planning to address these challenges is commendable.

One of the most striking aspects of NECCA is its commitment to creating a safe and supportive learning environment where every student feels valued and respected. By offering smaller class sizes, personalized attention, and wraparound services, the school will be able to meet the diverse needs of its students in a way that traditional educational settings often cannot.

In conclusion, I wholeheartedly support NECCA in its mission to provide a quality education and holistic support services to at-risk youth in our community. Your commitment to empowering students and fostering a culture of compassion, resilience, and academic excellence will make a

Spec
for F

profound difference in the lives of countless young people. I am honored to be a part of your efforts and look forward to continuing our collaboration in the future.

Please do not hesitate to reach out if there is anything further I can do to support the important work of NECCA. Thank you for your dedication and unwavering commitment to the well-being of our youth.

Warm regards,


Melinda Rhoades, LCSW
SAFY of Nevada
Treatment Director



April 16, 2024

Joanna Zirbes, CCIM
Logic Commercial Real Estate
3900 S Hualapai Way, Suite 200
Las Vegas, NV 89147
(909) 322-4314 | jzirbes@logicCRE.com
Nevada Real Estate License #S.0184741
California Broker License #02010713

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Authority Board Members,

I am excited to support and assist Necca Academy in their efforts to start a new charter high school. As a resident of Las Vegas since December 2018, I personally understand the need for better education options. I've been a licensed real estate agent in the state of Nevada since May 15, 2018, and practicing commercial real estate in California since 2016 and in Nevada since 2020. In my professional experience, I've seen the education system be a deterrent for families considering a move to the Las Vegas area.

I look forward to working with Amy Spero and the Necca Academy team on this project. Understanding that it is not feasible to secure a location prior to receiving charter authority approval, I would like to provide my assessment on the market.

Zip Codes: 89030, 89031, 89032, 89106

Specifics:

- Close proximity to residential neighborhoods
- Easy access to main bus lines
- Minimum sq ft: 3500 / maximum sq ft: 5000
- A minimum of 30 parking spaces

Terms:

- Term length: 6 - 7 years, with term ending not before June 30, 2031
- Price per square foot: \$17 - 20 / sq ft / year
- Rent abatement: 3 - 6 months
- Tenant improvement request: \$50,000
- Security deposit: equivalent to 1 month rent

Based on the criteria noted above, I am confident we will be able to identify a location that is ideally situated and meets the needs of school. Amy and I have been watching the market since December 2023, and several of the locations identified as prospective locations at that time are still on the market. However, landlords for these locations are not willing to sign an LOI this far in advance of potentially signing a lease. Additionally, we have seen the supply of inventory increase over the last several



months, providing a high level of confidence that securing a location will be relatively quick once the charter school application is approved.

To show my support for Necca Academy and my commitment to its success, I will donate 20% of any commission received from this project to the school. Based on the prospective value of the lease, the donation is estimated between \$2,000.00 - \$5,000.00 depending on the final commission amount. The contribution will be made within 30 days of executing the lease.

If you have any further questions, please do not hesitate to contact me at (909) 322-4314 or jzirbes@logicCRE.com

Sincerely,

Joanna Zirbes, CCIM

Joanna Zirbes, CCIM
Vice President
Logic Commercial Real Estate
Nevada Real Estate License #S.0184741
California Broker License #02010713

April 24,2024

Camille charbonneau
C and M home designs llc
LIC # B2-87897
8613 robinson ridge Dr
89117 las vegas NV
702 267 7827

Nevada State Public Charter School Authority
1749 N Stewart Street , suite 40
Carson city,NV 89706

Dear Nevada State Authority Board Members,

I am the owner of C&M Home Designs and have been a licensed general contractor in Las Vegas since 2021. I am writing in support of Necca Academy. Amy Spero and I worked together recently on a \$1M+ buildout with equipment and TI's with a special use permit. Understanding the scope of work with Necca Academy, it should be a straightforward project with a quick buildout time, depending on condition. From start to finish, the process will range from 4 to 5.5 months (architectural design: 2 weeks; special use permitting including traffic study: 12 weeks; and construction time frame: 6-12 weeks.

Much of the buildout time frame depends on the condition of the facility including any demolition requirements and HVAC systems, lighting and sprinklers in working order. It is my understanding that at least one unit was identified that matched the school's requirements and allowed for a simple buildout, but the landlord is unwilling to commit to an LOI this early.

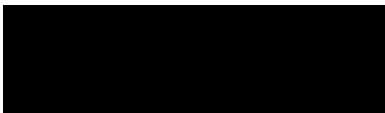
Amy will keep me informed of any updates. As the charter application is approved and she is able to sign a lease, my team will prioritize the job. Understanding there may be budgetary constraints, and with many variables that impact construction needs, to the extent available, I am open to working directly with the facility landlord to structure tenant improvement costs.

On a personal note, I am looking forward to seeing this charter high school come to fruition. The emphasis on students who are learning English as their second language is needed in Las Vegas. I moved from France in 2003 and understand firsthand the struggles of English being my second language. Also my daughter was enrolled in Doral academy her entire middle and high school and is now a ASU student . It is inspiring what the team is trying to do and wish them the best of luck.

If you have any further questions, please do not hesitate to contact me at 702 267 7827

Sincerely,

Camille Charbonneau



Amy Renee Spero

1320 Rolling Sunset

Henderson, NV. 89052

Dear Amy,

I'd like to offer my 25 years of expertise in the IT industry to assist your school for the first 3 years free of charge as I near retirement I'd like to give back to the community and feel this to be a viable cause to give back to.

As a Senior Network Engineer, I have spent many years training people of various skill sets and levels of experience for network specific roles in Enterprise Networking Infrastructure. This training extends to routing, switching as well as policy based firewalls, wireless networks and load balancing. These cover the most industry leading platforms such as Palo Alto Networks, Cisco Systems, Juniper Networks, F5 and Mist systems, among others.

My experience in training involves real-world architecture and application of these techniques in a classroom, network lab or job site, for a more hands on experience.

I look forward to discussing this opportunity more and am excited to hear your feedback. Please reach out to me directly if there are more specific questions or concerns you may have.

Regards,

John Peace

Sr Network Engineer

Bluescope Buildings, NA.

John C. Peace



Education and Certification

DeVry University

Bachelor of Science Degree - Networking and Communications Management (2005)

Experience

BlueScope Buildings North America, Inc - Apr 2012 - Present

Sr. Network Engineer

- Plan, design, implement and perform daily operational support for BlueScope's North American network infrastructure
- Configure, Implement, maintenance and troubleshoot the following technologies:
 - Cisco and Juniper (JUNOS 19.1, 15.1, IOS, IOS-XE, IOS-XR,) A variety of routing and layer 2/3 switching platforms, including IPSEC tunnels.
 - Palo-Alto PA-850 HA pairs, Cisco ASA 5500's Cisco Firepower Threat Defense 5500-X NGFW, SSLVPN, Site to Site VPN, GlobalProtect VPN, etc.
 - 15+ Mist Wireless AP Network Rollouts (Plan, Design, Implement, Support) of AP43, AP63, AP63E including 100+ AP's and mesh networks per site
 - Cisco 2504 wireless LAN Controllers (HA Pair, Mobility Groups, outdoor/indoor AP deployment, capwap, lwapp, etc.)
 - Riverbed Steelhead (250, 1050, 5050, CMC, Virtual Appliances, etc)
 - Aryaka SD-WAN Appliances
 - Telephony support including session border controllers, SIP, QOS, Avaya IP Office Manager, as well as IP Phone support/administration.
 - Network Monitoring (Solarwinds, install, upgrade, maintenance)
 - VSphere/ESX Hosts/Virtual Machine
- Also responsible for:
 - Managing contracts, Licenses and other records pertinent to network.
 - Work with 3rd party vendors to upgrade hardware and negotiate contracts.
 - Communicate/guide/advise technical support staff at regional sites to perform remote functions such as network upgrades/replacements.

Layered Technologies - 4/2011 to 2/2012

Network Implementation Administrator

- *Perform network design, implementation, testing, and operational support for our managed services clients in a complex data center environment.*
- *Ability to multitask multiple projects successfully in a fast paced environment to meet client deadlines on time, and within customer mandated maintenance windows.*
- *Day to day duties involve configuration, and troubleshooting of Cisco ASA 5500's, Juniper Netscreen, and Shorewall firewall devices.*
- *Other day to day responsibilities include configuration and implementation of Cisco Catalyst 6500 and 2900 series switches, Linux and Webmux loadbalancers.*

Sprint Corporation - 4/2004 to 12/2010
Technical Support Engineer

- Responsible for supporting multiple networks of over 5500 network devices including Cisco Catalyst 6500, 7600 series routers along with the Juniper M10 and M40 router platforms.
- 2nd level troubleshooting and break/fix support of Sprint CDMA and iDEN data networks including GMPLS, OSPF, BGP and IS-IS.
- 2nd level troubleshooting of Netscreen firewalls, Bridgewater AAA servers, and Starent HA and FA devices.
- Performed operational troubleshooting for all types of issues in a 24x7 on call environment as well as extensive experience within a NOC environment.

AOL/Time Warner - 3/2002 to 4/2004
Online Services Technician

- Perform network troubleshooting and repair on customer and Roadrunner Business Class equipment including Cisco routers and 2-wire Home PNA wired and wireless 802.11b networks.
- Extensive knowledge of wired and wireless network troubleshooting.
- Extensive knowledge of internal operating systems technology, network architecture, configuration, protocols, computer operations, and hardware.

360networks - 2/2001 to 11/2001
Change Control Tier II Analyst

- Prepare methods of procedure (MOP's), Technical Bulletins, Training aids, etc.
- Control and Coordinate planned system activities involving network elements.
- Maintained high level coordination with Global and Regional Control Centers, as well as Client Service, Field Ops, Installation and Construction, NTAC, OSS Control Center, Vendors, as well as any organization or company that touches a network entity on a planned work system basis.

ADC Telecommunications - 9/1999 to 2/2001
Telecommunications Technician

- Responsible for test and turn up of various fiber systems such as NEC and Fujitsu systems and fiber routes.
- Led installation of CATV Head-End for Everest Connections in Lenexa, KS.
- Performed wiring and testing of Lucent and Alcatel DACS equipment.

Installation Technicians Inc. - 9/1997 to 9/1999
Telecommunications Technician

- Responsible for installation of Local Area Networks. This includes various network topologies, and network elements involved, such as, switches, routers, and network operating systems.

United States Air Force - 8/1992 to 5/1997
Intelligence Analyst

- Acquire, analyze, and identify communications transmissions.
- Performed Preventive maintenance procedures and troubleshooting on various IBM computer hardware and radio equipment.
- Knowledge of communications networks and radio. Created and implemented working aids and training materials.
- Received training in Total Quality Management, UNIX, and Sun Systems.

April 28, 2024

Nevada Public Charter School Authority
State Public Charter School Authority Carson City Office
1749 North Stewart Street, Suite 40
Carson City, Nevada 89706

Dear Charter Authority Governing Board,

I am writing this letter in support of the charter application for Nevada Early College and Career Academy.

I was recently introduced to this prospectus and found the proposal to be extremely refreshing. As a current employee of Nevada State High School, I understand the impact being had on our youth, and by extension our community as a whole.

I believe promoting equitable access to dual-enrollment opportunities is crucial, but I found Necca Academy's focus on ensuring student achievement to be particularly intriguing. I resonated with the proposed model and feel that Necca Academy will have a major impact on students in Las Vegas, especially those who may be underprivileged, navigating behavioral and/or academic issues, and non-native speakers who may require a more individualized approach to meeting their goals.

I am a strong proponent of educational choice, having graduated from a local charter school. Parents, guardians and caregivers should enjoy the freedom of choosing where and how their children are educated, regardless of means.

I was 13 years old when I relocated to Las Vegas with my parents and quickly enrolled in a public middle school near our home. Out of all of my siblings, I took the transition especially hard.

I struggled both socially and academically in this new environment, causing a sharp and steady decline in both my grades and mental health. I was encouraged by my Grandmother, who was a lifelong educator and worked as a substitute teacher for the Milpitas County School District up until the day she passed, to take my education into my own hands, and explore every option available to me, and that is exactly what I did.

Shortly after that, I enrolled in and graduated from Nevada Virtual Charter School and went on to pursue a BFA in Advertising from the Academy of Art University in San Francisco, California, becoming the first in my family to graduate from college and obtain a Bachelor's degree.

Of course, pursuing a degree is no easy feat and comes with its own obstacles and challenges. Yet, students are never taught how to prepare for these challenges or given the resources and support they need to address these issues.

I felt extremely lonely at times trying to navigate the beast that is higher education. My parents supported me as much as they possibly could, and I am forever grateful for the sacrifices they've made. However, there were many things they just simply didn't know and couldn't support me with.

Necca Academy's focus on preparing students for college and equipping them with the necessary tools they need to make an informed decision about their educational future is what I wish I had then, and what our kids deserve now.

I am not too naive to underestimate the level of work involved in bringing this proposal to fruition, but I wholeheartedly believe there is no one more capable than Amy Spero. I met Spero about five years ago when she was working as Marketing Director and Business Advisor for a local veterinary practice group. She brought me on the team to work on refining and executing on our newly developed marketing strategy. We also collaborated on a comprehensive recruitment strategy, utilizing digital ads to fill our hospitals with qualified Veterinarians at a tenth of the price as before.

Last year, while working as the Marketing and Engagement Director for Nevada State High School, I was grateful to land yet another interview with Ms. Spero, this time being brought on the team and tasked with recruiting students and helping them navigate the application process.

Presently, I work as the Student Engagement Coordinator, overseeing student activities and acting as Advisor to the student union of Nevada State High School. Working in education to this capacity has been one of the most rewarding experiences I have ever been a part of. This work is extremely important, and we have an obligation to uphold programs like these and continue to advocate on behalf of students.

Amy Spero is one of the most effective leaders I've encountered, and I will support her and Necca Academy in any way I possibly can.

If you wish to discuss any aspects of this letter in more detail, please do not hesitate to contact me at (408) 757-5566.

Sincerely,

A solid black rectangular box used to redact the signature of Reggie Gates.

Reggie Gates

To whom it may concern,

I am writing to express my support for Nevada Early College and Career Academy, which is set to open in Nevada. As NECCA's financial services consultant, we've been impressed with the organization and professionalism of the school and believe NECCA will provide valuable opportunities through its innovative programs focused on early college preparation and career readiness.

Nevada Early College and Career Academy's stated commitment to academic excellence and personal development is essential for preparing students for future challenges. Its focus on inclusivity and community engagement will also benefit our local economy and strengthen community ties.

I strongly endorse the establishment of Nevada Early College and Career Academy and am excited to support the school and community. Please feel free to contact me for further discussion and thank you for considering this endorsement.

Best regards,



Adam Kaeli

Co-CEO, Charter Impact

CHARTER IMPACT, LLC

INDEPENDENT CONSULTANT SERVICES AGREEMENT

This agreement (the “Agreement”) is entered into as of March 29, 2024 (the “Effective Date”) by and between Charter Impact, LLC (“CI”), and Nevada Early College and Career Academy (“Client”).

ARTICLE 1. DUTIES AND RESPONSIBILITIES

Section 1.01. CI, a provider of business management and consulting services, will provide services necessary to fulfill Client's requirements, as more particularly described in Exhibit A attached hereto and incorporated herein by this reference (the “Services”).

Section 1.02. Client will provide CI with the compensation and business expense reimbursement specified in Article 3 of this Agreement.

ARTICLE 2. TERM OF AGREEMENT

Section 2.01. Client will retain CI to work as a consultant for Client in the field of business management, accounting and consulting, beginning on the Effective Date and ending June 30, 2027. CI accepts this engagement. CI will use CI's best efforts to accomplish the technical and commercial goals identified by Client during the term of this Agreement. Client acknowledges that CI may have other confidentiality commitments. Client will not require CI to perform tasks which might reasonably result in CI's breach of any confidentiality commitment. CI further acknowledges that CI has no existing obligations to any third party, as employee, consultant, or otherwise, that would conflict with, or restrict CI's ability to fulfill any of CI's commitments or obligations under this Agreement.

ARTICLE 3. COMPENSATION AND EXPENSES

Section 3.01. Fees.

Petition Support Services: Fees for services in Exhibit A will be waived.

Business Management Services: For services in Exhibit B, the Client will pay CI a fee equal to \$60,000 per year for 2025-2026 and \$70,000 per year for 2026-2027.

Payroll Processing: For services in Exhibit C, the Client will pay CI a fee of \$25 per Client employee per month.

Student Data Services: For student data services in Exhibit D, Client will pay CI a fee of \$130 per hour.

Rush Check Processing (optional): Upon special request of Client, emergency checks can be processed on a same-day basis in addition to the regular weekly cycle described in Exhibit C, Section 2C. For these rare occasions, an expedited processing fee of \$75 per check will be charged in addition to the reimbursement for shipping charges noted in Section 3.02 below.

Other Services: For other services requested by Client outside of the items included in Exhibit B, C or D, the Client will pay CI a fee based on CI's standard hourly rates as listed in Exhibit E.

One-Time Implementation Fee: The one-time implementation fee of \$5,000 will be waived for Client's onboarding given support for petition budget.

Section 3.02. Expenses. In addition to the compensation specified in Section 3.01, CI will be paid for actual reasonable out-of-pocket expenses incurred in providing the Services, including mileage reimbursement for Client-requested meeting attendance. Reimbursement of aggregate monthly expenses will not exceed \$500, without written approved by Client before being incurred, unless Client elects to reimburse CI after the fact.

Section 3.03. Invoicing. CI will invoice Client for petition support services upon commencement of services. CI will invoice Client on a monthly basis for Business Management and Payroll Services, starting July 1, 2025. Invoices will be based on the actual time and expenses incurred during the preceding month. Payment of all services and expenses will be made within thirty (30) days of presentation of invoices.

Section 3.04. Right to Suspend Performance. In the event of default or delay in payment greater than 30 days from the date of the invoice, CI reserves the right to suspend part or all of its performance of duties under this contract until all amounts for Services and Expenses are paid in full. In the event Client disputes all or any portion of an invoice, Client shall notify CI within 15 days of receipt of the invoice; and initiate the dispute resolution process under Section 15 hereof, but shall pay the invoice in full, pending the outcome of such process.

Section 3.06. Late Payments. Payments made after the payment terms are subject to a late payment penalty equal to an annual rate of twelve percent (12%).

Section 3.07. Price Changes. The prices and related charges for the Services are subject to increase upon renewal of this Agreement. CI reserves the right to immediately pass through increases in costs incurred from third parties, e.g., vendors, subcontractors and licensors, to the extent such services and supplies are identified in Exhibit A. In addition, CI will give Client not less than 30 days prior written notice of any price increases for Services.

ARTICLE 4. REPRESENTATIONS AND WARRANTIES

Section 4.01. Organization of Client. Client is a non-profit public benefit corporation, duly organized, validly existing, and in good standing under the laws of the State of Nevada and has all requisite power and authority to own, lease and operate its properties and to carry on its educational operations as it is now being conducted.

Section 4.02. No Breach. Each party hereto warrants and represents that neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which it is subject, or any provision of its Articles of Incorporation, Bylaws or Charter, nor (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which it is a party or by which it is bound or to which any of its assets is subject.

Section 4.03. CI represents and warrants that it has the requisite personnel, equipment, expertise, experience and skill to perform its obligations hereunder and provide the Services to Client in a timely and professional manner.

ARTICLE 5. DISCLAIMER OF WARRANTIES

Section 5.01. THERE ARE NO WARRANTIES THAT EXTEND BEYOND THOSE THAT ARE EXPRESSLY CONTAINED HEREIN. CI DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, REGARDING

THE SERVICES, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY; FITNESS FOR A PARTICULAR PURPOSE; THIRD PARTY SOFTWARE OR HARDWARE; OR, RESPONSIBILITY FOR CLIENT DATA.

Section 5.02. Limited Remedy. Client's exclusive remedy for defective Services is re-performance of the Services by CI at CI's expense, subject to CI's confirmation of the existence of such defect after receiving notice of a claimed defect from Client.

ARTICLE 6. LIMITATION OF LIABILITY

Section 6.01. EVEN IF CI CANNOT OR DOES NOT RE-PERFORM ANY DEFECTIVE SERVICES, AND CLIENT'S EXCLUSIVE REMEDY FAILS OF ITS ESSENTIAL PURPOSE, CI'S ENTIRE LIABILITY SHALL IN NO EVENT EXCEED \$100,000. CI HAS NO LIABILITY FOR GENERAL, CONSEQUENTIAL, INCIDENTAL OR SPECIAL DAMAGES ARISING FROM A DEFECT IN ANY SERVICES.

Section 6.02. EXCEPT FOR DAMAGES FLOWING FROM GROSS NEGLIGENCE OR INTENTIONALLY TORTIOUS CONDUCT, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY LOSS OR INJURIES TO EARNINGS, PROFITS OR GOODWILL, OR FOR ANY INCIDENTAL, SPECIAL, PUNITIVE OR CONSEQUENTIAL DAMAGES OF ANY PERSON OR ENTITY WHETHER ARISING IN CONTRACT, TORT OR OTHERWISE, EVEN IF EITHER PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THE LIMITATIONS SET FORTH IN THIS SECTION SHALL APPLY EVEN IF ANY REMEDIES FAIL IN THEIR ESSENTIAL PURPOSE. Client acknowledges that the pricing of the Services and the other terms of this Agreement have been set based on the foregoing sections of this Agreement providing for an agreed allocation of the risk for any defective Services between the parties. Client further acknowledges that the pricing and terms would have been different if there had been a different allocation of the risk.

ARTICLE 7. CONFIDENTIAL BUSINESS INFORMATION

Section 7.01. CI agrees that all of the business information related specifically to Client developed by or communicated by or to CI in the performance of the services described in this Agreement is of a highly confidential nature, and that, unless the CI has the prior written approval of Client, no use or oral or written disclosure of that information by CI will be made either during or after the term of this Agreement, except that CI may disclose that information to persons or companies who may be designated by Client to work with the CI in connection with CI's performance of the Services. Nothing herein shall be construed as restricting CI in performing the Services, which require routine disclosure of such information to auditors, regulatory agencies, insurance carriers, and providers, and the Client as its agent. With the Client's consent, CI will provide financial

references upon request by certification organizations, financial institutions, and potential grantors.

Section 7.02. For purposes of this Agreement, “Confidential Information” means any and all technical and non-technical information including copyright, trade secret, and proprietary information, inventions, know-how, processes and algorithms, software programs, software source documents. Confidential Information includes, without limitation, financial information, procurement requirements, purchasing information, and plans and personnel information of the parties and students as protected under FERPA, HIPPA, and other privacy protection laws. The restriction of Section 7.01 does not apply to information which CI can demonstrate was at the time of the execution of this Agreement:

- (a) In the public domain or is otherwise considered public information; or
- (b) Part of CI's prior knowledge; or
- (c) Learned from a third party without the breach of a confidential relationship with Client.

ARTICLE 8. OBLIGATIONS OF CLIENT

Section 8.01. Authorized Personnel. The Client must identify to CI, in writing, the authorized staff member(s) to work with CI.

Section 8.02. Principal Contact. The Client must also identify, in writing to CI, its key or principal contact who is authorized to receive and disclose Confidential Information.

Section 8.03. Coordination and Cooperation. Client, its authorized staff members and principal contact will work closely and cooperatively with CI to facilitate the effective performance and delivery of the Services. Client will comply with and respond promptly to all reasonable requests of CI for information or documents from the Client.

Section 8.04. Notice and Information. Client covenants that it will provide CI with prompt, complete and accurate notice of and information concerning any material errors in Client data and Client' books and records, as well as with respect to investigations or inquiries into the Client, its activities, operations and reports by any governmental authority.

Section 8.05. Client acknowledges that CI's employees, consultants and any other personnel have been thoroughly trained and employed at great expense, are of great value and provide CI with a substantial competitive advantage in its business. Client agrees not induce or attempt to induce any employees, consultants or other personnel of CI to breach their agreements with CI. Should Client hire or employ any current employee, consultant or any other personnel of CI within six months of their termination from CI, Client agrees

to pay CI a fee equal to 100% of the annual starting salary, payment of which is due upon the offer of employment.

ARTICLE 9. AGENCY

Section 9.01. It is understood and agreed that the CI is an independent contractor in respect to CI's relationship to Client, and that CI is not and should not be considered an agent or employee of the Client for any purpose. CI agrees not to represent itself as an agent or employee of the Client at any time.

Section 9.02. Nothing in this Agreement will be construed or implied to create a relationship of partners, agency, joint venture partners, or of employer and employee between CI and Client.

ARTICLE 10. INDEPENDENT CONTRACTOR STATUS

Section 10.01. CI and Client are independent contractors. No representations or assertions shall be made nor actions taken by either party that would create any agency, joint venture, partnership, employment or trust relationship between the parties with respect to the subject matter of this Agreement. Neither party shall have any right to bind the other party, to make any representations or warranties, or to perform any act or thing on behalf of the other party, except as expressly authorized under this Agreement or in writing by the other party in its sole discretion. CI will have full control and discretion as to the ways and means of performing any and all services to be provided under this Agreement. It is understood that in the performance of this Agreement CI is not in any way acting as an employee of Client, and CI will be responsible for all taxes, social security payments, and other similar payments or contributions due as a result of any payments made to CI pursuant to the terms of this Agreement.

Section 10.02. As an independent contractor, CI agrees that Client has no obligation to CI under the state or federal laws regarding employee liability, and that Client's total commitment and liability under this arrangement is the performance of its obligations and the payment of CI's compensation and expenses as described herein. Each party will exercise day-to-day control over and supervision of their respective employees, and all instruction and direction of Client employees shall be the exclusive province of the Client. Each party is responsible for obtaining and maintaining worker's compensation coverage and unemployment insurance on its employees. Except as expressly stated in this Agreement, CI and Client are responsible for any and all taxes on their respective net incomes, and for payment and withholding of all applicable taxes on the income of their respective employees.

Section 10.03. CI reserves the right to subcontract with other individuals and businesses for the Services. CI will be responsible for all payments to, as well as the direction and control of the work to be performed by, its subcontractors, if any.

ARTICLE 11. INDEMNIFICATION

Section 11.01. Indemnification. Client and CI warrant to indemnify each other and hold each other, and each other's officers, directors, employees, agents harmless, from and against any and all direct claims, costs, losses, liabilities and expenses for personal injury and property damage, including reasonable attorneys' fees, attributable to their actions and omissions under this Agreement, but excluding claims that would not be made but for the gross negligence or willful misconduct of the party seeking indemnification.

ARTICLE 12. INSURANCE

Section 12.01. CI carries customary and reasonable comprehensive insurance coverage for errors and omissions.

Section 12.02. Client will obtain and maintain customary and reasonable insurance for its facilities and operations, naming CI as additional insured under all policies.

ARTICLE 13. ETHICAL CONDUCT; RECORDKEEPING

Article 13.01. Client's policy requires ethical conduct in all business activities and practices, including proper recording and reporting of all transactions and compliance with applicable laws. The adequacy and accuracy of CI's billings, supporting documentation, and other information rendered to Client become the basis for Client's further recording and reporting, both internally and externally. CI is not expected or authorized to take any action on Client's behalf that would result in inadequate or inaccurate recording or reporting of assets, liabilities, or any other transaction or that would violate any applicable laws, rules, or regulations.

Section 13.02. Integrity and Financial Responsibility. Client will act with integrity and alert the management of CI to any fraudulent or unethical activity related to Client operations as soon as the Client becomes aware, to the extent permitted by law. Client acknowledges that CI's ability to provide Services is premised upon the Client acting in a financially prudent manner, including but not limited to timely approval of balanced budgets, maintaining a positive variance to budget throughout the year to the extent feasible and proper submission of supporting documentation for incoming and outgoing payments of any kind. Notwithstanding Section 14 hereof, CI may immediately terminate this contract in the event it determines, in its sole discretion, that Client personnel are or have acted in a fraudulent or unethical manner or in the case that CI cannot provide the Services in a professional manner consistent with laws and regulations governing the Client, Client approved policies and procedures or business management best practices, based upon the actions or inaction of the Client.

ARTICLE 14. TERMINATION

Section 14.01. If either party defaults in the performance of this Agreement or materially breaches any of its provisions, the non-breaching party may terminate this Agreement by giving written notification to the breaching party. Termination will take effect if either Party breaches any of its material obligations under this Agreement in any respect, which breach is not remedied within ninety (90) days following written notice to such breaching Party. For the purposes of this paragraph, material breach of this Agreement includes, but is not limited to, the following:

- (a) Client's failure to pay CI any undisputed compensation due within 30 days after written demand for payment or invoicing.
- (b) CI's failure to complete the services specified in Article 1.
- (c) Client's material breach of any representation or agreement contained in this Agreement.

Section 14.02. In the event that Client's charter application is denied or Client is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, CI may terminate this Agreement upon written notice to Client.

Section 14.03. Effect of Termination; Survival. Expiration or termination of this Agreement will not relieve either party from its obligations arising hereunder prior to such expiration or termination. Rights and obligations which by their nature continue or should survive will remain in effect after termination or expiration of this Agreement.

ARTICLE 15. DISPUTE RESOLUTION

Section 15.01. Any controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section.

- a. Resolution Sequence. If the Dispute cannot be settled by good faith negotiation between the Chief Executive Officers of the parties – which must take place within thirty days of receipt by one party of a claim of a Dispute – CI and Client will submit the Dispute to non-binding mediation in Clark County. If complete agreement cannot be reached within thirty days of submission to mediation, any remaining issues will be resolved by binding arbitration in accordance with Sections (c) and (d) below. Arbitration will comply with and be governed by the provisions of the Nevada Rules Governing Alternative Dispute Resolution.
- b. Arbitrator. A single Arbitrator who is a retired judge and knowledgeable in commercial matters will conduct the arbitration. The Arbitrator's decision and award will be final, must be made in writing with findings of fact and conclusions of law, will be binding and may be entered in any court with jurisdiction. The Arbitrator will not have authority to make errors of law or legal reasoning, nor to modify or expand any of the provisions of this Agreement. The Arbitrator will not have the authority to award damages not permitted by this Agreement.
- c. Rules and Expenses. Any mediation or arbitration commenced pursuant to this Agreement will be conducted under the then current rules of the alternate dispute resolution ("ADR") firm in the site selected by the parties. If the parties are unable to agree on an ADR firm, the parties will conduct

the mediation and, if necessary, the arbitration, under the then current rules and supervision of the American Arbitration Association. CI and Client will each bear its own attorneys' fees associated with the mediation and, if necessary, the arbitration. CI and Client will pay all other costs and expenses of the mediation/arbitration as the rules of the selected ADR firm provide.

d. Limitation on Actions. Any dispute Client may have against CI with respect to this Agreement must be brought within two years after the cause of action arises.

ARTICLE 16. GENERAL PROVISIONS

Section 16.01. Any notices to be given under the Agreement by either party to the other will be in writing and may be transmitted by personal delivery or by e-mail, mail, registered or certified, postage prepaid with return receipt requested. Mailed notices will be addressed to the parties at their known place of business, but each party may change that address by written notice in accordance with this section. Notices delivered personally will be deemed communicated as of the date of actual receipt; mailed notices will be deemed communicated as of two days after the date of mailing.

Section 16.02. This instrument contains the entire Agreement of the parties with respect to the subject matter hereof and there are no other promised representations or warranties affecting it. This Agreement supersedes any and all other agreements, either oral or in writing, between CI and Client with respect to the engagement of CI by Client and contains all of the covenants and agreements between the parties with respect to that engagement in any manner whatsoever. Each party to this Agreement acknowledges that no representation, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party that are not embodied in the Agreement, and that no other agreement, statement, or promise not contained in this Agreement will be valid or binding on either party.

Section 16.03. Any modification of this Agreement will be effective only if it is in writing and signed by the party to be charged.

Section 16.04. The failure of either party to insist on strict compliance with any of the terms, covenants, or conditions of this Agreement by the other party will not be deemed a waiver of that term, covenant, or condition, nor will any waiver or relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of that right or power for all or any other times.

Section 16.05. If any provision in this Agreement is held by a court or arbitrator of competent jurisdiction to be unreasonable, invalid, void, or unenforceable, then this Agreement will be deemed amended to provide for the modification of the unreasonable, invalid, void, or unenforceable provision to the extent that the court or arbitrator finds

reasonable, and the remaining provisions of this Agreement will continue in full force without being impaired or invalidated in any way.

Section 16.06. Governing Law. This Agreement will be governed by and construed in accordance with the laws of the State of Nevada, without giving effect to its conflict of law provisions or to constructive presumptions favoring either party.

Section 16.07. Force Majeure. Neither Party shall be in breach of this Agreement to the extent that any delay or default in performance is due to causes beyond the reasonable control of the delayed or defaulting Party; provided, that the delayed or defaulting Party shall immediately notify the other Party of the event, an estimate of the duration of the event, and the delaying or defaulting Party's plan to mitigate the effects of the delay or default.

Section 16.08. Successors and Assigns. Neither this Agreement nor any of its rights or privileges shall be sold, assigned, transferred, shared, or encumbered, by operation of law or otherwise, without the prior written consent of the affected (non-assigning) party. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.

Section 16.09. Publicity. CI will only mention Client as a reference with prior written approval of Client.

Section 16.10. Corporate Power and Authorization. The parties hereto have full corporate power and authority to execute and deliver this Agreement and to perform their obligations hereunder. The execution, delivery and performance of this Agreement by each party has been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by each party and constitutes the valid and legally binding obligation of Client and CI enforceable in accordance with its terms and conditions.



Accepted and Agreed, as of the Effective Date first written above:

NEVADA EARLY COLLEGE & CAREER ACADEMY

Signed: _____

Name: _____

Title: _____

CHARTER IMPACT, LLC

By _____
Adam Kaeli, co-CEO

EXHIBIT A
SCOPE OF WORK: CONSULTING SERVICES & DELIVERABLES

1. Prepare 5-year budget to be used for application submission
2. Prepare detailed monthly cash flow schedules for each of the 5 budget years
3. Draft corresponding narrative for submission with budget
4. Participate in working meetings, fiscal training sessions/capacity meeting preparation, and strategic advisory services as requested by Client

EXHIBIT B

SCOPE OF WORK: BUSINESS MANAGEMENT SERVICES

1. IMPLEMENTATION AND TRAINING

- a. Create a customized accounting database based specifically on the school's reporting needs (both internal and external)
- b. Import historical data to the extent possible (typically monthly balances as far back as data is available) to allow for maximum comparability of financial information
- c. Review existing contracts for terms, requirements and school responsibilities
- d. Create, refine or replace existing processes and procedures to increase efficiency and improve the strength of internal controls
- e. Provide training in specific processes and procedures including to school site staff including: accounts payable, accounts receivable/deposits, petty cash accounts, student stores, payroll, etc.

2. ACCOUNTS PAYABLE PROCESSING

- a. Review all invoices sent to Charter Impact for proper approval and coding
 - i. Any discrepancies will be reported to the Client within three business days of CI becoming aware of the discrepancy. CI is not responsible for communicating any information to Client vendors. The fees described in Section 3.01 are based upon Client cooperation and compliance with CI processes and procedures. Time incurred to process payments outside of the pre-established timeline is subject to additional fees as described in Section 8.04 above.
- b. Enter invoices for each reporting entity, process check payments, and send checks directly to vendors to reduce turn-around time
- c. Provide weekly check registers, accounts payable aging reports, vendor payment history or other ad hoc reports on a recurring or as needed basis
- d. On an emergency basis, same day payments can be processed in addition to the weekly cycle (*additional processing fees apply).
- e. Complete 1099s for all independent contractors.
 - i. It is the Client's sole responsibility to obtain and submit to CI the IRS Form W-9 for all vendors. Client acknowledges that CI is not responsible for processing of Form 1099 for any vendor for which CI has not received a Form W-9 or for any vendor that has not been paid through CI's vendor payment process.

3. ACCOUNTS RECEIVABLE PROCESSING

- a. Monitor the receipt of State approved ADA funding amounts and verify balances paid are correct
- b. Work directly with governmental agencies to resolve any issues or discrepancies identified
- c. Review all donor letters and grant agreements for proper coding and revenue recognition in accordance with GAAP

- d. Maintain independent records, as necessary, for both public and private sources to ensure accurate reporting and compliance

4. BANK RECONCILIATION AND GENERAL LEDGER MAINTENANCE

- a. Reconcile all bank accounts on a weekly basis for a heightened level of security and monitoring
- b. Maintain general ledger in accordance with GAAP on an ongoing basis, ensuring all revenues and expenses are recorded and reported accurately
- c. Maintain an inventory of fixed assets over the school-designated capitalization threshold and calculate depreciation on a monthly basis

5. CASH MANAGEMENT

- a. On a weekly basis, use reconciled bank balance to project daily cash balances for 30 days (for analysis of cash for any period of time over 30 days, the monthly forecast will be utilized)
- b. On a weekly basis, provide schools with amount of cash available for accounts payable or other discretionary spending while ensuring sufficient funds for regularly recurring transactions such as payroll, taxes, rent, insurance, etc.
- c. Plan and manage payment of outstanding debt as needed
- d. Prepare all financial reporting necessary for renewal of loans or lines of credit
- e. Monitor compliance with all debt covenants as a part of the ongoing budgeting and forecasting process
- f. Analyze future cash flow and determine whether schools need to make adjustments to spending or seek other funding options.

6. MONTHLY FINANCIAL REPORTING

- a. Provide a monthly reporting package by the 20th day of the following month, assuming all necessary data is received from the school site on a timely basis, to ensure management has the necessary information to make sound business decisions
- b. Create financial reporting package based on customized business segments. This includes budgets and forecasts as well.
- c. Offer a menu of report options for the monthly financial reports including, but not limited to:
 - i. Monthly summary by financial section with bulleted highlights for presentation purposes
 - ii. Monthly Cash Flow Forecast and comparison to approved budget
 - iii. Budget vs. Actual Report (both current month and year-to-date)
 - iv. Schedule of Revenue and Expenses by Period
 - v. Comparative Statement of Financial Position
 - vi. Combining/Consolidating Statements of Activities and Financial Position
 - vii. Statement of Cash Flows (both current month and year-to-date)
 - viii. Accounts Payable/Receivable Aging
 - ix. Check Register(s)
 - x. General Ledger Detail

- xi. Other customized reports as requested by the school, executive team or board
- d. On a monthly basis, review and present the financial package with the school staff to assess the current fiscal condition of the school
- e. Provide access to the accounting database via a VPN connection allowing school staff to run reports and see real-time data as it exists in the system

7. COMPLIANCE AND GRANT REPORTING

- a. Support school with LCAP development, including preparation of the budget, ensuring adherence to Supplemental and Concentration funding requirements and integrating the LCAP budget into the overall school operating budget
- b. Assist the school with grant applications including the development of grant-specific budgets as well as school long-term projections
- c. In the event that new funding programs become available, funding program elements and pricing will be revised if the Client wishes CI to pursue such funding. These applications will be subject to the timelines and conditions of the funding programs and will be the primary responsibility of the Client.
- d. Track all restricted revenues (both public and private) to ensure compliance with governmental and donor-required restrictions
- e. Provide financial information and reporting to governmental entities, donors, and other supporting organizations for grant compliance

8. CHARTER AUTHORIZER SUPPORT

- a. Support the school with all financial and business communications with the charter authorizer. This includes, but is not limited to:
 - i. Prepare regular financial reporting (budget and interims)
 - ii. Provide ad hoc financial documents and reports as requested
- b. Partner with school leaders to meet with authorizer staff to discuss fiscal health and outlook of the school
- c. Assist in the renewal process by preparing and/or reviewing fiscal narratives, preparing the required forecasts and cash flow projections, and calculating the LCFF with assumptions.

9. ANNUAL BUDGET CREATION AND REVISIONS

- a. Work with school staff on an annual basis to create a 5-year budget and cash flow projection on an annual basis to ensure proper future planning
- b. Provide a monthly budget and cash flow report to monitor the cash balance and protect against the gap caused by revenue and expenditure seasonality
- c. Revise the annual forecasts on an as-needed basis (but at least monthly) to provide school staff and board members with accurate year-end projections and the information necessary in a constantly changing environment

10. AUDIT PREPARATION AND OVERSIGHT WITH AUTHORIZERS

- a. Maintain electronic records of all transaction support
- b. Work directly with the independent auditors to provide information, thereby reducing client time commitment and audit fees

- c. Participate in, and support all oversight reviews from charter authorizers and governmental agencies to improve outcomes

11. TAX PREPARATION AND SUPPORT

- a. Prepare and electronically submit Form 1096 (summary of all 1099 forms) to the IRS for all required vendors and service providers
- b. Prepare and report sales and use tax returns
- c. Provide any and all information necessary for the preparation and submission of Form 990. *Payroll tax reporting is included in the payroll processing Exhibit B below.*

12. STRATEGIC PLANNING

- a. Work with school management to develop long-term strategies to ensure the school's prosperity
- b. Provide second opinions and act as sounding board for school management on business and financial matters

EXHIBIT C

SCOPE OF WORK: PAYROLL SERVICES

1. PAYROLL PROCESSING

- a. Provide support and assistance with the creation of internal processes and procedures, forms, and tracking systems
- b. Provide minimum wage guidance and support for compliance with state labor laws
- c. Assist in the development of a payroll schedule that is compliant with state labor laws and consistent with employee contracts
- d. Research staff with retirement authorities to ensure proper membership is established based on retirement regulations
- e. Ensure proper retirement authorities' forms are provided to staff when applicable
- f. Complete the new hire setup and existing staff setup in the payroll system
- g. Create and assign employee earning, deduction, and benefit codes to be in compliance with retirement and tax regulations
- h. Ensure all timesheets within the payroll system have been approved by managers for processing
- i. Assist with paid time off audits and make corrections in the payroll system
- j. Assist with Benefit audits to ensure correct medical deductions are being taken
- k. Assist with Verification of Employment paperwork
- l. Process payroll, and supplemental payroll runs as needed for:
 - (1) Involuntary terminations
 - (2) Voluntary termination without notice
 - (3) Scheduled bonuses/stipends
 - (4) Additional unscheduled/emergency payroll runs
- m. Oversee garnishments are handled and paid by the payroll system
- n. Ensure that all other retirement deductions such as 403b, 457, 401a, etc. are processed and submitted to the third-party administrator in compliance with state and federal laws
- o. Review payroll taxes processed and paid by the payroll system
- p. Review quarterly tax returns for all agencies
 - i. Federal 941
 - ii. Applicable state forms
- q. Oversee year end W-2 and W-3 process
- r. Provide payroll processing reports as needed
- s. Assist with general payroll related questions
- t. Work with the payroll provider to setup the coding to track expenses related to restricted grants, compliance requirements, multiple school sites, etc.
- u. Work directly with the payroll provider to create a payroll journal entry to record detailed payroll expenses

2. RETIREMENT REPORTING

- a. Process and submit monthly retirement authority reports to the third-party administrator or directly to retirement authority.

- b. Submit payment via ACH or live check within the timeframe as requested
- c. Work directly with the state/county offices and retirement authority related to questions and required supplemental reporting such as:
 - i. F496 files to SEW (if applicable)
 - ii. Newly elected or mandatory qualified members into the retirement authority websites
 - iii. Ensuring the proper forms are completed and distributed such as the Permissive Election ES350 form
 - iv. Entering corrections from payroll to retirement authority and sending corrections to payroll as needed
- d. Provide ongoing updates to Client administrative staff regarding:
 - i. Processes and procedures related to retirement programs
 - ii. Changes to eligibility and classification
 - iii. Compensation limits
 - iv. Rate changes
- e. Monitor and manage retirement authority audits
 - *Additional support for audit findings or historical corrections prior to current fiscal year would be billed separately on an hourly basis.*
- f. Manage internal retirement audits, corrections, and reconciliations

EXHIBIT D
SCOPE OF WORK: STUDENT DATA SERVICES

1. REPORTING

- a. Reconcile all attendance data on a monthly basis
- b. Data submission, including SSID Enrollment, Student Information Record, English Learner Program Record and Student Program Records
- c. Student Data submission, including Staff Assignment, Staff Demographics, Course Section and Student Course Section
- d. Year-end submission, including Student Discipline, Student Waiver, Student CTE and Student Absence
- e. Maintain monthly enrollment synchronization with state reporting and SIS systems.
- f. Report student data anomalies to school management
- g. Report development, including transcripts, report cards and custom reports

2. ATTENDANCE TRACKING AND REPORTING

- a. Monthly attendance reconciliation
- b. Independent Studies setup
- c. Revised monthly submission
- d. Attendance audit report tracking
- e. Monthly enrollment calculation
- f. Prepare periodic attendance reports from school-provided records, and submit to the chartering agency
- g. Attendance alerts
- h. Report all requisite attendance data to the charter authorizer and State agencies

3. STUDENT INFORMATION SYSTEM (SIS) SUPPORT

- a. Conduct multiple trainings for various school staff as needed:
 - i. Initial product training, including but not limited to system navigation, student and staff account management, student scheduling task management, and import and export of data and reports
 - ii. Client Counselor and Registrar/Office Manager trainings on system components, including but not limited to entering and managing historical grades, graduation progress tracking, student demographic data entry (including state required fields), parent/emergency contact data entry, and data quality checks to run student data audits/exception reports to identify missing data.
 - iii. SIS trainings as needed for school staff on entering attendance, attendance changes, and running attendance reports, working with attendance data grid, truancy reports/letters, and attendance audits.
 - iv. PowerLunch, Admin and PowerTeacherPro trainings
- b. System Setup Assist with Beginning of Year and End of Year tasks such as:
 - i. importing student records, create years/terms, final grade setup, create sections, etc.

- ii. Configure bell schedules and calendars that mirror regular, minimum and assembly day bell schedules
- iii. Configure adequate attendance, incident, entry and exit codes that capture data at a desired level of granularity
- iv. Track student activities such as: Independent Studies, Basketball team, academic decathlon, etc.
- v. Setup teacher grading environment via grade scales, assignment categories, standards, teacher comments, etc.
- vi. Perform System Administrative tasks such as integration with 3rd party software providers, maintain security groups and new school setup.

4. DATA AND ANALYSIS

- a. Generate standard reports based on available data in support of multiyear and subgroup analysis English Learner, graduation rates, suspension rates, college/career readiness and chronic absenteeism data
- b. Perform ongoing data validation to find and flag missing or incorrect data for correction purposes
- c. Correlation analysis to validate or invalidate assumptions or expected academic achievement impact
- d. Generate grade distribution report by section, teacher and/or course names
- e. Produce English Learner reclassification candidate list based on available data and school criteria
- f. Benchmark data analysis in support of identifying reteaching opportunities
- g. Create perfect attendance, at-risk of chronic absenteeism, attendance rates by subgroups reports

EXHIBIT E
HOURLY RATES

Level	Rate
Clerk	\$100.00
Staff	\$150.00
Senior/Manager	\$200.00
Executive/Director	\$250.00

Charter School Application - Community Partners

5 messages

Hi Mike - Thanks for the chat! To summarize how Project Real would benefit our youth group:

- Train the Trainer on Choices and You and possibly Adulting 101
- Materials to support Choices and You, Real Ready and Adulting 101
- If you're interested down the road, we would love to have you as a guest speaker from time to time as well!

Please let me know if my understanding is correct of what a potential community partnership between Necca Academy (our proposed charter school) and Project Real would encompass.

I am attaching our proposed charter school prospectus for your reference.

Thank you!
Amy Spero
702-830-0136

Partner Name

Project Real

Briefly describe this partnership

The Project Real is a non-profit organization that provides workshop style learning content and materials for at-risk youth centered around making positive life choices and understanding the immediate and long term consequences of negative choices.

The scope of the partnership is:

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

Project Real may provide "train the trainer" services and teen resources that help reinforce positive student choices and reinforce life skills basics. The Project Real team might also join us for guest speaking events. There is no charge to the school for this partnership.

www.ProjectReal.org



Address not found

Your message wasn't delivered to **mkamer@projectrealnv.com** because the domain projectrealnv.com couldn't be found. Check for typos or unnecessary spaces and try again.

[LEARN MORE](#)

The response was:

DNS Error: DNS type 'mx' lookup of projectrealnv.com responded with code NXDOMAIN Domain name not found: projectrealnv.com For more information, go to <https://support.google.com/mail/?p=BadRcptDomain>

Final-Recipient: rfc822; mkamer@projectrealnv.com

Action: failed

Status: 5.1.2

Diagnostic-Code: smtp; DNS Error: DNS type 'mx' lookup of projectrealnv.com responded with code NXDOMAIN


Domain name not found: projectrealnv.com For more information, go to <https://support.google.com/mail/?p=BadRcptDomain>

Last-Attempt-Date: Thu, 18 Apr 2024 10:55:30 -0700 (PDT)



Thu, Apr 18, 2024 at 10:56 AM

[Quoted text hidden]

 **NECCA Charter School Prospectus.pdf**
532K

Hi Amy,

I'd replace 'at-risk' with Nevadan (we serve all youth in Nevada).

Our website should be listed as <https://projectrealnv.org> (that other link isn't us, but an org in NY).

If you make those changes, we'll be good to go!

--

Mike Kamer, M.P.A.
Executive Director, Project REAL

[Quoted text hidden]

Thu, Apr 18, 2024 at 11:17 AM

Thank you! I look forward to working with you and your team!

[Quoted text hidden]

Necca Academy

A proposed charter high school

As a local business in North Las Vegas, we would love your support as we work to open a new charter high school designed to specifically benefit at-risk youth. Our model combines dual enrollment (where students take core classes at the community college) with a strong support system to ensure academic success.

Similar programs boast a 95%+ graduation rate, where students have the ability to graduate with their Associate's Degree. Studies show that students who participate in programs like ours are often 20% more likely to pursue a 4-year degree than their peers. Unfortunately, these types of programs are often unattainable to students who could benefit the most. That is where we come in. Our goal is remove barriers and improve access to a high quality dual enrollment high school, with hopes of changing the trajectory of many students' lives.

If you would like to show your support for our proposed charter school, please complete the below section.

Community Support Form

Business Name

Unfadable Masters BarberShop

Owner / Manager Name

Business Address
(include zip code)

Phone / Email

Please indicate any of the ways in which you might support our school.

- ☒ Student referral source (word of mouth)
- ☐ Periodic display of student activities and/or recruitment materials
- ☐ Student internships
- ☐ Facility use for student events / learning
- ☐ Volunteer as a guest speaker for student events
- ☐ In-kind donations to support student activities and/or learning

Is there anything else you would like to share with us?

4/25/2024

Date

Necca Academy

A proposed charter high school

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If you would like to show your support for our proposed charter school, please complete the below section.

Community Support Form

Business Name

Island Comfort Rest. LV.

Owner / Manager Name

Shawn and Melanie Rivera

Business Address
(include zip code)

Phone / Email

Please indicate any of the ways in which you might support our school.

- ☒ Student referral source (word of mouth)
- ☒ Periodic display of student activities and/or recruitment materials
- ☐ Student internships
- ☐ Facility use for student events / learning
- ☐ Volunteer as a guest speaker for student events
- ☐ In-kind donations to support student activities and/or learning

Is there anything else you would like to share with us?

Signature

Date

4/25/24

Necca Academy

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If you would like to show your support for our proposed charter school, please complete the below section.

Community Support Form

Business Name	Dominus Pizza
Owner / Manager Name	Carlos Avilez
Business Address (include zip code)	
Phone / Email	

Please indicate any of the ways in which you might support our school.

- ☒ Student referral source (word of mouth)
- ☒ Periodic display of student activities and/or recruitment materials
- ☐ Student internships
- ☐ Facility use for student events / learning
- ☐ Volunteer as a guest speaker for student events
- ☐ In-kind donations to support student activities and/or learning

Is there anything else you would like to share with us?

--

Signature

Date

4/24/24

Necca Academy

A proposed charter high school

As a local business in North Las Vegas, we would love your support as we work to open a new charter high school designed to specifically benefit at-risk youth. Our model combines dual enrollment (where students take core classes at the community college) with a strong support system to ensure academic success.

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If you would like to show your support for our proposed charter school, please complete the below section.

Community Support Form

Business Name Friendly Hobbies
Owner / Manager Name Byron Ward

Business Address
(include zip code)

Phone / Email

Please indicate any of the ways in which you might support our school.

- ☒ Student referral source (word of mouth)
- ☒ Periodic display of student activities and/or recruitment materials
- ☒ Student internships
- ☒ Facility use for student events / learning
- ☐ Volunteer as a guest speaker for student events
- ☐ In-kind donations to support student activities and/or learning

Is there anything else you would like to share with us?

4/25/24
Date

Necca Academy

A proposed charter high school

As a local business in North Las Vegas, we would love your support as we work to open a new charter high school designed to specifically benefit at-risk youth. Our model combines dual enrollment (where students take core classes at the community college) with a strong support system to ensure academic success.

Similar programs boast a 95%+ graduation rate, where students have the ability to graduate with their Associate's Degree. Studies show that students who participate in programs like ours are often 20% more likely to pursue a 4-year degree than their peers. Unfortunately, these types of programs are often unattainable to students who could benefit the most. That is where we come in. Our goal is remove barriers and improve access to a high quality dual enrollment high school, with hopes of changing the trajectory of many students' lives.

If you would like to show your support for our proposed charter school, please complete the below section.

Community Support Form

Business Name

IMEG Consultants Corp.

Owner / Manager Name

Greg Meyer

Business Address
(include zip code)

Phone / Email

Please indicate any of the ways in which you might support our school.

- ☐ Student referral source (word of mouth)
- ☐ Periodic display of student activities and/or recruitment materials
- ☐ Student internships
- ☐ Facility use for student events / learning
- ☒ Volunteer as a guest speaker for student events
- ☐ In-kind donations to support student activities and/or learning

Is there anything else you would like to share with us?

4/25/24
Date

(Engineering group)

Necca Academy

A proposed charter high school

As a local business in North Las Vegas, we would love your support as we work to open a new charter high school designed to specifically benefit at-risk youth. Our model combines dual enrollment (where students take core classes at the community college) with a strong support system to ensure academic success.

Similar programs boast a 95%+ graduation rate, where students have the ability to graduate with their Associate's Degree. Studies show that students who participate in programs like ours are often 20% more likely to pursue a 4-year degree than their peers. Unfortunately, these types of programs are often unattainable to students who could benefit the most. That is where we come in. Our goal is remove barriers and improve access to a high quality dual enrollment high school, with hopes of changing the trajectory of many students' lives.

If you would like to show your support for our proposed charter school, please complete the below section.

Community Support Form

Business Name

Lone mountain Aviation, Inc

Owner / Manager Name

Kenneth Scherado / Jennifer Allen

Business Address
(include zip code)

Phone / Email

Please indicate any of the ways in which you might support our school.

- ☐ Student referral source (word of mouth)
- ☒ Periodic display of student activities and/or recruitment materials
- ☒ Student internships
- ☐ Facility use for student events / learning
- ☒ Volunteer as a guest speaker for student events
- ☐ In-kind donations to support student activities and/or learning

Is there anything else you would like to share with us?

4/25/2024
Date

Community Support Form: Necca Academy, a proposed charter school

As a local Las Vegas business or community member, we would love your support as we work to open a charter high school designed to benefit at-risk youth. Our model combines dual enrollment (where students take core classes at the community college) with a strong support and mentorship system to ensure academic success. Our proposed location is in North Las Vegas, where there are limited high school options.

There are many benefits of dual enrollment high school, especially for underserved youth:

- Dual enrollment programs across the country boast a 95% graduation rate (even in underserved areas)
- Students have the ability to graduate with their Associate's Degree.
- After building confidence in the college setting, students who participate in these programs are 20% more likely to pursue and obtain their 4-year degree.
- Other benefits include: flexible scheduling, strong mentorship and academic support, and the ability to graduate early if their scenario calls for it.

Unfortunately, these types of programs are often unattainable to students who could benefit the most. That is where we come in. Our goal is to remove barriers and improve access to high quality dual enrollment high school, with hopes of changing the trajectory of many students' lives.

What's in a name, you ask? Our original proposed name, "**Nevada Early College & Career Academy**," was too intimidating for many of our prospective students. So, we simplified it to Necca Academy. Our goal is to build confidence in all students that they can and will be successful in all settings.

If you would like to show your support for our proposed charter school, please complete the below section. We appreciate you!

Email *

[REDACTED]

Business Name, if applicable *

Land development

Your name *

Ben morris

Your role with the organization (if applicable) *

Vp planning and development

Business address (include zip code) *

11411 Southern Highlands Parkway Suite 300 Las Vegas, NV 89141

Contact number *

[REDACTED]

Email address *

[REDACTED]

Please select any of the below ways in which you or your organization would be interested in supporting our school and its students: *

- ☒ Student referral source (word of mouth)
- ☒ Periodic display of information promoting student activities and/or recruitment events
- ☐ Providing student internship opportunities
- ☐ Providing facility space for student events and/or student seminars
- ☒ Volunteer as a guest speaker for student events
- ☒ Volunteer as a guest speaker for employee professional development
- ☐ In-kind donations
- ☐ Other: _____

Is there anything else you would like to share? *

Need more programs like this in Nevada

This content is neither created nor endorsed by Google.

Google Forms

ATTACHMENT 4:

Proposed Discipline Policy

Necca Academy Charter School Application

Necca Academy

A proposed charter school

Attachment 4: Proposed Disciplinary Policy

Application Prompt: Describe the school's discipline policy. If the proposed policy is fully developed, provide as Attachment 4. Discuss the practices the school will use to encourage student to meet school expectations, including restorative justice practices, consequences for infractions, and incentives for positive behavior, as applicable.

While the proposed student discipline policy is not yet developed, a plan is in place to work with Restorative NV once the charter application is approved, and submit the proposed plan to the governing board for approval. Key principles of the plan will include:

Understanding that our target demographic may correspond to a higher level of social emotional needs and/or heightened trauma experiences, developing trauma-informed skills and a restorative justice mindset is imperative to the overall health and success of our school. Through a restorative justice approach, and leveraging non-punitive forms of support, students will develop holistically with lasting positive behavior outcomes. Through restorative justice, we will leverage techniques such as adverse behavior prevention, early intervention, differentiated supports, restorative circles, positive behavior reinforcement, peer mediation, therapeutic referrals, and restorative tiered practices. The goal of restorative justice is for students to take accountability for their actions, repair any harm done to others and reflect on their decisions for improved future outcomes.

Behaviors that *may* warrant suspension or expulsion: (NRS392.466¹)

1. Distribution of controlled substances
2. Battery of a school employee or student
3. Continuing danger to people or property
4. Possession of a dangerous weapon, not including but not limited to a firearm
5. Bullying

Behaviors that warrant immediate removal include: possession of a firearm.

Should a student be suspended or expelled, the parent or legal guardian will be notified and a parent meeting will be scheduled no later than two (2) business days of the suspension.

College Discipline: If a student is removed from a college setting for disciplinary actions, he/she will be subject to the college's disciplinary policy.

The proposed policy is not fully developed and will be completed during the incubation period, in partnership with Restorative Nevada and in compliance with NRS392.4644. The disciplinary policy will include input from teachers, school administrators, social workers and/or therapists and/or behavior analysts, and parents. The disciplinary policy will be voted on and adopted by the governing board. Lastly, the school will partner with Restorative Nevada for professional training and support

¹ <https://www.leg.state.nv.us/nrs/nrs-392.html#NRS392Sec466>

Necca Academy

A proposed charter school

during the first year in operation. Each year thereafter, the school disciplinary policy will be reviewed during the annual governing board member and voted on for approval.

The school will ensure discipline practices do not disproportionately impact certain student groups by:

- Documented Standards Consistently Applied to All Students: Students and families will be well-informed of the expectations and potential disciplinary outcomes through introductory sessions and the school handbook.
- Staff and Leadership Accountability: The staff has a duty to all students to operate in a fair and consistent manner. Both Staff and the Leadership Team will be accountable for ensuring all standards are applied fairly and consistently.
- Transparency and Reporting: To ensure proper oversight, disciplinary updates and administrative withdrawals will be reported quarterly.

Should a student be suspended or expelled, the proposed process is as follows:

Student removal through suspension or expulsion is not to be taken lightly and will be a last line of defense. All school team members will participate in professional training centered around social and emotional learning, trauma-informed care and restorative justice, providing many tools for intervention prior to the point of removal. However, when removal is necessary, the following process shall be followed:

1. Student Statement: All students facing expulsion or suspension will be given the opportunity to provide a statement.
2. Impartial Investigation: Investigations will be conducted by either the school principal or operations director, whomever is the most removed from the student incident. If a suspension or expulsion is deemed appropriate, notice will be given to the governing board and SPCSA. As appropriate or required by law, the local police will be notified.
3. Notification: Parents and/or legal guardians of the student shall be notified immediately, in writing, with the following information pertaining to the cause of the suspension / expulsion along with the appeals process and timeline. A parent meeting shall be scheduled within two (2) business days.
4. Proposed Appeal Process: Students and families have a right to be heard by an impartial team and in an expedited manner. Appeal requests must be submitted within five (5) business days. The members of the Culture Committee who are 1) employed by the school or are a member of the governing board and 2) not directly connected to the student's removal will review any appeals. Appeal outcomes will be 1) to uphold the appeal, 2) to modify the removal or 3) to overturn the removal. All appeal decisions are final.

The student appeal process will be compliant with the Nevada Department of Education memo labeled "Implementing Discipline and Restorative Justice Updates Adopted during the 82nd Legislative Session," published on August 2, 2023.² For any student with disabilities, we will adhere to NRS388.419 and NRS392.466, requiring explanation that the student's behavior is not a result of the student's disability.

Necca Academy

A proposed charter school

Aligned with the school's four pillars of building academic, social, emotional and practical skills, our hope is for every student to graduate with a strong sense of self and personal accountability. Through restorative disciplinary techniques with a social and emotional focus, the goal is for all students to graduate with a high capacity of self-governance. Specific goals. Specific behavior goals include:

State mandated data collection, quarterly reporting:

- Count of student expulsions and suspensions
- Count of vacant staff positions
- Average class size for each grade in the school
- Disciplinary plan implementation
- Employee training regarding the disciplinary plan
- Count of student placements in another school
- Ratio of students to counselors, school psychologists and school social workers

Additional school data collection, quarterly reporting:

In an effort to identify early warning signs of behavior concerns, the school will include the following quarterly reports to the governing board:

- Attendance / truancy
- Assignment completion rate
- Support hours by staff

Discipline data will be tracked via Infinite Campus as our Student Information System and reported on at the state level.

ATTACHMENT 5:

School Calendar

Necca Academy Charter School Application

NECCA SCHOOL CALENDAR: Demonstrating a minimum of 180 calendar days in session with 2 contingency days, in compliance with NRS 399.090

August 2025							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
					1	2	Aug 11: Class begins
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	Aug 11 - Aug 22: Elevate101
17	18	19	20	21	22	23	Aug 22: Parent Invitation - Orientation
24	25	26	27	28	29	30	
31							
September 2025							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
	1	2	3	4	5	6	Sept 1: Labor Day, No School
7	8	9	10	11	12	13	Sept 2: Staff Development Day, No School
14	15	16	17	18	19	20	Sept 19: L1 Round 1 Student-Parent-SASS (SPS) Conferences Due
21	22	23	24	25	26	27	Sept 26: L2 Round 1 SPS Conferences Due
28	29	30					
October 2025							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	October 16: Family Workshop - SEL & Restorative Practices
19	20	21	22	23	24	25	
26	27	28	29	30	31		Oct 30: Nevada Day, No School
November 2025							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
						1	Nov 10: Staff Development Day, No School
2	3	4	5	6	7	8	Nov 11: Veteran's Day, No School
9	10	11	12	13	14	15	Nov 18: L1 Round 2 SPS Conferences Due
16	17	18	19	20	21	22	Nov 25: L1 Round 2 SPS Conferences Due
23	24	25	26	27	28	29	Nov 26 - Nov 28: Thanksgiving Holiday
30							
December 2025							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
	1	2	3	4	5	6	Semester 1 Family Feedback Survey
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	Dec 19: Last Day of School
21	22	23	24	25	26	27	Dec 19: Start of Winter Break
28	29	30	31				
January 2026							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
				1	2	3	
4	5	6	7	8	9	10	Jan 5: End of Winter Break, Classes Resume
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	Jan 19: Martin Luther King Birthday, No School
25	26	27	28	29	30	31	Jan 20: Professional Development Day, No School for Students
February 2026							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	Feb 16: President's Day, No School
15	16	17	18	19	20	21	Feb 17: Professional Development Day, No School
22	23	24	25	26	27	28	Feb 27: Third SPS session due - Level 1 and Level 2
March 2026							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
1	2	3	4	5	6	7	Senior Graduation Tracking (PST) Conferences Due
8	9	10	11	12	13	14	Mar 13: Spring Break Begins - End of Day
15	16	17	18	19	20	21	Mar 16 - Mar 20: Spring Break, No School
22	23	24	25	26	27	28	Mar 23: School resumes
29	30	31					
April 2026							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
			1	2	3	4	
5	6	7	8	9	10	11	Senior Graduation Tracking (PST) Conferences Due
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	Apr 27: Contingency Day, No School
26	27	28	29	30			Apr 28: Professional Development
May 2026							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes
					1	2	May 22: End of Semester, End of School Year
3	4	5	6	7	8	9	May 25: Contingency Day if Needed
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

ATTACHMENT 6:

Team and Student Schedule

Necca Academy Charter School Application

Page interpretation: First table illustrates how students are grouped based on like features, starting with grade level and then considering English and/or math placement needs.

Next, the master template outlines how all students are able to receive the necessary services, at max capacity, with our facility model.

Note: This is the maximum number of new students in any given year and represents the facility's "worst case scenario". It is the school's goal to teach students to thrive in the college environment and become less and less dependent on Necca supports.

DEMONSTRATION OF STUDENT GROUPING BY SASS

Common Identifier	75 Students			75 Students			75 Students			75 Students		
	SASS 1A	SASS 1B	SASS 1C	SASS 2A	SASS 2B	SASS 2C	SASS 3A	SASS 3B	SASS 3C	SASS 4A	SASS 4B	SASS 4C
10th Grade	25 Stu.- 10TH	25 Stu.- 10TH	25 Stu.- 10TH	25 Stu. - 10th								
11th Grade					25 Stu. - 11th		25 Stu. 11th	25 Stu. 11th	25 Stu. 11th			
12th Grade						25 Stu. - 12th				25 Stu. 12th	25 Stu. 12th	25 Stu. 12th
ENG100				ENG100	ENG100	ENG100						
ENG101	ENG101	ENG101	ENG101				ENG101	ENG101	ENG101	ENG101	ENG101	ENG101
Math104B				Math104B	Math104B							
Math120	Math120	Math120				Math120	Math120					
Math126			Math126					Math126	Math126	Math126	Math126	
Math181												Math 181

MASTER TEMPLATE

Monday / Wednesday Schedule

	S1A	S1B	S1C	S2A	S2B	S2C	S3A	S3B	S3C	S4	Tutoring
6:30 AM	Bus-Necca			Bus-Necca							
7:00 AM											
7:30 AM	Study Skills Classroom A			Study Skills Classroom B			Bus-CSN			Group A Study Skills BrkOut Rooms	SASS 3
8:00 AM		Bus - CSN									SASS 3
8:30 AM					Bus - CSN		ENG100				SASS 3
9:00 AM		ENG100							Bus - CSN		SASS 3
9:30 AM	Life Skills Classroom A		PE (Virtual)	Life Skills Classroom B	ENG100				ENG100		SASS 4
10:00 AM						PE (Virtual)					SASS 4
10:30 AM		Lunch	Bus - Necca				ALS101	PE (Virtual)			SASS 4
11:00 AM	Lunch		Lunch		Lunch	Bus-Necca					SASS 4
11:30 AM								Bus - CSN	Lunch		
12:00 PM	Bus - Home			Lunch		Lunch	Lunch	Lunch	Lunch		
12:30 PM	PE (Virtual)	ALS101	Study Skills Classroom A	Bus - Home	ALS101	Study Skills Classroom B	Bus - Home	Lunch		Group B Study Skills BrkOut Rooms	
1:00 PM				PE (Virtual)			PE (Virtual)	ENG100	ALS101		
1:30 PM		Bus - Home									
2:00 PM		PE (Virtual)			Bus - Home						
2:30 PM			Life Skills Classroom A		PE (Virtual)	Life Skills Classroom B			Bus - Home		
3:00 PM									PE (Virtual)		
3:30 PM								ALS101			
4:00 PM			Bus - Home								
4:30 PM						Bus-Necca					
5:00 PM								Bus - Home			

Tuesday / Thursday Schedule

	S1A	S1B	S1C	S2A	S2B	S2C	S3A	S3B	S3C	S4	Tutoring
6:30 AM							Bus-Necca				
7:00 AM		Bus - Necca									
7:30 AM	Bus-CSN			Bus-CSN			Study Skills Classroom B				
8:00 AM		Study Skills Classroom A			Bus - Necca			PE (Virtual)			SASS 4
8:30 AM								Bus-Necca			SASS 4
9:00 AM	ALS101			ENG100	Study Skills Classroom B		Life Skills Asynchronous	Lunch			SASS 4
9:30 AM			PE (Virtual)			PE (Virtual)					SASS 4
10:00 AM		Life Skills Classroom A							PE (Virtual)		SASS 4
10:30 AM	ENG100		Bus - CSN	ALS101	Life Skills Classroom B	Bus-CSN	Lunch	Life Skills Asynchronous	Bus-Necca		
11:00 AM			Lunch			Lunch					
11:30 AM		Lunch			Life Skills Classroom B		Bus - Home		Lunch	Group C Study Skills BrkOut Rooms	SASS 1
12:00 PM	Lunch	Bus - Home		Lunch			PE (Virtual)	Study Skills Classroom A			SASS 1
12:30 PM	Bus - Home	PE (Virtual)	ENG100	Bus - Home	Lunch	ENG100			Life Skills Asynchronous		SASS 2
1:00 PM	PE (Virtual)			PE (Virtual)	Bus - Home			Bus - Home			SASS 2
1:30 PM											
2:00 PM			ALS101		PE (Virtual)	ALS101					
2:30 PM											
3:00 PM									Study Skills Classroom A		
3:30 PM											
4:00 PM			Bus - Home								
4:30 PM						Bus-Necca					
5:00 PM								Bus - Home			

SASS #1 Schedule

Sales M Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival
6:30 AM					
7:00 AM		Admin		Admin	
7:30 AM					Admin
8:00 AM					
8:30 AM					Travel
9:00 AM					Travel
9:30 AM					Travel
10:00 AM					Travel
10:30 AM					
11:00 AM					
11:30 AM	Lunch				Lunch
12:00 PM					
12:30 PM		Lunch			
1:00 PM		Travel			Travel
1:30 PM		Travel			Travel
2:00 PM					
2:30 PM	Teach				
3:00 PM		Admin			
3:30 PM					
					Staff Collaboration

Monday		Tuesday		Wednesday		Thursday		Friday (A)		Friday (B)	
Bus-Hioka		Bus-Hioka		Bus-Hioka		Bus-Hioka		Bus-Hioka		Bus-Hioka	
Study Skills Classroom A	Bus-SEN	Study Skills Classroom A	Bus-SEN	Study Skills Classroom A	Bus-SEN	Study Skills Classroom A	Bus-SEN	Independent Study and/or Tutor	Bus-Hioka	First Friday BUNCH BUNCH	
Life Skills Classroom A	ALS101	Life Skills Classroom A	ALS101	Life Skills Classroom A	ALS101	Life Skills Classroom A	ALS101	Independent Study and/or Tutor		First Friday BUNCH BUNCH	
Lunch	ENIG100	Lunch	ENIG100	Lunch	ENIG100	Lunch	ENIG100	Lunch		Enigma101 Work Shop	
Bus-Hioka	Bus-Hioka	Bus-Hioka	Bus-Hioka	Bus-Hioka	Bus-Hioka	Bus-Hioka	Bus-Hioka	Independent Study		Lunch	
PE (Vivaldi)	PE (Vivaldi)	PE (Vivaldi)	PE (Vivaldi)	PE (Vivaldi)	PE (Vivaldi)	PE (Vivaldi)	PE (Vivaldi)	Independent Study		Bus-Hioka	

	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
A	BUS - HOME	BUS - NISCON	BUS - CHEN	BUS - NISCON		BUS-NISCON
A	BUS + CHN	Study Skills Classroom A		Study Skills Classroom A		
A	ENG100		ENG100		Independent Study and/or Tutor	FIRST FRIDAY EACH MONTH
A	Life Skills Classroom A		Life Skills Classroom A			
A	Lunch		Lunch	Lunch		Exercise 101 Workshop
A						
A	AS101	Lunch	AS101		PE (Virtual)	
A	BUS - HOME	BUS - HOME		BUS - HOME		
A	PE (Virtual)		PE (Virtual)		Independent Study	Lunch
A	PE (Virtual)		BUS - HOME		BUS - HOME	

	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
1			Student Council - Group C			
2	PE (Vtval)	PE (Vtval)	PE (Vtval)	PE (Vtval)		Bus - Mosaic
3	Bus - Mosaic	Bus - CSN	Bus - Mosaic	Bus - CSN		
4	Lunch	Lunch	Lunch	Lunch	Independent Study and/or Tutor	
5	Study Skills Classroom A	ENG100	Study Skills Classroom A	ENG100		FIRST FRIDAY EACH MONTH Eve and 101 Work Shop
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						

SUSIS 2d Schedule						
	Monday	Tuesday	Wednesday	Thursday	Friday	
	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival
6:30 AM	Admin			Admin	Admin	
7:00 AM						
7:30 AM						
8:00 AM		Admin			Tutor	
8:30 AM					Tutor	
9:00 AM					Tutor	
9:30 AM					Tutor	
10:00 AM					Tutor	
10:30 AM					Tutor	
11:00 AM					Tutor	
11:30 AM					Lunch	
12:00 PM	Lunch		Lunch			
12:30 PM						
1:00 PM						
1:30 PM		Lunch				
2:00 PM	Admin	Tutor	Admin		Staff Collaboration	
2:30 PM		Tutor				
3:00 PM		Admin		Admin		
3:30 PM						

Student Schedule - Group A						
	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
1	Bu-Monica		Bu-Monica			Bu-Monica
2	Study Skills Classroom B	Bu-CSI	Study Skills Classroom B			
3		ENG100		ENG100	Independent Study and/or Tutor	SECOND PRESENTATION MONTH
4	Lit Skills Classroom B		Lit Skills Classroom B		Lunch	Eminent10 Work Shop
5	Lunch	ALST01	Lunch	ALST01		
6					PE (Virtual)	
7	Bu- Home		Bu- Home			Lunch
8	Bu- Home	Lunch		Lunch	Independent study	
9	PE (Virtual)	Bu- Home	PE (Virtual)	Bu- Home		Bu- Home
10	PE (Virtual)		PE (Virtual)			

	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
			Student Council - Group B			
	Bus - CSN	Bus - Neoca	Bus - CSN	Bus - Neoca		Bus - Neoca
	EMC 100	Study Skills Classroom B	EMC 100	Study Skills Classroom B	Independent Study and/or Tutor	FIRST FRIDAY EACH MONTH
	Lunch	Life Skills Classroom B	Lunch	Life Skills Classroom B	Lunch	Enrich 101 Work Shop
					PE (Virtual)	
	ALS 101	Lunch	ALS 101	Lunch	Independent Study	Lunch
	Bus - Home	Bus - Home	Bus - Home	Bus - Home		Bus - Home
PE (Virtual)	PE (Virtual)	PE (Virtual)	PE (Virtual)	PE (Virtual)		

[illegible]

		SALIS #2 Schedule				
	Monday	Tuesday	Wednesday	Thursday	Friday	
6:30 AM	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	
7:00 AM						
7:30 AM						
8:00 AM		Teaching		Teaching	Admin	
8:30 AM	Admin		Admin		Tutor	
9:00 AM					Tutor	
9:30 AM					Tutor	
10:00 AM		Admin		Admin	Tutor	
10:30 AM	Tutor		Tutor		Tutor	
11:00 AM	Tutor		Tutor		Tutor	
11:30 AM					Lunch	
12:00 PM	Lunch					
12:30 PM						
1:00 PM	Tutor		Tutor			
1:30 PM	Tutor	Teaching		Teaching		
2:00 PM	Admin		Admin		Staff Collaboration	
2:30 PM		Admin		Admin		
3:00 PM						
3:30 PM						
4:00 PM		Teaching		Teaching		
4:30 PM						

Student Schedule - Group A						
	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
		Bur-Mexico		Bur-Mexico		
Bur-CSI		Sat/Sat/Classroom B	Bur-CSI	Sat/Sat/Classroom B		Bur-Mexico
ENG100	US Sat/Asynchronous		ENG100	US Sat/Asynchronous	Independent Studies/Workshop	SECOND FRIDAY EACH MONTH Bur-Mexico Work Shop
ALS101			ALS101	Lunch	Lunch	
Lunch	Bur-Home	Lunch	Bur-Home	PE (Virtual)	Independent Study	Lunch
Bur-Home			Bur-Home			
PE (Virtual)			PE (Virtual)			

	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
			Student Schedule - Group B			
	PE (Virtual)	PE (Virtual)		PE (Virtual)	Independent Study and/or Tutor	Bus-Meets
	Bus-Meets	Bus-Meets		Bus-Meets		
	Lunch	Lunch		Lunch		
PE (Virtual)	Life Skills	PE (Virtual)	Life Skills	Life Skills	Lunch	FIRST FRIDAY Evens 10 Week Shop
Bus - CSN	Asynchronous	Bus - CSN	Asynchronous	Asynchronous	PE (Virtual)	
Lunch		Lunch			Independent Study	
	Study Skills	Study Skills	Study Skills	Study Skills		
ENGL 100	Classroom A	ENGL 100	Classroom A	Classroom A		Bus - Home
	Bus - Home			Bus - Home		
ALS101		ALS101				
Bus - Home		Bus - Home				

[illegible]

Page Interpretation: The SASS Team schedule is the first schedule listed (left to right). This schedule corresponds to the master template and also shows alignment with each of the SASS's student groups. Individual student schedules illustrate a high support model, which may or may not be the case for most students. All classes in blue are available through distance learning, but on-site support is available with bus transportation. The below schedules illustrate how the transportation schedule will work within the Necca Academy / dual enrollment model.

TEAM AND STUDENT SCHEDULES BY GROUP

SASS #1 Schedule					
Monday	Tuesday	Wednesday	Thursday	Friday	
Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	
Teach	Teach	Teach	Teach	Admin	
				Tutor	
				Tutor	
				Tutor	
				Tutor	
				Lunch	
				Lunch	
Lunch	Lunch	Lunch	Lunch	Lunch	
Teach	Admin	Teach	Admin	Staff Collaboration	
				Tutor	
				Tutor	
				Tutor	
				Tutor	
				Lunch	
				Lunch	
2:30 PM					
3:00 PM					
3:30 PM					

Student Schedule - Group A					
Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
Bus-Necca		Bus-Necca			
Study Skills Classroom A	Bus-CSN	Study Skills Classroom A	Bus-CSN		Bus-Necca
ALS101			ALS101	Independent Study and/or Tutor	FIRST FRIDAY EACH MONTH
Life Skills Classroom A		Life Skills Classroom A			Elevate101 Work Shop
Lunch	ENG100	Lunch	ENG100	Lunch	
Bus - Home	Lunch	Bus - Home	Lunch	PE (Virtual)	
PE (Virtual)	Bus - Home	PE (Virtual)	Bus - Home	Independent Study	Bus - Home
	PE (Virtual)		PE (Virtual)		

Student Schedule - Group B					
Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
	Bus - Necca		Bus - Necca		
Bus - CSN	Study Skills Classroom A	Bus - CSN	Study Skills Classroom A		Bus-Necca
ENG100		ENG100		Independent Study and/or Tutor	FIRST FRIDAY EACH MONTH
Lunch	Life Skills Classroom A	Lunch	Life Skills Classroom A		Elevate101 Work Shop
ALS101	Lunch	ALS101	Lunch	PE (Virtual)	
Bus - Home	PE (Virtual)	Bus - Home	PE (Virtual)	Independent Study	Bus - Home
PE (Virtual)		PE (Virtual)			

Student Schedule - Group C					
Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
PE (Virtual)	PE (Virtual)	PE (Virtual)	PE (Virtual)	Independent Study and/or Tutor	FIRST FRIDAY EACH MONTH
Bus - Necca	Bus - CSN	Bus - Necca	Bus - CSN		Elevate101 Work Shop
Lunch	Lunch	Lunch	Lunch	Lunch	
Study Skills Classroom A	ENG100	Study Skills Classroom A	ENG100	PE (Virtual)	
Life Skills Classroom A	ALS101	Life Skills Classroom A	ALS101	Independent Study	Bus - Home
Bus - Home	Bus - Home	Bus - Home	Bus - Home		

SASS #2 Schedule					
Monday	Tuesday	Wednesday	Thursday	Friday	
Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	
Teach	Admin	Teach	Teach	Admin	
				Tutor	
				Tutor	
				Tutor	
				Tutor	
				Lunch	
				Lunch	
Lunch	Lunch	Lunch	Lunch	Lunch	
Admin	Admin	Admin	Admin	Staff Collaboration	
				Tutor	
				Tutor	
				Tutor	
				Tutor	
				Lunch	
				Lunch	
2:30 PM					
3:00 PM					
3:30 PM					

Student Schedule - Group A					
Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
Bus-Necca		Bus-Necca			
Study Skills Classroom B	Bus-CSN	Study Skills Classroom B	Bus-CSN		Bus-Necca
ENG100		ENG100		Independent Study and/or Tutor	SECOND FRIDAY EACH MONTH
Life Skills Classroom B		Life Skills Classroom B			Elevate101 Work Shop
Lunch	ALS101	Lunch	ALS101	Lunch	
Bus - Home	Lunch	Bus - Home	Lunch	PE (Virtual)	
PE (Virtual)	Bus - Home	PE (Virtual)	Bus - Home	Independent Study	Bus - Home
	PE (Virtual)		PE (Virtual)		

Student Schedule - Group B					
Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
Bus - CSN	Bus - Necca	Bus - CSN	Bus - Necca		Bus-Necca
ENG100	Study Skills Classroom B	ENG100	Study Skills Classroom B	Independent Study and/or Tutor	FIRST FRIDAY EACH MONTH
Lunch	Life Skills Classroom B	Lunch	Life Skills Classroom B		Elevate101 Work Shop
ALS101	Lunch	ALS101	Lunch	PE (Virtual)	
Bus - Home	Bus - Home	Bus - Home	Bus - Home	Independent Study	Bus - Home
PE (Virtual)	PE (Virtual)	PE (Virtual)	PE (Virtual)		

Student Schedule - Group C					
Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
PE (Virtual)	PE (Virtual)	PE (Virtual)	PE (Virtual)	Independent Study and/or Tutor	FIRST FRIDAY EACH MONTH
Bus-Necca	Bus-CSN	Bus-Necca	Bus-CSN		Elevate101 Work Shop
Lunch	Lunch	Lunch	Lunch	Lunch	
Study Skills Classroom B	ENG100	Study Skills Classroom B	ENG100	PE (Virtual)	
Life Skills Classroom B	ALS101	Life Skills Classroom B	ALS101	Independent Study	Bus - Home
Bus-Necca	Bus-Necca	Bus-Necca	Bus-Necca		

SASS #2 Schedule					
Monday	Tuesday	Wednesday	Thursday	Friday	
Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	
Admin	Teaching	Admin	Teaching	Admin	
				Tutor	
				Tutor	
				Tutor	
				Tutor	
				Lunch	
				Lunch	
Lunch	Lunch	Lunch	Lunch	Lunch	
Admin	Admin	Admin	Admin	Staff Collaboration	
				Tutor	
				Tutor	
				Tutor	
				Tutor	
				Lunch	
				Lunch	
2:30 PM					
3:00 PM					
3:30 PM					

Student Schedule - Group A					
Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
	Bus-Necca		Bus-Necca		
Bus-CSN	Study Skills Classroom B	Bus-CSN	Study Skills Classroom B		Bus-Necca
ENG100		ENG100		Independent Study and/or Tutor	SECOND FRIDAY EACH MONTH
ALS101	Life Skills Asynchronous	ALS101	Life Skills Asynchronous		Elevate101 Work Shop
Lunch	Lunch	Lunch	Lunch	Lunch	
Bus - Home	PE (Virtual)	Bus - Home	PE (Virtual)	PE (Virtual)	
PE (Virtual)		PE (Virtual)		Independent Study	Bus - Home

Student Schedule - Group B					
Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
	PE (Virtual)		PE (Virtual)		Bus-Necca
	Bus-Necca		Bus-Necca	Independent Study and/or Tutor	FIRST FRIDAY EACH MONTH
Lunch		Lunch	Lunch		Elevate101 Work Shop
PE (Virtual)	Life Skills Asynchronous	PE (Virtual)	Life Skills Asynchronous		Elevate101 Work Shop
Bus - CSN		Bus - CSN		PE (Virtual)	
Lunch	Study Skills Classroom A	Lunch	Study Skills Classroom A	Independent Study	Bus - Home
ENG100	Bus - Home	ENG100	Bus - Home		
ALS101		ALS101			
Bus - Home		Bus - Home			

Student Schedule - Group C					
Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
Bus - CSN		Bus - CSN		Independent Study and/or Tutor	Bus-Necca
ENG100		ENG100			FIRST FRIDAY EACH MONTH
PE (Virtual)		PE (Virtual)		Lunch	Elevate101 Work Shop
Bus-Necca		Bus-Necca		PE (Virtual)	
Lunch	Lunch	Lunch	Lunch	Independent Study	Bus - Home
ALS101	Life Skills Asynchronous	ALS101	Life Skills Asynchronous	Independent Study	Bus - Home
Bus - Home		Bus - Home			
PE (Virtual)	Study Skills Classroom A	PE (Virtual)	Study Skills Classroom A		
	Bus - Home		Bus - Home		

Page Interpretation: This is a zoomed in image of the previous slide.

TEAM AND STUDENT SCHEDULES BY GROUP

	SASS #1 Schedule						
	Monday	Tuesday	Wednesday	Thursday	Friday		
6:30 AM	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival		
7:00 AM	Teach	Admin	Teach	Admin	Admin		
7:30 AM		Teach		Teach		Teach	
8:00 AM							
8:30 AM							Tutor
9:00 AM							Tutor
9:30 AM							Tutor
10:00 AM							Tutor
10:30 AM		Tutor					
11:00 AM	Lunch	Lunch	Lunch	Lunch			
11:30 AM							
12:00 PM	Teach	Lunch	Teach	Lunch	Staff Collaboration		
12:30 PM		Tutor		Tutor			
1:00 PM		Tutor		Tutor			
1:30 PM		Admin		Admin			
2:00 PM							
2:30 PM							
3:00 PM							
3:30 PM							

Student Schedule - Group A						
	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
6:30 AM	Bus-Necca		Bus-Necca			
7:00 AM						
7:30 AM	Study Skills Classroom A	Bus-CSN	Study Skills Classroom A	Bus-CSN		Bus-Necca
8:00 AM	Life Skills Classroom A	ALS101	Life Skills Classroom A	ALS101	Independent Study and/or Tutor	FIRST FRIDAY EACH MONTH Elevate101 Work Shop
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM	ENG100	ENG100	Lunch	ENG100	Lunch	
10:30 AM						
11:00 AM	Lunch		Lunch		Lunch	
11:30 AM	Bus - Home	Lunch	Bus - Home	Lunch	PE (Virtual)	
12:00 PM	PE (Virtual)	Bus - Home	PE (Virtual)	Bus - Home	Independent Study	Lunch
1:00 PM		PE (Virtual)		PE (Virtual)		Bus - Home
1:30 PM						
2:00 PM						

	SASS #2 Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday	
6:30 AM	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	
7:00 AM	Admin	Admin	Admin	Admin	Admin	
7:30 AM	Teach		Teach			Teach
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM		Teach		Teach		
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM	Lunch	Lunch	Lunch			
12:30 PM	Admin	Admin		Admin		
1:00 PM						
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM						
3:30 PM	Admin	Admin	Admin			

Student Schedule - Group A						
	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
6:30 AM						
7:00 AM	Bus-Necca		Bus-Necca			
7:30 AM						
8:00 AM	Study Skills Classroom B	Bus-CSN	Study Skills Classroom B	Bus-CSN		Bus-Necca
8:30 AM	Life Skills Classroom B	ENG100	Life Skills Classroom B	ENG100	Independent Study and/or Tutor	SECOND FRIDAY EACH MONTH Elevate101 Work Shop
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM	ALS101	ALS101	Lunch	ALS101	Lunch	
11:00 AM						
11:30 AM	Lunch		Lunch		PE (Virtual)	
12:00 PM	Bus - Home	Lunch	Bus - Home	Lunch	Independent Study	Lunch
12:30 PM	PE (Virtual)	Bus - Home	PE (Virtual)	Bus - Home		Bus - Home
1:00 PM		PE (Virtual)		PE (Virtual)		
1:30 PM						
2:00 PM						
2:30 PM						

	SASS #2 Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday	
6:30 AM					Staff Arrival	
7:00 AM		Staff Arrival		Staff Arrival	Admin	
7:30 AM	Staff Arrival	Teaching	Staff Arrival	Teaching		
8:00 AM	Admin		Admin			Admin
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM	Admin	Tutor	Admin	Tutor		
10:30 AM				Tutor		
11:00 AM	Tutor	Lunch	Tutor	Lunch		
11:30 AM	Lunch		Lunch			
12:00 PM	Tuor	Teaching	Tuor	Teaching	Staff Collaboration	
12:30 PM	Tuor		Tuor			
1:00 PM	Admin		Admin			Admin
1:30 PM						
2:00 PM	Admin	Admin	Admin			
2:30 PM						
3:00 PM	Teaching	Teaching	Teaching			
3:30 PM						
4:00 PM						
4:30 PM						

Student Schedule - Group A						
	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
6:30 AM		Bus-Necca		Bus-Necca		
7:00 AM						
7:30 AM	Bus-CSN	Study Skills Classroom B	Bus-CSN	Study Skills Classroom B		Bus-Necca
8:00 AM	ENG100	Life Skills Asynchronous	ENG100	Life Skills Asynchronous	Independent Study and/or Tutor	SECOND FRIDAY EACH MONTH Elevate101 Work Shop
8:30 AM						
9:00 AM						
9:30 AM						
10:00 AM	ALS101	Lunch	ALS101	Lunch	Lunch	
10:30 AM						
11:00 AM	Lunch	Bus - Home	Lunch	Bus - Home	PE (Virtual)	
12:00 PM	Bus - Home	PE (Virtual)	Bus - Home	PE (Virtual)	Independent Study	Lunch
1:00 PM	PE (Virtual)		PE (Virtual)			Bus - Home
1:30 PM						
2:00 PM						
2:30 PM						

Student Schedule - Group B						
	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
6:30 AM						
7:00 AM		Bus - Necca		Bus - Necca		
7:30 AM						
8:00 AM	Bus - CSN	Study Skills Classroom A	Bus - CSN	Study Skills Classroom A		
8:30 AM						Bus-Necca
9:00 AM	ENG100		ENG100		Independent Study and/or Tutor	
9:30 AM		Life Skills Classroom A		Life Skills Classroom A		FIRST FRIDAY EACH MONTH
10:00 AM						
10:30 AM	Lunch		Lunch		Lunch	Elevate101 Work Shop
11:00 AM						
11:30 AM	ALS101	Lunch	ALS101	Lunch	PE (Virtual)	
12:00 PM		Bus - Home		Bus - Home		
12:30 PM						
1:00 PM		PE (Virtual)		PE (Virtual)	Independent Study	Lunch
1:30 PM	Bus - Home		Bus - Home			
2:00 PM	PE (Virtual)		PE (Virtual)			Bus - Home
2:30 PM						

Student Schedule - Group C						
	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
6:30 AM						
7:00 AM						
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						Bus-Necca
9:30 AM	PE (Virtual)	PE (Virtual)	PE (Virtual)	PE (Virtual)	Independent Study and/or Tutor	
10:00 AM	Bus - Necca	Bus - CSN	Bus - Necca	Bus - CSN		FIRST FRIDAY EACH MONTH
10:30 AM						
11:00 AM	Lunch	Lunch	Lunch	Lunch		Elevate101 Work Shop
11:30 AM						
12:00 PM	Study Skills Classroom A	ENG100	Study Skills Classroom A	ENG100	Lunch	
12:30 PM						
1:00 PM					PE (Virtual)	
1:30 PM						Lunch
2:00 PM	Life Skills Classroom A	ALS101	Life Skills Classroom A	ALS101	Independent Study	Bus - Home
2:30 PM						
3:00 PM						
3:30 PM						
4:00 PM	Bus - Home	Bus - Home	Bus - Home	Bus - Home		

Student Schedule - Group B						
	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
6:30 AM						
7:00 AM						
7:30 AM						
8:00 AM						
8:30 AM	Bus - CSN	Bus - Necca	Bus - CSN	Bus - Necca		Bus-Necca
9:00 AM					Independent Study and/or Tutor	
9:30 AM	ENG100	Study Skills Classroom B	ENG100	Study Skills Classroom B		FIRST FRIDAY EACH MONTH
10:00 AM						
10:30 AM	Lunch	Life Skills Classroom B	Lunch	Life Skills Classroom B	Lunch	Elevate101 Work Shop
11:00 AM						
11:30 AM					PE (Virtual)	
12:00 PM	ALS101		ALS101			
12:30 PM		Lunch		Lunch	Independent Study	Lunch
1:00 PM						
1:30 PM						
2:00 PM	Bus - Home	Bus - Home	Bus - Home	Bus - Home		Bus - Home
2:30 PM						
3:00 PM	PE (Virtual)	PE (Virtual)	PE (Virtual)	PE (Virtual)		

Student Schedule - Group C						
	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
6:30 AM						
7:00 AM						
7:30 AM						
8:00 AM						
8:30 AM						
9:00 AM						Bus-Necca
9:30 AM						
10:00 AM	PE (Virtual)	PE (Virtual)	PE (Virtual)	PE (Virtual)	Independent Study and/or Tutor	FIRST FRIDAY EACH MONTH
10:30 AM	Bus-Necca	Bus-CSN	Bus-Necca	Bus-CSN		Elevate101 Work Shop
11:00 AM						
11:30 AM	Lunch	Lunch	Lunch	Lunch	Lunch	
12:00 PM						
12:30 PM	Study Skills Classroom B	ENG100	Study Skills Classroom B	ENG100	PE (Virtual)	
1:00 PM						Lunch
1:30 PM						
2:00 PM					Independent Study	Bus - Home
2:30 PM	Life Skills Classroom B	ALS101	Life Skills Classroom B	ALS101		
3:00 PM						
3:30 PM						
4:00 PM						
4:30 PM	Bus-Necca	Bus-Necca	Bus-Necca	Bus-Necca		

Student Schedule - Group B						
	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
6:30 AM						
7:00 AM						
7:30 AM						
8:00 AM						
8:30 AM		PE (Virtual)		PE (Virtual)		Bus-Necca
9:00 AM		Bus-Necca		Bus-Necca	Independent Study and/or Tutor	
9:30 AM						
10:00 AM		Lunch		Lunch		FIRST FRIDAY EACH MONTH
10:30 AM	PE (Virtual)	Life Skills Asynchronous	PE (Virtual)	Life Skills Asynchronous	Lunch	Elevate101 Work Shop
11:00 AM						
11:30 AM	Bus - CSN		Bus - CSN		PE (Virtual)	
12:00 PM						
12:30 PM	Lunch		Lunch			
1:00 PM		Study Skills Classroom A		Study Skills Classroom A	Independent Study	Lunch
1:30 PM	ENG100		ENG100			
2:00 PM		Bus - Home		Bus - Home		Bus - Home
2:30 PM						
3:00 PM						
3:30 PM	ALS101		ALS101			
4:00 PM						
4:30 PM						
5:00 PM	Bus - Home		Bus - Home			

Student Schedule - Group C						
	Monday	Tuesday	Wednesday	Thursday	Friday (A)	Friday (B)
6:30 AM						
7:00 AM						
7:30 AM						
8:00 AM						
8:30 AM						Bus-Necca
9:00 AM	Bus - CSN		Bus - CSN		Independent Study and/or Tutor	
9:30 AM						FIRST FRIDAY EACH MONTH
10:00 AM	ENG100		ENG100			Elevate101 Work Shop
10:30 AM		PE (Virtual)		PE (Virtual)		
11:00 AM					Lunch	
11:30 AM	Lunch	Bus-Necca	Lunch	Bus-Necca	PE (Virtual)	
12:00 PM						
12:30 PM		Lunch		Lunch		
1:00 PM	ALS101	Life Skills Asynchronous	ALS101	Life Skills Asynchronous	Independent Study	Lunch
1:30 PM						
2:00 PM						Bus - Home
2:30 PM	Bus - Home		Bus - Home			
3:00 PM						
3:30 PM	PE (Virtual)	Study Skills Classroom A	PE (Virtual)	Study Skills Classroom A		
4:00 PM						
4:30 PM						
5:00 PM		Bus - Home		Bus - Home		

ATTACHMENT 7:

Evidence of NSHE Engagement

Necca Academy Charter School Application



Leticia Wells
Director, Early College Programming
Academic Affairs
Charleston Campus – WCE254
6375 W Charleston Blvd
Las Vegas, NV 89146

February 13, 2024

Nevada State Public Charter School Authority
1749 North Stewart Street, Suite 40
Carson City, Nevada 89706

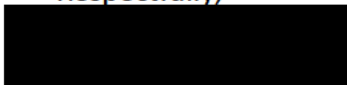
Dear SPCSA Member:

I am writing to express my support for Nevada Early College & Career Academy (NECCA). I believe they will have a positive impact on our local community and support their vision of serving students at risk of dropping out of high school with a customized education and support plan to meet students where they are on their academic journey.

The College of Southern Nevada continually seeks opportunities to partner with local schools to provide our community with the tools necessary to succeed in their individual futures. As a charter school focused on preparing students for success at the college and career level, we look forward to partnering with NECCA to provide dual enrollment options. It is well documented that high school students participating in dual enrollment courses, in comparison to their non-participant peers, are more likely to graduate from high school, go to college, and complete a college degree.

On behalf of the College of Southern Nevada Early College Programming, I support the approval of NECCA, and believe that the implementation of this charter school will serve many students in our community.

Respectfully,



Leticia Wells
Director of Early College Programming
Academic Affairs
College of Southern Nevada

LW/kc



April 22, 2024

Dear Nevada State Public Charter School Authority,

Truckee Meadows Community College (TMCC) is pleased to support the proposed charter of the Nevada Early College & Career Academy (NECCA). TMCC is a comprehensive community college located in Reno, Nevada, and is part of the Nevada System of Higher Education. The college serves more than 13,000 students each year in credit and non-credit programs. TMCC has a well establish dual enrollment program serving students in the state of Nevada.

We commend NECCA's mission to set students of all backgrounds on a path of academic excellence and personal fulfillment. This initiative aligns closely with TMCC's commitment to providing accessible and high-quality educational opportunities to our community.

We believe that providing students with the opportunity to earn college credits while still in high school is a powerful way to accelerate their academic progress and better prepare them for post-secondary education. The challenges NECCA aims to tackle, including closing the high school graduation gap among at-risk student groups and demonstrating proficiency in math and English, are critical issues that demand innovative solutions.

TMCC recognizes the benefits of dual enrollment programs for at-risk youth, including accelerated learning, college readiness, and cost savings. We are excited about the prospect of partnering with NECCA to provide college-level opportunities to students in our community. TMCC is committed to providing opportunities to help their students succeed.

Thank you for considering our support for the charter of the Nevada Early College & Career Academy. We look forward to the opportunity to work together to make a positive impact on the lives of students in our community.

Sincerely,

A solid black rectangular box used to redact the signature of Dr. Karin Hilgersom.

Dr. Karin Hilgersom
President
Truckee Meadows Community College

ATTACHMENT 8:

Approval for Distance Education

Necca Academy Charter School Application

Below is a list of distance education resources we intend to use:

Distance Education Curriculum	Approved NDE Provider
Core Curriculum: English 9, English 10, Pre-Algebra, Social Studies	StrongMind
PE, Health	Pearson Online & Blended Learning or BYU
Computer Science	Beacon or Stride
Life Skills	BYU
Study Skills	BYU

Nevada Department of Education Approved Distance Learning List:

<https://publish.smartsheet.com/dc5ca39506aa4b15b6ae3e758c41c2d6>



Amy Spero <amyspero.lv@gmail.com>

Distance Education Application

6 messages

Marina McHatton <mmchatton@doe.nv.gov>
To: Amy Spero <amyspero.lv@gmail.com>

Wed, Mar 6, 2024 at 11:18 AM

Attached is the application for you to review. When you are ready to complete the application be sure to change the date at the top for the school years that it will cover and/or give Jayne Malorni a heads up to make sure that you are completing the correct version of the application. Her contact is listed on the application.

[Distance Learning \(nv.gov\)](#)

[Nevada Distance Learning Provider Course List \(smartsheet.com\)](#) (you can copy this into an Excel doc. so you can sort easier)

Marina McHatton, CPM

Nevada Department of Education

Adult Education | Distance Education | Alternative Education

Education Programs Professional

Office of Career Readiness, Adult Learning & Education Options

755 N. Roop Street, Suite 201

Carson City, NV 89701

Office Phone: (775) 687-7288



Distance Ed Program Application Template 3.2024.docx
78K

Amy Spero <amyspero.lv@gmail.com>
To: Marina McHatton <mmchatton@doe.nv.gov>

Wed, Mar 6, 2024 at 11:19 AM

Page interpretation: Full list of currently approved distance learning providers per Nevada Department of Education, which includes providers and courses referenced in the school's application.

	Column2	Column3	Column4	Column5
Course Title	Grade level	Subject	Vendor	Expiring Date
AP English Language and Composition	11-12	ELA credit	Accelerate Educ	07/31/25
AP English Literature	11-12	ELA credit	Accelerate Educ	07/31/25
Honors Language Arts 10 A&B	10	ELA credit	Accelerate Educ	07/31/25
Honors Language Arts 11 A&B	11	ELA credit	Accelerate Edu	07/31/25
Honors Language Arts 12 A&B	12	ELA credit	Accelerate Educ	07/31/25
Honors Language Arts 9 A&B	9	ELA credit	Accelerate Educ	07/31/25
Language Arts K	K	ELA credit	Accelerate Educ	07/31/25
Language Arts 1	1	ELA credit	Accelerate Educ	07/31/25
Language Arts 2	2	ELA credit	Accelerate Educ	07/31/25
Language Arts 3	3	ELA credit	Accelerate Educ	07/31/25
Language Arts 4	4	ELA credit	Accelerate Educ	07/31/25
Language Arts 5	5	ELA credit	Accelerate Educ	07/31/25
Language Arts 6	6	ELA credit	Accelerate Educ	07/31/25
Language Arts 7	7	ELA credit	Accelerate Educ	07/31/25
Language Arts 8	8	ELA credit	Accelerate Educ	07/31/25
Language Arts 9	9	ELA credit	Accelerate Educ	07/31/25
Language Arts 10	10	ELA credit	Accelerate Educ	07/31/25
Language Arts 11	11	ELA credit	Accelerate Educ	07/31/25
Language Arts 12	12	ELA credit	Accelerate Educ	07/31/25
Accounting	9-12	Elective credit	Accelerate Educ	07/31/25
Adobe Illustrator	9-12	Elective credit	Accelerate Educ	07/31/25
Adobe In-Design	9-12	Elective credit	Accelerate Educ	07/31/25
Adobe Photoshop	9-12	Elective credit	Accelerate Educ	07/31/25
Adobe Premiere Pro	9-12	Elective credit	Accelerate Educ	07/31/25
Advanced Drawing	9-12	Elective credit	Accelerate Educ	07/31/25
Aeronautics and Space Travel	9-12	Elective credit	Accelerate Educ	07/31/25
Anatomy and Physiology	9-12	Elective credit	Accelerate Educ	07/31/25
AP Computer Science A&B	10-12	Elective credit	Accelerate Educ	07/31/25
Architectual Design I	9-12	Elective credit	Accelerate Educ	07/31/25
Architectual Design II	9-12	Elective credit	Accelerate Educ	07/31/25
Art Appreciation	9-12	Elective credit	Accelerate Educ	07/31/25
Arts Explorations	9-12	Elective credit	Accelerate Educ	07/31/25
Augmented & Virtual Applications	9-12	Elective credit	Accelerate Educ	07/31/25
Basic Drawing	9-12	Elective credit	Accelerate Educ	07/31/25
Basic Web Design	9-12	Elective credit	Accelerate Educ	07/31/25
Beginning Painting	9-12	Elective credit	Accelerate Educ	07/31/25
Building Maintenance Technologies I	9-12	Elective credit	Accelerate Educ	07/31/25
Building Maintenance Technologies II	9-12	Elective credit	Accelerate Educ	07/31/25

Theatre	9-12	General Elective credit	Beacon	07/31/27
Your Future	9-12	General Elective credit	Beacon	07/31/27
Health	9-12	Health credit	Beacon	07/31/27
Algebra I (ALEKS)	9-12	Math credit	Beacon	07/31/27
Algebra I (Canvas)	9-12	Math credit	Beacon	07/31/27
Algebra II	9-12	Math credit	Beacon	07/31/27
Geometry	9-12	Math credit	Beacon	07/31/27
Pre-Algebra	9-12	Math credit	Beacon	07/31/27
Principles of Algebra	9-12	Math credit	Beacon	07/31/27
Principles of Geometry	9-12	Math credit	Beacon	07/31/27
Personal Wellness 1	9-12	Physical Education credit	Beacon	07/31/27
Personal Wellness 2	9-12	Physical Education credit	Beacon	07/31/27
Biology	9-12	Science credit	Beacon	07/31/27
Earth Science	9-12	Science credit	Beacon	07/31/27
Physical Science	9-12	Science credit	Beacon	07/31/27
U.S. Government	9-12	Social Studies credit	Beacon	07/31/27
Economics	9-12	Social Studies credit	Beacon	07/31/27
U.S. History	9-12	Social Studies credit	Beacon	07/31/27
World History	9-12	Social Studies credit	Beacon	07/31/27
Engl 041: Ninth-Grade English, Part 1	9	ELA credit	BYU	07/31/25
Engl 043: Ninth-Grade English, Part 2	9	ELA credit	BYU	07/31/25
Engl 045: Tenth-Grade English, Part 1	10	ELA credit	BYU	07/31/25
Engl 047: Tenth-Grade English, Part 2	10	ELA credit	BYU	07/31/25
Engl 051: Eleventh-Grade English, Part 1	11	ELA credit	BYU	07/31/25
Engl 053: Eleventh-Grade English, Part 2	11	ELA credit	BYU	07/31/25
Engl 055: Twelfth-Grade English, Part 1	12	ELA credit	BYU	07/31/25
Engl 057: Twelfth-Grade English, Part 2	12	ELA credit	BYU	07/31/25
Engl 031: Seventh-Grade English, Part 1	7	ELA credit	BYU	07/31/25
Engl 033: Seventh-Grade English, Part 2	7	ELA credit	BYU	07/31/25
Engl 035: Eighth-Grade English, Part 1	8	ELA credit	BYU	07/31/25
Engl 037: Eighth-Grade English, Part 2	8	ELA credit	BYU	07/31/25
Writ 045: Creative Writing	9-12	ELA credit	BYU	07/31/25
Writ 041: English Usage	9-12	ELA credit	BYU	07/31/25
ACT 051: ACT Preparation	9-12	Elective credit	BYU	07/31/25
Bowl 041: Bowling	9-12	Elective credit	BYU	07/31/25
Fit 041: Fitness for Living Well	9-12	Elective credit	BYU	07/31/25
Golf 041: Golf	9-12	Elective credit	BYU	07/31/25
Real 041: Life Preparation	9-12	Elective credit	BYU	07/31/25
Selg 047: Dating: Romance and Reason	9-12	Elective credit	BYU	07/31/25
Selg 049: Essential Life Skills	9-12	Elective credit	BYU	07/31/25
Selfg 055: Study Skills	9-12	Elective credit	BYU	07/31/25
Selfg 057: Education and Career Planning	9-12	Elective credit	BYU	07/31/25
Stdev 051: Online Prep: Tools for Success	9-12	Elective credit	BYU	07/31/25

Ten 041: Tennis	9-12	Elective credit	BYU	07/31/25
Xplr 041: Character Education: Explorin	9-12	Elective credit	BYU	07/31/25
Xplr 041: Character Education: Explorin	9-12	Elective credit	BYU	07/31/25
Public Speaking	9-12	Elective credit	BYU	07/31/25
Why Try? Life Skills for Student Succes	7-12	Elective credit	BYU	07/31/25
Art 041: Art Foundations, Part 1	9-12	Elective - Fine Arts	BYU	07/31/25
Art 043: Art Foundations, Part 2	9-12	Elective - Fine Arts	BYU	07/31/25
Art 061: Digital Photography	9-12	Elective - Fine Arts	BYU	07/31/25
Art 045: Drawing	9-12	Elective - Fine Arts	BYU	07/31/25
Music 041: Introduction to Music	9-12	Elective - Fine Arts	BYU	07/31/25
Music 043: Guitar Basics, Part 1	9-12	Elective - Fine Arts	BYU	07/31/25
Music 044: Guitar Basics, Part 2	9-12	Elective - Fine Arts	BYU	07/31/25
Ukulele Basics, Part 1	9-12	Elective - Fine Arts	BYU	07/31/25
Ukulele Basics, Part 2	9-12	Elective - Fine Arts	BYU	07/31/25
Voice Basics, Part 1	9-12	Elective - Fine Arts	BYU	07/31/25
Voice Basics, Part 2	9-12	Elective - Fine Arts	BYU	07/31/25
Hlth 041: Health Education, Part 1	9-12	Health credit	BYU	07/31/25
Alg 041: Pre-Algebra, Part 1	9-12	Math credit	BYU	07/31/25
Alg 043: Pre-Algebra, Part 2	9-12	Math credit	BYU	07/31/25
Alg 051: Algebra 1, Part 1	9-12	Math credit	BYU	07/31/25
Alg 053: Algebra 1, Part 2	9-12	Math credit	BYU	07/31/25
Alg 055: Algebra 2, Part 1	9-12	Math credit	BYU	07/31/25
Alg 057: Algebra 2, Part 2	9-12	Math credit	BYU	07/31/25
APCalc 061: AP Calculus AB, Part 1	9-12	Math credit	BYU	07/31/25
APCalc 063: AP Calculus AB, Part 2	9-12	Math credit	BYU	07/31/25
APCalc 065: AP Calculus BC, Part 1	9-12	Math credit	BYU	07/31/25
APCalc 067: AP Calculus BC, Part 2	9-12	Math credit	BYU	07/31/25
BMath 041: Business & Consumer Math	9-12	Math credit	BYU	07/31/25
BMath 043: Business & Consumer Math	9-12	Math credit	BYU	07/31/25
Geom 041: Geometry, Part 1	9-12	Math credit	BYU	07/31/25
Geom 043: Geometry, Part 2	9-12	Math credit	BYU	07/31/25
Math 031: Seventh-Grade Mathematics	7	Math credit	BYU	07/31/25
Math 033: Seventh-Grade Mathematics	7	Math credit	BYU	07/31/25
Math 035: Eighth-Grade Mathematics, F	8	Math credit	BYU	07/31/25
Math 037: Eighth-Grade Mathematics, F	8	Math credit	BYU	07/31/25
Precalc 041: Precalculus, Part 1	9-12	Math credit	BYU	07/31/25
Precalc 043: Precalculus, Part 2	9-12	Math credit	BYU	07/31/25
Trig 041: Trigonometry	9-12	Math credit	BYU	07/31/25
Jogging (JOG 041)	9-12	Physical Education	BYU	07/31/25
Walking Fitness (WALK 041)	9-12	Physical Education	BYU	07/31/25
Financial Literacy	9-12	Social Studies credit	BYU	07/31/25
United States History to 1877	9-12	Social Studies credit	BYU	07/31/25
American (U.S.) Government and Citize	9-12	Social Studies credit	BYU	07/31/25

Sociology	10	Elective credit	Edgenuity Imagin	07/31/27
Strategies for Academic Success	9-12	Elective credit	Edgenuity Imagin	07/31/27
ACCUPLACER®	9-12	Elective credit	Edgenuity Imagin	07/31/27
ACT®	9-12	Elective credit	Edgenuity Imagin	07/31/27
COMPASS®	9-12	Elective credit	Edgenuity Imagin	07/31/27
GED®	9-12	Elective credit	Edgenuity Imagin	07/31/27
HiSET®	9-12	Elective credit	Edgenuity Imagin	07/31/27
PSAT®	9-12	Elective credit	Edgenuity Imagin	07/31/27
SAT®	9-12	Elective credit	Edgenuity Imagin	07/31/27
ACT WorkKeys®	9-12	Elective credit	Edgenuity Imagin	07/31/27
ASVAB®	9-12	Elective credit	Edgenuity Imagin	07/31/27
TASC®	9-12	Elective credit	Edgenuity Imagin	07/31/27
Computer Applications: MS Office 2019	9-12	Elective credit	Edgenuity Imagin	07/31/27
EOC English Language Arts I	9-12	Elective credit	Edgenuity Imagin	07/31/27
EOC English Language Arts II	9-12	Elective credit	Edgenuity Imagin	07/31/27
EOC Science	9-12	Elective credit	Edgenuity Imagin	07/31/27
EOC Math I	9-12	Elective credit	Edgenuity Imagin	07/31/27
EOC Math II	9-12	Elective credit	Edgenuity Imagin	07/31/27
EOC Integrated Math I	9-12	Elective credit	Edgenuity Imagin	07/31/27
EOC Integrated Math II	9-12	Elective credit	Edgenuity Imagin	07/31/27
Anatomy	9-12	Elective credit	Edgenuity Imagin	07/31/27
Drugs & Alcohol	9-12	Elective credit	Edgenuity Imagin	07/31/27
Exercise Science	9-12	Elective credit	Edgenuity Imagin	07/31/27
First Aid & Safety	9-12	Elective credit	Edgenuity Imagin	07/31/27
Health Careers	9-12	Elective credit	Edgenuity Imagin	07/31/27
Intro to Coaching	9-12	Elective credit	Edgenuity Imagin	07/31/27
Life Skills	9-12	Elective credit	Edgenuity Imagin	07/31/27
Middle School Life Skills	6-8	Elective credit	Edgenuity Imagin	07/31/27
Personal Training	9-12	Elective credit	Edgenuity Imagin	07/31/27
Physiology	9-12	Elective credit	Edgenuity Imagin	07/31/27
Sports Officiating	9-12	Elective credit	Edgenuity Imagin	07/31/27
Character & Leadership Development	6-12	Elective credit	Edgenuity Imagin	07/31/27
College & Career Readiness	6-12	Elective credit	Edgenuity Imagin	07/31/27
Mental Health & Wellness	6-12	Elective credit	Edgenuity Imagin	07/31/27
Personal Development	6-12	Elective credit	Edgenuity Imagin	07/31/27
Social & Emotional Success	6-12	Elective credit	Edgenuity Imagin	07/31/27
Unlock Your Purpose	6-12	Elective credit	Edgenuity Imagin	07/31/27
Transform My Emotions	3-5	Elective credit	Edgenuity Imagin	07/31/27
Introduction to Computer Science	9-12	Elective credit	Edgenuity Imagin	07/31/27
Introduction to Agriculture, Food, and N	9-12	Elective credit	Edgenuity Imagin	07/31/27
Agribusiness Systems	9-12	Elective credit	Edgenuity Imagin	07/31/27
Food Products and Processing Systems	9-12	Elective credit	Edgenuity Imagin	07/31/27
Power, Structural and Technical System	9-12	Elective credit	Edgenuity Imagin	07/31/27

German 1	6-8	World Language credit	Edgenuity Imagi	07/31/27
German 2	6-8	World Language credit	Edgenuity Imagi	07/31/27
German I	9-12	World Language credit	Edgenuity Imagi	07/31/27
German II	9-12	World Language credit	Edgenuity Imagi	07/31/27
Latin 1	6-8	World Language credit	Edgenuity Imagi	07/31/27
Latin 2	6-8	World Language credit	Edgenuity Imagi	07/31/27
Latin I	9-12	World Language credit	Edgenuity Imagi	07/31/27
Latin II	9-12	World Language credit	Edgenuity Imagi	07/31/27
Spanish 1	6-8	World Language credit	Edgenuity Imagi	07/31/27
Spanish 2	6-8	World Language credit	Edgenuity Imagi	07/31/27
Spanish I	9-12	World Language credit	Edgenuity Imagi	07/31/27
Spanish II	9-12	World Language credit	Edgenuity Imagi	07/31/27
Spanish III	9-12	World Language credit	Edgenuity Imagi	07/31/27
Introduction to Computer Science (Not	9-12	Elective credit	Edgenuity Imagi	07/31/27
HS Pre-Algebra	9-12	Math	Edgenuity Imagi	07/31/27
English 1 [Competency Based]	9-12	ELA credit	EdisonLearning	07/31/27
English 2 [Competency Based]	9-12	ELA credit	EdisonLearning	07/31/27
English 3 [Competency Based]	9-12	ELA credit	EdisonLearning	07/31/27
English 4 [Competency Based]	9-12	ELA credit	EdisonLearning	07/31/27
Language Arts 6th Grade	6	ELA credit	EdisonLearning	07/31/27
Language Arts 7th Grade	7	ELA credit	EdisonLearning	07/31/27
Language Arts 8th Grade	8	ELA credit	EdisonLearning	07/31/27
Computer Skills for Academic Success	9-12	Elective credit	EdisonLearning	07/31/27
Career Explorations [Competency Base	9-12	Elective credit	EdisonLearning	07/31/27
Life Skills [Competency Based]	9-12	Elective credit	EdisonLearning	07/31/27
Personal Finance [Competency Based]	9-12	Elective credit	EdisonLearning	07/31/27
Psychology [Competency Based]	9-12	Elective credit	EdisonLearning	07/31/27
Art History and Appreciation [Compete	9-12	Fine Arts credit	EdisonLearning	07/31/27
Music Theory and Appreciation [Compe	9-12	Fine Arts credit	EdisonLearning	07/31/27
Algebra 1 [Competency Based]	6-12	Math credit	EdisonLearning	07/31/27
Algebra 2 [Competency Based]	6-12	Math credit	EdisonLearning	07/31/27
Geometry [Competency Based]	6-12	Math credit	EdisonLearning	07/31/27
Mathematics 6th Grade	6-12	Math credit	EdisonLearning	07/31/27
Mathematics 7th Grade	6-12	Math credit	EdisonLearning	07/31/27
Mathematics 8th Grade	6-12	Math credit	EdisonLearning	07/31/27
Pre-Algebra [Competency Based]	6-12	Math credit	EdisonLearning	07/31/27
Pre-Calculus [Competency Based]	6-12	Math credit	EdisonLearning	07/31/27
Biology [Competency Based]	6-12	Science credit	EdisonLearning	07/31/27
Chemistry [Competency Based]	6-12	Science credit	EdisonLearning	07/31/27
Earth Science [Competency Based]	6-12	Science credit	EdisonLearning	07/31/27
Life Science [Competency Based]	6-12	Science credit	EdisonLearning	07/31/27
Physical Science [Competency Based]	6-12	Science credit	EdisonLearning	07/31/27
Physics {Competency Based]	6-12	Science credit	EdisonLearning	07/31/27

Summit Environmental Science*	9-12	Science credit	Stride	07/31/26
Summit Life Science	6-8	Science credit	Stride	07/31/26
Summit Physical Science	6-8	Science credit	Stride	07/31/26
Summit Physical Science	9-12	Science credit	Stride	07/31/26
Summit Physics	9-12	Science credit	Stride	07/31/26
Summit Physics Honors	9-12	Science credit	Stride	07/31/26
Summit Science 1 NG	1	Science credit	Stride	07/31/26
Summit Science 2 NG	2	Science credit	Stride	07/31/26
Summit Science 3 NG	3	Science credit	Stride	07/31/26
Summit Science 4 NG	4	Science credit	Stride	07/31/26
Summit Science 5 NG	5	Science credit	Stride	07/31/26
Summit Science K NG	K	Science credit	Stride	07/31/26
AP U.S. Government and Politics	11-12	Social Studies credit	Stride	07/31/26
AP U.S. History	9-12	Social Studies credit	Stride	07/31/26
AP Human Geography	9-12	Social Studies credit	Stride	07/31/26
AP Macro Economics	11-12	Social Studies credit	Stride	07/31/26
AP Micro Economics	11-12	Social Studies credit	Stride	07/31/26
AP Psychology	11-12	Social Studies credit	Stride	07/31/26
AP World History	10-12	Social Studies credit	Stride	07/31/26
AP(R) Human Geography	9-12	Social Studies credit	Stride	07/31/26
Summit Geography	9-12	Social Studies credit	Stride	07/31/26
Geography CR	9-13	Social Studies credit	Stride	07/31/26
Summit Modern US History	9-12	Social Studies credit	Stride	07/31/26
Summit Modern US History Honors	9-12	Social Studies credit	Stride	07/31/26
Modern US History CR	9-12	Social Studies credit	Stride	07/31/26
Modern World Studies CR	9-12	Social Studies credit	Stride	07/31/26
HST08D Summit American History to th	6-8	Social Studies credit	Stride	07/31/26
Summit Intermediate Global Studies	6-8	Social Studies credit	Stride	07/31/26
Summit Modern World Studies	9-12	Social Studies credit	Stride	07/31/26
Summit Modern World Studies Honors	9-12	Social Studies credit	Stride	07/31/26
Summit Government and Economics N\	9-12	Social Studies credit	Stride	07/31/26
Summit US Government and Economic	9-12	Social Studies credit	Stride	07/31/26
Summit US Government and Economic	9-12	Social Studies credit	Stride	07/31/26
Summit US Government and Politics	9-12	Social Studies credit	Stride	07/31/26
Summit World History I	6-8	Social Studies credit	Stride	07/31/26
US Government and Politics CR	9-12	Social Studies credit	Stride	07/31/26
AP French Language & Culture	11-12	World Language credit	Stride	07/31/26
AP Spanish Language & Culture	11-12	World Language credit	Stride	07/31/26
French I	9-12	World Language credit	Stride	07/31/26
French II	9-12	World Language credit	Stride	07/31/26
French III	9-12	World Language credit	Stride	07/31/26
Spanish I	9-12	World Language credit	Stride	07/31/26
Spanish I CR	9-12	World Language credit	Stride	07/31/26

Spanish II	9-12	World Language credit	Stride	07/31/26
Spanish III	9-12	World Language credit	Stride	07/31/26
WLG MS Chinese I	6-8	World Language credit	Stride	07/31/26
WLG MS Chinese II	6-8	World Language credit	Stride	07/31/26
WLG MS French I	6-8	World Language credit	Stride	07/31/26
WLG MS French II	6-8	World Language credit	Stride	07/31/26
WLG MS German I	6-8	World Language credit	Stride	07/31/26
WLG MS German II	6-8	World Language credit	Stride	07/31/26
WLG MS Latin I	6-8	World Language credit	Stride	07/31/26
WLG MS Latin II	6-8	World Language credit	Stride	07/31/26
WLG MS Spanish I	6-8	World Language credit	Stride	07/31/26
WLG MS Spanish II	6-8	World Language credit	Stride	07/31/26
English 6	6	ELA credit	StrongMind	12/15/27
English 6 Honors	6	ELA credit	StrongMind	12/15/27
English 7	7	ELA credit	StrongMind	12/15/27
English 7 Honors	7	ELA credit	StrongMind	12/15/27
English 8	8	ELA credit	StrongMind	12/15/27
English 8 Honors	8	ELA credit	StrongMind	12/15/27
English 9	9	ELA credit	StrongMind	12/15/27
English 9 Honors	9	ELA credit	StrongMind	12/15/27
English 10	10	ELA credit	StrongMind	12/15/27
English 10 Honors	10	ELA credit	StrongMind	12/15/27
English 11	11	ELA credit	StrongMind	12/15/27
English 11 Honors	11	ELA credit	StrongMind	12/15/27
English 12	12	ELA credit	StrongMind	12/15/27
English 12 Honors	12	ELA credit	StrongMind	12/15/27
Intensive Reading	6-8	ELA credit	StrongMind	12/15/27
Algebra 1	6-12	Math credit	StrongMind	12/15/27
Algebra 1 Honors	6-12	Math credit	StrongMind	12/15/27
Algebra 2	6-12	Math credit	StrongMind	12/15/27
Algebra 2 Honors	6-12	Math credit	StrongMind	12/15/27
Geometry	6-12	Math credit	StrongMind	12/15/27
Geometry Honors	6-12	Math credit	StrongMind	12/15/27
Math 6	6-12	Math credit	StrongMind	12/15/27
Math 6 Honors	6-12	Math credit	StrongMind	12/15/27
Math 7	6-12	Math credit	StrongMind	12/15/27
Math 7 Honors	6-12	Math credit	StrongMind	12/15/27
Math 8	6-12	Math credit	StrongMind	12/15/27
Math 8 Honors	6-12	Math credit	StrongMind	12/15/27
MS Early World Civilizations	6-8	Social studies credit	StrongMind	12/15/27
MS US History	6-8	Social studies credit	StrongMind	12/15/27
MS World Geography and Global Studies	6-8	Social studies credit	StrongMind	12/15/27
HS Government and Civics	9-12	Social studies credit	StrongMind	12/15/27

HS US History	9-12	Social studies credit	StrongMind	12/15/27
HS US History Honors	9-12	Social studies credit	StrongMind	12/15/27
HS World History	9-12	Social studies credit	StrongMind	12/15/27
HS World History Honors	9-12	Social studies credit	StrongMind	12/15/27
HS Economics	9-12	Social studies credit	StrongMind	12/15/27
MS Civics	6-8	Social studies elective	StrongMind	12/15/27
Spanish 1 (Novice High Level 2)	9-12	World language credit	StrongMind	12/15/27
Spanish 2 (Intermediate Low Level 3)	9-12	World language credit	StrongMind	12/15/27
Spanish 3 (Intermediate High-Advanced)	9-12	World language credit	StrongMind	12/15/27
AP Biology	11-12	AP credit	VLN Partners	07/31/26
AP Calculus (AB)	11-12	AP credit	VLN Partners	07/31/26
AP Calculus (BC)	11-12	AP credit	VLN Partners	07/31/26
AP Chemistry	11-12	AP credit	VLN Partners	07/31/26
AP English Language and Composition	11-12	AP credit	VLN Partners	07/31/26
AP English Literature and Composition	11-12	AP credit	VLN Partners	07/31/26
AP Environmental Science	11-12	AP credit	VLN Partners	07/31/26
AP European History	11-12	AP credit	VLN Partners	07/31/26
AP Human Geography	11-12	AP credit	VLN Partners	07/31/26
AP Macroeconomics	11-12	AP credit	VLN Partners	07/31/26
AP Microeconomics	11-12	AP credit	VLN Partners	07/31/26
AP Physics 1: Algebra-Based	11-12	AP credit	VLN Partners	07/31/26
AP Physics 2: Algebra-Based	11-12	AP credit	VLN Partners	07/31/26
AP Psychology	11-12	AP credit	VLN Partners	07/31/26
AP Spanish Language and Culture	11-12	AP credit	VLN Partners	07/31/26
AP Statistics	11-12	AP credit	VLN Partners	07/31/26
AP United States Government and Politics	11-12	AP credit	VLN Partners	07/31/26
AP United States History	11-12	AP credit	VLN Partners	07/31/26
AP World History	11-12	AP credit	VLN Partners	07/31/26
Kindergarten Health and Wellness	K	Elective credit	VLN Partners	07/31/26
1st Grade Health and Wellness	1	Elective credit	VLN Partners	07/31/26
2nd Grade Health and Wellness	2	Elective credit	VLN Partners	07/31/26
3rd Grade Health and Wellness	3	Elective credit	VLN Partners	07/31/26
4th Grade Health and Wellness	4	Elective credit	VLN Partners	07/31/26
5th Grade Health and Wellness	5	Elective credit	VLN Partners	07/31/26
Middle School Health I	6-8	Elective credit	VLN Partners	07/31/26
Middle School Health II	6-8	Elective credit	VLN Partners	07/31/26
Middle School Health III	6-8	Elective credit	VLN Partners	07/31/26
Middle School Physical Education I	6-8	Elective credit	VLN Partners	07/31/26
Middle School Physical Education II	6-8	Elective credit	VLN Partners	07/31/26
Middle School Physical Education III	6-8	Elective credit	VLN Partners	07/31/26
Kindergarten Art	K	Elective credit	VLN Partners	07/31/26
1st Grade Art	1	Elective credit	VLN Partners	07/31/26
2nd Grade Art	2	Elective credit	VLN Partners	07/31/26

ATTACHMENT 9:

Board Member Template

Necca Academy Charter School Application

ATTACHMENT 9: BOARD MEMBER ROSTER TEMPLATE

Proposed Board Member Name	Proposed Position on Board, if applicable (ex. Chair, Vice Chair, Treasurer, etc.)	Occupation and Current Employer	Membership Category Pursuant to NRS 388A.320(1) (select one for each member)				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	
Anya Earl	TBD	Executive Director, SAFY of Nevada				X	Culture Committee
Kevin McPartlin	Vice Chair	Associate Superintendent, Clark County School District		X			Academic Committee
Desiree Kathmann	TBD	Concierge, Lifetime Fitness			X		TBD
Willis Bowden III	TBD	Self Employed, Bowden Boyatt Law				X	TBD
Open: Teacher Member							
Open: NSHE Partner Member							
Open: Student Member							
Open: Optional							
Open: Optional							

ATTACHMENT 10:

Bylaws, Conflict of Interest and Code of Ethics Policies

Necca Academy Charter School Application

Code of Ethics and Conflict of Interest Policy

Necca Academy: Faculty & Staff Professional Responsibility:

Staff & Educator(s) knows that trust in the profession depends upon a level of professional responsibility that may be higher than the minimal standard of policy and law. This responsibility entails holding oneself and other educators to the same ethical standards.

A. Staff will demonstrate responsibility to oneself and the profession by:

1. Holding oneself responsible to recognized professional ethics standards, and standards set by Necca Academy.
2. Knowing and upholding the procedures, policies, and laws relevant to professional practice regardless of personal views.
3. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment and taking appropriate measures when personal or health-related issues may interfere with work-related duties.
4. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community.
5. Refraining from using one's position for personal gain and avoiding the appearance of impropriety.
6. Taking responsibility and credit only for work performed or produced, and acknowledging the work and contributions made by others. (Authentically own your actions and give praise to the work of your colleagues and peers; and
7. Recognizing a lack of knowledge or understanding of the Necca Academy code of ethics, is not in itself, a defense for of unprofessional conduct.

B. Staff obligations and/or fulfillment attempt(s) to address and resolve ethical issues.

1. Identifying and taking reasonable steps to resolve conflicts between Necca Academy and the implicit or explicit demands of a person, student, or organization.
2. Maintaining fidelity to Necca Academy by taking proactive steps when having reason to believe that another educator may be approaching or involved in an unethical behavior(s), and / or ethically compromising situation(s);
3. Refraining from discriminating, pursuing, or retaliating against a person, on basis of having made an ethics complaint(s);
4. Refraining from filing or encouraging frivolous ethics complaints solely to harm or retaliate; and
5. Cooperating fully and honestly during investigations and proceedings.

C. Staff continuously promotes and advances the profession within and beyond the school community by:

1. Engaging in respectful collaborations regarding issues that impact the profession.
2. Display of continuous educational leadership and student services by Influencing and supporting decisions and actions that positively impact teaching and learning for both peers and students alike.
3. Staying current with ethical guidelines and decisions from professional organizations and other relevant sources (e.g., State and local governing entities).
4. Engaging with the greater educational community through professional organizations and associations.
5. Ensuring equitable opportunities for all members within the learning community, by continual advocating for adequate resources and facilities

Necca Academy

A proposed charter school

Necca Academy: Professional Competence Responsibilities

Staff are committed to the highest levels of ethical practices and professionalism.

- A. Staff demonstrate commitment to higher standards of practice through:
 - 1. Using Necca Academy code of ethics is unique to one's discipline to guide and frame educational decision-making.
 - 2. Taking responsibility of Incorporating into one's practice(s) of state and national standards, including but not limited to those specific to one's discipline.
 - 3. Advocating for equitable educational opportunities for all students and staff.
 - 4. Accepting personal and professional responsibilities, performing duties, and providing services corresponding to the area of certification, licensure and/or training of one's position.
 - 5. Continual assessment and reflection of one's professional skills, knowledge, and competency on an ongoing basis.
 - 6. Continual commitment and advocating for ongoing professional learning.
- B. Staff demonstrate responsible use of data, materials, research, and assessment by:
 - 1. Recognizing others' work by appropriately citing data or materials from published, unpublished or electronic sources when disseminating any/all information.
 - 2. Use of appropriate assessments for the purposes for which they are intended and for which they have been validated and approved to guide educational decisions.
 - 3. Conducting research in an ethical and responsible manner with appropriate supervision And/or necessary approval(s).
 - 4. Research and use of evidence, instructional data, for professional knowledge to be used for informed practice(s).
 - 5. Remaining in accordance with official guidance, but not limited to, policies and laws for creating, maintaining, disseminating, storing, retention and disposal of records or related data of one's research and practices
 - 6. Using data findings that are accurate, from reliable data sources, ethical in content and of context
- C. Staff demonstrate competence by acting in the best interest of all students by:
 - 1. Providing a quality and equitable educational experience, by increasing students' access to curriculum, resources, and activities
 - 2. Continuously working to engage Necca Academy surrounding communities to close gaps surrounding academic opportunities and achievements.
 - 3. Protecting students from any practice that harms or has the reasonable potential to harm physically, mentally, or emotionally

Necca Academy: Responsibility to Students

Necca Academy staff have a primary obligation to foster and uphold the safety, well-being, and health of all students. All staff shall treat students with dignity and respect, will establish and maintain appropriate verbal, physical, emotional, and social boundaries.

- A. Staff will respect the rights and dignity of all students by:
 - 1. Respect of students shall include, but not limited to, the consideration of their individual characteristics, including age, gender, culture, setting, ability, and socioeconomic context.
 - 2. Maintaining interactions in appropriate settings, and interacting with students with transparency
 - 3. Communicating with students will be in a clear, respectful, and culturally sensitive manner.

Necca Academy

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4. Being mindful of how appearance and dress can affect one's interactions and relationships with students.
5. Remain mindful and vigilant of any/or all implications of the acceptance of gifts from students or giving gifts to students.
6. Physical contact with students or engaging-in with students only when there is a clearly defined purpose that benefits students and continually keeps their health, safety, and well-being in mind.
7. Multiple relationships with students will be avoided, so that it will not impair objectivity and increase the risk of harm to their well-being or decrease educator effectiveness.
8. Acknowledgement that under no circumstance will staff or educators be allowed to engage in romantic or sexual relationships with students.
9. Acknowledgment of the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the staff or educator's career. The staff and/or educator will ensure the adult relationship was not started while the former student was in school.

B. Staff will demonstrate an ethic of care through:

1. Obtaining an understanding of students' educational, academic, personal, and social needs, as well as, their values, beliefs and/or cultural background.
2. Display, encourage, and respect the dignity, worth and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, sexual orientation, civil status, family status, religion, age, disability, race, ethnicity, socioeconomic context and culture.
3. Establishing and maintaining an environment and culture that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. Staff will maintain student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents or information obtained in the course of any professional practice.
2. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies

Necca Academy

A proposed charter school

Policy:

The purpose of the conflict of interest policy is to protect the interests of Necca Academy when entering into a transaction or arrangement that may benefit the private interest of an Officer, Director, or employee of the organization. This policy is not intended to supersede any conflict of interest policies set forth by the SPCSA or federal law.

Furthermore, all Officers, Directors and Employees agree to to comply with Nevada Code of Ethical Standards per NRS281A.400 and NAC388A.525.

Definitions:

1. Interested person: Any Director, Officer, or employee or member of a committee who has direct or indirect financial interest is an interested person.
2. Financial Interest: A person has financial interest in the person has directly or indirectly benefited from a transaction, investment, or otherwise pertaining to Necca Academy.
 - a. Ownership or investment interest in any entity with which the charter school has a transaction or arrangement;
 - b. Compensation agreement with the charter school or with any individual or entity in which the charter school does business with;
 - c. A potential ownership or investment interest in or compensation arraignment with any entity in which the charter school is negotiating a transaction with;
 - d. Received compensation from the charter school for services renderedCompensation includes both monetary compensation or gifts or favors that are not insubstantial.

Procedures:

1. Duties to disclose: When a potential conflict of interest exists, it is the responsibility of the Interested Person to fully disclose such conflict.
2. Procedures for addressing the conflict of interest: If a potential conflict of interest exists among an Interested Person with decision making power, the Interested Person should disclose and defer.
3. Seek counsel: When in doubt, seek guidance from legal counsel.

Violations:

Conflict of Interest violations are taking very seriously and may result in immediate removal and/or termination. If the Governing Board has reason to believe that an Interested Party failed to disclose actual or possible conflicts of interest, it shall inform the Interest Person of the basis for such believe and provide them an opportunity to respond. After an investigation has occurred, and the Governing Board finds the Interested Party failed to comply with the Conflict of Interest policy, corrective action and/or up to removal / termination may be applicable. Any transaction entered into in violation of the Conflict of Interest policy will be considered null and void.

Necca Academy

A proposed charter school

Compensation: No Governing Board member may vote on an item in which a conflict of interest exists, including but not limited to financial incentives from the item in question.

Records of Proceedings: Minutes of each board meeting and all committees with board-delegated powers shall contain the 1) names of persons who disclosed or were otherwise found to have a financial interest, any action taken to determine the conflict was present and the Governing Board's decision as to whether or not a conflict of interest in fact existed; and 2) the names of the persons who were present for the discussions and the votes pertaining to such transactions.

Annual Statements: On an annual basis, each Director, Officer, and member of a committee with Board-directed delegated powers members must acknowledge that the charter operates as a nonprofit organization which operates a public charter using taxpayer funding. In order to maintain federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Acknowledgement of Necca Academy Conflict of Interest Policy

I, _____, a Necca Academy director, officer or committee member with Board-delegated powers, have received and reviewed a copy of the Conflict of Interest policy. I have read, understand and agree to the terms and conditions within the Conflict of Interest policy. I understand that Necca Academy is a nonprofit public benefit corporation and in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes. I also understand that Necca Academy is subject to the conflict of interest laws applicable to public charter schools.

Director, Officer, or Committee Member

Date

Board Secretary

By-laws
of
Necca Academy Academy
a Proposed Nevada Charter School

Table of Contents

Article One	Name and Purpose.....	<u>1</u>
Section 1.01	School Name.....	<u>1</u>
Section 1.02	Purpose.....	<u>1</u>
Section 1.03	Nonprofit Status.....	<u>1</u>
Section 1.04	Exempt Activities Limitation.....	<u>1</u>
Section 1.03	Membership.....	<u>1</u>
Article Two	Governance.....	<u>2</u>
Section 2.01	Standards.....	<u>2</u>
Section 2.02	Governing Board	<u>2</u>
Section 2.03	Composition of the Board.....	<u>3</u>
Section 2.04	Qualifications of Board Directors.....	<u>3</u>
Section 2.05	Officers.....	<u>3</u>
Section 2.06	Election and Term of Office.....	<u>4</u>
Section 2.07	Powers and Duties.....	<u>4</u>
Section 2.08	Committees.....	<u>4</u>
Section 2.09	Compensation of Members	<u>6</u>
Section 2.10	Vacancies.....	<u>6</u>
Section 2.11	Removal of Members.....	<u>6</u>
Section 2.12	Resignations.....	<u>6</u>
Article Three	Board Meetings.....	<u>7</u>
Section 3.01	Regular Meetings.....	<u>7</u>
Section 3.02	Special Meetings.....	<u>7</u>
Section 3.03	Annual Meetings.....	<u>7</u>
Section 3.04	Closed Sessions.....	<u>7</u>
Section 3.05	Agendas and Minutes.....	<u>7</u>
Section 3.06	Meeting Protocols.....	<u>8</u>

Section 3.04	Quorum.....	8
Section 3.05	Voting.....	8
Article Four	Finances.....	9
Section 4.01	Fiscal Year.....	9
Section 4.02	Signing Authority.....	9
Section 4.03	Deposits.....	9
Section 4.03	Loans.....	9
Section 4.04	Gifts/Donations.....	9
Section 4.05	Reimbursements.....	9
Article Five	General Provisions.....	10
Section 5.01	Indemnification.....	10
Section 5.02	Conflict of Interest.....	10
Section 5.03	Non-disparagement.....	10
Section 5.04	Non-discrimination.....	11
Article Five	Amendment of Bylaws.....	11
Section 5.01	Amendment of Bylaws.....	11
Article Six	Dissolution.....	11
Section 6.01	Dissolution.....	11
Article Seven	Adoption and of Bylaws.....	12
Section 6.01	Certification.....	12

Article One

Name and Purpose

Section 1.01 School Name and Location

The name of the charter school is **Necca Academy Academy**. Necca Academy Academy is located at **[leave blank until the school has a location]**. Necca Academy Academy is a charter school pursuant to Nevada Revised Statute NAC-388A sponsored by the State Public Charter School Authority (SPCSA). Necca Academy Academy shall operate in accordance with Nevada Revised Statutes, Chapter 388, and other applicable statutes and regulations.

Section 1.02 Purpose

The purpose of Necca Academy Academy is to provide a charter high school with a college dual enrollment program whose mission is to increase access to dual enrollment opportunities for at-risk youth groups, thereby setting students of all backgrounds on a path of academic excellence and personal fulfillment. Necca Academy Academy's goal is to remove known barriers that challenge at-risk student populations giving them a valuable head start in college and better equipping students for life after high school.

Section 1.03 Non-Profit Status

Necca Academy Academy is a Nevada non-profit corporation to be recognized as tax exempt under Section 501(c)(3) of the Internal Revenue Code.

Necca Academy Academy shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of Nevada and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the school. The powers of the Academy may include, but shall not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions

Section 1.04. Exempt Activities Limitation

Notwithstanding any other provision of these Bylaws, no Director, Officer, Employee, Member, or representative of Necca Academy Academy shall take action or carry on any activity by or on behalf of the school not permitted to be taken or carried on under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of such Code and the Federal tax regulations (the "Regulations") as they now exist or may be amended from time to time. No part of the net earnings of the Academy shall inure to the benefit or be distributable to any Director, Officer, member, or other private person, except that Necca Academy Academy be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation and these Bylaws.

Section 1.05 No Membership Classes

Necca Academy Academy shall have no membership classes who have any right to vote or title or interest in or to its properties and franchises.

Article Two

Governance

Section 2.01 Governance Standards

While the Necca Academy Academy school leadership and staff handle day-to-day operations of the school, the governing body of a public charter school is responsible for ensuring the success of the school and its students. The governing Board plans and directs all aspects of the school's operations and is accountable for the academic achievement of students and effective organizational practices.

The Governance Standards, developed in alignment with Section 3 of Assembly Bill 419 from the 81st Session of the Nevada Legislature, now codified as NRS 388A.224, describe the standards by which the State Public Charter School Authority defines strong charter school governance. Public charter schools sponsored by the State Public Charter School Authority should use these standards as a north star for evaluating board effectiveness and guiding board member development.

The Standards are as follows:

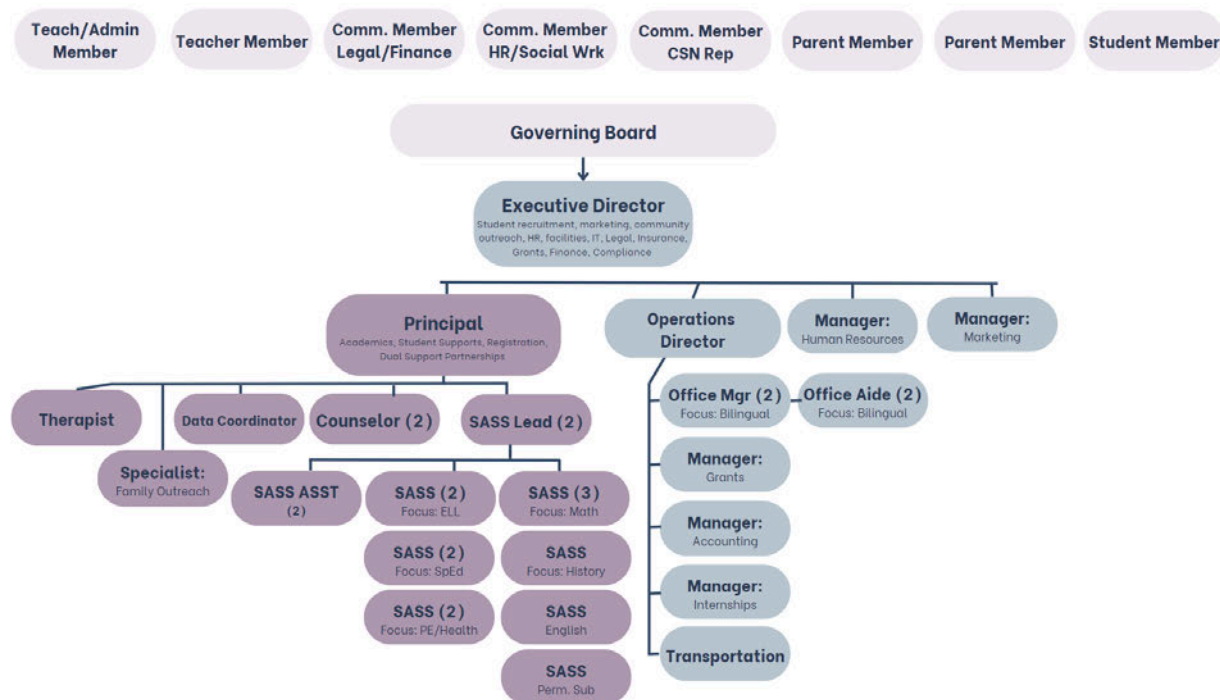
- a) Focus on Student Growth, Achievement, and Social and Emotional Wellbeing
- b) Ensure an Effective and Well-Run Organization
- c) Manage Financial Resources Responsibly
- d) Commit to Long-Term Success
- e) Ensure Strong Leadership and Effective Partnerships
- f) Operate in Service of your School Community

Section 2.02 Governing Board

The Necca Academy Academy governing Board of Director's will provide oversight, accountability, and compliance with the school's charter. The business and affairs of Necca Academy Academy shall be managed and controlled under the general direction of the Board of Directors in accordance with the purposes and limitations set forth herein and in the charter. All Directors shall be devoted to the purpose and mission of Necca Academy Academy and the interests of the community. Membership and qualifications and powers of the Board will be in accordance with NRS 388A.320. For the purposes of chapter 281A of NRS, the members of the governing body of a charter school are public officers.

The governing board is responsible for the hiring, oversight, evaluation, and termination of the Executive Director who is responsible for ensuring day to day operations of the school are in alignment with the strategic direction set by the governing board and the requirements set forth by the Department of Education and SPCSA. The Executive Director will act as the liaison between the school and the

governing board. Should there be a vacancy in the Executive Director role, the Operations Director will fill any roles otherwise satisfied by the Executive Director.



Section 2.03 Composition of the Board

In compliance with NRS388.320, the governing board must contain a minimum of one (1) teacher, one (1) member who is a (second) teacher or retired teacher or school administrator, one (1) parent member, two (2) community members with a background in accounting, financial services, law or human resources. In addition to the required seats per NRS388.320, Necca Academy Academy will seek one (1) representative of a partnering Nevada System of Higher Education (NSHE) representative, one (1) additional parent member, and one (1) student member (non-voting).

Section 2.04 Qualifications of Board Directors

The Board's membership shall adhere to the statutory requirements pursuant to Section 388A.320 of the Nevada Revised Statutes ("NRS"). In order to be eligible to serve as a Director on the Board, the individual must be at least eighteen (18) years of age have not been convicted of a felony relating to serving on a school board or an offense involving moral turpitude.

Section 2.05 Officers

President (Chair): The President/Chair shall preside at all meetings of the Board and the Executive Committee. The President/Chair shall have general supervision of the Board and keep them fully informed about the activities of Necca Academy Academy. The President/Chair shall perform all the duties usually incident to the office of the President/Chair and shall perform such other duties as from time to time may be assigned by the Board.

Vice-President (Vice-Chair): Powers and Duties. A Vice President/Vice-Chair shall have such powers and duties as may be assigned to him or her by the Board. In the absence of the President/Chair, the Vice President/Vice-Chair shall perform the duties of the President.

Secretary: The Secretary shall keep the minutes of all meetings of the Board in books provided for that purpose. He/she shall be responsible for the giving and serving of all notices and shall perform all the duties customarily incidental to the office of the Secretary, subject to the control of the Board, and shall perform such other duties as shall from time to time be assigned by the Board.

Treasurer: The Treasurer shall keep accurate accounts of receipts and disbursements of the Board, and shall deposit all moneys and other valuable documents of the Board in such banks as the Board may designate. At the annual meeting, he or she shall render a report of the accounts showing appropriate details. The Treasurer shall, exhibit the Board's books and accounts to whenever required by the Board, render a statement of the accounts and perform all duties incident to the position of Treasurer, subject to the control of the Board.

Section 2.06 Election and Terms of Office

The Board shall elect all Directors at an annual meeting of the Board, which officers shall be installed in office to serve for terms of three (3) years or until their successors have been duly elected and qualified. The term of office shall begin on July 1, and end on June 30 of the third year in office, with one renewal term allowed.

Each Director, upon such Director's election or appointment, shall qualify by accepting the position, and such Director's attendance at, or such Director's approval of the minutes of, any meeting of the Board subsequent to such election or appointment shall constitute acceptance of election or appointment.

Section 2.07 Powers and Duties

The business and affairs of Necca Academy Academy shall be exercised and administered under the authority of the Board of Directors. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- a) Adopts all policies required of the School under law and adjusts same when appropriate
- b) Cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- c) To develop and approve the annual budget which shall be monitored and adjusted as necessary and submit s final budget to the state pursuit to statue and regulation;
- d) Perform all audits required by law;
- e) To ensure ongoing evaluation of the School to provide accountability
- f) Carry out such other duties as required or described in the School's Charter.
- g) Upholds and enforces all laws relating to Charter School operations;
- h) Improves the School and further develops the School;
- i) Strives for a diverse student population, reflecting the community;
- j) Ensures adequate funding for the School's operation;
- k) Enters into appropriate contracts and ensures that all contracts into which the School has entered are performed according to such contracts

The Board will serve as a point of escalation should families and/or students have concerns that are not able to be resolved through the established process with school officials. The family may appeal a decision to the governing board. A dedicated email will be set up that includes distribution directly to the governing board. Any grievances submitted to the governing board shall be reviewed during the next regularly scheduled board

meeting. The Board Chair will then be responsible for communication back to the family and/or student of the decision and the rationale. Any decisions made by the Board will be deemed as final.

Section 2.08 Establishment of Committees

The Board will designate from among its members, by resolution adopted by a majority of the Board, an Executive Committee, an Academic Committee, a Finance Committee, and a Culture Committee, each of which shall consist of at least one Board member.

Each committee may request to be listed on the Board meeting agendas at any time, but at a minimum will provide a written committee summary to the board Committee Reports to be included as a part of the regular meeting agendas. Unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.

- **Executive Committee:** Comprised of five (5) members consisting of: the Board Chair, the executive director, the school principal and (2) additional board members. The Executive Committee will meet as needed, and at the request of any member of the committee. Note: The Executive Committee may take decisive action through a vote and intentionally consists of five members, requiring a 3-2 or unanimous vote to progress on any proposed issue.

The objectives of the Executive Committee are:

- Provide organizational direction and oversight between regularly scheduled governing board meetings
 - Urgent decision-making and/or crisis management and/or managing high-level issues of serious nature
 - To aide in the efficiency of the governing board
- **Academic Committee:** Comprised of five (5) to eight (8) members consisting of: the board Vice-Chair, the school principal, one (1) representative from a partnering NSHE institution, at least one (1) SASS and at least one (1) parent who is not a Board member of employee of the school and a teacher. The Academic Committee will meet a minimum of once per academic semester with the following objectives:
 - Review and assess student enrollment and achievement data including but not limited to:
 - Student enrollment by NSHE course by grade level
 - Assignment completion rate by NSHE course by grade level
 - Assessment scores by NSHE course by grade level
 - Overall letter grade and/or overall percentage grade by NSHE course by grade level
 - Student enrollment by Necca Academy Academy course by grade level
 - Assignment completion rate by Necca Academy Academy course by grade level
 - Assessment scores by Necca Academy Academy course by grade level
 - Overall letter grade and/or overall percentage grade by Necca Academy Academy course by grade level;
 - Necca Academy Academy attendance rate
 - When appropriate, data will include a filter for the number of semesters students have been enrolled with Necca Academy Academy to demonstrate progress over time.

- Identifying early signs for interventions and barriers to student achievement
 - Strategic recommendations for the subsequent year including but not limited to Necca Academy Academy curriculum, Necca Academy Academy assessments, Necca Academy Academy support systems, and NSHE course enrollment and transfers.
 - Identify and discuss industry trends that could impact future curriculum and/or enrollment and/or student needs including but not limited to updates to NDE or SPCSA requirements and recommendations.
- Finance Committee: Comprised of five (5) members consisting of: the board Treasurer, executive director, one (1) additional team member, one (1) additional community member with a background in finance or accounting, and one (1) a backend support contractor or other contracted third party to provide audit and financial oversight. The Finance Committee will meet a minimum of two times per fiscal year with the following objectives:
 - Approving an annual budget
 - Monitoring financial statements including but not limited balance sheet, profit and loss statement and cash flow statements
 - Oversight of cash reserves
 - Approving reports to the governing board and for state reporting purposes
 - Culture Committee: Comprised of six (6) members consisting of: one (1) member of the governing board, the school principal or designee, (2) additional team members, one (1) parents, and one (1) member of the community with a background in human relations and/or workplace culture. The culture committee will meet on a quarterly basis with the following objectives:
 - Review and assess school culture through:
 - Disciplinary reporting, adhering to FERPA regulations and student confidentiality
 - Staff turnover and exit interview summaries, maintaining student and staff confidentiality
 - Feedback surveys
 - School reputation score through review platforms including but not limited to: Google reviews, social media reviews, Niche, etc.
 - Reviewing school safety and risk evaluations
 - Identifying early signs for interventions and barriers to positive workplace culture
 - Strategic recommendations for including but not limited professional development training, student engagement activities, family engagement activities and community outreach opportunities.

Section 2.09 Compensation of Members

No member of the Board shall receive any compensation for serving in such office; provided that, Necca Academy Academy may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board per Section 4.02. Any such reasonable expenses that are not reimbursed by Necca Academy Academy shall be construed as a gift to Necca Academy Academy.

Section 2.10 Vacancies

The Board may fill vacancies due to the expiration of a Director's term of office, resignation, death, or removal of a Director or may appoint new Directors to fill a previously unfilled Board position,

subject to the maximum number of Directors under these Bylaws. Vacancies in the Board due to resignation, death, or removal shall be filled by the Board for the balance of the unexpired term of the person's predecessor and shall hold such office until such person's successor is duly elected and qualified.

Section 2.11 Removal of Members

Any Director may be removed, either with or without cause, by a two-thirds (2/3) majority vote of the members then in office, excluding the member at issue. Before any meeting of the Board at which a vote for removal will be made the Director in question is given notification of the Board's intention to discuss his/her case and is given the opportunity to be heard at a meeting of the Board prior to the vote on the matter. The Board may, from time to time, remove a Director from office based on an excessive number of absences from Board Meetings, as determined by the Board in their reasonable discretion

Section 2.12 Resignations

Any Officer may resign at any time by giving written notice to Necca Academy Academy. Any resignation shall take effect at the date of the receipt of the notice or at any later time specified in the notice, unless otherwise directed by the notice. The acceptance of the resignation shall not be necessary to make it effective.

Article Three

Board Meetings, Quorum and Voting

Section 3.01 Regular Meetings

The Board shall establish a regular day and place for regular meetings that pursuant to NRS shall occur no less frequently than once a quarter. To the extent required by applicable law, all Board meetings shall be held in accordance with Nevada's Open Meeting Law (NRS Chapter 241).

Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on meeting agenda.

Section 3.02 Special Meetings

If items arise that cannot wait for the next regular meeting, a special meeting of the Board may be called by the Board President/Chair, Secretary, Treasurer or any two (2) other Directors of the Board.

Section 3.03 Annual Meetings

The annual meeting of the Board shall be held at Necca Academy Academy in **[month as determined by Board]** of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled **[monthly or quarterly]** meeting. Written notice stating the place, day, and hour of the meeting shall be emailed or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. The annual meeting shall be for the purpose of electing officers, and new Board members, reviewing academic key performance indicators and for the transaction of any such business as may come before the meeting.

Section 3.04 Closed Sessions

Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the President/Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No actions may be taken in a Closed Session.

Section 3.05 Agendas and Minutes

In accordance with Nevada's Open Meeting Law, an agenda will be prepared for each regularly scheduled Board meeting and posted 7 days in advance. Any Board member may provide agenda items for the following meeting by providing a request to Necca Academy Academy's Executive Director via e-mail or regular mail, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Committee Reports shall be provided in written format and included as a part of the regular meeting agendas. Unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.

Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at Necca Academy Academy. Such minutes are public records. Following Closed Session meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session.

Not later than 30 business days after each public meeting held by the governing body of a charter school pursuant to subsection 5 of NRS 388A.320, the governing body shall submit a copy of the minutes of the meeting to the Department. The minutes of each public meeting must be approved at the next meeting of the governing body and revised as necessary. If the minutes of a meeting have not been approved by the governing body of a charter school when it submits the minutes, the governing body shall:

- (a) Submit a written statement, accompanying the minutes that are submitted, indicating that the minutes have not been approved and are subject to revision; and
- (b) Submit to the Department a copy of the approved minutes not later than 10 days after such approval

Section 3.06 Meeting Protocol

The Board shall use Robert's Rules of Order to facilitate discussions and decision making. The Rules should be used to call meetings to order, make motions, second motions, vote on motions, amend motions, transfer a motion to a committee, call items to question to end debates or discussions, and adjourn meetings.

If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, prior to the meeting. Absences by Directors will be excused with prior notice to the Chairman or designee.

Section 3.07 Quorum

A quorum at all meetings of the Board shall consist of a majority of the number of members then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the members in office at a meeting at which a quorum is present shall be the act of the Board. No business shall be considered by the Board at any meeting at which a quorum is not present.

Section 3.08 Voting

Except as otherwise required by law the act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board. Directors in attendance must vote on all issues. Voting shall be by "yes," "no," or "abstain.". In the event that the Directors are unable to make a decision based on a tied number of votes, the Board President/Chair or Treasurer in that order of precedence shall have the power to swing the vote based on his/her discretion.

The Executive Committee (defined in Section 4.01) will meet as needed, and at the request of any member of the committee to provide organizational direction and oversight between regularly scheduled governing board meetings. The Executive Committee will have the power to make decisions in urgent situations. The Executive Committee intentionally consists of four members, requiring a 3-1 or unanimous vote to progress on any proposed issue.

Each Board Director (except the student member) will get one vote. Proxy voting is not permitted.

Article Four

Finances

Section 4.01 Fiscal Year

The fiscal year of the school shall begin on July 1 and end on June 30.

Section 4.02 Signing Authority

All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of Necca Academy Academy shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board and documented in the Board's policies for inspection by the SPCSA.

Section 4.03 Deposits

All funds of Necca Academy Academy not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 4.03 Loans

No loans shall be contracted for or on behalf of Necca Academy Academy and no evidence of indebtedness shall be issued in the name of the school unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of Necca Academy Academy.

Section 4.04 Gifts/Donations

The Board may accept on behalf of Necca Academy Academy any contribution, gift, bequest or devise for the general purposes or any special purpose of the Necca Academy Academy.

Section 4.05 Reimbursements

Necca Academy Academy may reimburse any member of the Board for reasonable expenses incurred (mileage, travel, meals, etc.) in connection with service on the Board per Section 4.02. Any such reasonable expenses that are not reimbursed by Necca Academy Academy shall be construed as a gift to Necca Academy Academy.

Article Five

General Provisions

Section 4.01 Indemnification

Every person who was or is a party or is threatened to be a party to or is involved in any action, suit or proceedings, whether civil, criminal, administrative or investigative, by reason of the fact that he or a person of whom he is the legal representative is or was a Director or officer of the School or is or was serving at the request of the School or for its benefit as a Director or officer of another School, or as its representative in a partnership, joint venture, trust or other enterprise, shall be indemnified and held harmless to the fullest extent legally permissible under Chapter 82 and 388A of Nevada Law from time to time against all expenses, liability, and loss (including attorneys' fees, judgments, fines and amounts paid or to be paid in settlement) reasonably incurred or suffered by him in connection therewith.

The expenses of Directors incurred in defending a civil or criminal action, suit, or proceedings must be paid by the School at which they are incurred and in advance of the final disposition of the action, suit, or proceedings upon receipt of an undertaking by or on behalf of the Director or officer to repay the amount if it is ultimately determined by a court of competent jurisdiction that he is not entitled to be indemnified by the School. Such right of indemnification shall not be exclusive of any other right which such Directors may have or hereafter acquire and, without limiting the generality of such statement, they shall be entitled to their respective rights of indemnification under any bylaw, agreement, vote of Directors, provision of law or otherwise, as well as their rights under this clause.

Section 4.02 Conflict of Interest

Each Director shall comply with the procedures of Necca Academy Academy's conflicts of interest policy with respect to any transaction in which an economic benefit is provided by the school to a Director:

- (a) in exchange for services rendered;
- (b) in connection with the purchase or sale of one or more assets or services, or;
- (c) in connection with any partnership, joint venture or revenue sharing arrangement.

The Board may provide parameters from time to time defining transactions that are not subject to this policy to the extent that the authorized Directors comply with the parameters set forth in such policy, in which case such transaction will not be considered an Applicable Transaction.

Section 4.03 Non-disparagement

Each Member will take a pledge upon induction to not disparage Necca Academy Academy, the Board of Directors, or any individual member during the period of service or at any point thereafter. The consequence for written or verbal disparagement will be immediate dismissal.

Section 4.04 Non-discrimination

Necca Academy Academy shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. Necca Academy Academy shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

Article Five

Amendment of Bylaws

Section 5.01 Amendment of Bylaws

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board by an affirmative vote of a majority of all the members then in office at a special meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each member at least five (5) days prior to the meeting.

Article Six

Dissolution

Section 6.01 Dissolution

If, at any time and for any reason, the Necca Academy Academy's charter is revoked or Necca Academy Academy is dissolved, all assets of Necca Academy Academy, after satisfaction of all outstanding claims by creditors, shall be disposed of in compliance with applicable state laws.

Article Seven

Adoption and Enactment of Bylaws

Adoption

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of Necca Academy Academy. These Bylaws shall never be construed in any such way as to impair the efficient operation Necca Academy Academy.

Certificate

The undersigned hereby certifies that the foregoing By-laws are the original By-laws of Necca Academy Academy.

DATED this ____ day of _____, 20__.

ATTACHMENT 11:

Organization Chart

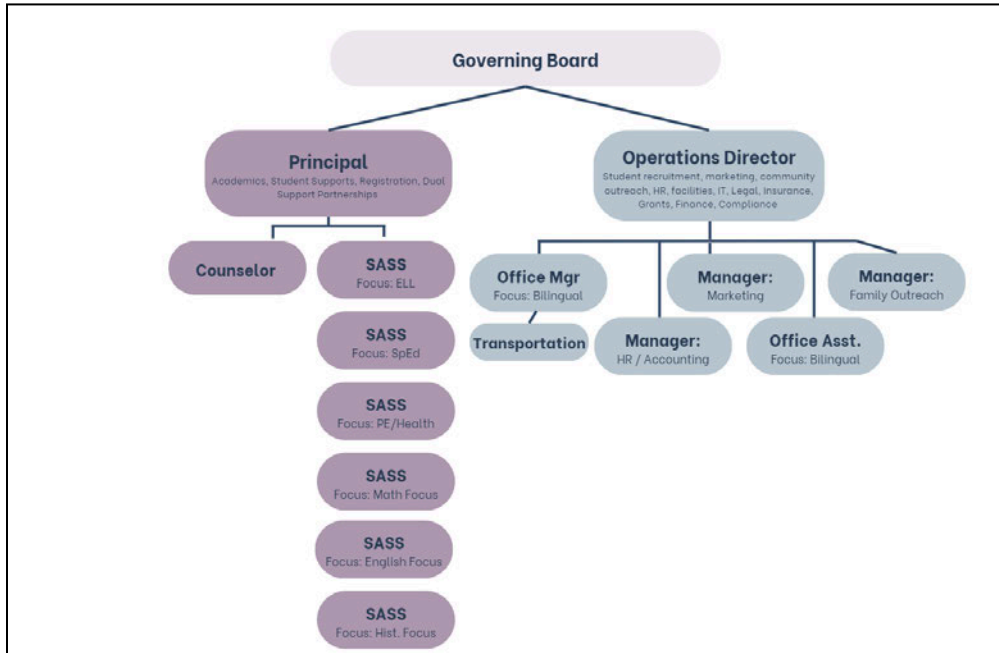
Necca Academy Charter School Application

Necca Academy

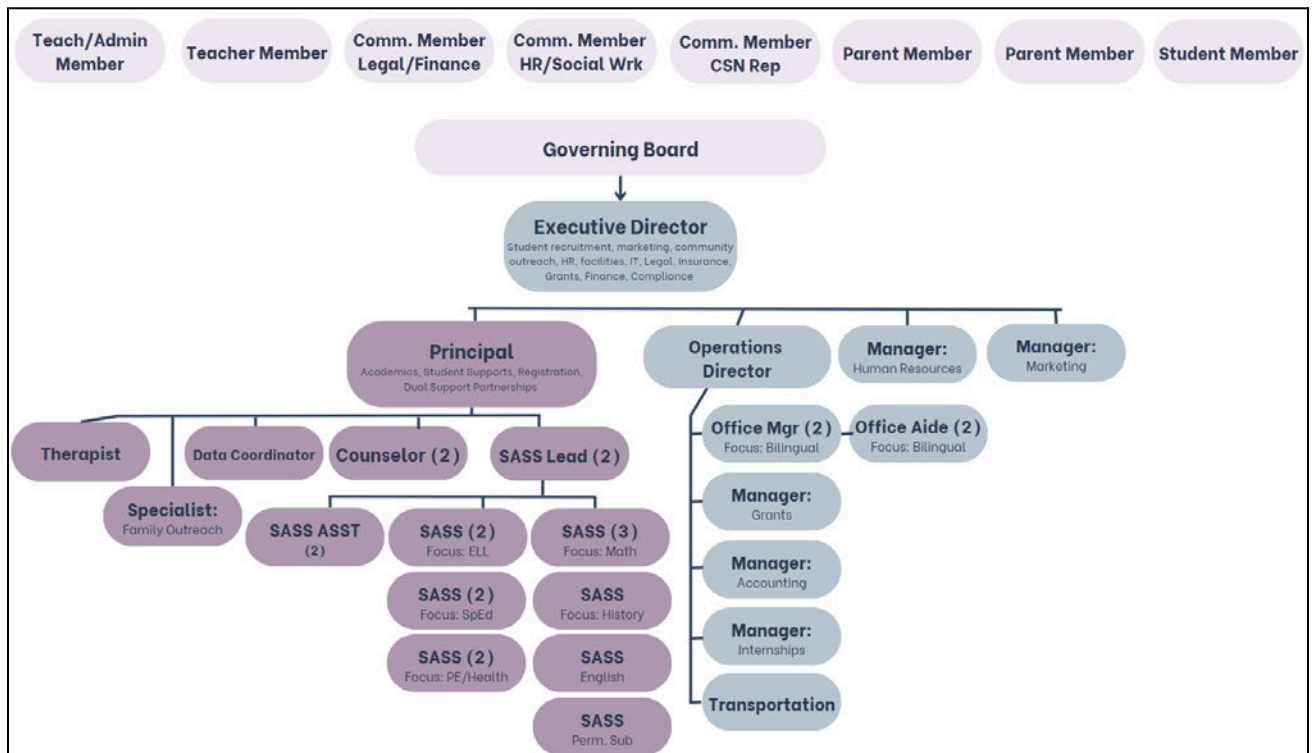
A proposed charter school

Attachment 11: Organization Chart

Year 1:



Full Capacity:

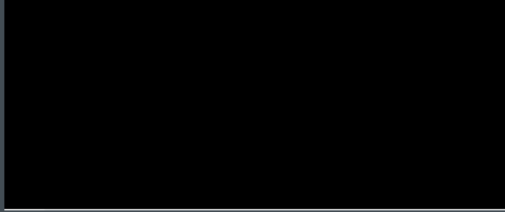


ATTACHMENT 12:

School Leader

Necca Academy Charter School Application

BRITTNEY L. VARAO



SUMMARY

Dedicated and compassionate educational leader with a proven track record of supporting at-risk students to achieve academic success and personal growth. Seeking a challenging role as a School Principal focused on creating a positive learning environment and implementing effective strategies to meet the unique needs of at-risk students.

SKILLS

Instructional Leadership | Servitude Mindset | Results Oriented | GATE and ELAD-Certified | Curriculum Development | Crisis Management | Advocacy | Reflective Practice | Restorative Practices | Differentiated Support

EXPERIENCE

Assistant Administrator for Ruby Thomas Elementary School, K-5

12/23-Present

- Supported the Principal in the day-to-day administration of the school, including student discipline, teacher supervision, and curriculum development.
- Lead a team of educators and support staff dedicated to meeting the academic, social, and emotional needs of at-risk students.
- Develop and implement comprehensive intervention programs to address the specific challenges faced by at-risk students, including academic support, behavior management, and mental health services.
- Collaborate with teachers, counselors, and community partners to identify at-risk students and provide targeted interventions and resources to support their success.
- Monitor student progress and outcomes, using data-driven approaches to assess program effectiveness and make data-informed decisions for continuous improvement.
- Foster a positive and inclusive school culture that celebrates diversity, promotes equity, and empowers at-risk students to reach their full potential.

Director of Curriculum and Instruction-Nye County School District. NV

03/2023 - 11/2023

- Manage and evaluate district coordinators
- Advise administration in necessary decisions for student success based on data
- Create and conduct district professional development for administration and staff
- Participate in weekly district leadership meetings
- Collaborate with the Superintendent to evaluate the effectiveness of programs
- Support the organization's vision through the implementation of the district vision

- Act as principal of record for Gabbs campus K-12
- Supervise counselors and social workers
- Present to the Board of Trustees on matters regarding curriculum changes, adoptions, and dual enrollments

Director of Support Services/Nevada State High School -Henderson, NV

11/2022-02/2023

- Manage and co-evaluate a team of specialists
- Advise administration in necessary decisions for student success based on data
- Create and conduct professional development for administration and staff
- Participate in weekly executive leadership meetings
- Collaborate with CEO to evaluate effectiveness of programs
- Support the organization's vision through implementation of core values
- Identify and recruit viable employees
- Create and host monthly student seminars
- Present to the CEO and board of trustees

Director of Special Programs / Curriculum and Instruction Department-Pahrump, NV

07/2022-11/2022

- Manage and co-evaluate a team of specialists
- Advise administration in necessary decisions for student success based on data
- Create and conduct professional development for administration
- Participate in monthly director and administration meetings
- Collaborate with superintendent to evaluate effectiveness of programs
- Support the district vision through implementation of best practices in both programs
- Identify and recruit viable employees
- Create and host family engagement events to foster a sense of community
- Present to the superintendent and board of trustees
- Facilitate stakeholder committee meetings

In addition to the above responsibilities, I am also responsible for coordinator duties as follows:

English Language Program Coordinator / Curriculum and Instruction Department-Pahrump, NV

12/2020-07/2022

- District coordinator and assessment manager for WIDA Access testing
- Curriculum development and coordination for all elementary summer school sessions
- Curriculum development for ELL Specialists and staff district wide
- Facilitate deadlines within a master schedule to meet expectations of the state English Language Department
- Facilitate monthly meetings and staff training with current specialists
- Design and implement curriculum, assessments, and technical prototypes to support classroom instruction
- Work closely with Grants Department and General Funds to acquire curriculum and supplementary materials
- Obtain and train on the appropriate use of equipment, facilities, and materials

Gifted Education Program Coordinator / Curriculum and Instruction Department-Pahrump, NV

12/2020-07/2022

- District assessment manager for Non-verbal Naglieri Ability Test and the Kaufmann Brief 2 Revised
- Coordinate identified students with appropriate services
- Curriculum development and coordination for summer sessions
- Facilitate deadlines within a master schedule to meet expectations of the state Gifted and Talented Department
- Facilitate monthly meetings and specialist training
- Design and implement curriculum, assessments, and technical prototypes to support classroom instruction
- Work closely with Grants Department and General Funds to acquire curriculum and supplementary materials
- Obtain and train on the appropriate use of equipment, facilities, and materials

Gifted Education Program Project Facilitator / Student Services Department - Las Vegas, NV

08/2016 - 12/2020

- Received high marks for the creation of professional development and instructional techniques from GATE Specialists and colleagues.
- Observed and tested children for the gifted and highly gifted program, maintained accurate records, and stayed in communication with stakeholders.
- Interacted with parents, teachers and administration to maintain productive communication throughout the program participation.
- Established positive relationships with students, parents, fellow teachers, and school administrators.
- Taught students identified as twice-exceptional, gifted, and highly gifted in various stages of cognitive, linguistic, social, and emotional development.
- Collaborated with other staff members to plan and schedule workshops promoting critical thinking and student engagement.
- Implemented a variety of teaching methods such as lectures, Socratic Seminars, and demonstrations.
- Encouraged teachers to explore issues in their lives and in the world around them as ways to invigorate their teaching.
- Differentiated instruction according to student ability and skill level.

Educational Consultant and Presenter/ J Taylor Education- Las Vegas, NV

08/2019- Current

- Developed Gifted and Talented programs for multiple districts.
- Presented talks, classes, and workshops to groups of varying sizes on the Icons of Depth and Complexity across multiple school districts.
- Developed presentations that utilize a variety of teaching methods, such as slide shows, lead discussions, and interactive demonstrations.
- Facilitated breakout sessions to a diverse population of teaching professionals in person and online

Gifted Curriculum Professor/Sierra Nevada College-Henderson, NV

03/2019 - 6/2019

- Taught graduate-level course in Gifted Curriculum.
- Wrote course materials such as syllabi, class assignments, handouts, and assessments.

- Fostered student commitment to gifted education by connecting materials to universal concepts, historically significant events, and current best practices.

Gifted Education Teacher / Berkeley Bunker Elementary School - Las Vegas, NV

08/2012 - 08/2016

- Received high remarks for the creativity of classroom lesson plans and instructional techniques from students, parents, and faculty.
- Developed and implemented an interesting and interactive curriculum to increase student understanding of complex course materials.
- Contributed thoughts and ideas at monthly PLC meetings.
- Developed lessons and planned each day's flow to encourage maximum student learning and enrichment.
- Established positive relationships with students, parents, fellow teachers, and school administrators through the Accelerated Learning Model.
- Developed the ALM model with colleagues to ensure best practices, high levels of engagement, and high levels of thought.

General Education Teacher / Berkeley Bunker Elementary School - Las Vegas, NV

07/2004 - 08/2012

- Taught general education students as well as individuals with learning challenges and special needs within a mainstreamed, inclusive classroom.
- Led and educated individuals during classes and summer activities.
- Provided a positive and welcoming experience when collaborating with adults and children.
- Encourage positive self-esteem and mutual respect for others and instill a joy of learning and discovery.
- Designed curriculum for high-quality classroom teaching, lesson plans, and instructional materials used in teaching language arts, mathematics, science, social studies, and history.
- Applied progressive teaching principles to a class of 32 students, improving standardized test scores.

EDUCATION AND TRAINING

Southern Utah University - - Cedar City, UT, United States

2022

Master of Education: Administrative Leadership

Southern Utah University - - Cedar City, UT, United States **Advanced**

2012

Endorsement: Gifted Education

University of Las Vegas, Nevada - - Las Vegas, NV, USA

2008

Master of Arts: Curriculum and Instruction with emphasis on Teaching English as a Second Language

University of Las Vegas, Nevada - - Las Vegas, NV, USA

2008

Advanced Endorsement: English Language Acquisition and Development

The University of Central Florida - - Orlando, FL, USA

1998

Bachelor of Arts: Elementary Education

ATTACHMENT 13:

Other Leadership Roles

Necca Academy Charter School Application

AMY SPERO

Core Competencies

Student Recruitment | Operations Management | Customer Engagement Life Cycle | CRM Automation | Email Marketing | Digital Marketing - Web Design & Optimization, SEO, PPC, Social | Database Segmentation & Personalization | Partnerships & Community Outreach | Brand Development | Analytics | Budget & Forecasting | Building Capabilities within Teams & Succession Planning

Professional Experience

DIRECTOR OF MARKETING & ENGAGEMENT | NEVADA STATE HIGH SCHOOL (November 2022-August 2023)

Starting ann. marketing budget: \$120K. Implemented a “Back to the Basics” marketing overhaul resulting in a 67% annual reduction in marketing spend (new budget: \$40K) while maintaining consistent YOY student enrollment in Yr. 1. Achieved record high application-to-enrollment conversion rates of 65% (historical rates ranged from 45-52%).

- Within 30 days, rolled out KPI-driven marketing plan which included eliminating campaigns with excessive acquisition costs, implementing high-yield, low cost marketing basics, and / or redistributing spend. Successfully transitioned all digital marketing efforts in-house, resulting in 1) significant cost savings 2) better automation capabilities, and 3) improved KPI's: web traffic, social engagement, hard lead count, conversions rate, acquisition cost.
- Within 60 days in role, implemented the company's first CRM, allowing for database segmentation, personalized email campaigns, workflow automation, lead scoring, pipeline management, and ultimately the company's highest conversion rate.
- Within 90 days in role, scope of work was expanded to include new student application processing and new student registration, allowing for 1) operational efficiencies / operational labor cost savings, 2) optimizing the customer journey for a stronger retention / conversion rate, and 3) improving work-life balance for site-level staff through centralization efforts.

BUSINESS CONSULTANT (November 2016 - Present)

Leveraging 15+ years of marketing, analytics, project management and team leadership experience gained under Fortune 500 companies, worked with small to medium sized businesses to develop data-driven, individualized plans specific to industry, market size, company lifecycle phase, and stakeholder goals.

- Serenity Vet Services: Solopreneur. 1-year contract, extended for quarterly business reviews. Contract includes digital marketing startup: logo and brand design, content creation, website and social asset development, PPC campaigns.
- PetMedic Inc): As an established veterinary practice with 4 locations, the business owner's goals were to improve market share, expand operations and grow revenue. Starting Annual Gross Revenue: \$4.2M. Ending Annual Gross Revenue: \$12.3M. No material changes to operations or increased fixed expenses. Revenue gain accomplished through: 1) optimized marketing practices, 2) customer service overhaul with emphasis on customer journey and lifecycle, 3) leverage marketing best practices recruit top talent in highly competitive industry, 4) leadership training emphasizing employee engagement, coaching and retention best practices. Reduced historical annual turnover from 220%+ to 42% in 18 months.
- Nationwide Power Inc: National Critical Power provider seeking to optimize marketing efforts and increase market share. Contracted for quarterly marketing and business review, development of the Inside Sales department, lead generation, SEO and PPC optimization, content creation. Leveraging PPC best practices, lowered acquisition cost from \$75/new client to under \$25. Annual fixed investment of \$140K in Inside Sales Team development and Mrk Tech generated \$6M in new business revenue between 2018-2019. (New business stunted in 2020 due to COVID19).
- Additional consulting clients include: Dental, Restaurant, Entertainment, Sports / Athletics, Education, Gaming. Markets served: hyper-local, local, regional, national. References available upon request.

DIRECTOR OF MARKETING | AFFINITY GAMING (March 2016 - April 2017)

Directed all phases of marketing, advertising, loyalty program and special events. EBITDA growth of 19.3% with a 38% reduction in marketing spend, resulting in the strongest EBITDA earnings in company history. Starting annual marketing / advertising budget: \$20M. Ending budget: \$12.4M. Key achievements:

- Optimizing direct mail and email marketing strategies through de-layered player reinvestment, targeted database segmentation and targeted reinvestment matrices (“know your audience”), and consistent pre/post proforma analysis to effectively determine each campaign's success and areas for improvement.

AMY SPERO

- Designing special event calendars focused on drawing in new clients. Acquisition goals are set in the proforma analytics process and evaluated after each event to determine success and opportunities for improvement.
- Improving the online presence through refined keywords and paid strategies, including social media optimization.
- Introducing a hotel revenue management strategy with dynamic pricing, based on real-time supply and demand and leveraging both historical data and current market trends.
- Implementing and maximizing use of VIP marketing events and CRM tools for consistent, relevant communication with existing databases (“know your customer”).
- Launching a supplemental retail-centric marketing campaign to engage a new audience of clientele.

OWNER / OPERATOR | THE RINK, BULLHEAD CITY (April 2014 - January 2016)

Filled a community need by opening a family-friendly and teen-centric outlet: pizzeria, bar, arcade, private and corporate rentals. Provided 20+ teenagers with their first job, providing important tools and training centered around customer service, workplace etiquette, and teamwork. Partnered with local schools, businesses and government agencies to become a well-respected and positive force within the community. Initial investment: \$150K. First year gross revenues: \$875K. Profit margins: 48%.

HARRAH’S / CAESARS ENTERTAINMENT (Feb 2001 - July 2015)

Over the span of nearly 15 years, developed competencies in customer service, team development and leadership, analytics / forecasting / budgeting, and nearly all facets of marketing strategy and operations.

Harrah’s Laughlin | Marketing Manager (November 2012 - July 2015)

- Responsible for KPI-driven marketing across all departments: 1500 hotel rooms, 750 slot machines, 30 table games, poker room, 16 restaurants, 2 pools, spa. Team leadership specific to five departments / 60 team members: Loyalty Rewards, Promotions, VIP Special Events, Entertainment, and Box Office.
- Maintained healthy team retention with an annualized turnover ranging from 18-26% for 3 years running, in a competitive compensation environment.
- Exceeded EBITDA plan each year from 2013 - 2015.

Caesars Corporate Offices | Regional and National Marketing Specialist (July 2008 - November 2012)

- As Regional Marketing Specialist (2010-2012), designed marketing calendars for 8 midwest locations with a mix of regional, local, and hyper-local campaigns. Exceeded EBITDA goal for 7 locations by double digits.
- As Total Rewards Specialist (2008-2010), worked side-by-side with key business partners for the strategic evolution of the Total Rewards program, the development of new tools and capabilities that improve the loyalty program for guests and frontline team members, the marketing of the loyalty program to members and prospective members, and garnering support of operators across 42 casinos. Database size: 40 million. Employees count for training / support: 10,000+.
- As a subject matter expert, provided property support to 42 locations in all areas of loyalty marketing programs: CRM, database warehouse, standard operating procedures, audits, performance reporting, collateral production, strategic community and business alliances, and competitive analysis.

Harrah’s North Kansas City | Manager (Feb 2001 - July 2008)

- Through dedicated mentors and leaders, what started as a part-time job turned into a lifelong career. Upon completion of B.S. in Economics, promoted to Slot Ops Manager, including MOD responsibilities for all gaming / hotel / F&B operations.
- Primary responsibilities: Customer service, employee engagement / retention, labor cost, regulatory compliance.
- Responsible for team leadership of 60 team members, consistently ranked among the top 10% of property leaders in terms of department results and employee satisfaction key indicators.

Education

Bachelor of Science, Economics | University of Missouri (Kansas City)

Study abroad: Université de Lyon, France

References

Available upon request

Necca Academy

A proposed charter school

Job Description: Executive Director

GENERAL PURPOSE OF THE POSITION

Under the direction of the Necca Academy Governing Board, and in collaboration with the Principal, the Executive Director shall be responsible for the daily operations of Necca Academy including but not limited to upholding the mission, vision and core values of the organization, ensuring the financial health of the organization, and providing accurate and timely reporting to the state authorities and Governing Board. The Executive Director must act at all times in accordance with policies prescribed by law and the Governing Board.

REPORTS TO

Necca Academy Governing Board

SUPERVISES

Principal, Director of Operations

ESSENTIAL DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Ensures mission, vision and core values are upheld throughout the organization and within the community
2. Provides team leadership at all staff , with direct supervision over the Director of Operations and the Principal.
3. Executes, directs, plans, develops or supervises the financial services for the school including, but not limited to: Information technology, general accounting, financial analysis, budgeting, payroll, accounts payable, procurement, grants, management, and third party billing
4. Executes, directs, plans, develops or supervises the operational/financial recommendations made to the Governing Body for the school including, but not limited to regulations, policies, procedures or practice
5. Executes, directs, plans, develops or supervises human resource activities for the school including, but not limited to: Recruitment strategies, hiring process, onboarding process, coaching and development process and termination process.
6. Executes, directs, plans, develops or supervises the communications/external initiatives for the school including, but not limited to: a. Communications, public relations, development, partnerships, and public affairs and community outreach
7. Executes, directs, plans, develops or supervises the operational services for the school including, but not limited to: Facilities, maintenance, operations, transportation, health, and safety

MAJOR DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Ensures accurate financial records are maintained for all areas of the school, preparing annual budget to meet the needs and goals of the school
2. Maintains an effective system of expenditure control by means of regulation, internal audits, financial reporting to the governing board and state officials
3. Conducts data analysis to ensure budget forecasts are in alignment with budget actuals, making recommendations for modifications as necessary
4. Ensures proper payroll processing and allocations, maintaining compliance with insurance programs like PERS, healthcare, Worker's compensation

Necca Academy

A proposed charter school

5. Serves in developing systems to ensure successful and efficient financial operations
6. Supervises all functions of the Human Resource department including but not limited to recruitment, interviewing, hiring, fingerprinting, onboarding, employee documentation, evaluation completion, termination. Responsible for compliance with all state and federal employee relations regulations
7. Maintains facility and contracts for repairs as needed
8. Ensures good standing with the SPCSA, managing the process of charter application renewals and/or revisions and/or reporting requirements
9. Oversees legal activities including the establishment and requirements to maintain 501c3 status
10. Collaborate with governing board members for the strategic evolution of Necca Academy
11. Collaborates with Principal to project academic needs and student resources
12. Ensures student enrollment is within 10% of student projections through student recruitment and community outreach activities
13. Collaborates with Principal to set performance goals and objectives for all staff
14. Performs independent research for all special projects

MINIMUM REQUIREMENTS OF THE POSITION

1. Bachelor's Degree required. MBA preferred.
2. Minimum seven years of direct and indirect team leadership
3. Minimum seven years experience in business development, marketing, community outreach, human resource and/or budget management
4. Demonstrated results in culture transformation and/or positive cultural outcomes
5. Has a willingness and capability to work beyond the normal workday

As an equal opportunity employer, applicants will be considered for employment without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran or disability status.

ATTACHMENT 14:

Teacher Evaluation Tool

Necca Academy Charter School Application

Team Member Name:
Evaluation Period:
Hire Date:

SASS Student Profile	
Student Count	
Student Profile	
% FRL	
% ELL	
% Foster Care / Homeless	
% Disadvantaged Ethnic Group	
% Pregnant Teen	
% 504/IEP	
% Underserved Ethnic	
Unsuccessful Transfer Rate	
<i>Note: Student profile provides weight to the below metrics. As an example, if a SASS has 50% of its students classified as disadvantaged, he/she will receive a weighted score for the below metrics accordingly.</i>	

Tiered Support Levels	Level 1	Level 2	Level 3
Start of Semester			
End of Semester			
Student Progress Measured by % Change			

End of Semester Results			
Pass rate on Necca Classes (aggregate)			
Pass rate on NSHE Courses (aggregate)			
Student Attendance			
% of students who earned a B in two or more NSHE courses			
% of students who made progress towards academic plan, as measured by successful completion of the semester's plan.			

WorkKeys Badge Count by Level	Silver	Gold	Bronze
Start of Semester			
End of Semester			
Student Progress Measured % Change			
% of Total Badges			

Community Feedback	
Parent participation rate in Student-Parent-SASS meetings	
360 Survey Results (specific key indicators to SASS role)	

Employee Controlled Metrics	
Attendance Points	
Professional Development Plan Completion Rate	
Necca Community Event Hours Completed	

ATTACHMENT 15:

Leader Evaluation Tool

Necca Academy Charter School Application

Team Member Name:
Evaluation Period:
Hire Date:

SASS Student Profile	
Student Count	
Student Profile	
% FRL	
% ELL	
% Foster Care / Homeless	
% Disadvantaged Ethnic Group	
% Pregnant Teen	
% 504/IEP	
% Underserved Ethnic	
Unsuccessful Transfer Rate	
<i>Note: Student profile provides weight to the below metrics. As an example, if a SASS has 50% of its students classified as disadvantaged, he/she will receive a weighted score for the below metrics accordingly.</i>	

Financial Performance	
Total margin	
UDCOH between 60 - 120	
% Enrollment Variance	

Cultural Health	
90 Day Turnover	
Long Term Turnover	
Employee Opinion Survey	
Community Survey	

All Students

Tiered Support Levels	Level 1	Level 2	Level 3
Start of Semester			
End of Semester			
Student Progress Measured by % Change			

All Students

End of Semester Results			
Pass rate on Necca Classes (aggregate)			
Pass rate on NSHE Courses (aggregate)			
Student Attendance			
% of students who earned a B in two or more NSHE courses			
% of students who made progress towards academic plan, as measured by successful completion of the semester's plan.			

All Students

WorkKeys Badge Count by Level	Silver	Gold	Bronze
Start of Semester			
End of Semester			
Student Progress Measured % Change			
% of Total Badges			

All Families and Team Members

Community Feedback	
Parent participation rate in Student-Parent-SASS meetings	
360 Survey Results (specific key indicators to SASS role)	

All Employees

Employee Controlled Metrics	
Attendance Points	
Professional Development Plan Completion Rate	
Necca Community Event Hours Completed	

ATTACHMENT 16:

Evidence of Demand

Necca Academy Charter School Application

April 30, 2024

Dear Nevada Charter School Authority Board Members,

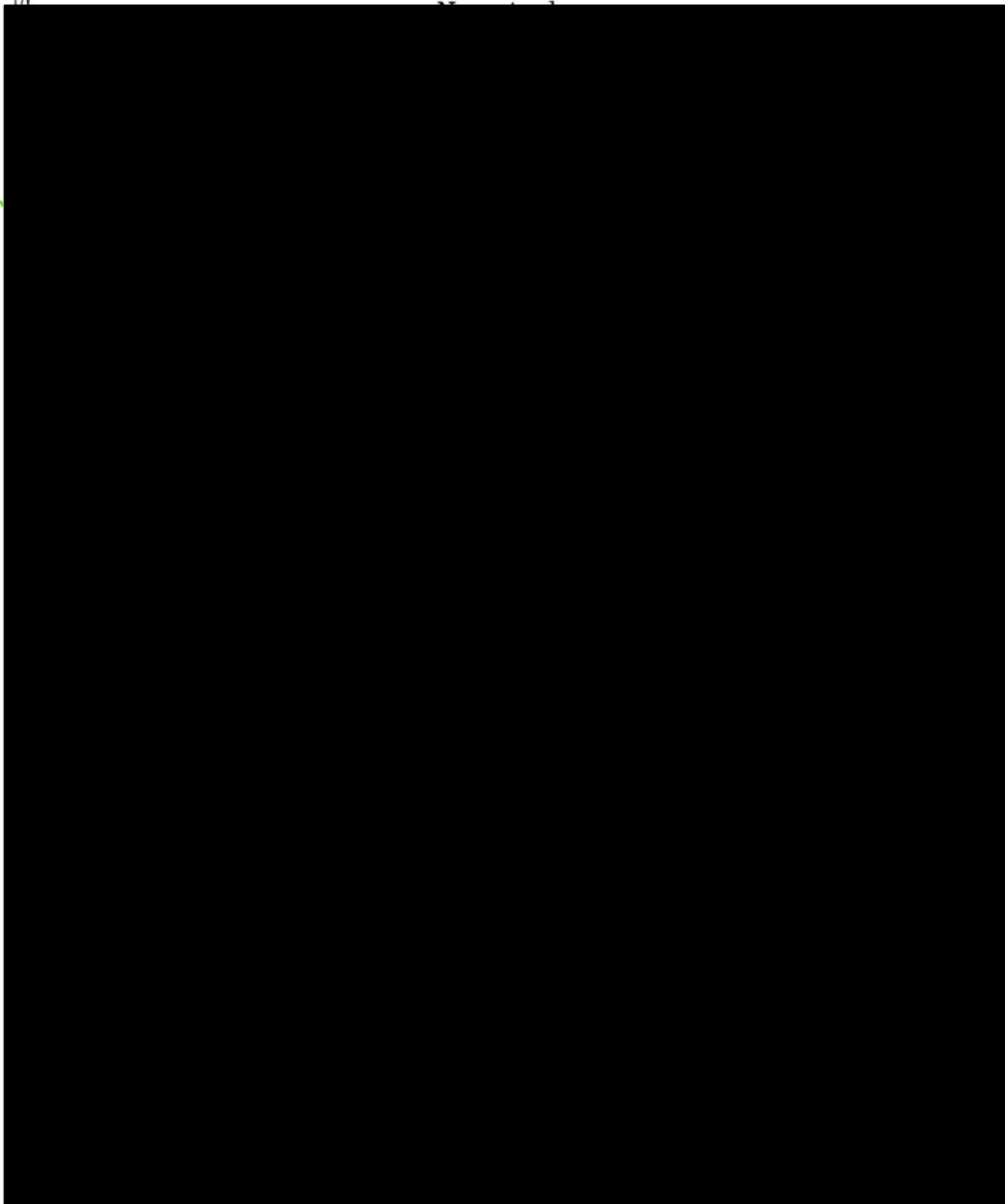
Our team received overwhelmingly positive feedback through our “Feet on the Street” grassroots marketing approach. In an effort to concentrate our outreach strategies to very specific communities, we opted out of traditional marketing, even including website and social media. Rather, we wanted the opportunity to get in front of our target community to gauge genuine interest and be open to feedback along the way. You will see Evidence of Demand collected in three primary forms:

- Petition for the new charter high school with Intent to Enroll sheets
 - Note, the header on each of our forms matches the header from the SPCSA Intent to Enroll forms.
- Digitally signed form after community outreach events
 - Note, there is a sample form included in the attachments, along with the export excel sheet for all families.
- Community petition: We had many residents who wanted to show support but did not have high school aged students in the home. We let those residents sign the back of our Intent to Enroll sheets.

While we collected a significant number, we understand that not all are quality. Families were excited to sign and oftentimes, we did not stop them. Nonetheless, we exceeded the required 100 forms with quality Intent to Enroll forms, with over 50 of those forms coming directly from the student groups we hope to serve based on a 4-mile radius of the center point of our zip codes, students in foster care and/or students who were homeless.

We look forward to your review and look forward to any questions.

Regards,
Necca Academy Committee to Form



Thank you for your support.

Necca Academy

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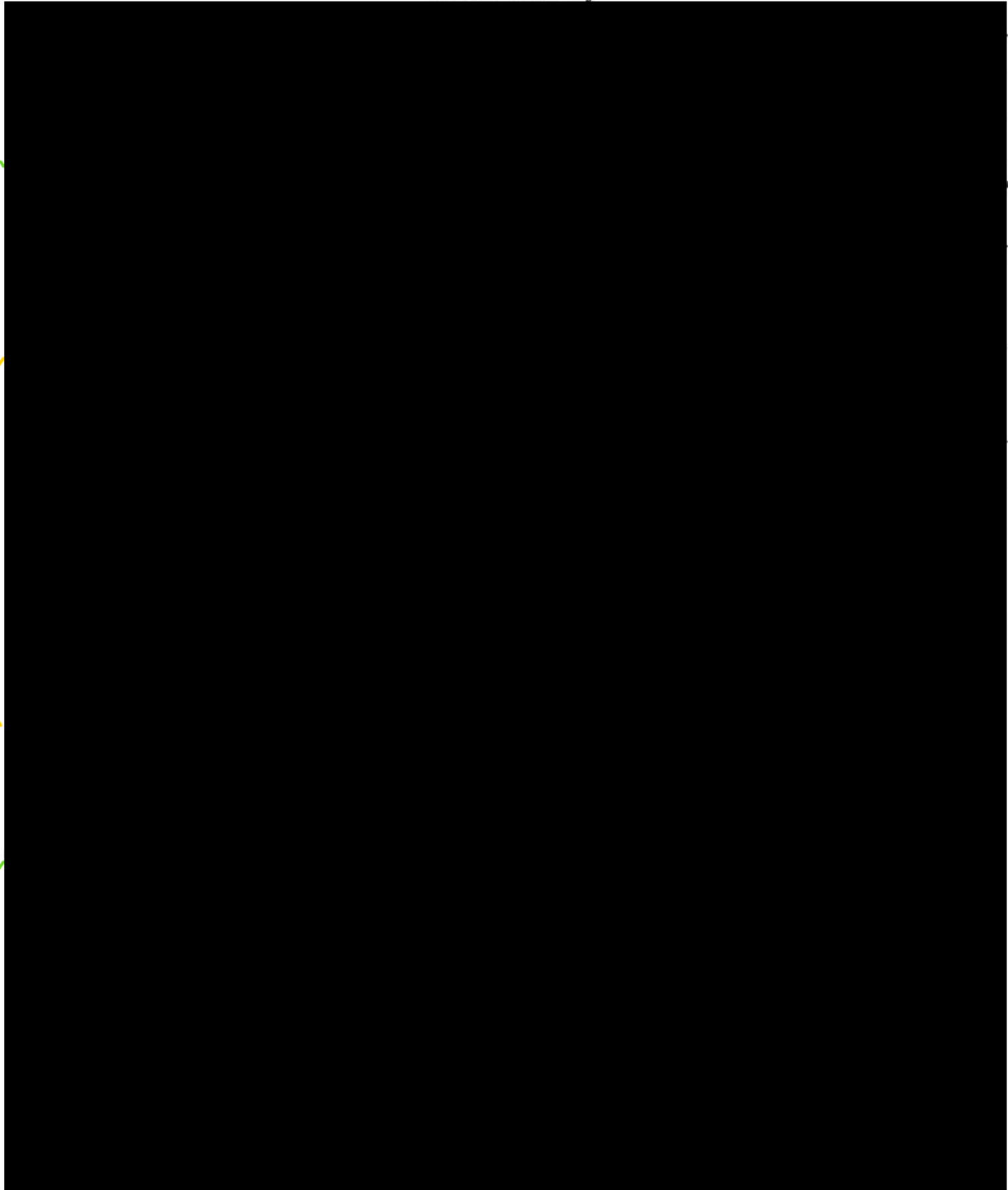
Student Address (Include Zip Code)				Zip Code:	
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Parent Email		Parent Signature:		Date	
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Student Address (Include Zip Code)				Zip Code:	
Parent Name				Phone #	
Parent Email		Parent Signature:		Date	
Student Name				Current Grade:	
Student Address (Include Zip Code)				Zip Code:	
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Parent Email		Parent Signature:		Date	

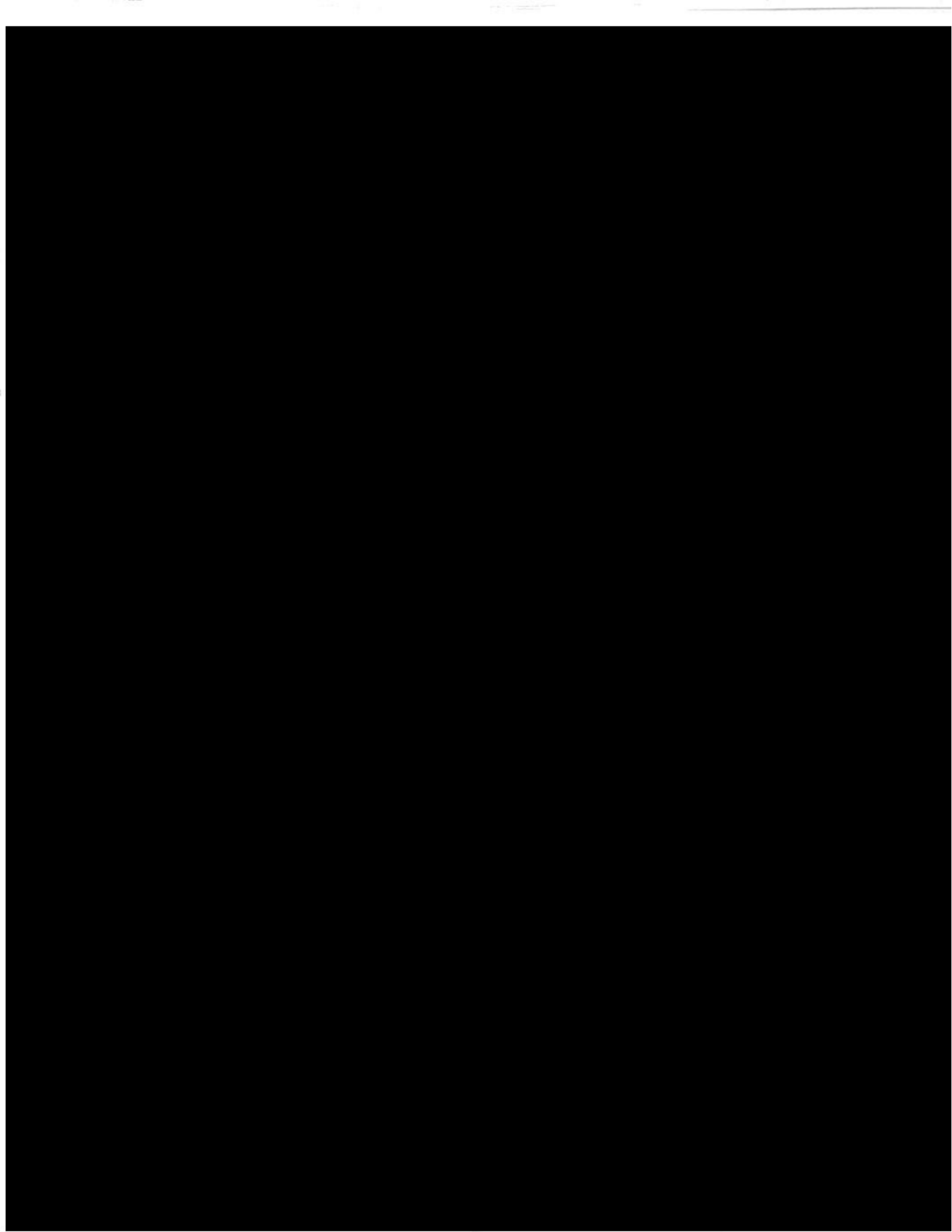
Thank you for your support!

Necca Academy
A Proposed Charter High School

For each child that may be interested in enrolling at Necca Academy for the 2025 - 2026 school year, if the school is approved to open by the State Public

Thank you for your support!





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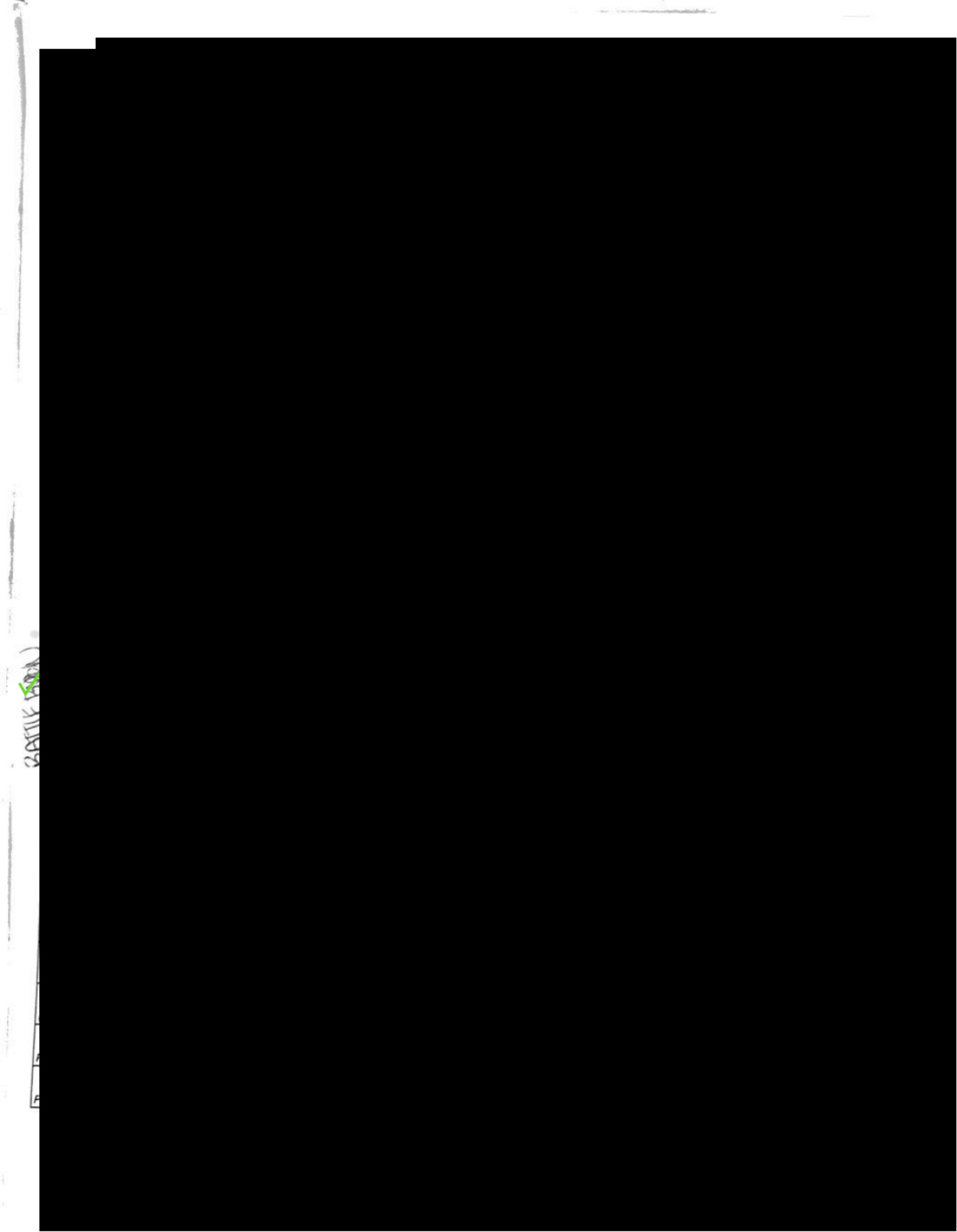
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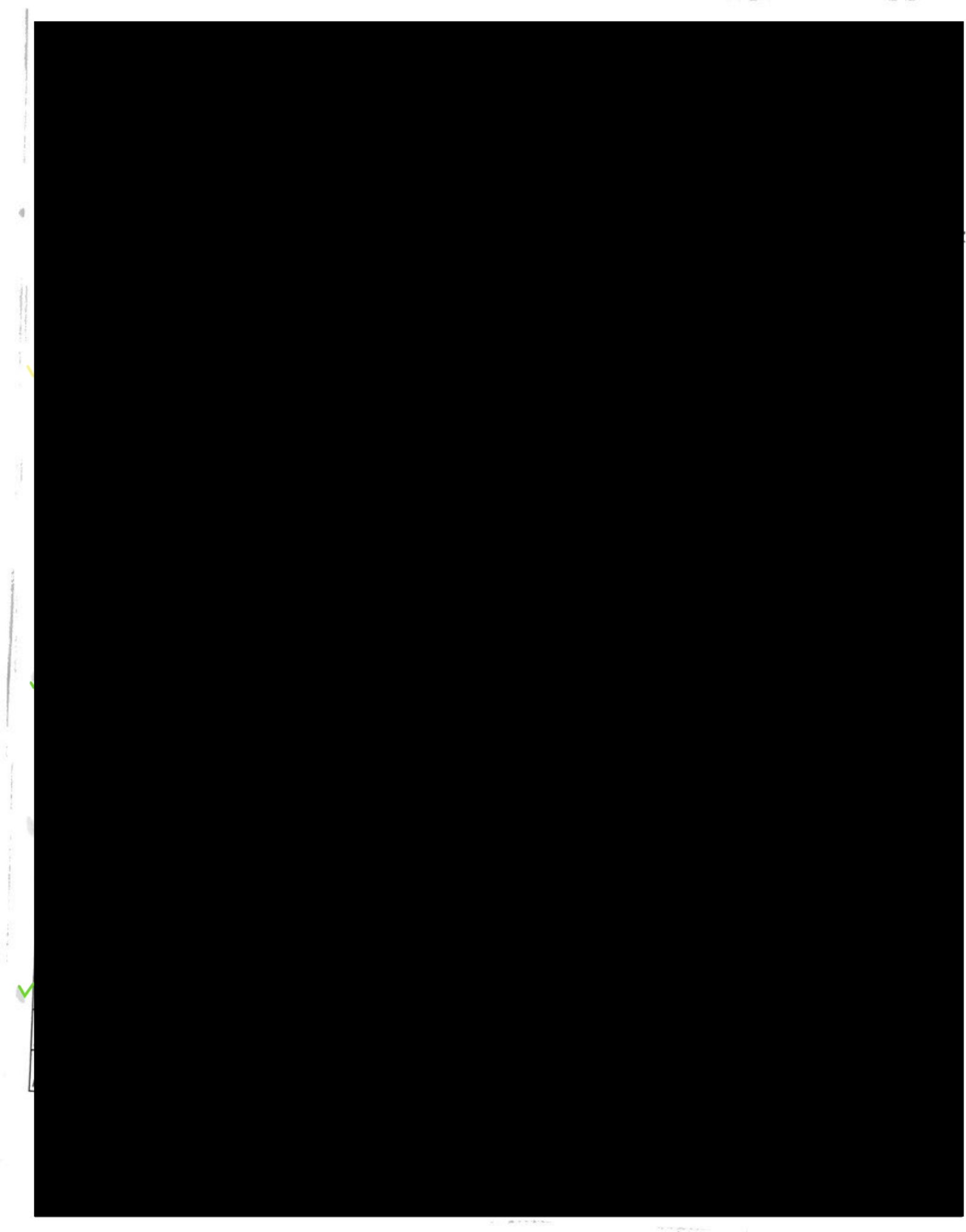
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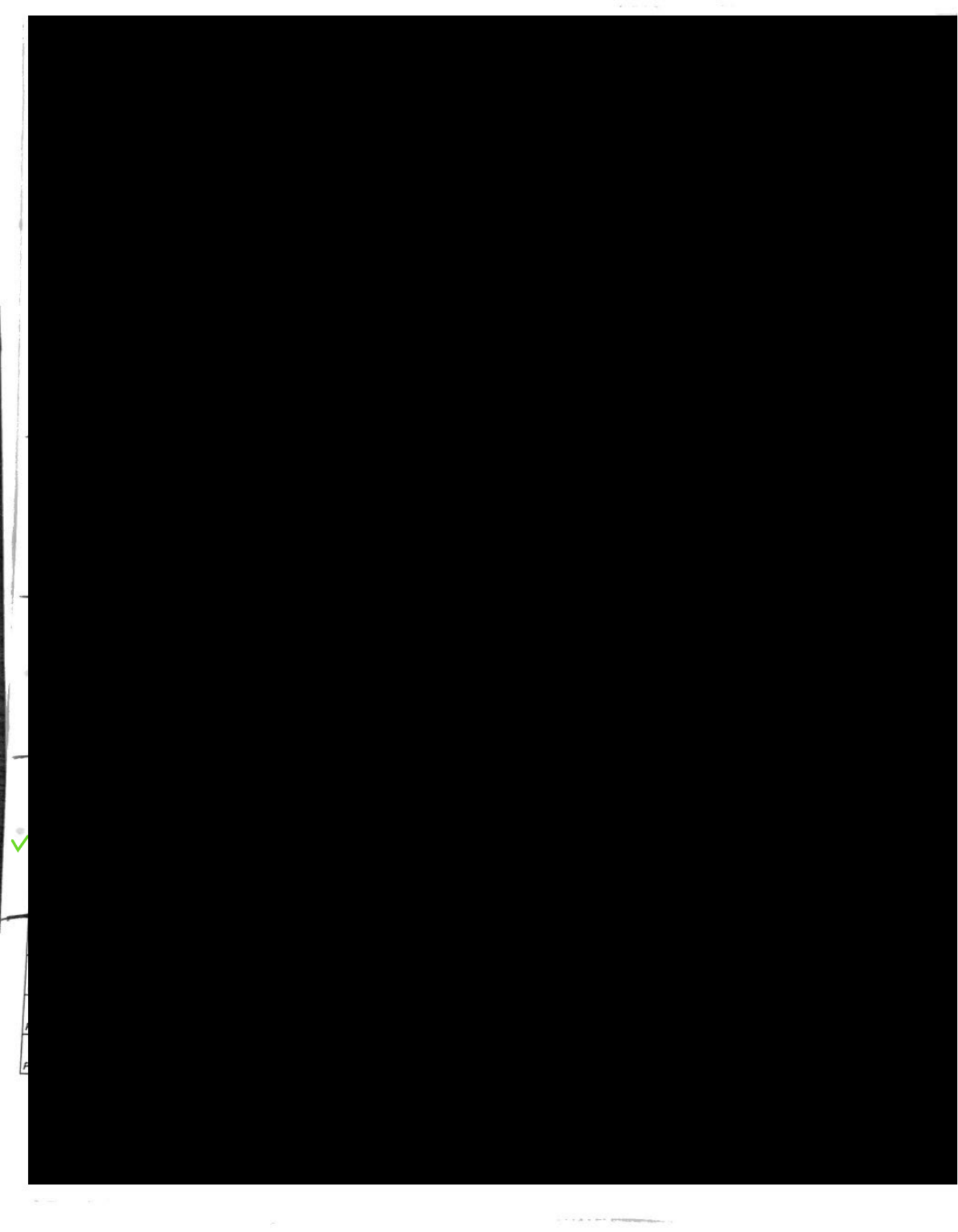
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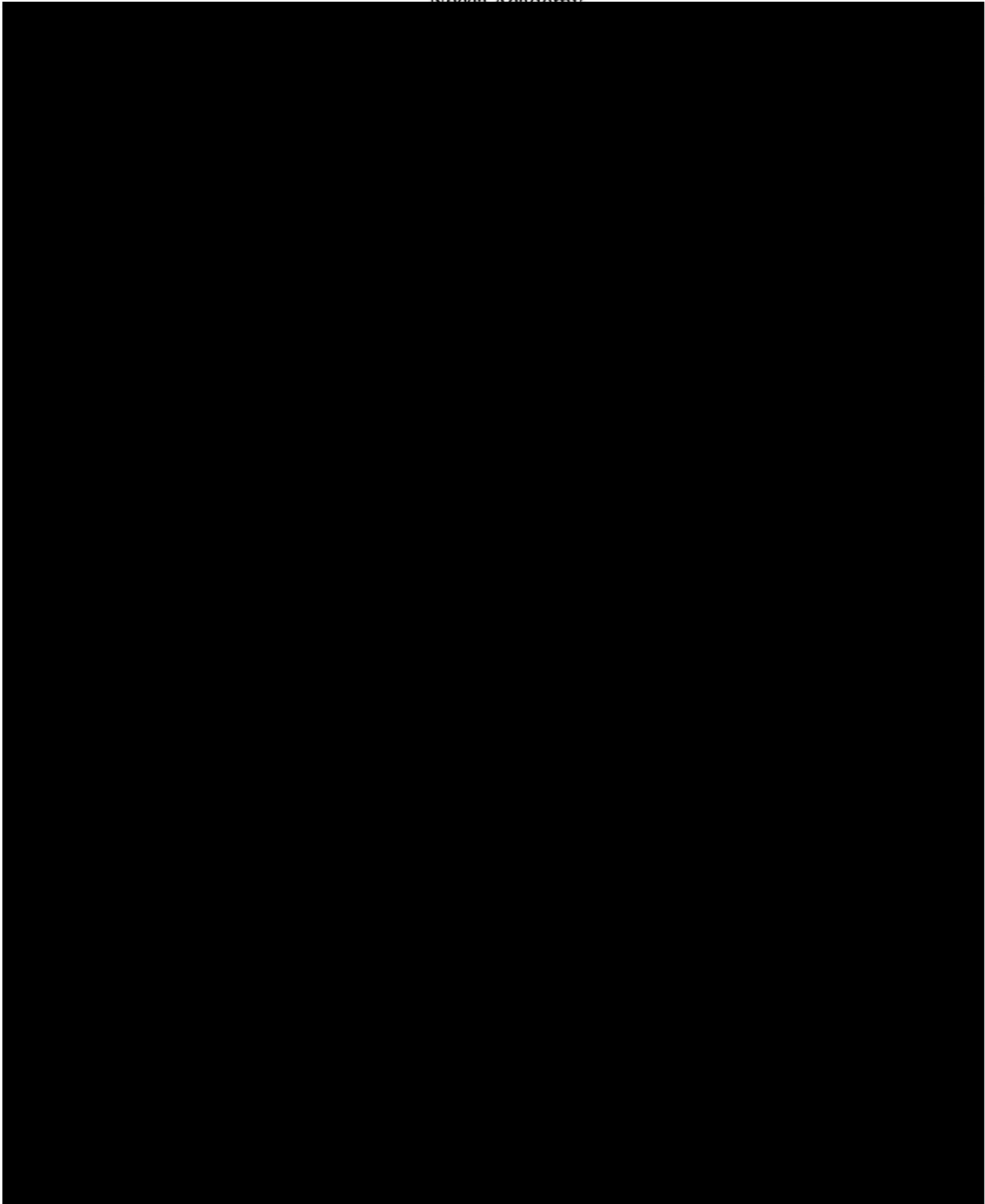


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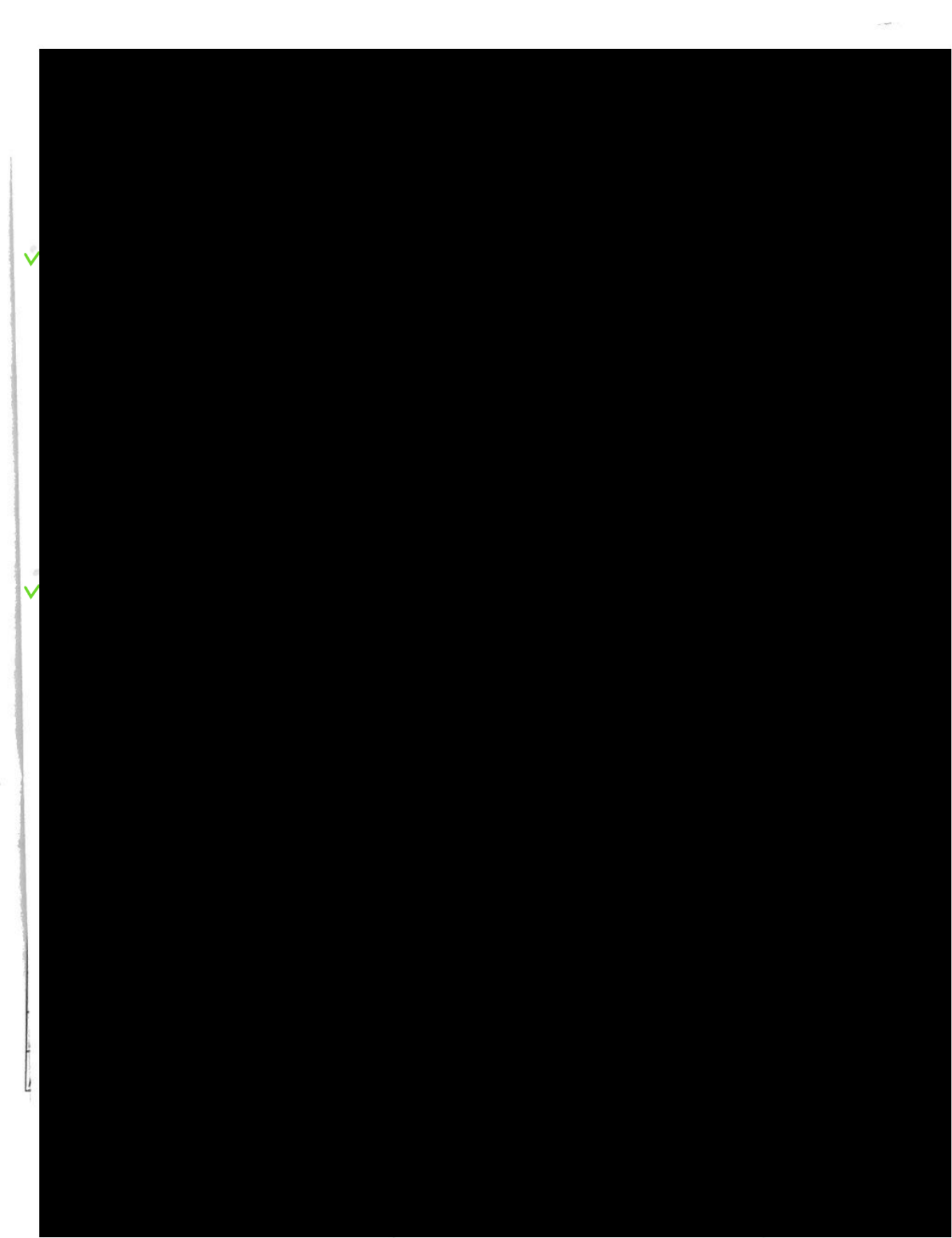
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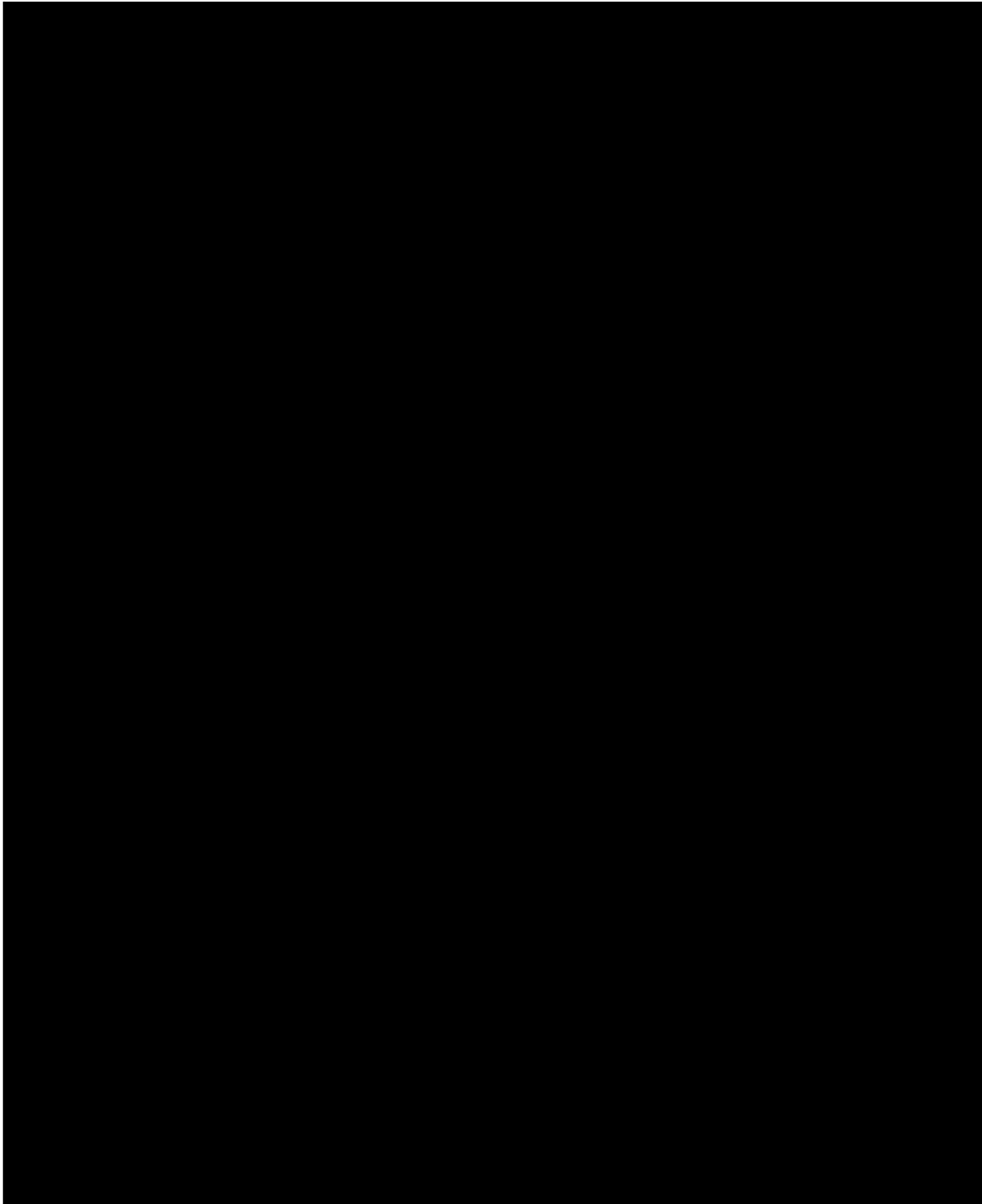


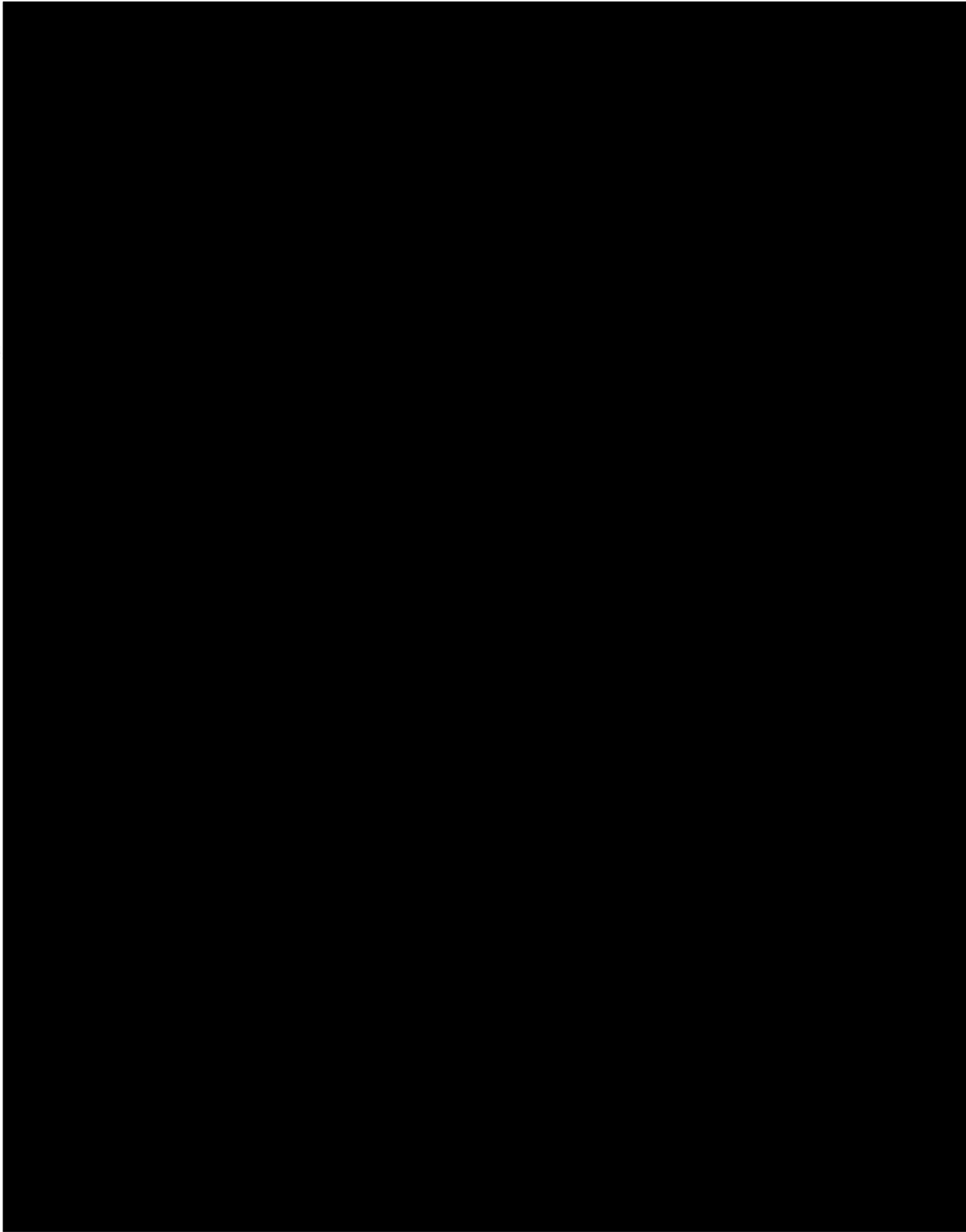




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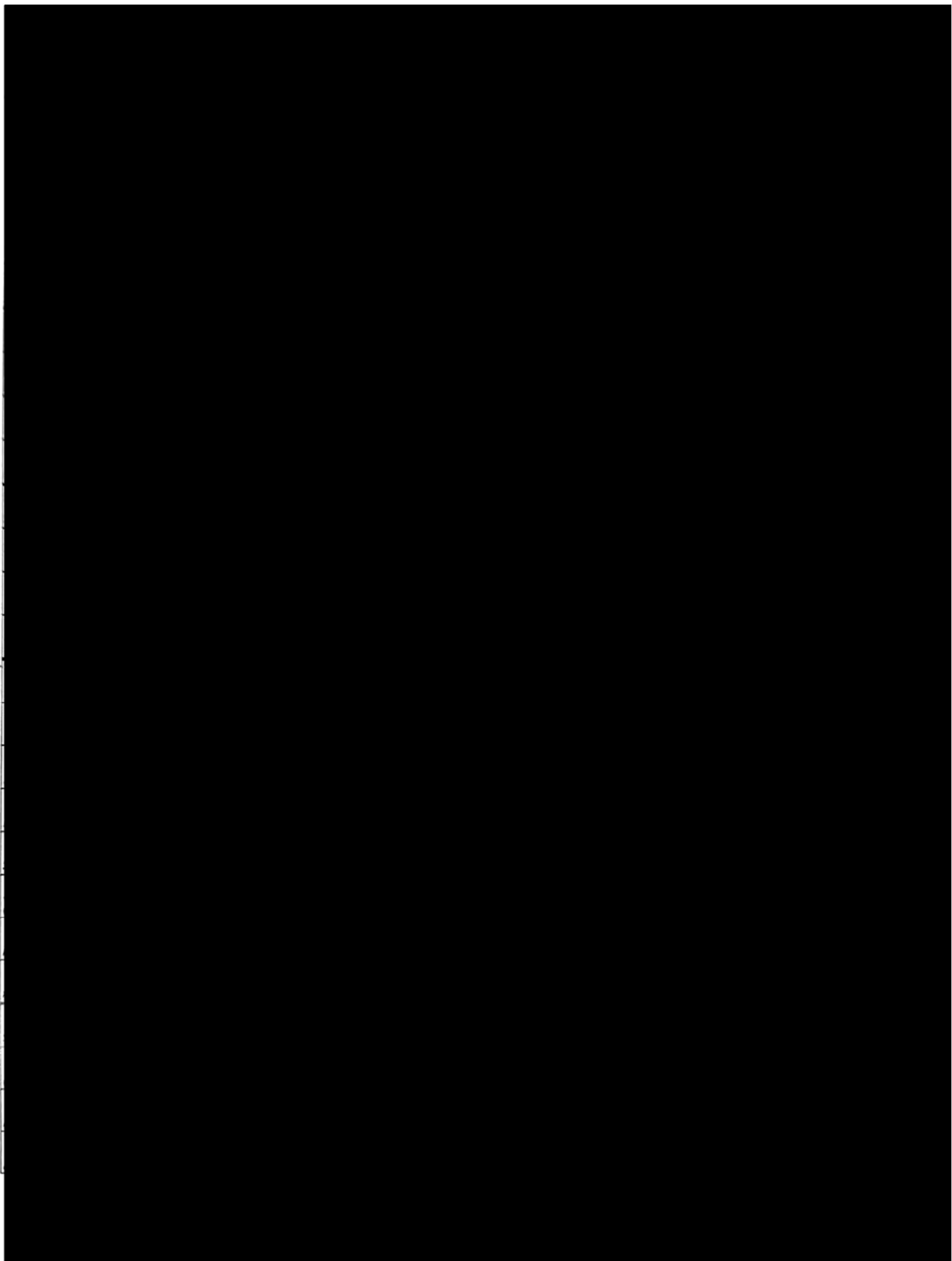
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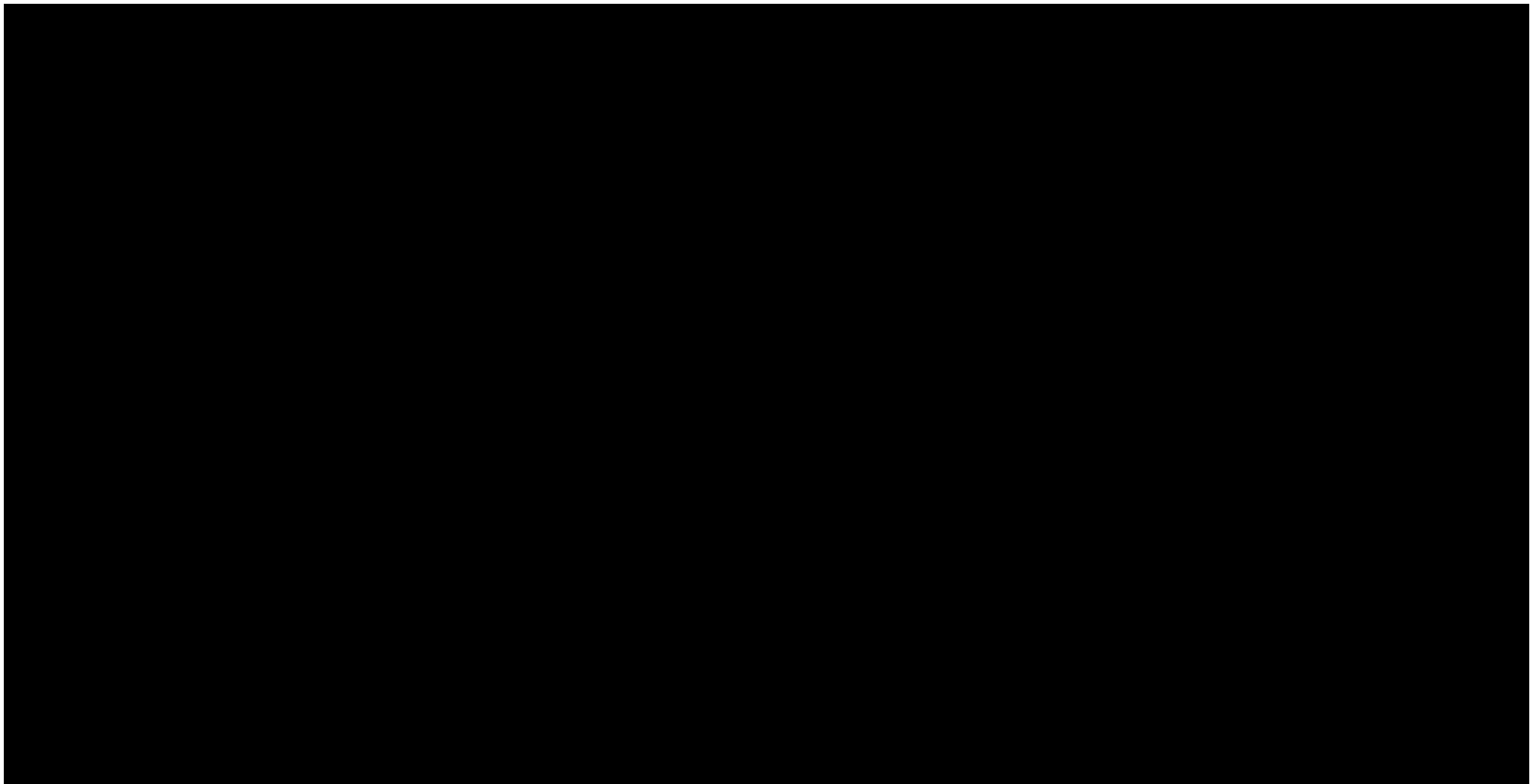
By typing your name below, you agree to a virtual signature confirming that you would be interested in enrolling your student *
at Necca Academy, if approved by the State Charter Authority.

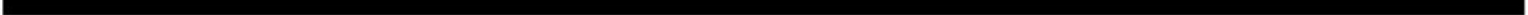
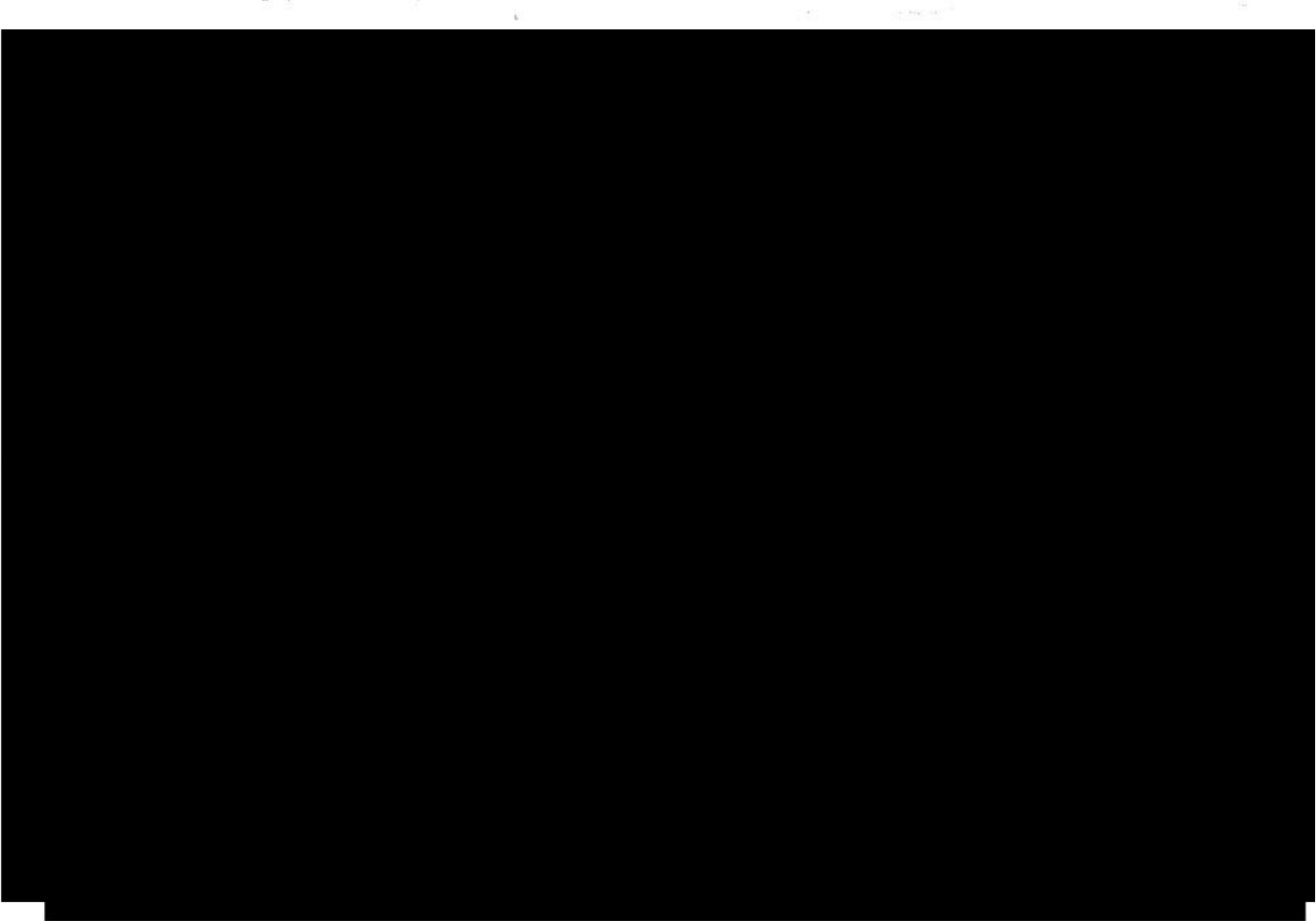
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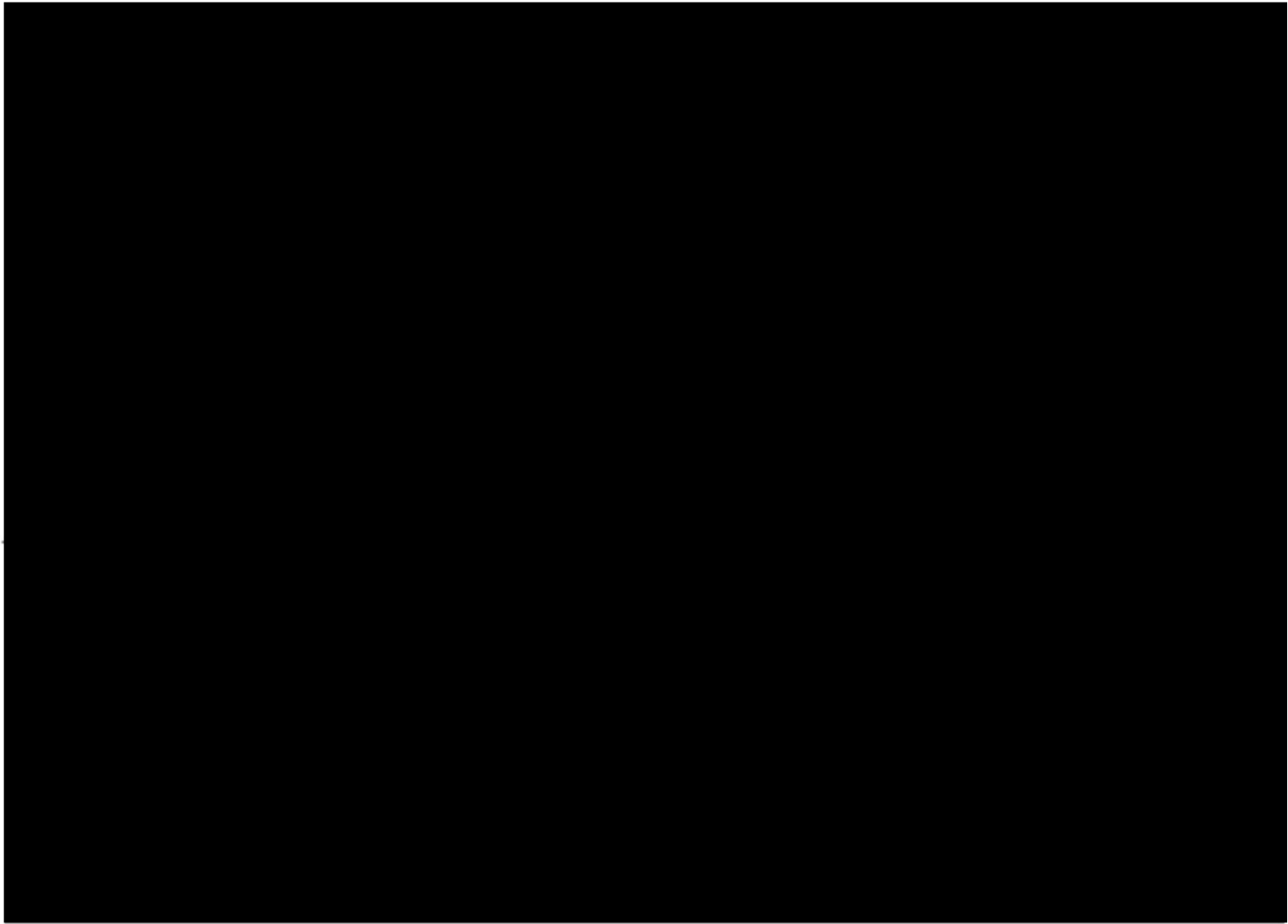


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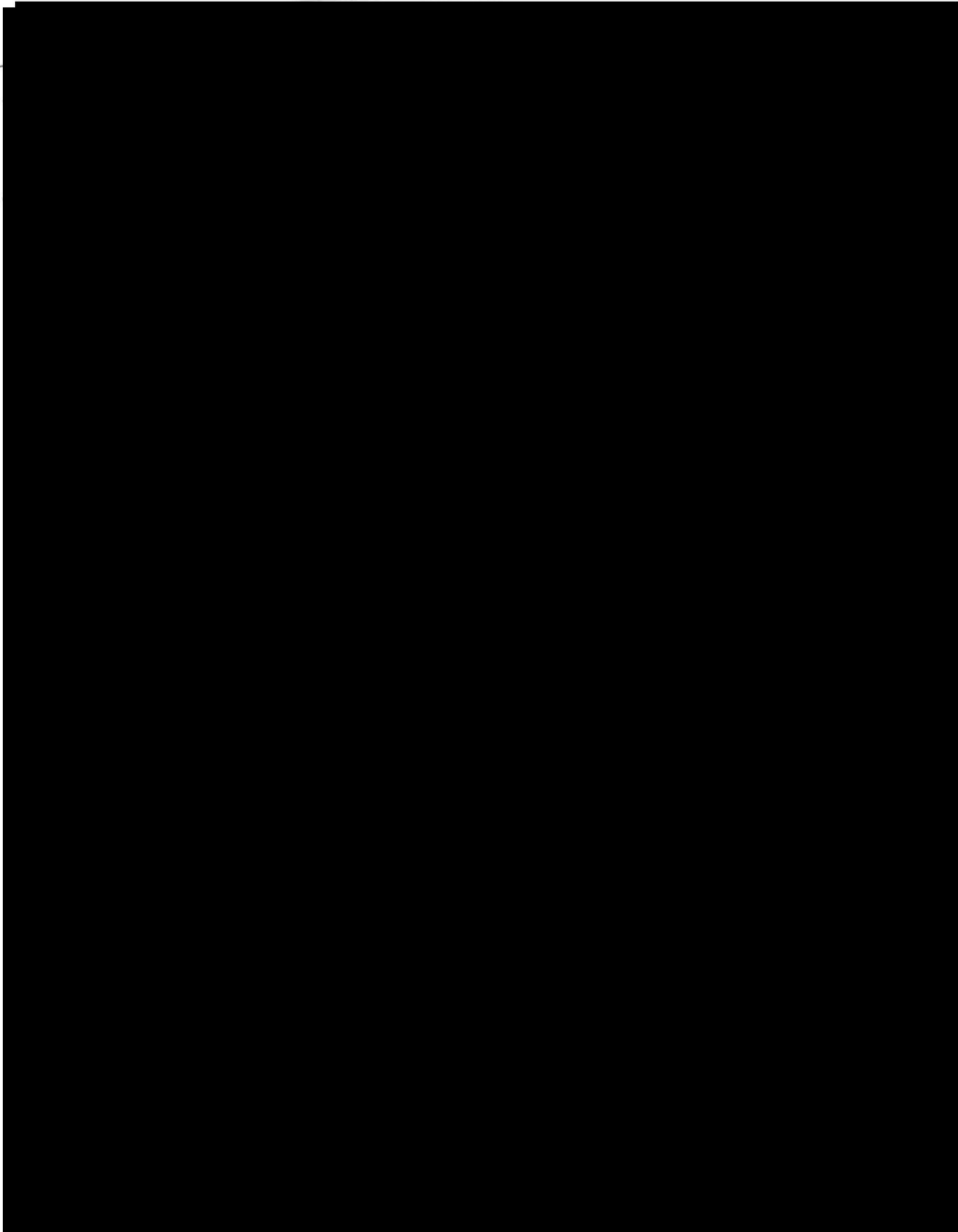


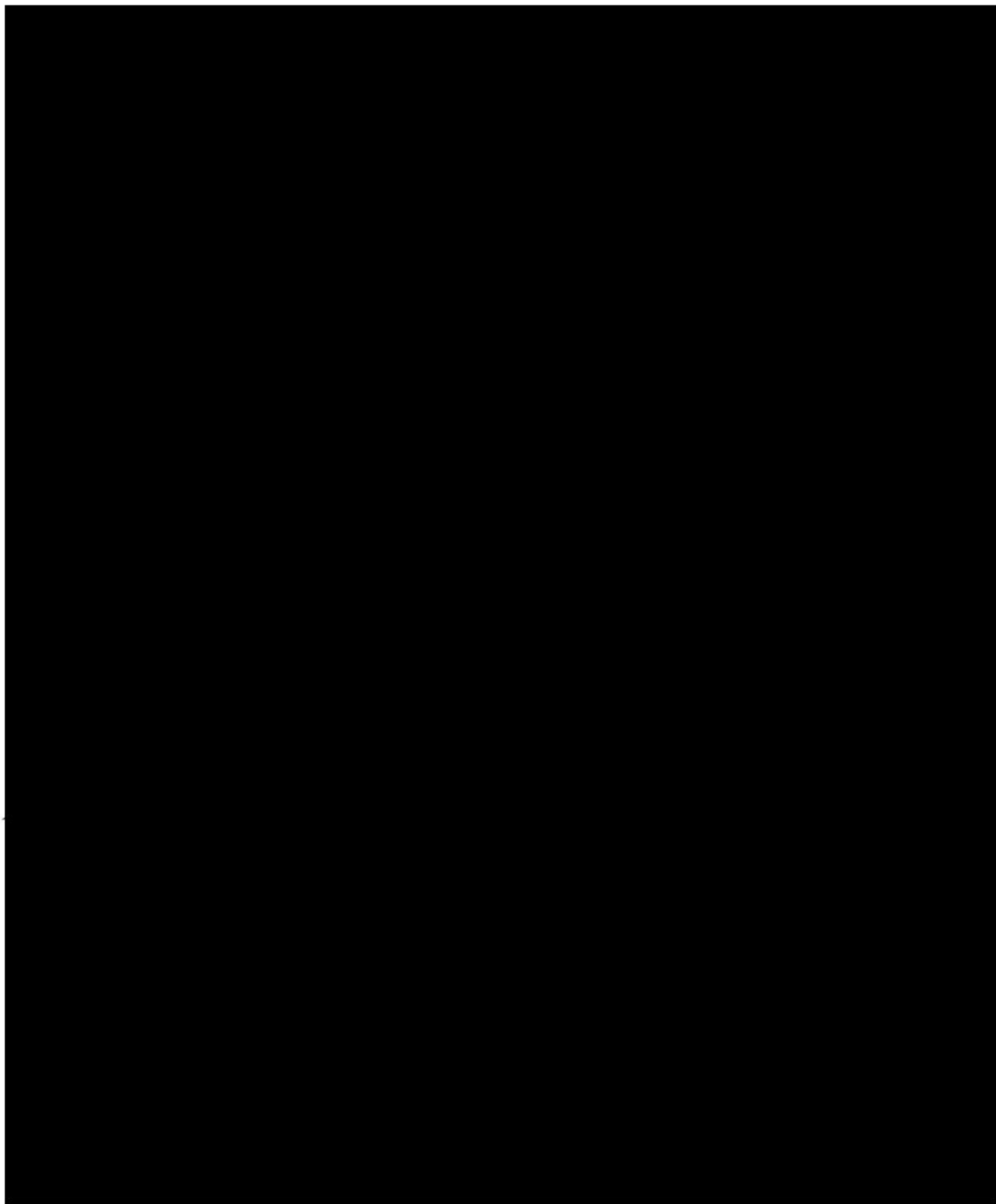
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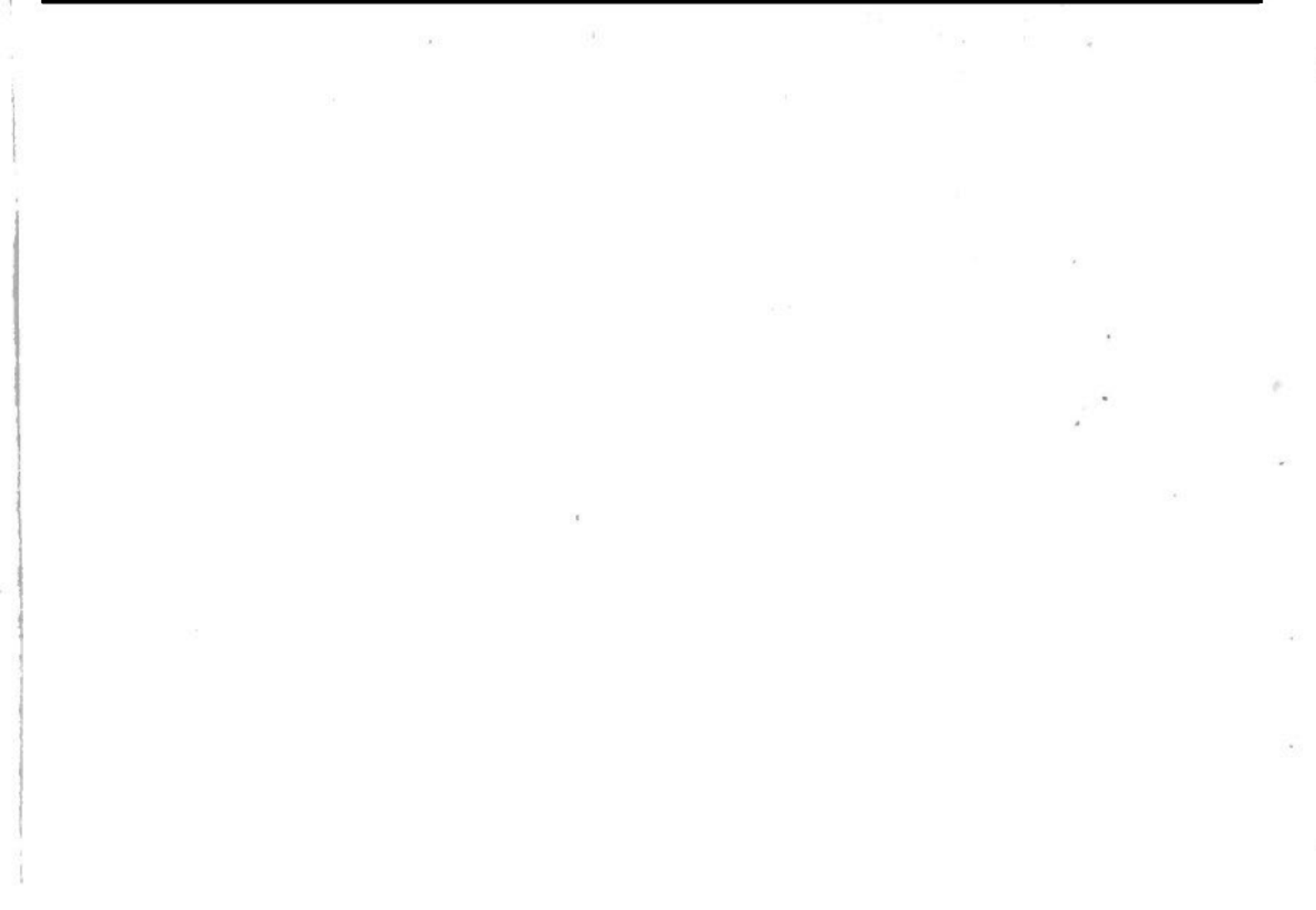
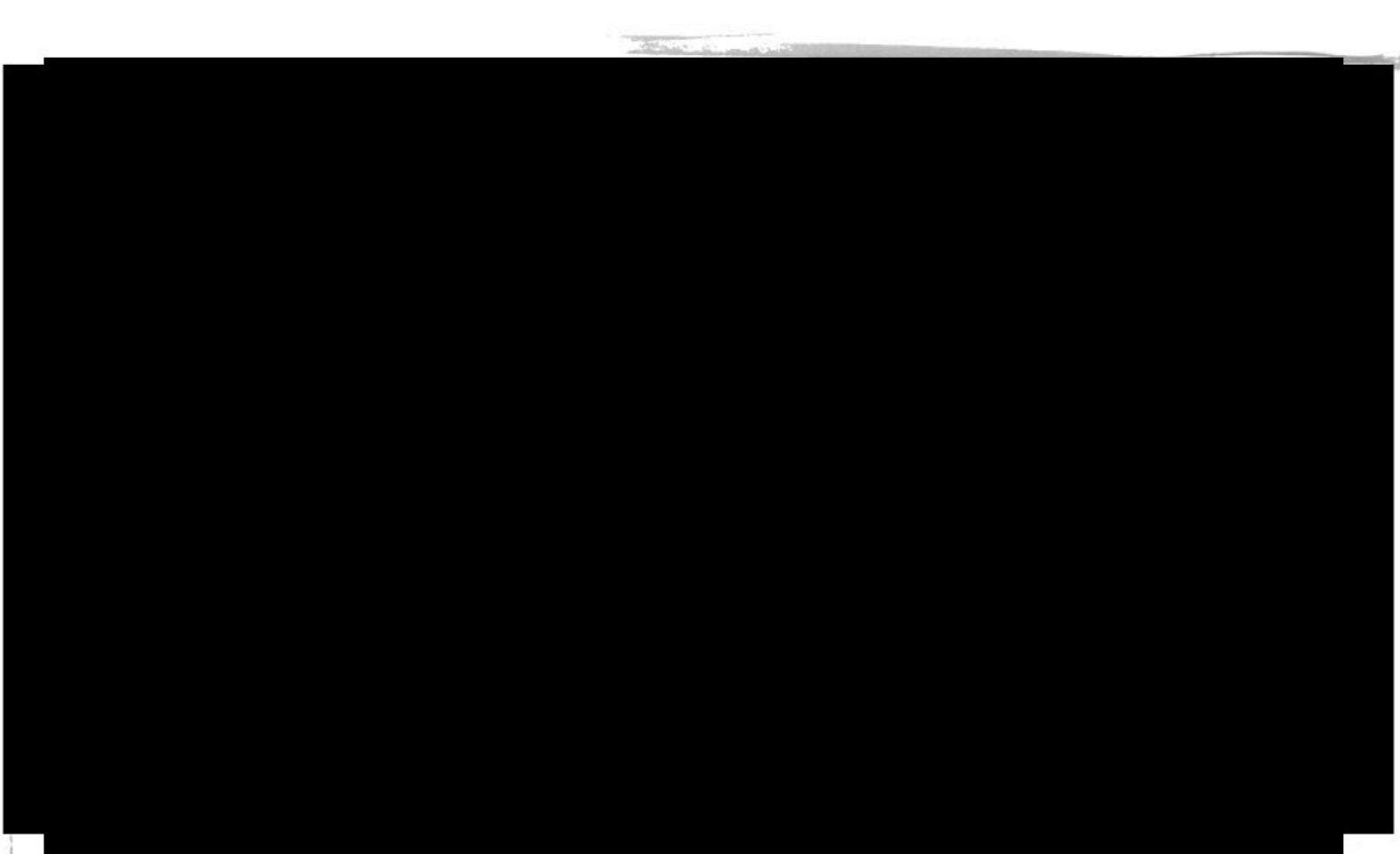


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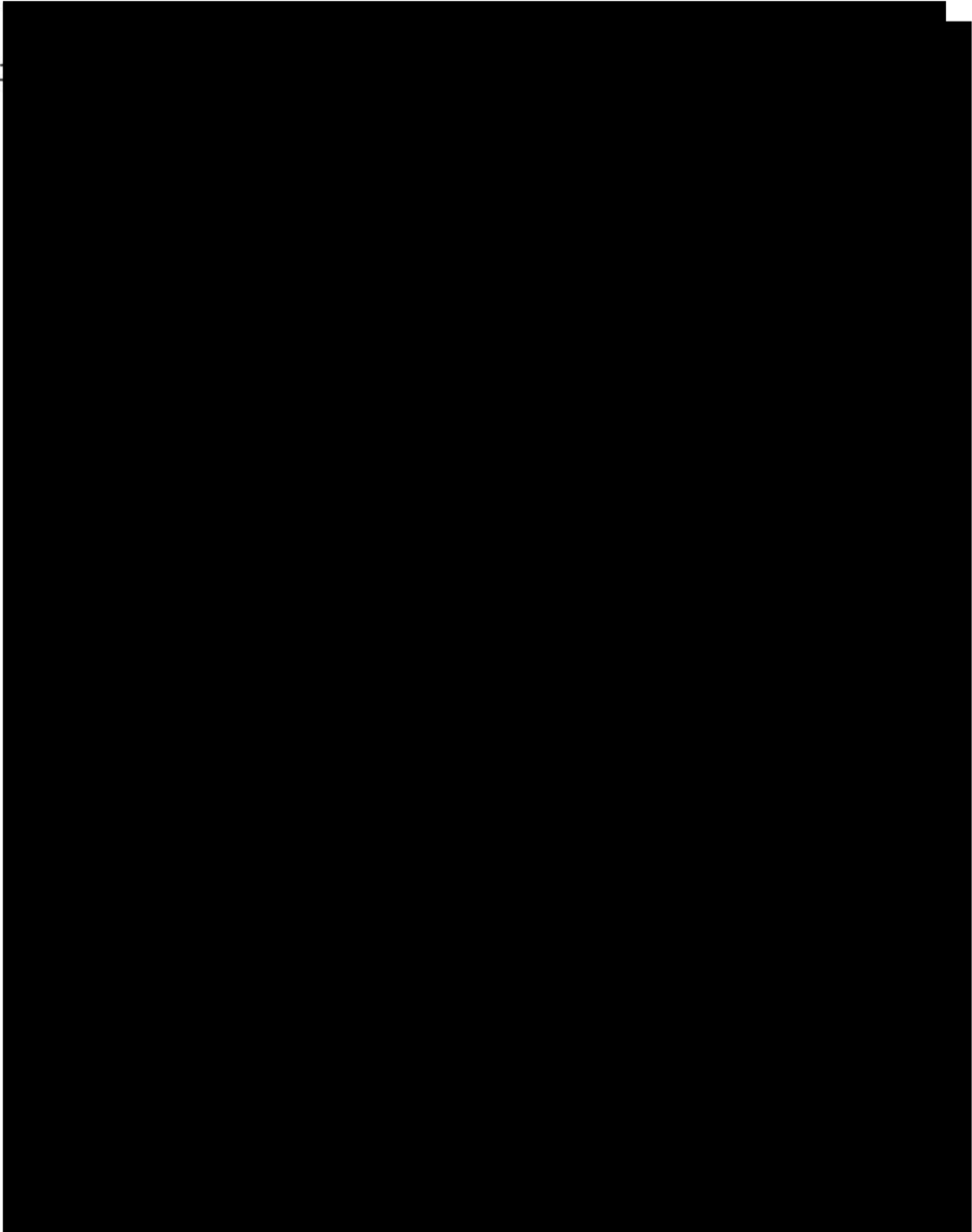
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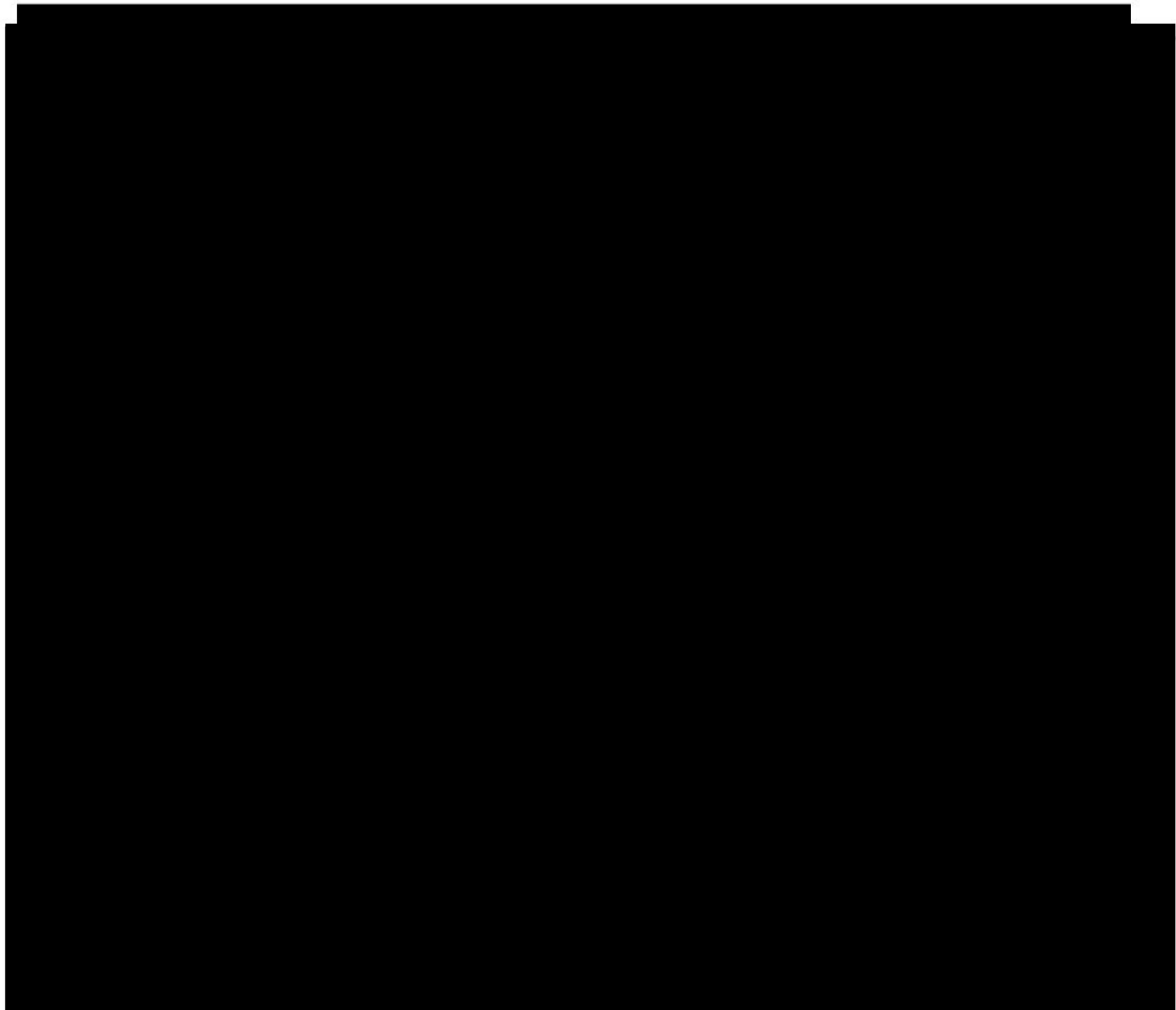


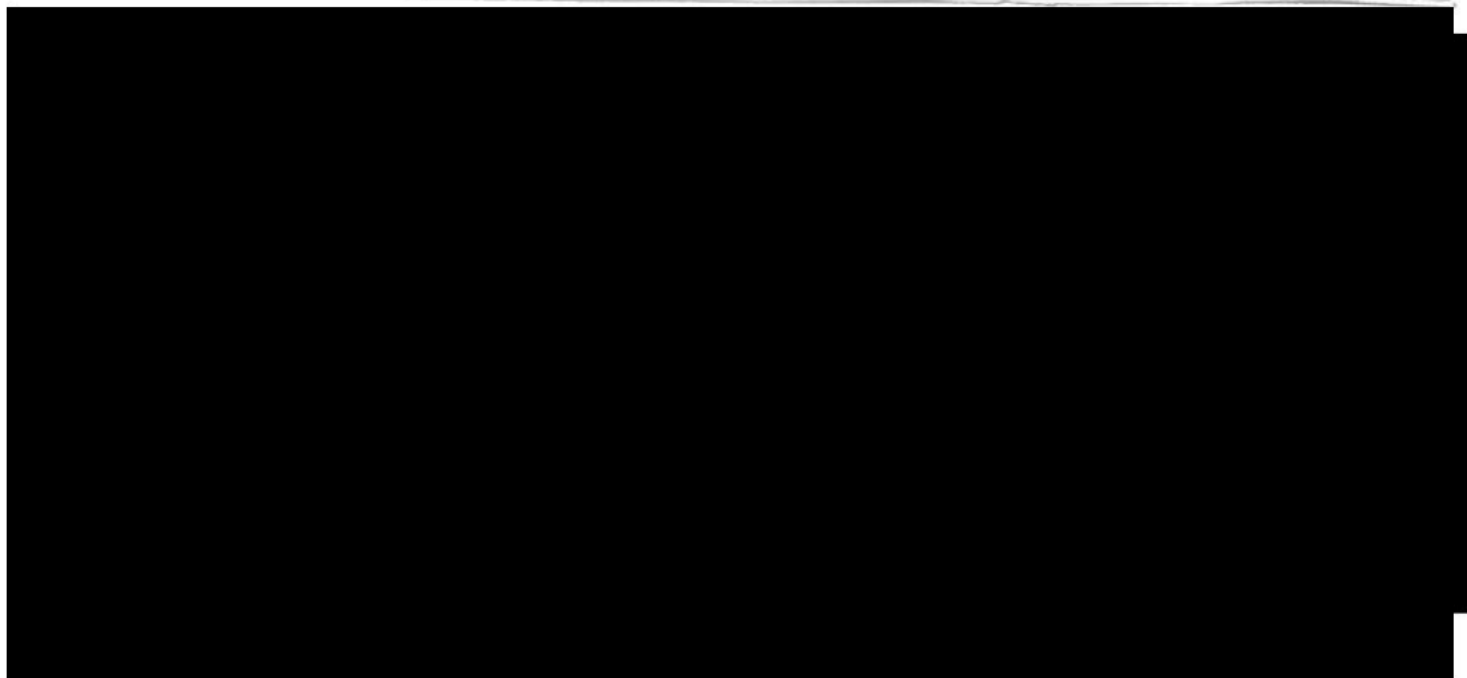




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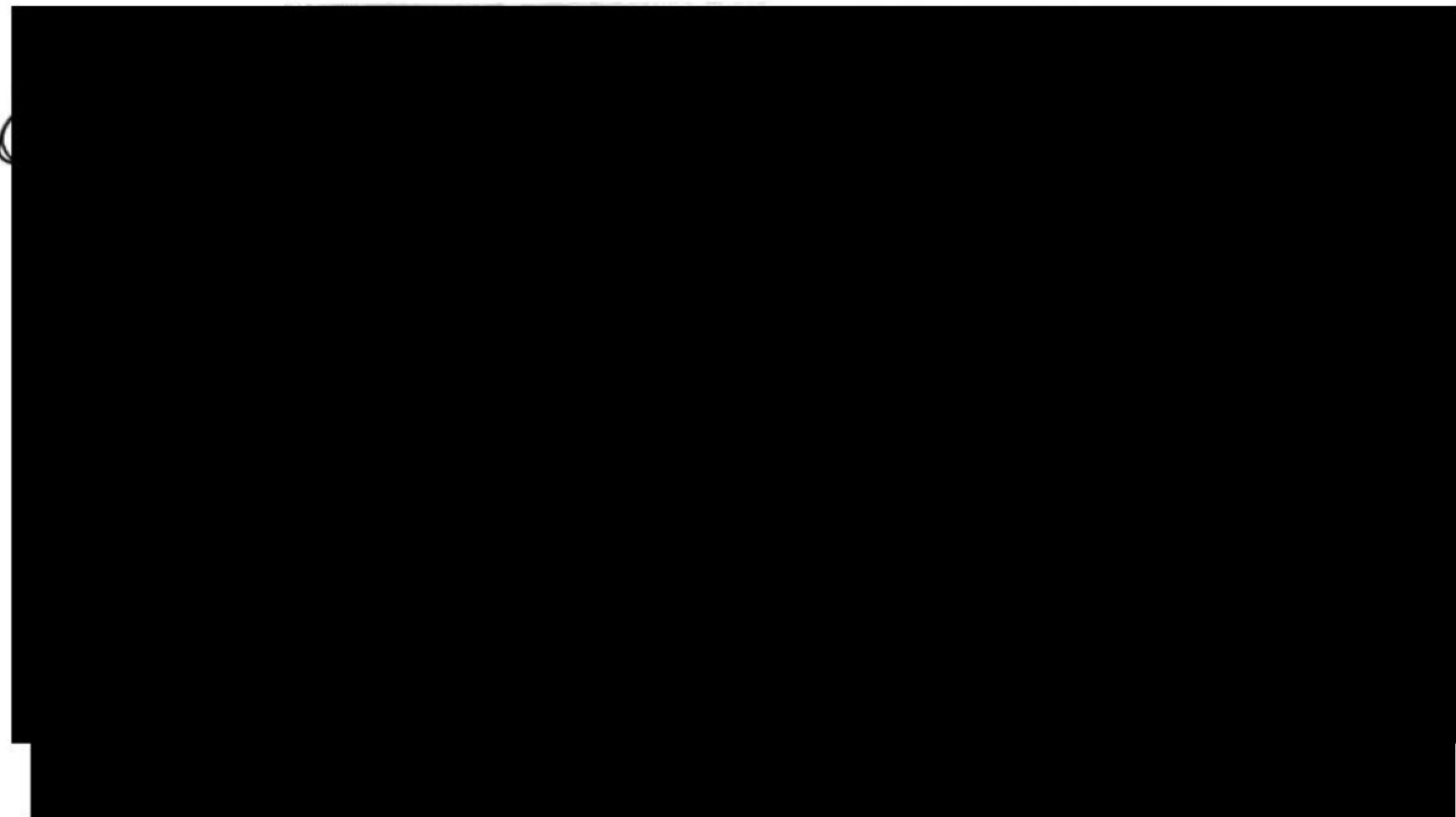
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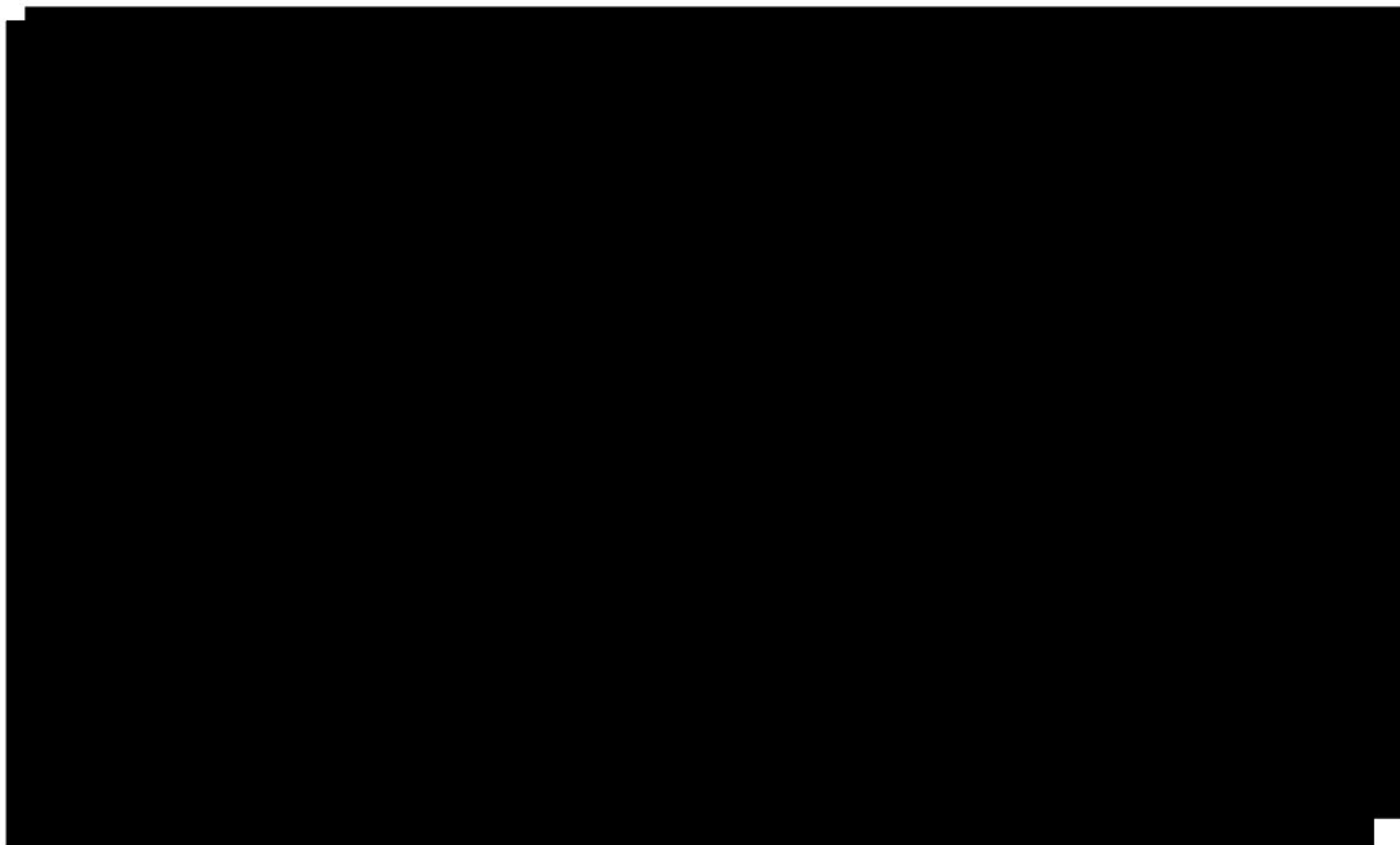
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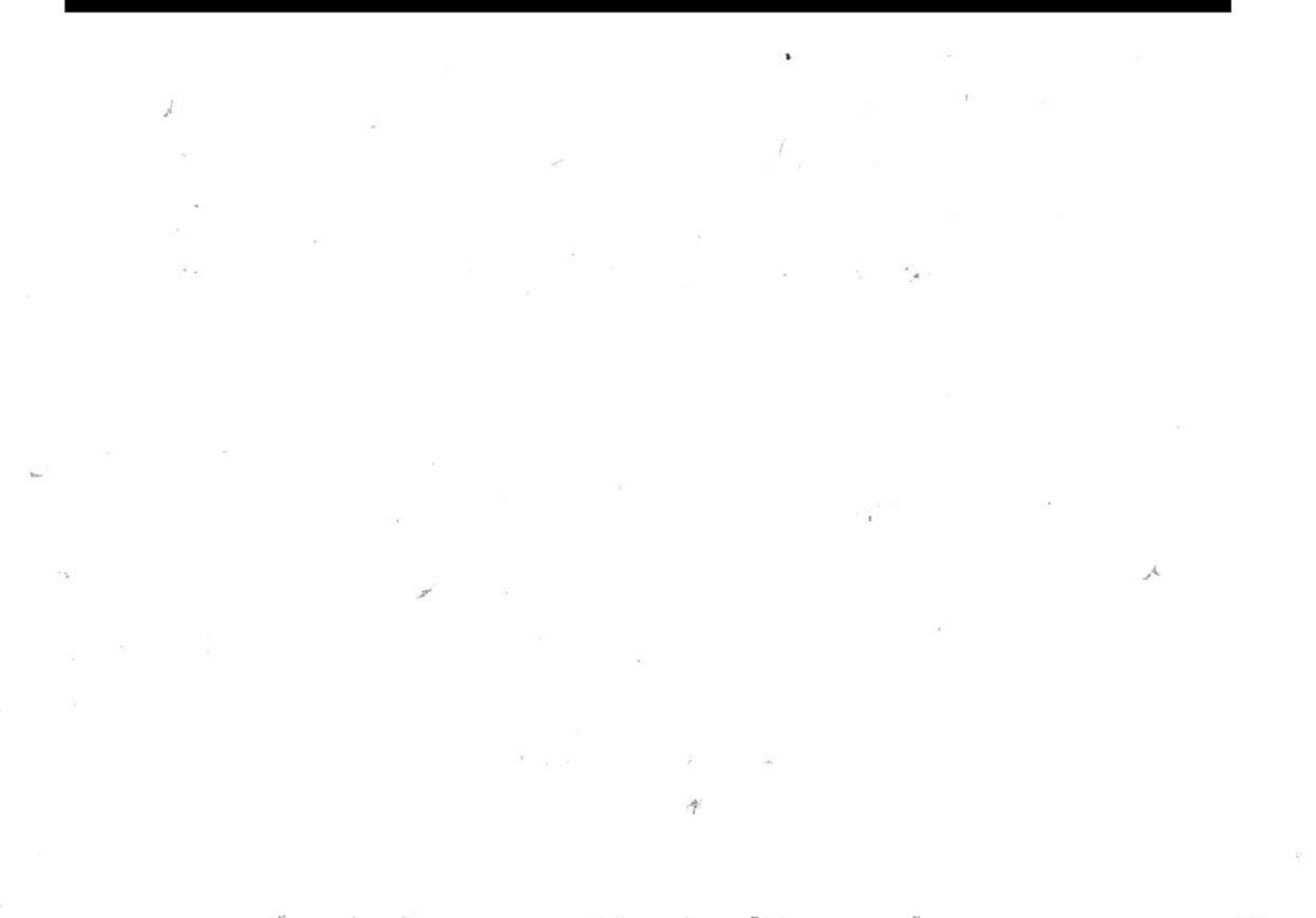
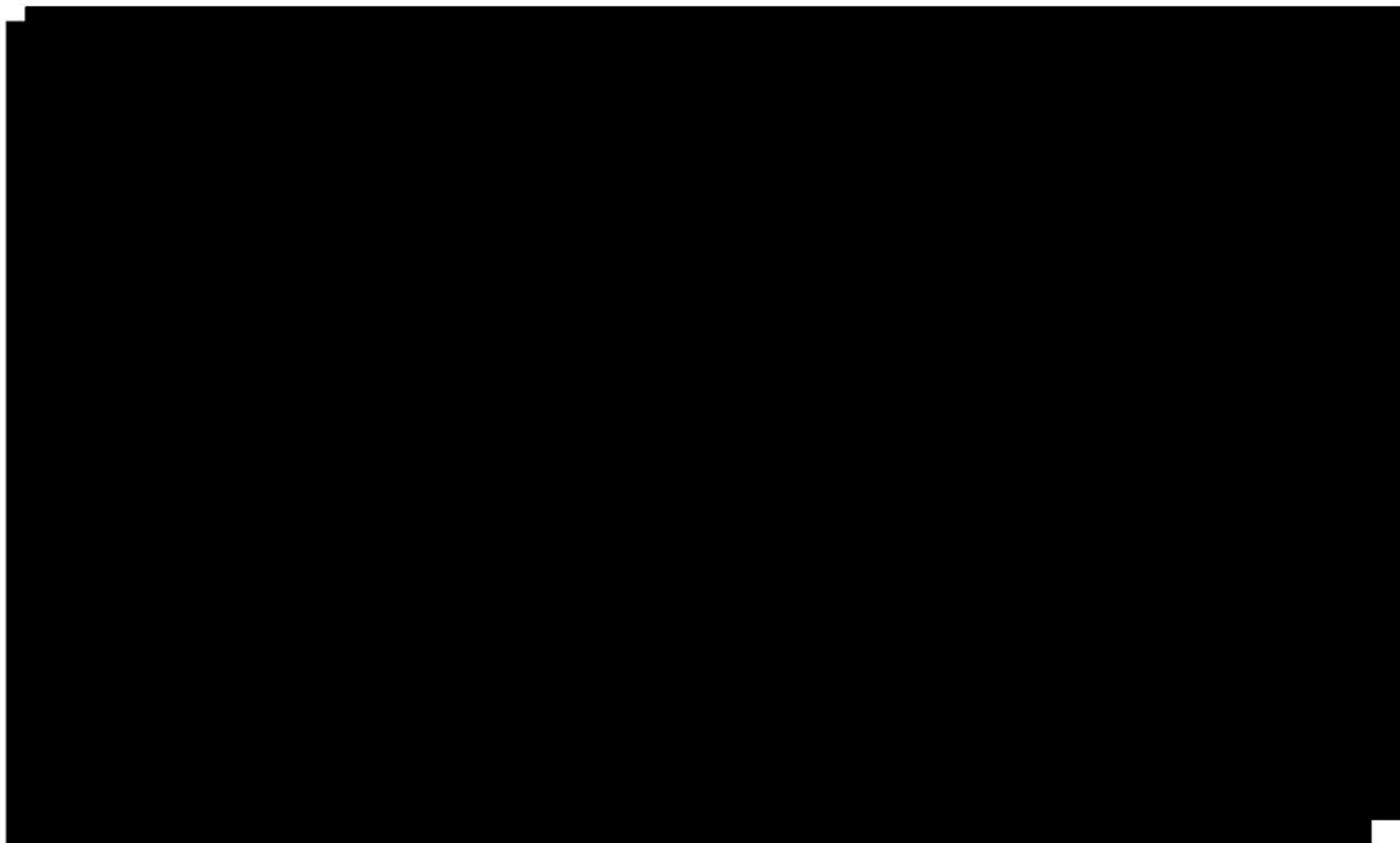
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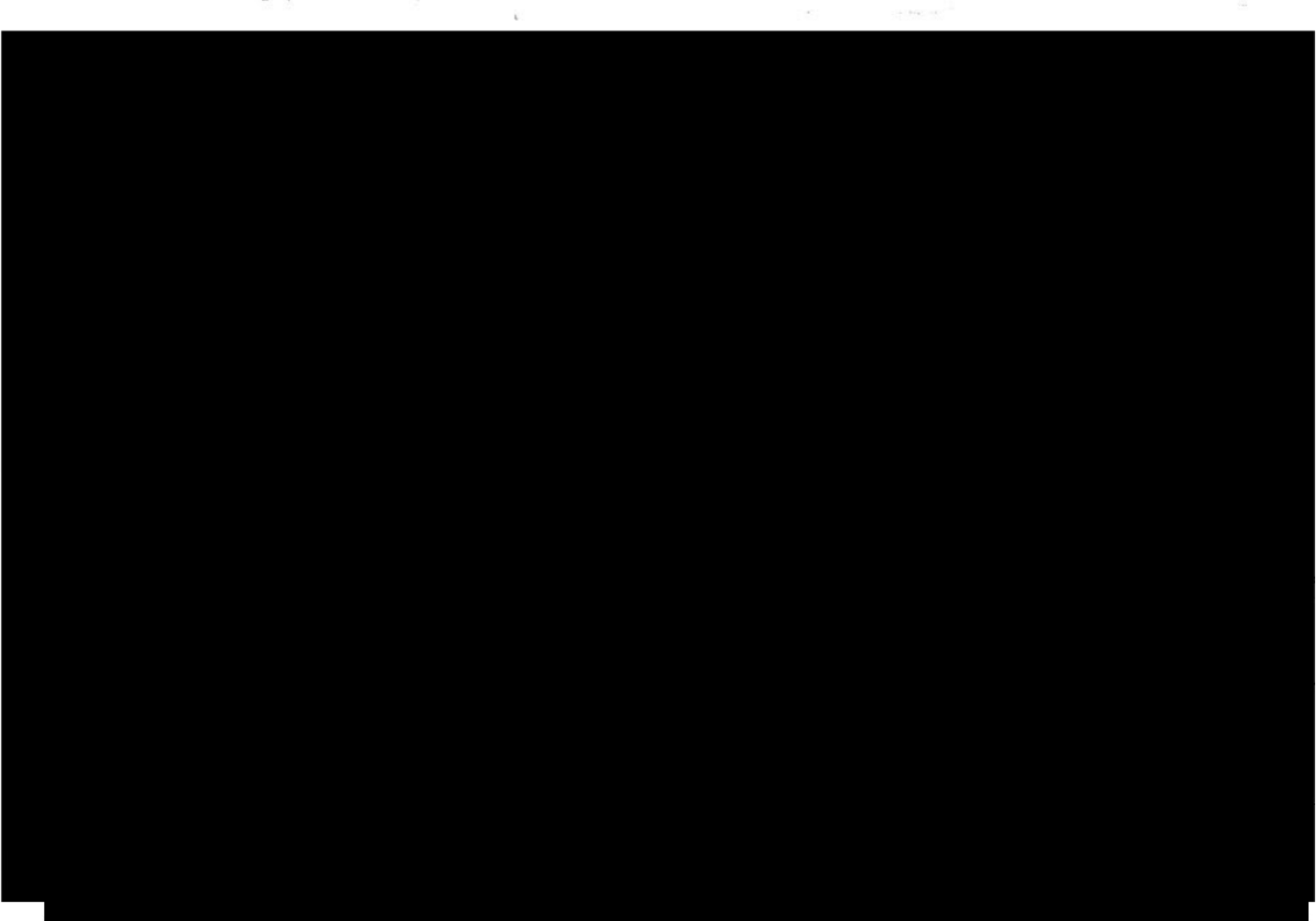
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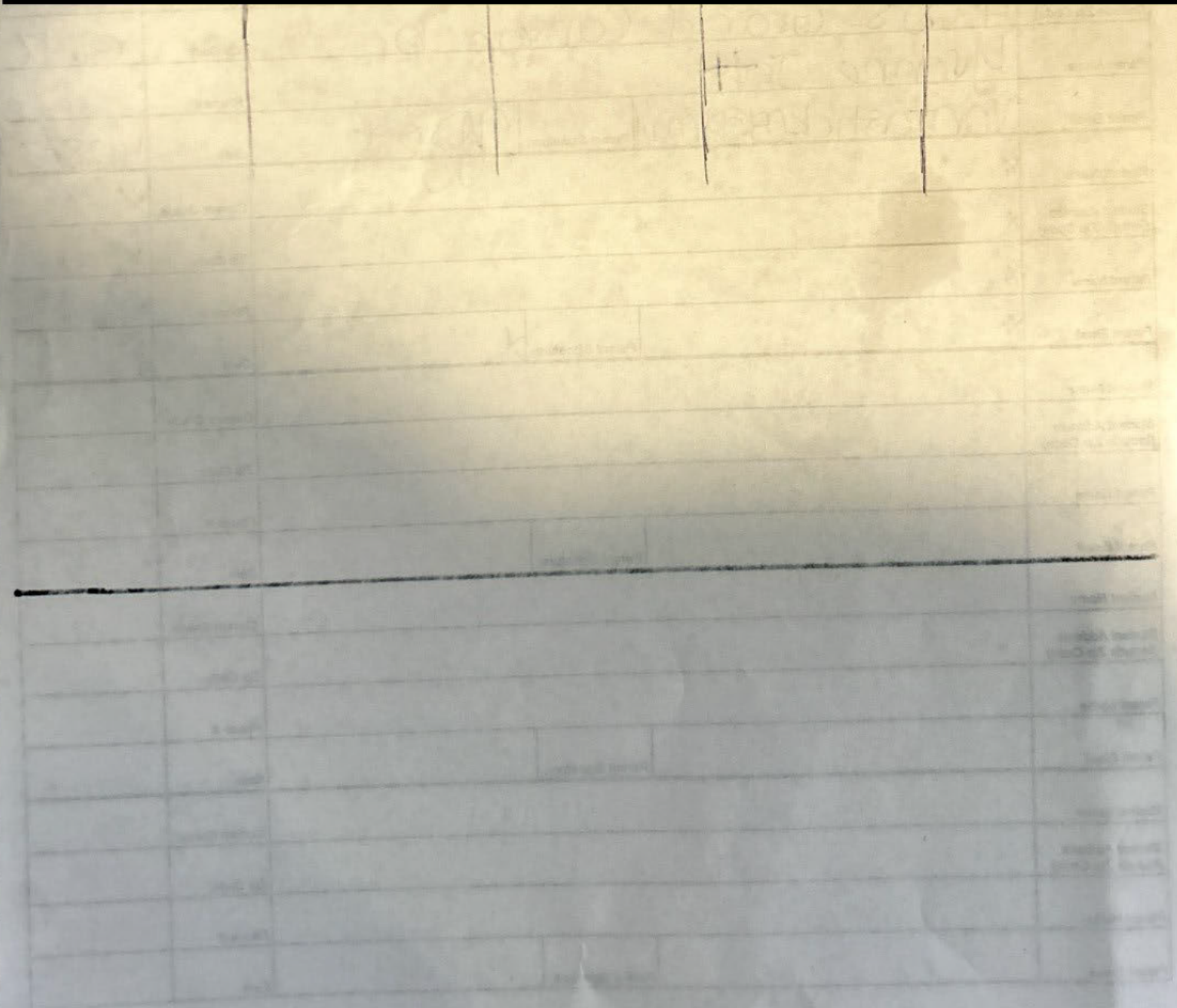


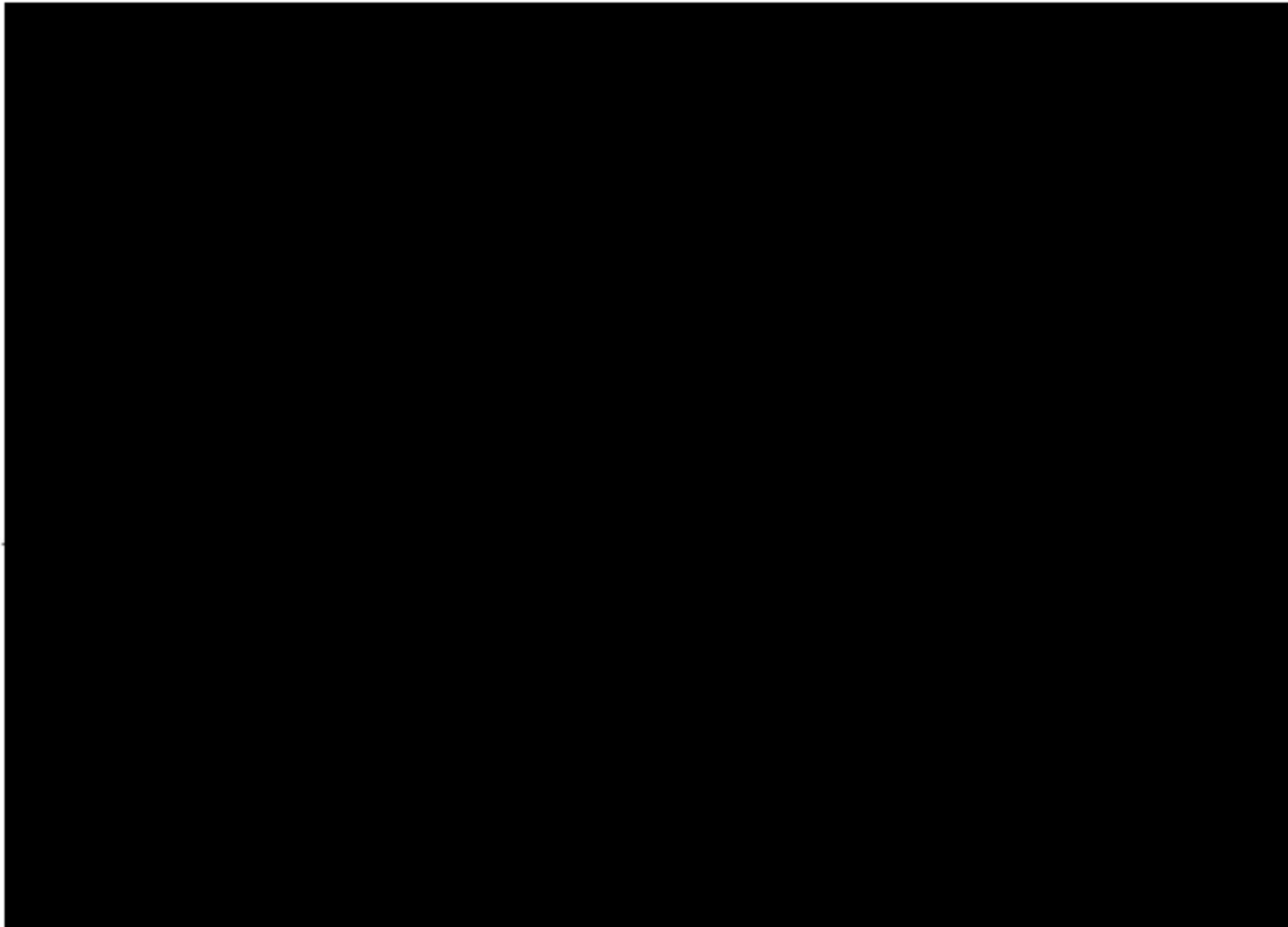
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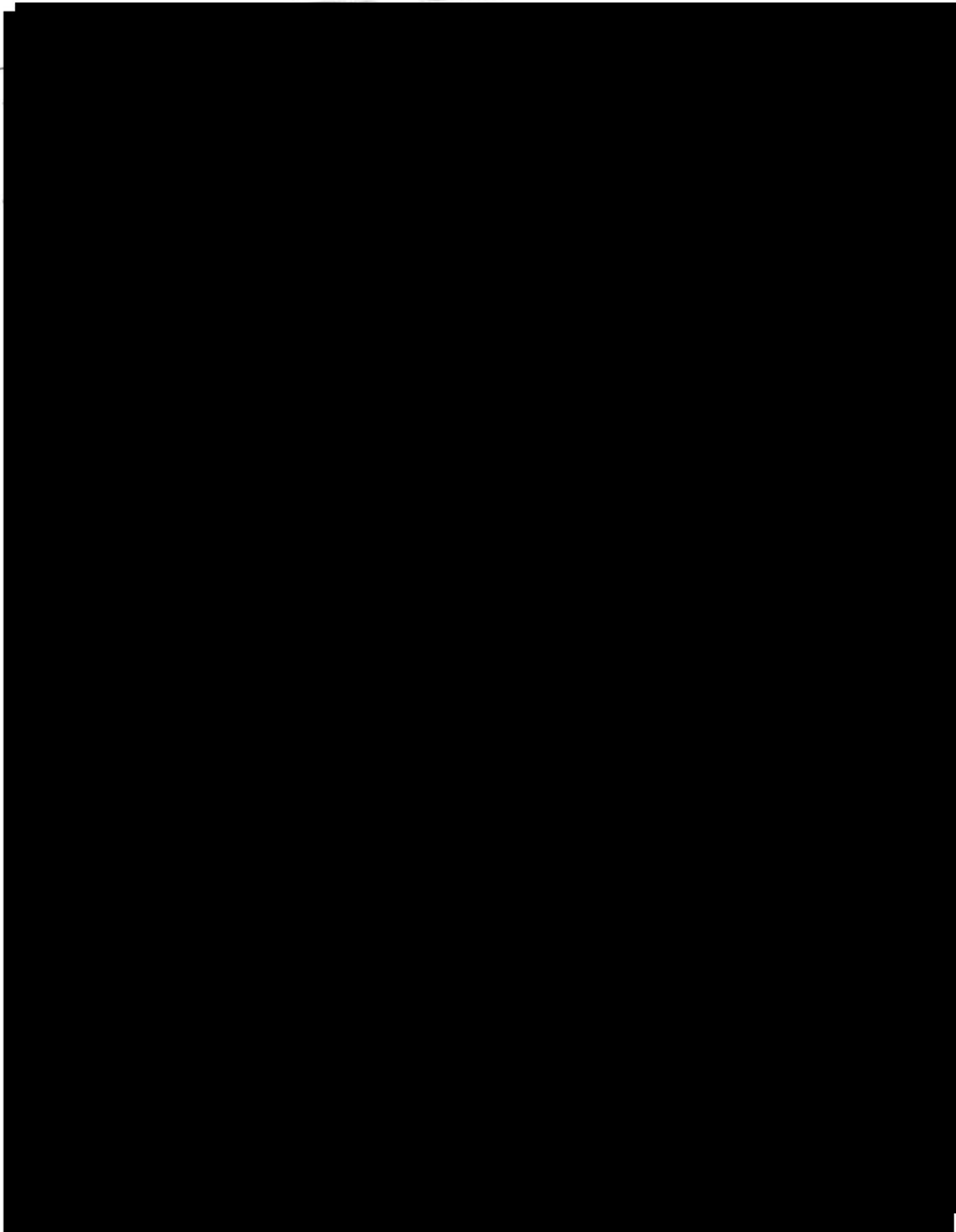


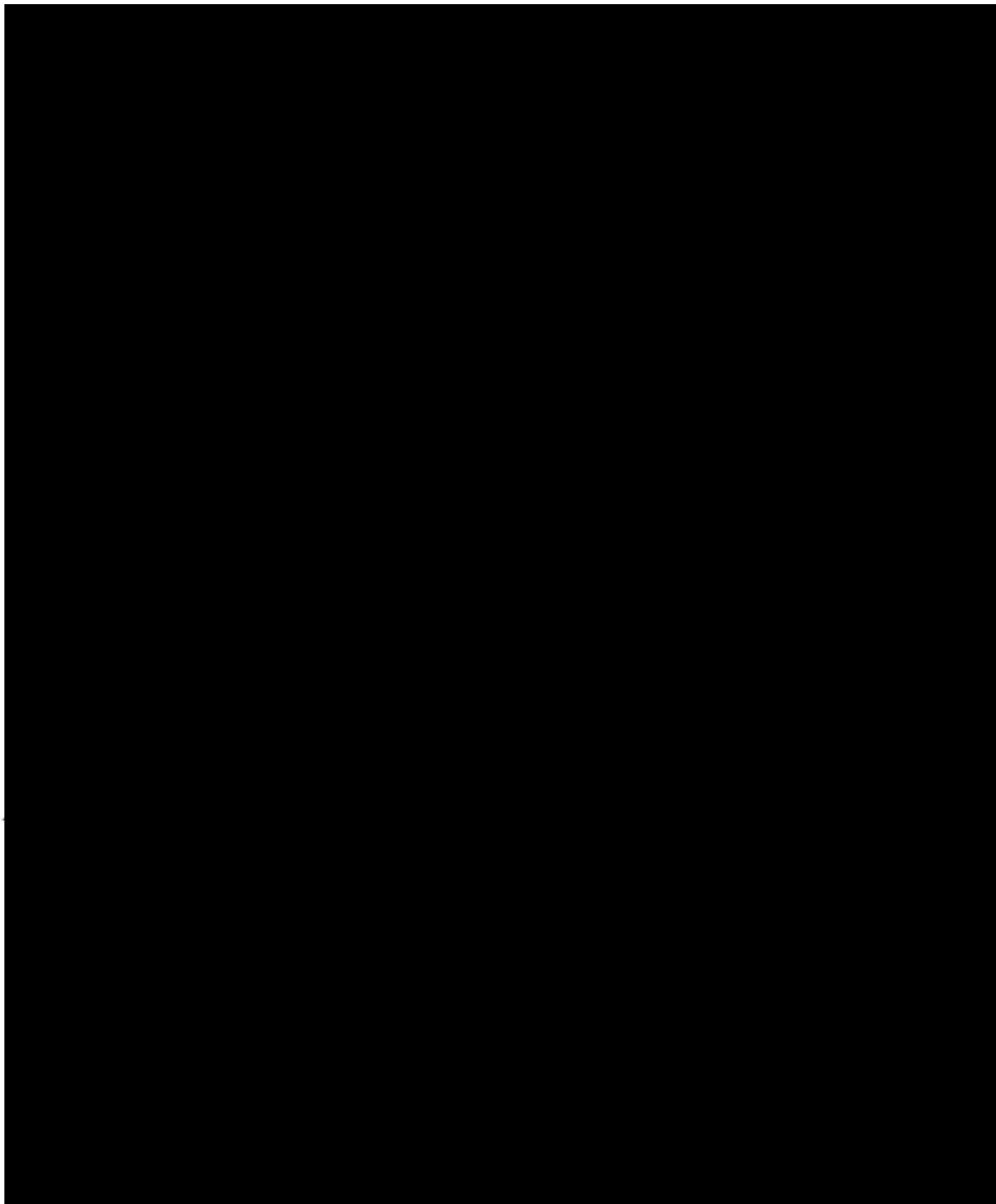


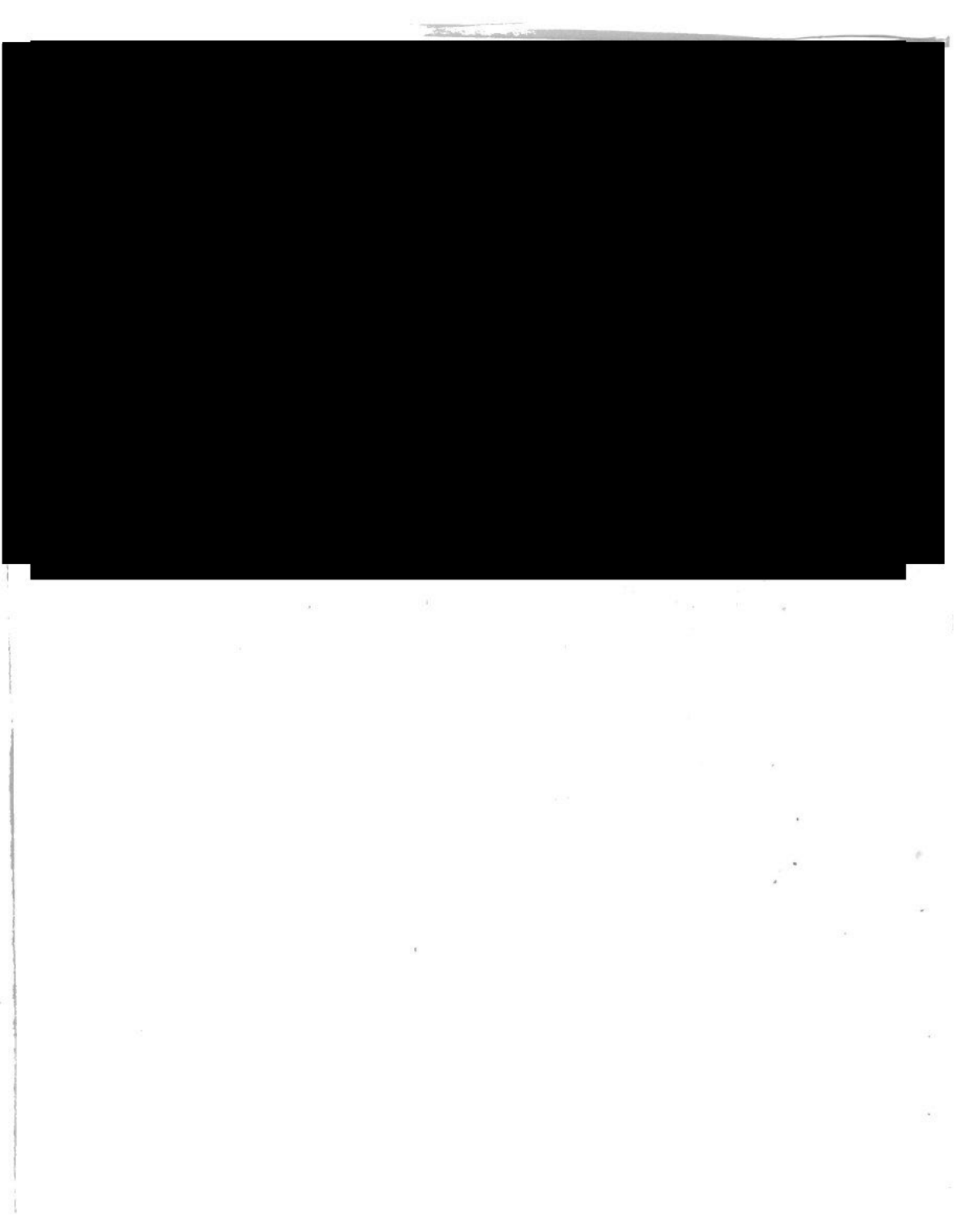


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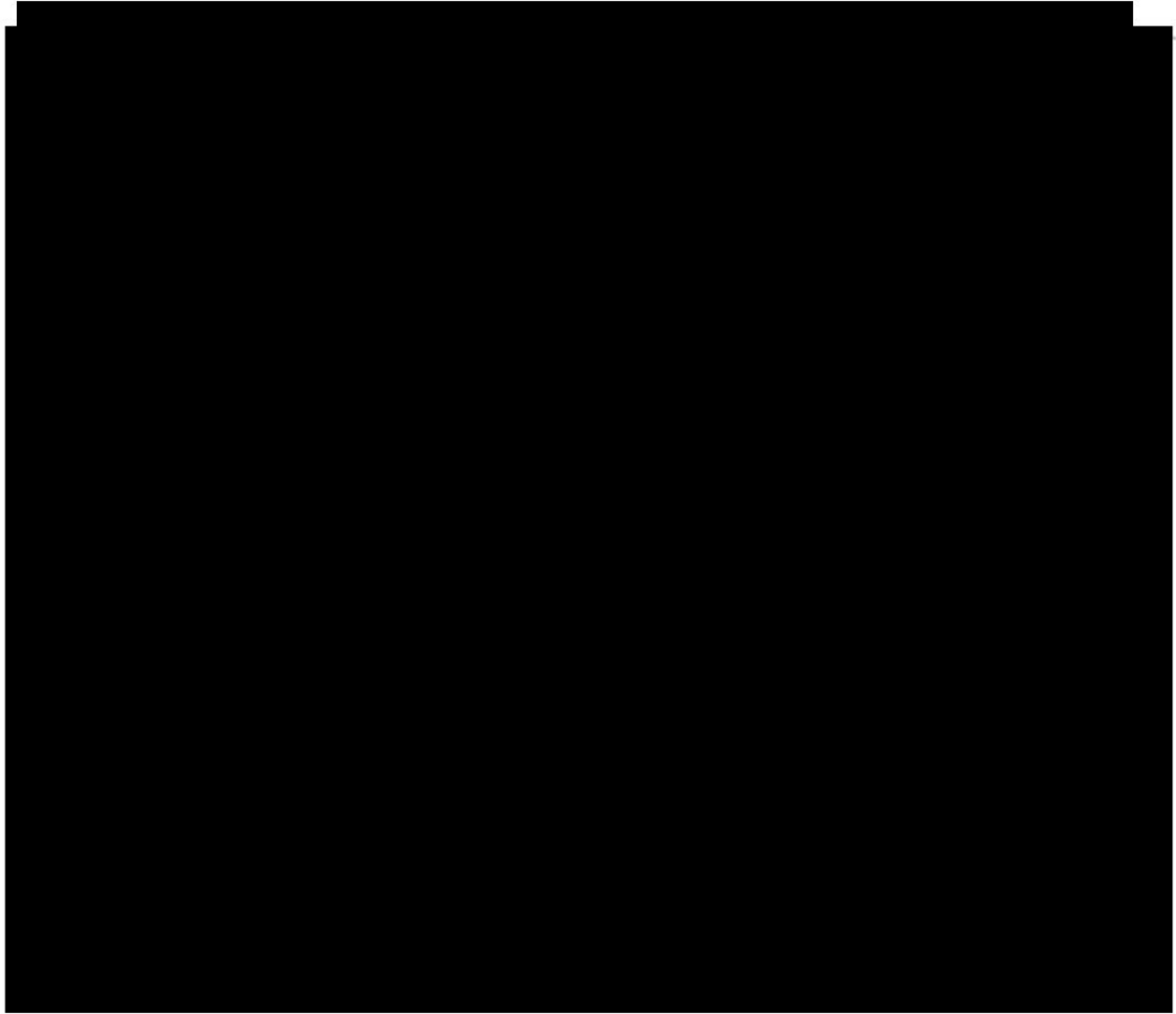
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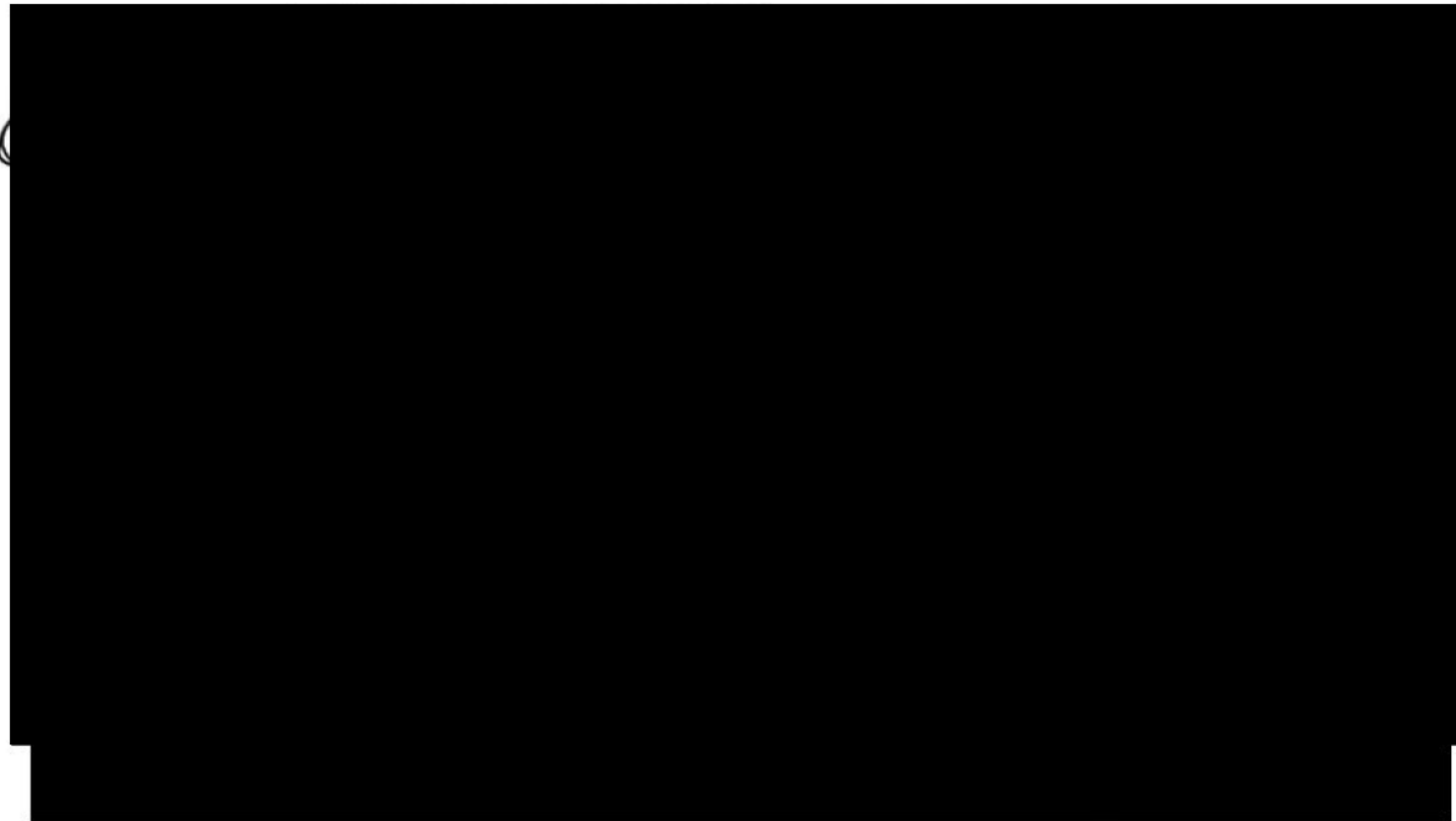




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ATTACHMENT 17:

Incubation Year Planning Table

Necca Academy Charter School Application

Attachment 17: Incubation Year Planning Table

Milestone Category	Activity	Responsible Person	Activity Date
Administrative Systems	Establish attendance protocols	Brittney	Nov - Dec 2024
Administrative Systems	Establish a school - parent communication calendar	Erika	Nov - Dec 2024
Benefits	Finalize performance metrics and incentives per role	Amy	Jan 2025
Benefits	Arrange benefits providers	Amy	Nov - Dec 2024
Benefits	Obtain salary scale approve from governing board	Amy	Nov - Dec 2024
Community Outreach	Host Grand Opening	Erika	Aug 2025
Community Outreach	Work with local media and news channels for press release and interviews	Erika	Jan - Mar 2025
Community Outreach	Participate in School Choice Fair week	Erika	Jan 2025
Community Outreach	Organize Feet on the Street grassroots recruiting. Activate volunteer group.	Erika	Jan 2025 - Mar 2025
Community Outreach	Set meetings with: African Community Center of Las Vegas, Family Refuge Center, Boys Town, The Harbor, 10 local businesses, Las Vegas Housing Authority	Erika	Nov - Dec 2024
Community Outreach	Organize recruitment events, open houses and information sessions (minimum of 4 per month)	Erika	Ongoing
Curriculum & Instruction	Submit alternative schedule to department of education for approval	Amy	Sept 2024
Curriculum & Instruction	If StrongMind has not yet been approved by NDE, set up MOU with CCSD or SPCSA sponsored school for concurrent enrollment for Computer Science.	Brittney	Feb 2025
Curriculum & Instruction	Secure contracts with distance learning providers for core subjects, Life Skills and Study Skills	Brittney	Jan - Feb 2025
Curriculum & Instruction	Develop teaching and support materials for Elevate101	Brittney	Jan 2025 - Mar 2025
Curriculum & Instruction	Develop social and emotional certification modules in conjunction with SAFY and/or another qualified 3rd party	Brittney	Jan 2025 - Mar 2025
Curriculum & Instruction	Identify which partner to enter into MOU with for Computer Science, Health and Physical Education concurrent enrollment and initiate MOU.	Brittney	Nov 2024
Curriculum & Instruction	Finalize NSHE to HS transcript course equivalents with NSHE, obtain governing body approval and submit to NDE	Brittney	Oct 2024
Curriculum Development	Design instructional materials and lesson plans for electives	Brittney	Mar - May 2025
Curriculum Development	Develop and refine school elective curriculum based on approved educational plan and state standards	Brittney	Oct 2024 - Feb 2025
Curriculum Train the Trainer	Strong Mind representative to train Necca team on curriculum	Brittney	July 2025
Dual Enrollment	After governing board modifies and/or approves Request for Dual Credit Transfer plan, submit to NDE for final approval	Amy	Feb 2025
Dual Enrollment	Establish student transportation plan and routes	Amy	June - July 2025
Dual Enrollment	Outline details and process for registration across each community college and establish point of contact for each.	Brittney	Feb - April 2025
Dual Enrollment	With NSHE collaboration, submit Request for Dual Credit Transfer plan to governing board for approval.	Brittney	Jan 2025
Dual Enrollment	Establish student schedules for Necca courses (dependencies: NSHE institutions. Catalogues typically open in mid June for enrollment.)	Brittney	June - July 2025
Dual Enrollment	Enter into MOU with College of Southern Nevada, Great Basin Community College and Truckee Meadows Community College, Western Nevada College. Outline agreement with dedicated NSHE courses for Necca students.	Brittney	Nov 2024

Dual Enrollment	Schedule campus tour for team at CSN UNLV campus during 4-week training period. This may be combined with a student tour.	Erika	July 2025 - Aug 2025
Employee Resources	Develop employee handbook	Amy	Nov - Dec 2024
Employee Resources	Establish registration guide	Amy	Nov - Dec 2024
Facility	Application approved and construction begins	Amy	Dec 2024
Facility	After securing a Certificate of Occupancy, schedule on-site consultation survey with OSHA	Amy	June 2025
Facility	Construction complete, secure inspection approvals from all required parties	Amy	Mar 2025
Facility	Prepare for and attend Planning Commission Meeting	Amy	Nov 2024
Facility	Planning application to City of North Las Vegas	Amy	Oct 2024
Facility	Identify location and submit LOI	Amy	Sept 2024
Facility	Complete negotiations, secure lease, pay deposits	Amy	Sept 2024
Facility	Architectural renderings due	Amy	Sept 2024
Facility	Traffic Study	Amy	Sept 2025
Finance	Establish school accounting procedures, ensuring adequate checks and balances	Amy	Nov 2024 - Dec 2024
Finance	Establish policies and procedures for NSHE institution payment	Amy	Nov 2024 - Dec 2024
Food Services	Employee Health Card Permits - Set up process and ensure compliance	Erika	May 2025 - June 2025
Food Services	Source food suppliers	Erika	Nov - Dec 2024
Governance	Governing board to vote on and approve bylaws, school calendar and remaining items from application	Amy	November 2024
Governance	Draft and receive governing board approval on the lottery process	Amy	Sept 2024
Governance	Create governing board annual meeting schedule for the year based on board member input and availability. Send calendar invites.	Amy	Sept 2024
Governance	Create agenda templates for governing board meeting, along with a calendar of key performance indicator reporting	Amy	Sept 2024
Governance	Recruit open board seats including CSN representative, Parent Member and Student Member	Amy	Sept 2024 - Dec 2024
Hiring Process	Develop job descriptions for each role based on organization chart and approved pay scale	Amy	Jan 2025
Hiring Process	Develop recruiting and hiring guide, detailing all steps of the process and structured interview templates	Amy	Nov - Dec 2024
HR - Performance Incentive	Obtain board approval on performance incentive plan	Amy	April 2025
HR - Performance Incentive	Run regression models on performance incentive plans to ensure model aligns with desired outcomes.	Amy	Mar 2025
Human Resources	Develop onboarding guide for all new staff	Amy	Feb 2025
Human Resources	Work with IT vendor to ensure adequate network and systems are in place for employee and student information data storage with appropriate securities.	Amy	Feb 2025 - June 2025
Human Resources	HR policies reviewed by third party HR or legal entity for compliance	Amy	Mar 2025
Insurance & Legal	Obtain bids for coverages as outlined in Attachment 21	Amy	Nov - Dec 2024
Insurance & Legal	Entity formation and 501c3 filing status	Amy	Sept - Nov 2024
Leadership Resources	Develop detailed roles and responsibilities matrix aligned to organizational chart	Amy	Feb 2025
Leadership Resources	Develop leadership toolkit including one-on-one template, coaching templates and mentorship forms	Amy	Mar 2025
Marketing	Build branding suite, starting with the logo, and incorporating community insights and feedback.	Amy	Sept 2024
Marketing	Interpret website and social media content into Spanish	Erika	Dec 2024

Marketing	Create social media assets across TikTok, IG, FB, LinkedIn, ND, and YouTube	Erika	Nov 2024
Marketing	Build branded website complying with SEO best practices and NRS compliance (e.g. governance requirements)	Erika	Oct 2024
Marketing	Develop CRM capabilities to track and manage lead flow and incorporate logic sequences and lead scoring	Erika	Sept 2024 - Dec 2024
NSHE Partner	Establish MOU's with CSN, TMCC, GBC	Brittney	Nov-Dec 2024
Principal	Develop teacher specific evaluation based on Table: Annual Performance and Growth Goals, NSPF Framework and NEPF rubric.	Amy	Mar 2025
Procurement	Adopt procurement guidelines approved by governing body	Amy	Sept 2024
Recruitment	Bring together volunteers to help spread the word about the Necca program to local families and organizations	Amy	Nov 2024 - Feb 2025
Recruitment	Ensure enrollment counts justify staffing levels before making any offers	Amy	Mar 2025 - May 2025
Registration	Develop plan for Waitlisted students who were not enrolled during the lottery	Amy	Jan 2025
Registration	Host the second round of enrollment sessions to enroll students in classes based on their placement scores, academic plan and prior transcript history	Brittney	Aug 2025
Registration	Configure SM application templates with automated messaging and user access levels	Brittney	Dec 2024 - Jan 2025
Registration	Collect and follow up on registration documents. Communicate with families as needed to facilitate process.	Brittney	Feb 2025 - June 2025
Registration	Create communication templates for each step in the registration process in both English and Spanish	Brittney	Jan 2025
Registration	Host the first round of enrollment sessions to walk families and students through the enrollment process with CSN/GBC/TMCC	Brittney	June 2025
Registration	Arrange testing dates for CSN math placement testing	Brittney	June 2025
Registration	Lottery Run Date	Brittney	Min 45 days after Application Opens
Registration	Application Open Date	Brittney	Opens late January
SmartMind Curriculum	Finalize curriculum contract	Brittney	Oct 2024
Student Engagement	Host campus tour at CSN with both a Necca and a CSN ambassador	Amy	June 2025
Student Resources	Source laptops / chromebooks for student resources	Amy	Aug 2025
Student Resources	Develop student handbook	Amy	July 2025
Student Support	Establish student support protocols: ELL	Brittney	Nov - Dec 2024
Student Support	Establish student support protocols: Special Education	Brittney	Nov - Dec 2024
Student Support	Establish student support protocols: FRL	Brittney	Nov - Dec 2024
Talent	Conduct interview process for first round of new hire job positions	Amy	April 2025 - May 2025
Talent	Promote first round of new hire job positions: Mark /Comm. Outreach, SASS, Bilingual Office Manager	Amy	Feb 2025 - Mar 2025
Talent	Extend offers for first round of new hires	Amy	June 2025
Transportation	Source two (2) sprinter vans	Erika	Jan - Feb 2025
Vendor Contracts	Identify vendor to administer and aggregate data from confidential surveys	Amy	Jan - Feb 2025
Vendor Contracts	Complying with vendor selection process, finalize software contracts: IC, Canvas, SM, HubSpot, etc.	Amy	Nov - Dec 2024

ATTACHMENT 18:

Identified Facility - Not Applicable

Necca Academy Charter School Application

ATTACHMENT 19:

Tenant Improvement Timeline and Support

Necca Academy Charter School Application

Necca Academy

A proposed charter school

Attachment 19: Tenant Improvement Timeline and Supporting Documentation

Timeline Narrative:

We anticipate an accelerated time to identify, secure and complete facility buildout in comparison to a traditional school model, given the general structure of our program model. Multiple facility options are currently available for lease which would meet our facility needs and budget. While it is uncertain that these specific units will be available upon the approval of our charter application, it is reasonable to expect additional commercial real estate options to become available. See attached letter from commercial real estate partner and general contractor.

Timeline	Milestone	Key Parties Involved
Upon completion of Committee to Form Capacity Interviews, prior to application approval	Research and identify potential commercial real estate options that meet facility needs and requirements. Initiate conversations through an LOI to establish agreeable terms, should the charter application be approved. The LOI will explicitly state that a lease will not be signed until the charter school application has been approved.	-Operations Director -Principal -Commercial Real Estate Agent
Upon reaching proposed, agreeable terms with facility landlord	Walk site with general contractor and architect to define scope of work, outline project plan, and draft contract terms. Note: no contract will signed nor will any work begin until the charter authority has approved our application.	-Operations Director -Principal -General Contractor -Architect
Immediately upon application approval not to exceed 12/16/2024	Secure lease Sign general contractor agreement Make payment towards first installment of general contractor agreement so that work may begin. Note: general contractor scope of work includes architect.	-Operations Director -Commercial Real Estate Agent
Within 6 weeks of application approval	Architectural design: -Initial renderings due two weeks after signed GC contract -Round 1 of feedback and revisions: 10 business days -Round 2 of feedback and revisions: 5 business days -Buffer: 5 business days -Final architect design delivered	-Operations Director -General Contractor -Architect
During architectural design phase	Arrange and participate in meetings with City Planning to prepare for application submission, identifying and preventing common issues with applications.	Operations Director
If Necca charter school application is approved on 8/23/24, then:	<u>Timeline A:</u> 9/27/2024: Final architect designs delivered 10/1/2024: City planning application to City of North Las Vegas submitted 11/23/2024: Planning Commission Meeting 12/4/2024: City Council Meeting	-Operations Director -General Contractor -Principal

Necca Academy

A proposed charter school

	<p>12/18/2024: Second City Council Meeting 12/18/2024: Application approved and construction may begin</p> <p><u>Timeline B:</u> Should the application be approved in the first round of approvals, but city planning application is not submitted until 10/29/2024, the final city council meeting is scheduled for 1/15/2024.</p>	
<p>Timeline A: Between 3/12/2025 and 4/9/2025</p> <p>Timeline B: Between 4/19/2025 and 5/7/2025</p>	Construction timeline will range from 12 to 16 weeks depending on condition of facility selected and supply chain delays.	<p>-Operations Director</p> <p>-General Contractor</p> <p>-Principal</p>
On or before 5/7/2025	Permitting and inspections completed to receive certificate of occupancy.	
June 7, 2025	Grand Opening	
NOTE: If Necca charter school application is approved by 12/13/2024, then:	<p>Planning commission schedule for the 2025 calendar year is pending. Based on previous schedules, and without holiday interference, it is reasonable to expect city planning approval on or before 3/12/2025.</p> <p>With an escalated timeline, it is possible to have construction completed within 11 weeks or by May 28, 2025 and final inspections and permitting completed on or before 5/31.</p> <p>This would meet the requirement for inspections and permitting to be completed 30 days before the first day of school.</p>	



April 16, 2024

Joanna Zirbes, CCIM
Logic Commercial Real Estate
3900 S Hualapai Way, Suite 200
Las Vegas, NV 89147
(909) 322-4314 | jzirbes@logicCRE.com
Nevada Real Estate License #S.0184741
California Broker License #02010713

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Authority Board Members,

I am excited to support and assist Necca Academy in their efforts to start a new charter high school. As a resident of Las Vegas since December 2018, I personally understand the need for better education options. I've been a licensed real estate agent in the state of Nevada since May 15, 2018, and practicing commercial real estate in California since 2016 and in Nevada since 2020. In my professional experience, I've seen the education system be a deterrent for families considering a move to the Las Vegas area.

I look forward to working with Amy Spero and the Necca Academy team on this project. Understanding that it is not feasible to secure a location prior to receiving charter authority approval, I would like to provide my assessment on the market.

Zip Codes: 89030, 89031, 89032, 89106

Specifics:

- Close proximity to residential neighborhoods
- Easy access to main bus lines
- Minimum sq ft: 3500 / maximum sq ft: 5000
- A minimum of 30 parking spaces

Terms:

- Term length: 6 - 7 years, with term ending not before June 30, 2031
- Price per square foot: \$17 - 20 / sq ft / year
- Rent abatement: 3 - 6 months
- Tenant improvement request: \$50,000
- Security deposit: equivalent to 1 month rent

Based on the criteria noted above, I am confident we will be able to identify a location that is ideally situated and meets the needs of school. Amy and I have been watching the market since December 2023, and several of the locations identified as prospective locations at that time are still on the market. However, landlords for these locations are not willing to sign an LOI this far in advance of potentially signing a lease. Additionally, we have seen the supply of inventory increase over the last several



months, providing a high level of confidence that securing a location will be relatively quick once the charter school application is approved.

To show my support for Necca Academy and my commitment to its success, I will donate 20% of any commission received from this project to the school. Based on the prospective value of the lease, the donation is estimated between \$2,000.00 - \$5,000.00 depending on the final commission amount. The contribution will be made within 30 days of executing the lease.

If you have any further questions, please do not hesitate to contact me at (909) 322-4314 or jzirbes@logicCRE.com

Sincerely,

Joanna Zirbes, CCIM

Joanna Zirbes, CCIM
Vice President
Logic Commercial Real Estate
Nevada Real Estate License #S.0184741
California Broker License #02010713

April 24,2024

Camille charbonneau
C and M home designs llc
LIC # B2-87897
8613 robinson ridge Dr
89117 las vegas NV
702 267 7827

Nevada State Public Charter School Authority
1749 N Stewart Street , suite 40
Carson city,NV 89706

Dear Nevada State Authority Board Members,

I am the owner of C&M Home Designs and have been a licensed general contractor in Las Vegas since 2021. I am writing in support of Necca Academy. Amy Spero and I worked together recently on a \$1M+ buildout with equipment and TI's with a special use permit. Understanding the scope of work with Necca Academy, it should be a straightforward project with a quick buildout time, depending on condition. From start to finish, the process will range from 4 to 5.5 months (architectural design: 2 weeks; special use permitting including traffic study: 12 weeks; and construction time frame: 6-12 weeks.

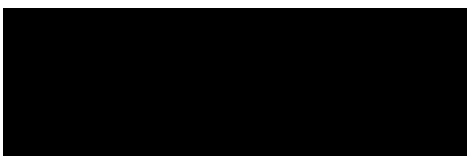
Much of the buildout time frame depends on the condition of the facility including any demolition requirements and HVAC systems, lighting and sprinklers in working order. It is my understanding that at least one unit was identified that matched the school's requirements and allowed for a simple buildout, but the landlord is unwilling to commit to an LOI this early.

Amy will keep me informed of any updates. As the charter application is approved and she is able to sign a lease, my team will prioritize the job. Understanding there may be budgetary constraints, and with many variables that impact construction needs, to the extent available, I am open to working directly with the facility landlord to structure tenant improvement costs.

On a personal note, I am looking forward to seeing this charter high school come to fruition. The emphasis on students who are learning English as their second language is needed in Las Vegas. I moved from France in 2003 and understand firsthand the struggles of English being my second language. Also my daughter was enrolled in Doral academy her entire middle and high school and is now a ASU student . It is inspiring what the team is trying to do and wish them the best of luck.

If you have any further questions, please do not hesitate to contact me at 702 267 7827

Sincerely,



ATTACHMENT 20:

Planning and Permitting Timeline

Planning and Permitting Timeline:

While introductory conversations have been initiated, without a lease signed on a location, we are unable to start the process for traffic surveys and permitting. Consistent with and in support of the timeline listed in Attachment 19, the following documents show evidence of the planning requirements and timelines set forth by the City of North Las Vegas. Additionally, correspondence with an engineering firm who specializes in traffic studies is attached.

Necca Academy Charter School Application



Land Development and Community Services Department

Land Development Application Manual

2250 Las Vegas Blvd., North
North Las Vegas, NV 89030
Phone: (702) 633-1537
Fax: (702) 649-6091

Monday - Thursday
8:00 a.m. - 5:45 p.m.

This application manual is a guide when applying for some Planning and Zoning applications. It includes a blank application; an application matrix and checklist; submittal requirement definitions; neighborhood meeting requirements; affidavit of neighborhood meeting; information on projects of regional significance; a tentative map checklist; a ward map; fee schedule and a meeting schedule for the Planning Commission and City Council. A **separate** application is required for each type of request. Please refer to the application matrix and submittal requirement definitions to determine which documents are for each type of request.

The application submittal procedures can be found on the City of North Las Vegas website:

<https://www.cityofnorthlasvegas.com/business/planning-and-zoning/current-planning>

When applying for a Task Force meeting, Zoning Verification Letter, Subdivision Sales Sign, Subdivision Directional Sign or Weekend Directional Sign, the applications and procedures can be located on the website:

<https://www.cityofnorthlasvegas.com/business/planning-and-zoning/current-planning>

When applying for a short-term rental, please see the link below for requirements and application procedures:

<https://www.cityofnorthlasvegas.com/business/short-term-rentals>

The following applications cannot be submitted through the website: Special Use Permit (SUP) extension of time, Gaming Enterprise District (GED) and Development Agreement (DA). Please email the required documents for these items to:

Planningandzoning@cityofnorthlasvegas.com

Applications received on closing day will be reviewed by the end of the following business day. Once all required items have been received, an invoice will be generated and e-mailed to the representative or applicant listed, as well as the meeting notice for signature. The application will not be scheduled for a Planning Commission meeting until all items have been received; the application is deemed complete; the invoice has been paid; and the meeting notice has been signed. Per Title 17 section 17.12.040.D.3.b, If the application is deemed incomplete during this review, the applicant shall be notified and given the opportunity to submit the missing or corrected materials within ten (10) days. If the applicant does not submit the necessary materials within this ten (10) day period, the application will be withdrawn. All paid fees will be refunded to the applicant less a fee of \$100 for staff administrative time to conduct review of the application up until this point.

Please be aware that during the application process, submittal of revised plans after the application closing date, or after your receipt of the project staff report, may delay the hearing of your application by the Planning Commission to the next meeting.

PLEASE NOTE FOR ALL REQUIRED NEIGHBORHOOD MEETINGS: A minimum of ten (10) days prior to the scheduled meeting, applicants must notify the Office of Mayor and Council by sending an e-mail to the required staff (see pages 7 & 8) so that Council members can be informed of the day, time, and place of the Neighborhood Meeting. In addition, please notify Planning and Zoning by e-mail at

planningandzoning@cityofnorthlasvegas.com.

Neighborhood Meetings that are held prior to a required Task Force Meeting will not be accepted.

IMPORTANT: Applications must be submitted by 3:00 p.m. on the closing date.



Land Development and Community Services Department

****Please review all submittal requirements before completing this form. Type or print only.****

Application Type: _____ Date: _____

Project Information:

Project Name: _____ Assessor's Parcel No.: _____

Project Address/Location: _____

Existing Zoning/Comp Plan: _____ Proposed Zoning/Comp. Plan: _____

Gross Acreage: _____ # of Lots/Units: _____ Units/Acre: _____ Commercial Sq. Ft.: _____

Ward: _____

Applicant Information:

Applicant Name: _____ Phone _____

Address: _____

City: _____ State: _____ Zip: _____ Cell: _____

E-mail: _____ Fax: _____

Representative: _____ Phone _____

Address: _____

City: _____ State: _____ Zip: _____ Cell: _____

E-mail: _____ Fax: _____

Property Owner: _____ Phone _____

Address: _____

City: _____ State: _____ Zip: _____ Cell: _____

E-mail: _____ Fax: _____

Legal Information:

Property Owner(s) Signature(s)

Owner(s) Name(s) Printed Title

Department Filing Information:

Case No.: _____

Reference Case: _____

Date Accepted: _____

Meeting Date: _____

Accepted By: _____

Total Fee: _____



Land Development and Community Services Department

Application Matrix and Checklist

Submittal Requirements Type of Application	Task Force Meeting (Pre-Application)	Traffic Study (See: 17.24.050B)	Signed Application	Letter of Intent	Legal Description in MS-Word Format	Preliminary Title Report (Sent to Public Works – Real Property Services)	State Provisional License or Proof of	Authorization Letter from Property Owner	Signed and Notarized Indemnity Agreement	Assessor's Parcel Map	Boundary Map	Landscape Plan	Site Plan	Open Space Exhibit With Amenities	Floor Plan	Color Elevations	Tentative Map	Survey Plat by NPLS	Notarized Distance Requirement Statement	MSDS Forms	Neighbor Approval	Affidavit of Neighborhood Mtg & Notification to City	Impact Assessment	Application Fee
Administrative Appeal			✓	✓									✓											✓
Comprehensive Plan Amendment (Land Use)	✓		✓	✓	✓					✓	✓											✓		✓
Comprehensive Plan Amendment (Streets)	✓		✓	✓						✓			✓									✓		✓
Conditional Use Permit			✓	✓						✓		✓	✓	✓		✓								✓
Development Agreement / Minor Modification			✓	✓																				✓
Development Agreement / Major Modification	✓		✓	✓	✓					✓			✓			✓							✓	✓
Final Development Plan			✓	✓						✓		✓	✓	✓		✓								✓
Gaming Enterprise District	✓	•	✓	✓	✓					✓	✓											✓	✓	✓
Property Reclassification	✓		✓	✓	✓					✓	✓											✓	✓	✓
Property Reclassification to MUD / Amendment to MUD	✓	•	✓	✓	✓					✓			✓			✓						✓	✓	✓
Property Reclassification to PUD / Amendment to PUD	✓	•	✓	✓	✓					✓			✓			✓						✓	✓	✓
Site Plan Review / Amendment to SPR	✓	•	✓	✓						✓		✓	✓	✓	✓	✓							✓	✓
Site Plan Review Extension of Time		•	✓	✓						✓			✓	✓	✓	✓								✓
Special Use Permit / Amendment to SUP		•	✓	✓						✓			✓			✓							✓	✓
Special Use Permit "Casino"	✓	•	✓	✓						✓			✓		✓	✓						✓	✓	✓
Special Use Permit "Convenience Food Store with Gas Pumps" (Off-Sale" liquor)		•	✓	✓						✓			✓			✓		✓	✓				✓	✓

Note: The "✓" indicates what is required for each application submittal.

*Deficiencies in exhibits submitted or other required actions needed to complete this submittal may result in holding this item in abeyance. The applicant is responsible to correct deficiencies and submit additional data and/or documents as required by the Land Development and Community Service Department.

• Please refer to 17.24.050B of the City of North Las Vegas Municipal Code to see if required.

Note: If both "Survey Plat by NPLS" and "Notarized Distance Requirement Statement" are ✓, we will accept either of the items.



Land Development and Community Services Department

Application Matrix and Checklist

Type of Application \ Submittal Requirements	Task Force Meeting (Pre-Application)	Traffic Study (See: 17.24.050B)	Signed Application	Letter of Intent	Legal Description in MS-Word Format	Preliminary Title Report (Sent to Public Works – Real Property Services)	State Provisional License or Proof of State Submittal	Authorization Letter from Property Owner	Signed and Notarized Indemnity Agreement	Assessor's Parcel Map	Boundary Map	Landscape Plan	Site Plan	Open Space Exhibit With Amenities	Floor Plan	Color Elevations	Tentative Map	Survey Plat by NPLS	Notarized Distance Requirement Statement	MSDS Forms	Neighbor Approval	Affidavit of Neighborhood Mtg & Notification to City Manager & Planning/Zoning	Impact Assessment	Application Fee
Special Use Permit "Hazardous Materials"			✓	✓						✓			✓			✓				✓			✓	✓
Special Use Permit "On-Sale" Beer-Wine-Spirit Based		•	✓	✓						✓			✓			✓		✓	✓				✓	✓
Special Use Permit "On-Sale" Full Liquor		•	✓	✓						✓			✓			✓		✓	✓				✓	✓
Special Use Permit "On-Sale" Nonprofit Club Liquor		•	✓	✓						✓			✓			✓		✓	✓				✓	✓
Special Use Permit "On-Sale" Restricted Gaming Liquor		•	✓	✓						✓			✓			✓		✓	✓				✓	✓
Special Use Permit "Marijuana Establishment"		•	✓	✓			✓	✓	✓	✓			✓		✓	✓		✓					✓	✓
Special Use Permit Extension of Time		•	✓	✓						✓			✓			✓			✓					✓
Tentative Map / Amendment to Tentative Map			✓	✓	✓	✓				✓				✓			✓						✓	✓
Tentative Map Extension of Time			✓	✓						✓				✓			✓							✓
Unified Sign Plan			✓	✓						✓			✓			✓								✓
Variance (Administrative)			✓	✓						✓			✓			✓					✓			✓
Variance			✓	✓						✓			✓			✓								✓
Variance Extension of Time			✓	✓						✓			✓			✓								✓
Waivers (Title 16 or Title 17)			✓	✓	✓					✓			✓			✓								✓
Zoning Ordinance Amendment (Title 17)	✓		✓	✓																				✓

Note: The "✓" indicates what is required for each application submittal

Deficiencies in exhibits submitted or other required actions needed to complete this submittal may result in holding this item in abeyance. The applicant is responsible to correct deficiencies and submit additional data and/or documents as required by the Land Development and Community Service Department. • Please refer to 17.24.050B of the City of North Las Vegas Zoning Code

Note: If both "Survey Plat by NPLS" and "Notarized Distance Requirement Statement" are ✓, we will accept either of the items



Land Development and Community Services Department

Submittal Requirements

PRE-APPLICATION MEETING	The purpose of the pre-application meeting is to provide an opportunity for the applicant and the City to discuss the development proposal. This meeting will determine the required applications, timing of multiple applications (i.e., whether the applications may be processed concurrently or sequentially), provide the applicant with materials and any supplemental requirements, and provide timing information. This meeting will also require a conceptual plan of the proposal (if required), discuss compliance issues with the Zoning Code, discuss the need for neighborhood meetings and/or public notice requirements, and refer the applicant to other departments or agencies to discuss other potential significant issues prior to application submittal. Table 17.12-1 (page 9) lists the applications required to obtain a pre-application meeting, and page 10 lists the purpose and requirements for a pre-application meeting.
APPLICATION:	The form on page 2 is used for all planning applications. Fill-in the "Application Type" on the top line. The application must be complete or it may delay the processing of your request. Refer to the "Application Matrix" to find specific application types and the required supporting documentation.
LETTER OF INTENT:	A detailed letter describing the request and its purpose. The letter should discuss how the request could affect traffic conditions, the surrounding neighborhood, and how it would benefit the general public. A timetable for construction of all improvements should be included in the letter.
OWNER SIGNATURE:	All property owners, or an authorized agent, must sign the application. Electronic signatures are acceptable. If someone other than the property owner has signed the application, legal documentation proving that the owner authorized the individual to sign on their behalf must be provided. If the property is owned by a company or a trust, the legal signatory documents or a copy of the trust must be included to show the authorized signatory of the company or trust. (Secretary of State information is acceptable, if applicable.)
LEGAL DESCRIPTION:	Master Plan Amendments and Re-Zonings require a metes-and-bounds description to be submitted. The Legal Description must be provided as an MS-Word document.
SITE PLAN:	Draw to scale and make legible all proposed and existing structures, building dimensions and setbacks, utility easements and locations, number of parking spaces and dimensions, ingress/egress driveways, signage, lot square footage (if greater than two acres, show acreage), lot coverage, adjacent streets and rights-of-way, and areas to be landscaped. A vicinity map (with north arrow) shall be provided, but need not be to scale. The site plan shall be prepared at a scale not greater than 40:1 and stamped by a land surveyor, engineer, architect or landscape architect licensed in the State of Nevada.
BOUNDARY MAP:	Identify (at a scale not greater than 40:1) the entire boundary of the property with dimensions and azimuths. Existing structures, easements, ingress/egress driveways, pavement and any improvements shall be identified by location, dimension and type. A vicinity map (with north arrow) shall be provided, but need not be to scale. The boundary map shall be prepared and stamped by a land surveyor or engineer licensed in the State of Nevada.



Land Development and Community Services Department

Submittal Requirements

OPEN SPACE EXHIBIT WITH AMENITIES:	Description including, but not limited, to the following: square footage, description, total area, dimensions and proposed amenities.
VICINITY MAP: *GED APPLICATION ONLY	Identify the location and street address (if applicable) of the subject site and identifying all residential, commercial, industrial, and public land uses and zoning districts within 3,000 feet of all boundaries of the subject site.
BUILDING ELEVATIONS:	Draw to scale and make legible the front, sides and rear of all proposed and existing structures with appropriate dimensions, building heights, roof lines, exterior materials, finishes and colors.
FLOOR PLAN:	Draw to scale and make legible all proposed and existing names and uses of rooms and spaces (eg. dining room, hallway, balcony, kitchen, etc.). Complete dimensions must be included on the floor plan.
LANDSCAPE PLAN:	Draw to scale and make legible all proposed landscaping. If open space is required for the type of use, it will need to be included in the landscape plans (i.e. proposed amenities). The landscape plan shall be prepared at a scale not greater than 40:1 and stamped by an engineer, architect or landscape architect licensed in the State of Nevada.
TENTATIVE MAP:	Refer to the enclosed "Tentative Map Checklist" for submittal requirements (page 10).
NEIGHBOR APPROVAL:	All neighboring property-owners, or authorizing agents, must sign a letter authorizing construction of any "community" or "common interest" wall or structure. Neighbor approval is required for an administrative variance. All affected neighbors must have their signature(s) notarized by an authorized Notary Public.
IMPACT ASSESSMENT:	Pursuant to Title 17, Section 17.24.180 of the North Las Vegas Municipal Code, if it is determined that your project meets the criteria for a Project of Regional Significance an Impact Assessment will need to be provided at the time of application submittal.
AFFIDAVIT OF NEIGHBORHOOD MEETING:	According to NRS. 278.210, the applicant must hold a neighborhood meeting to provide an explanation of the proposed amendment before a public hearing may be held on the amendment. Furthermore, applications shown on Table 17.12-1 (page 9) also require a neighborhood meeting. See page 11 for additional neighborhood meeting requirements.
SIGNED INDEMNITY AGREEMENT	The agreement can be requested by contacting Planning and Zoning by e-mail at planningandzoning@cityofnorthlasvegas.com . This agreement must be signed and notarized by the Indemnitor. Planning and Zoning will obtain all remaining signatures.
FEE:	A "Fee Schedule" is included in this packet for your convenience (pages 13 & 14). Please call the Planning and Zoning Division to verify fees prior to submittal. Cash and check payments are processed in the office. Credit card or e-check payments must be made online using the CSS portal: https://eg.cityofnorthlasvegas.com . **All credit card transactions will be charged a non-refundable convenience fee of 2.85%.**
CLARK COUNTY SCHOOL DISTRICT TRACKING NUMBER:	The tracking number is needed for any development that will create a residential land use or entitlement. Examples include change in zoning, tentative map, Planned Unit Development or Major Site Plan review. A tracking number is not needed for commercial or industrial developments. Tracking numbers are assigned by the Clark County School District by filling out a "School Development Tracking Form" .



Land Development and Community Services Department

Neighborhood Meeting Requirements

Neighborhood Meeting

The purpose of the neighborhood meeting is for applicants to educate residents, occupants, and owners of nearby lands about the proposed development and application, receive comments, address concerns about the development proposal, and resolve conflicts and outstanding issues, where possible. Applicants shall be responsible for scheduling and conducting neighborhood meetings consistent with the purposes described in this section.

A minimum of ten (10) days prior to the scheduled meeting, applicants must notify the Office of Mayor and Council by sending an e-mail to; pebenitor@cityofnorthlasvegas.com, lomelic@cityofnorthlasvegas.com, perkinsporschab@cityofnorthlasvegas.com and glassfordl@cityofnorthlasvegas.com so that Council members can be informed of the day, time, and place of the Neighborhood Meeting. In addition, please notify Planning and Zoning by e-mail at planningandzoning@cityofnorthlasvegas.com.

Applicability

A neighborhood meeting is required prior to certain types of applications, as listed in Table 17.12-1. The Director may require a neighborhood meeting if the Director determines the application may have significant adverse neighborhood impacts, including but not limited to traffic, noise, visual, or environmental impacts, or where substantial objections have been raised by neighbors on previous projects in the City or the current proposed project.

Procedure If a neighborhood meeting is held by the applicant, it shall comply with the following procedures:

Time and Place

The official neighborhood meeting shall be held at a place that is convenient and generally accessible to neighbors that reside in proximity to the land subject to the application. The neighborhood meeting shall be held no later than seven days prior to the application submittal.

Notification

The applicant shall be responsible for providing notice of the neighborhood meeting in accordance with the NRS requirements for notice for the type of application or approval being requested in the application. For example, a neighborhood meeting concerning a proposed zone map amendment would require the applicant to provide notices as required for a public hearing on a zone map amendment.

Conduct of Meetings

At the official neighborhood meeting, the applicant shall explain the development proposal and application, answer any questions, and respond to concerns neighbors have about the application and proposed ways to resolve conflicts.

Staff Attendance

The applicant shall be responsible for scheduling the meeting, coordinating the meeting, and for retaining an independent facilitator if needed. Attendance at the neighborhood meeting by City planning staff is not required.

Written Summary of Neighborhood Meeting

The applicant shall provide the Director a written summary or transcript of the official neighborhood meeting with the application materials, and that summary shall be made available for public inspection. The written summary shall include a sign-in sheet, a summary of the issues related to the development proposal discussed, comments by those in attendance about the development proposal, and any other information the applicant deems appropriate.

Failure to Hold Meeting

Failure to hold a required public meeting shall result in the application being deemed incomplete, and the application shall not be accepted until the neighborhood meeting is held. An applicant may appeal this decision to the decision-making body reviewing the application who may determine that because of the small size or lack of significant planning issues or apparent controversy adequate public input can be achieved through the remainder of the review process.

Neighborhood Meetings that are held prior to a required Task Force Meeting will NOT be accepted.



Land Development and
Community Services Department

Affidavit of Neighborhood Meeting

Neighborhood Meetings that are held prior to a required Task Force Meeting will not be accepted.

Project Name: _____ Location: _____

Ward No.: _____

On the _____ day of _____, 20____, I sent an email notification to the City of North Las Vegas Planning & Zoning division, planningandzoning@cityofnorthlasvegas.com, and to the following individuals in the Office of Mayor and Council:

pebenitor@cityofnorthlasvegas.com

lomelic@cityofnorthlasvegas.com

perkinsparschab@cityofnorthlasvegas.com

glassfordl@cityofnorthlasvegas.com

On the _____ day of _____, 20____, I deposited in the United States mail, with sufficient postage prepaid, a true and correct copy of the individual public notice of a neighborhood meeting to the recorded real property owners and/or taxpayers, as shown on the Clark County Assessor's records as of the _____ day of _____, 20____, who have been found to own property within a radius of _____ feet of the property in question or the closest 30 separate owned parcels whichever is greater; and each tenant of a mobile home park if that park is located within a radius of _____ feet of the property in question and any property that is contiguous and under the same or common ownership as the subject property. The notices were addressed and sent to those addresses. Sufficient means were used to obtain valid addresses for all properties within the notification boundary. A copy of the individual notice is attached and incorporated by reference.

Signature of Applicant or Representative

Applicant or Representative's Name Printed

Subscribed and sworn before me this _____ day of _____, 20____.

Notary Public in and for the State of Nevada



**Land Development and
Community Services Department**

Projects of Regional Significance

Determination of whether Site Specific Projects meet the criteria of Projects of Regional Significance shall be made specifically at the time of application submittal for a zoning map amendment (rezoning), a tentative map, master plan development, planned unit development, special use permit, or any other development request that requires review at a public hearing.

Projects of Regional Significance include any of the following:

1. Site specific building or development projects of either a private, public, or quasi-public nature that satisfy one of the following criteria and occur within a half mile of the boundary of an adjacent municipal corporation or unincorporated area:
 - (a) Tentative maps or planned unit developments of 500 units or more;
 - (b) Tourists accommodations of 300 units or more;
 - (c) A commercial or industrial facility generating more than 6,250 average daily vehicle trips, as defined by the Institute of Transportation Engineers or its successor; or
 - (d) A nonresidential development encompassing more than 160 acres.
2. Zoning map amendments or local land use plan amendments that could result in development that exceeds the threshold criteria identified above and occurs within a half mile of the boundary of an adjacent municipal corporation or unincorporated area; or
3. Any Special Use Permit request that involves property within 500 feet of the boundary of an adjacent municipal corporation or unincorporated area.

Impact Assessment will include at a minimum the following:

1. The number of vehicle trips that the project will generate, estimated by applying to the proposed project the average trip rates for the peak days and hours established by the Institute of Transportation Engineers or its successor.
2. The estimated number of additional pupils for each elementary school, junior high or middle school and high school that the project will cause to be enrolled in local schools.
3. The distance from the site on which the project will be located to the nearest facilities from which fire-fighting, police and emergency services are provided, including, without limitation, facilities that are planned, but not yet constructed, and facilities which have been included in a plan for capital improvements prepared by the appropriate local government.
4. A brief statement setting forth the anticipated effect of the project on housing, mass transit, open space and recreation.



Land Development and Community Services Department

Tentative Map Checklist

A Preliminary Title Report is required to be submitted directly to the Department of Public Works, Real Property Services Division, at the time of tentative map application.

The following information is required on all proposed tentative maps:

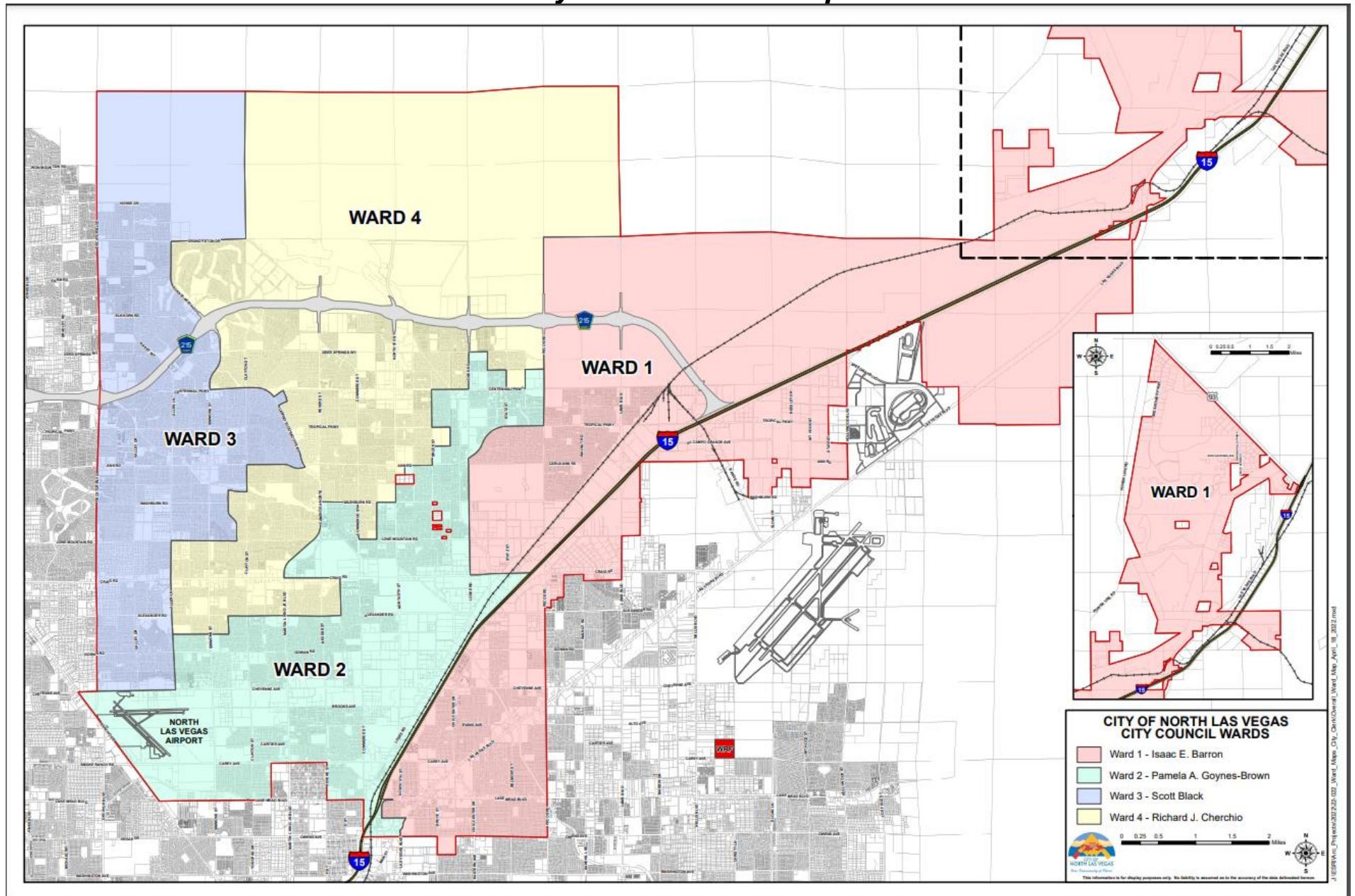
- Name of proposed subdivision.
- A legend clarifying all markings and lines delineated on the map.
- Date of preparation, scale and a north arrow.
- Names, addresses and phone numbers of recorded owners, subdivider and person who prepared the map.
- Sufficient legal description of the land which identifies the location, including exterior subdivision boundary dimensions and acreage to the one-hundredth.
- Present zoning of proposed subdivision.
- Names of adjacent subdivisions, including lot and block numbers.
- Proposed subdivision in its entirety at a scale suitable to present all information clearly and legibly.
- Locations, names, widths, grades, radii and curb radii of all streets, proposed or existing.
- Widths, locations and document numbers of all easements for drainage, sewer, public utilities, ingress/egress and other purposes.
- Widths, locations and purposes of all other rights-of-way and/or easements within or adjacent to the proposed subdivision.
- Locations, widths and directions of flow of all water courses and proposed storm water drainage facilities; drainage facts regarding the property contiguous or adjacent to at least 300 feet in all directions. Flood control problems must be noted.
- Locations of existing and proposed power and telephone facilities and gas mains.
- Locations and sizes of existing and proposed water mains, and sanitary sewers showing flow directions.
- Topography for the entire subdivision with contour intervals not to exceed two (2) feet, except in mountainous terrain.
- Lot layout, number of lots, square footage and dimensions of each lot.
- Proposed open space exhibit, when development is required to provide open space, that includes dimensions and square footage of all areas designated as open space shall be required.
- A map indicating plans for the development of the entire area if the proposed plat is a portion of a larger holding intended for subsequent development; modifications in subsequent development will require submission of a revised tentative subdivision map.
- Locations and outlines of each existing structure within the proposed subdivision, noting whether or not such structures are to be moved or will remain within the development. Other physical features which could influence the layout or design of the subdivision shall be identified.
- A statement regarding protective covenants and deed restrictions which the subdivider intends to enforce.
- Indicate whether solid waste will be handled by one of the franchised companies or will be the individual's responsibility. The latter requires that the disposal site location be approved by the Clark County Health District.
- Tentative map shall be prepared, stamped and signed by an engineer licensed in the State of Nevada.

*Any Tentative Map not in compliance with the Tentative Map Checklist will be considered incomplete and removed from the Planning Commission agenda. All reviewing and processing of the Tentative Map will be put on hold until the application is considered complete



Land Development and
Community Services Department

City Council Ward Map





Land Development and Community Services Department

Fee Schedule

Notification fees for public hearing applications that were continued indefinitely must be paid at the time the applicant wishes to schedule the application on the first available Planning Commission meeting.

Application Fees (as of June 5, 2019)	Total
Administrative Appeals to the Planning Commission	\$300.00
Comprehensive Plan Amendments - Land Use/Streets (\$1,000.00 + \$1,000.00 notification/advertising fees) ²	\$2,000.00
Conditional Use Permit ¹	\$100.00
Development Agreement (\$4,500 + \$1,000 notification/advertising fees) ²	\$5,500.00
Development Agreement – Master Planned Community (\$13,000.00 + \$1,000 notification/advertising fees) ²	\$14,000.00
Development Agreement – Major Modifications (\$1,000.00 + \$1,000 notification/advertising fees) ²	\$2,000.00
Development Agreement – Minor Modifications	\$500.00
Final Development Plan (PUD)	\$700.00
Final Development Plan (MUD) (\$700.00 + \$1,000.00 notification/Advertising fees) ²	\$1,700.00
Gaming Enterprise District (\$1,500.00 + \$1,000.00 notification/advertising fees) ²	\$2,500.00
Home Occupation Permit ¹	\$100.00
Notification/Advertising Fee ²	\$500.00
Notification/Neighborhood meeting address listing fee ³	\$200.00
PUD Amendments (\$700.00 + \$1,000.00 notification/advertising fees) ²	\$1,700.00
MUD Amendments (\$550.00 + \$1,000.00 notification/advertising fees) ²	\$1,550.00
Research by Staff	
First ½ hr	\$50.00
Additional ½ hour increments	\$25.00
Rezoning - Property Reclassification (\$700.00 + \$1,000.00 notification/advertising fees) ²	\$1,700.00
Additional per acre (after 10 acres)	\$35.00
Rezoning - PUD / MUD Property Reclassification (\$700.00 + \$1,000.00 notification/advertising fees) ²	\$1,700.00
Additional per acre (after 10 acres)	\$35.00
Additional per unit/lot	\$2.00
Site Plan Review / Amendments & Extension of Time (\$500.00 + \$500.00 notification/advertising fees) ¹	\$1,000.00
Special Use Permit (\$500.00 + \$500.00 notification/advertising fee) ¹	\$1,000.00



**Land Development and
Community Services Department**

Fee Schedule Continued

Special Use Permit - "Casino" (\$500.00 + \$1,000.00 notification/advertising fee) ^{1, 2}	\$1,500.00
Special Use Permit - Hazardous Materials (\$750.00 + \$1,000.00 notification/advertising fee) ^{1, 2}	\$1,750.00
Special Use Permit – Marijuana Establishment (\$5,000.00 + \$500.00 notification/advertising fee) ¹	\$5,500.00
Special Use Permit - "On-Sale" & "On-Sale" "Restricted Gaming" (\$500.00 + \$500.00 notification/advertising fee) ¹	\$1,000.00
Special Use Permit Amendments (\$500.00 + \$500.00 notification/advertising fee) ¹	\$1,000.00
Special Use Permit - Extension of Time (\$500.00 + \$500.00 notification/advertising fee)	\$1,000.00
Street Name Change (\$275.00 + \$1,000.00 notification/advertising fee) ²	\$1,275.00
Task Force (Pre-Application) Meetings.....	\$200.00
Tentative Map / Revised Tentative Map	\$450.00
Additional Per Lot.....	\$5.00
Tentative Map - Extension of Time	\$200.00
Unified Sign Plan	\$100.00
Variance (\$400.00 + \$500.00 notification/advertising fee) ¹	\$900.00
Variance - Administrative ¹	\$100.00
Variance - Extension of Time (\$400.00 + \$500.00 notification/advertising fee)	\$900.00
Waiver (Title 17) (\$400.00 + \$500.00 notification/advertising fees) ¹	\$900.00
Zoning - Text Amendment (\$400.00 + \$1,000.00 notification/advertising fee) ²	\$1,400.00
Zoning - Verification Letters	\$100.00
Document Fees (as of July 17, 2003)	
Comprehensive Plan Update – Hardcover	\$75.00
Reproduction of Documents – Per Page 8 1/2" x 11" and 11" x 17"	\$1.00
Per Page 24" x 36"	\$2.00

Notes:

- (1) Double fees are imposed if the application is filed because of an Order to Comply (Notice of Violation) or a Citation has been issued by enforcement personnel from the Code Enforcement, Building and Safety, or the Business Licensing Division.
- (2) Additional Notification fees are imposed if the application requires a public hearing at the City Council in addition to the Planning Commission
- (3) Project is completed on an "As time permits" bases and the fee is based upon required overtime to complete service.



Land Development and Community Services Department

Table 17.12-01

TABLE 17.12-1 TABLE OF PROCEDURES

D = Decision (Responsible for Final Decision) R = Review (Responsible for Review and/or Recommendation) A = Appeal (Authority to Hear/Decide Appeals)

✓ = Required

Note: Redevelopment Agency approval required within Redevelopment Areas.

Procedure		Initial Requirements		Decision-Making Bodies			Notice Requirements			Notice Radius (unless NRS requires a different distance)	Expiration of Approval
		Pre-Application Meeting	Neighborhood Meeting	Director	Planning Commission	City Council	Published	Written	Posted		
Zoning Text Amendments		✓		R	R	D	✓				
Zoning Map Amendments (Rezoning)		✓	✓	R	R	D	✓	✓	✓	750 ft.	
Amendment to Master Plan (AMP)		✓	✓	R	R	D	✓	✓	✓	750 ft or nearest 30 property owners (whichever is greater)	
Planned Unit Developments	Preliminary	✓	✓	R	R	D	✓	✓	✓	750 ft.	
	Final (FDP)			R	D						2 yrs
Planned Community Districts		✓	✓	R	R	D	✓	✓	✓	750 ft.	
Mixed-Use Developments	Conceptual	✓	✓	D							
	Preliminary			R	R	D	✓	✓	✓	750 ft.	
	Final			R	R	D	✓	✓		750 ft.	2 yrs
Residential Design Incentive System		✓	✓	R	D	A	✓	✓	✓	750 ft.	2 yrs
Site Plans	Major	✓		R	D	A	✓	✓	✓	500 ft.	2 yrs
	Minor			D	A						
Conditional Uses	Simple			D	A						See. Sec 17.12.070.1.5
	Further Review			R	D	A	✓	✓	✓	500 ft	
Special Use Permits	Listed	✓	✓	R	R	D	✓	✓	✓	Per NRS	2 yrs
	Other			R	D	A	✓	✓	✓	Per NRS	2 yrs
Variances	Variances			R	D	A	✓	✓	✓	500 ft.	
	Administrative Variances			D	A						
Gaming Enterprise Districts		✓	✓	R	R	D	✓	✓	✓	2,500 ft.	2 yrs
Title 17 Waivers				R	D			✓		500 ft.	



**Land Development and
Community Services Department**

Meeting Schedule

IMPORTANT: Applications must be submitted by **3:00 p.m.** on the closing date.

Application Closing Date	Planning Commission Meeting	City Council Meeting***
August 1, 2023	September 13, 2023	October 4, 2023
		October 18, 2023
August 29, 2023	October 11, 2023	November 1, 2023
		November 15, 2023
September 26, 2023	November 8, 2023	December 6, 2023
		December 20, 2023
October 31, 2023	December 13, 2023	January 3, 2024
		January 17, 2024
November 28, 2023	January 10, 2024	February 7, 2024
		February 21, 2024
January 2, 2024	February 14, 2024	March 6, 2024
		March 20, 2024
January 30, 2024	March 13, 2024	April 3, 2024
		April 17, 2024
February 27, 2024	April 10, 2024	May 1, 2024
		May 15, 2024
March 26, 2024	May 8, 2024	June 5, 2024
		June 19, 2024*
April 30, 2024	June 12, 2024	July 3, 2024
		July 17, 2024
May 28, 2024	July 10, 2024	August 7, 2024
		August 21, 2024
July 2, 2024	August 14, 2024	September 4, 2024
		September 18, 2024
July 30, 2024	September 11, 2024	October 2, 2024
		October 16, 2024
August 27, 2024	October 9, 2024	November 6, 2024
		November 20, 2024
October 1, 2024	November 13, 2024	December 4, 2024
		December 18, 2024
October 29, 2024	December 11, 2024	January 1, 2025*
		January 15, 2025

** Check with City Clerk's Office for Hearing Date**

NOTE: All dates are subject to change. Please verify with the Planning and Zoning Division

*Normal City Council meeting date would be June 19, 2024, which is a city holiday. This date is subject to change.

*Normal City Council meeting date would be January 1, 2025, which is a city holiday. This date is subject to change.



Amy Spero <amyspero.lv@gmail.com>

Charter School Application - Traffic Study

5 messages

Amy Spero <amyspero.lv@gmail.com>

Mon, Apr 22, 2024 at 4:15 PM

To: Randy.Carroll@westwoodps.com

Hi Randy,

Understanding that your company has worked with many public and/or charter schools for traffic studies is very helpful! For our charter school application, I would like to include a summary of the traffic study process. Can you reply back confirming:

1. You will start by submitting a scope of the study to city planning to determine if our school will require a full study. If an abbreviated study is approved, the timeline is pretty quick with a cost of \$2000 or less.
2. If a full study is required:
 - o The traffic study can take 4-6 weeks with the planning approvals adding an additional 3-6 weeks on top of that.
 - o The cost is estimated at \$18,000 - \$20,000.
 - o The study and planning timeline will run concurrently with the architectural design and permitting process.

This information is extremely helpful! I look forward to working with your team if we receive approve from the charter authority.

Thanks so much!

Amy Spero
702-830-0136

Amy Spero <amyspero.lv@gmail.com>

Mon, Apr 22, 2024 at 6:33 PM

To: bmorris@olympiacompanies.com

[Quoted text hidden]

Randy Carroll <Randy.Carroll@westwoodps.com>

Tue, Apr 23, 2024 at 10:09 AM

To: Amy Spero <amyspero.lv@gmail.com>

Cc: Randy Carroll <Randy.Carroll@westwoodps.com>

Hi Amy,

My responses to your questions are below in RED.

1. You will start by submitting a scope of the study to city planning to determine if our school will require a full study. If an abbreviated study is approved, the timeline is pretty quick with a cost of \$2000 or less. **The traffic study scoping process is initiated by submitting a request for traffic scope to the traffic engineering team at CNLV. This scope request contains a description of the project and estimated AM and PM peak hour vehicle trip generation for the intended use. In this case, we would work with you to estimate the number of vehicle trips since this isn't a traditional school use. It may also be beneficial to schedule a formal scoping meeting with CNLV traffic staff to discuss the project in advance of scoping. Zoning or other entitlement actions for the project can dictate the scope and type of traffic study required, but there is generally room to negotiate the formal requirements with the traffic staff. There are generally two study options in CNLV – an abbreviated trip generation study that outlines the proposed use and trip generation, or a full traffic impact study. The cost for a trip generation study in CNLV is roughly \$2,500 but can be more depending on the actual scope requirements from CNLV. A trip generation study can typically be completed and submitted within 1-2 weeks of Notice to Proceed from the client, assuming all needed project information has been provided. The initial review by CNLV can take 3-6 weeks depending on their backlog. Generally, an approval letter is issued after the initial review. However, with a non-typical use such as this, CNLV may disagree with the trip generation estimate or request additional information or analysis which must be addressed in a subsequent submittal.**
2. If a full study is required:
 - o **The traffic study can take 4-6 weeks with the planning approvals adding an additional 3-6 weeks on top of that. A full traffic study can typically be completed and submitted within 4-6 weeks of Notice to Proceed from the client, assuming all needed project information has been provided. The initial review by CNLV can take 3-6 weeks depending on their backlog. After the initial review, CNLV will issue a comment or approval letter. If a comment letter is issued a response is required. Preparing a response and resubmitting to CNLV typically takes 5-10 business days. The secondary review by CNLV is typically completed in 1-4 weeks depending on their backlog. Generally, an approval letter is issued after this secondary review.**
 - o **The cost is estimated at \$18,000 - \$20,000. \$18K-\$20K is a reasonable estimate for a full traffic study. However, the cost for a full traffic study can vary significantly depending on the requirements from CNLV and the number of intersections identified for study. AM and PM peak hour traffic data collection is typically required for a full traffic study.**
 - o **The study and planning timeline will run concurrently with the architectural design and permitting processing. This is likely true since it is my understanding this is an existing building and no offsite utilizes or other improvements are required. However, if a full traffic study is required, CNLV may require approval of the traffic study before planning and design approvals are issued.**

Thank you,

Randy Carroll, PE, PTOE**Director, Transportation Service**

randy.carroll@westwoodps.com

Licensed in NV

direct (702) 284-5354

main (702) 284-5300
cell (702) 809-9996

Westwood

5725 W. Badura Ave, Suite 100
Las Vegas, NV 89118

From: Amy Spero <amyspero.lv@gmail.com>
Sent: Monday, April 22, 2024 4:16 PM
To: Randy Carroll <Randy.Carroll@westwoodps.com>
Subject: Charter School Application - Traffic Study

CAUTION: External Sender. Please do not click on links or open attachments from senders you do not trust.

[Quoted text hidden]

Amy Spero <amyspero.lv@gmail.com>
To: Randy Carroll <Randy.Carroll@westwoodps.com>
Cc: Randy Carroll <Randy.Carroll@westwoodps.com>

Tue, Apr 23, 2024 at 10:42 AM

Thank you, Randy!

There are many moving parts. For the benefit of the charter authority reviewing our school's application, and to summarize the timeline:

If a full traffic study is required, it would take 10 weeks on the low end and up to 18 weeks on the high end.

If the abbreviated trip study is approved over the full traffic study, we are looking closer to 8 weeks.

Of course there are no guarantees, but can you confirm my general understanding is accurate?

Also, thank you for the suggestion on scheduling the scoping meeting in advance with CNLV.

[Quoted text hidden]

Randy Carroll <Randy.Carroll@westwoodps.com>
To: Amy Spero <amyspero.lv@gmail.com>

Tue, Apr 23, 2024 at 3:09 PM

Hi Amy,

Yes, your general understanding of the schedule is accurate.

[Quoted text hidden]

ATTACHMENT 21:

List of Insurance Coverage Needed

Necca Academy Charter School Application

Necca Academy

A proposed charter high school

Charter School Application: Attachment 21

Application Prompt: Provide, as Attachment 21, a list of the types of insurance coverage the school will secure, 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 regulation¹.

The school will obtain all insurance coverages required per NRS399A.190 including but not limited to:

- General liability insurance with a minimum coverage of \$1,000,000, to include coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds as follows:
 - (1) The sponsor of the charter school;
 - (2) All employees of the charter school, including, without limitation, former, present and future employees;
 - (3) Volunteers at the charter school; and
 - (4) Directors of the charter school, including, without limitation, operations directors.
- (c) Umbrella liability insurance with a minimum coverage of \$3,000,000.
- (d) Educators' legal liability insurance with a minimum coverage of \$1,000,000.
- (e) Employment practices liability insurance with a minimum coverage of \$1,000,000.
- (f) Employment benefits liability insurance with a minimum coverage of \$1,000,000.
- (g) Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of \$1,000,000.
 - Applicable motor vehicle liability insurance - minimum coverage of \$1,000,000.

In addition to complying with all requirements listed under NRS399A.190, the school will obtain the two following insurance coverages:

- Business Auto Policy - \$1,000,000
- Cyber security insurance - \$1,000,000
- As needed, Certificate of Insurance with \$1,000,000 coverage when hosting any student events off-site.

Also, per NRS399A.190, the school commits to obtaining insurance only through an approved insurance provider which is defined as the company maintaining a rating of "A-" or better.

¹ [NAC 388A.140](#) and [NAC 388A.190](#)

ATTACHMENT 22:

Budget Narrative

Necca Academy Charter School Application

Budget Narrative & Cash Flow Statement

The financial information and narrative for the proposal of Nevada Early College & Career Academy (NECCA) is hereby presented. The financial statements include a 6-year pro-forma annual budget (the planning year plus 6 years of operations for 2024-25 through 2030-2031 inclusive) and a monthly cash flow statement for the first year of operation.

Students: Enrollment, Demographics

Revenues for NECCA will largely depend on the number of students enrolled or Average Daily Enrolled (ADE).

It is planned that NECCA will open in School Year 2025-26 with enrollment of 300 ADE and grow steadily each year to 600 ADE at capacity in School Year 2030-31. The below **Table A** reflects NECCA's projected enrollment by grade level which includes 9th -12th Grade.

Table A: Enrollment

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
ENROLLMENT (All Populations)							
9th		-	-	50	50	50	50
10th		100	50	50	100	100	125
11th		100	175	125	125	175	175
12th		100	150	225	200	200	250
Total Student Enrollment		300	375	450	475	525	600

Demographics are based on expected feeder schools in the designated area codes of 89030, 89031, 89032 and 89106, and the surrounding areas are made up of the following weighted funding categories as reflected in **Table B**. It should be noted that At Risk Pupils are not counted but the expectation is that the student population will range between 50% and 90% based on the feeder schools' populations.

Table B: Demographics

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
ENROLLMENT BY STUDENT GROUP (Federally Fundable)							
<i>(Proportion of planned enrollment)</i>							
State Special Education (SPED)		45	56	68	71	79	90
English Language Learners (EL)		60	75	90	95	105	120
Gifted & Talented (GATE)		-	-	-	-	-	-
At Risk Pupils (AR) (Computed separately and fund)		-	-	-	-	-	-
<i>Totals on this line may exceed 100% FYI: Overlap</i>		<i>105</i>	<i>131</i>	<i>158</i>	<i>166</i>	<i>184</i>	<i>210</i>

Revenues

Factoring in all projected revenues at NECCA, per-pupil funding is expected to be approximately \$10,649 per ADE (Average Daily Enrolled Student) which includes State, Federal and Local revenues in Year 1. In Year 2, a 2.00% COLA is assumed, and the State Weighted Funding Categories based on Prior Year enrollment will begin to be funded, this will increase the total average to \$11,596 per ADE. In each subsequent year, the revenue per pupil will increase based on an assumed COLA of 2.00%. The PCFP State revenue stream provides the largest source of funding, making up about 87% in Year 1 and 88% of total revenues beginning in Year 2 of operation. All revenues are monitored throughout the year and updated as changes occur.

Table C: Summary of Projected Revenues

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
TOTAL REVENUE	\$ 27,500	\$ 3,194,813	\$ 4,348,598	\$ 5,232,542	\$ 5,574,602	\$ 6,140,192	\$7,000,429
<i>Total PCFP Revenue PP</i>		\$ 10,649	\$ 11,596	\$ 11,628	\$ 11,736	\$ 11,696	\$ 11,667

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Pupil Centered Funding Plan (PCFP)

The New School Application Financial Plan Template provided by the State Public Charter School Authority (SPCSA) was used to determine the PCFP assumptions for each year of the above revenue projections which are paid in Year 1 (2025-26) at \$9,414 for the State Adjusted Base Rate per expected student ADE. Projections indicate that in Year 1, a total of \$2,824,200 will be paid out based on the projected ADE of 300 for the State PCFP Adjusted Base Revenue as can be seen in **Table D**.

In Year 2, a 2.0% COLA is applied to the State PCFP and in addition, State Weighted Funding and the expected weighted population count of students at NECCA of 20% English Language Learners outlined in the Enrollment and Demographics section will begin to be paid out. This totals \$111,453 for English Language Learners (ELL), based on Prior Year projected student counts, along with the projected current State Adjusted Base Rate per ADE payout of \$3,530,250 (based on 375 ADE with the 2.00% COLA increase), in Year 2 (2026-27.) Going forward these numbers are projected to increase based on added enrollment and a COLA increase calculated at 2.00% per annum. It should be noted that At-Risk funding is conservatively not assumed but is likely to be between 50% and 90% based on the feeder schools.

Special Education

State Special Education funding will begin in Year 2 assumed per the SPCSA Financial Model at \$3,845 per Special Education student from the Prior Year's enrollment count. The Year 2 Total is projected at \$173,025 based on a 15% population for Special Education students, and this is projected to increase at 2.00% COLA each year and grow with the enrollment totals. It should also be noted that a 1.25% PCFP Sponsorship fee is deducted each year from the PCFP Base Revenue only as reflected in **Table D**.

Table D: Projected State Revenues

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
STATE REVENUE							
State PCFP Adj' Base Revenue		\$2,824,200	\$3,530,250	\$4,236,300	\$4,471,650	\$4,942,350	\$5,648,400
State Weighted Funding (EL, GATE, no local AR)		\$ -	\$111,453	\$139,316	\$167,179	\$176,467	\$195,042
State SPED Funding		-	173,025	216,281	259,538	273,956	302,794
Inflation adjustor (on state Base only)			\$70,605	\$84,726	\$89,433	\$98,847	\$112,968
Inflation adjusted Total Revenue		\$2,824,200	\$3,885,333	\$4,676,623	\$4,987,799	\$5,491,620	\$6,259,204
PCFP Sponsorship Fee (on Base)		\$(35,303)	\$(44,128)	\$(52,954)	\$(55,896)	\$(61,779)	\$(70,605)
PCFP Revenue Net of Sponsor Fee		\$2,788,898	\$3,841,204	\$4,623,669	\$4,931,904	\$5,429,840	\$6,188,599
PCFP Revenue Net of Sponsor Fee pp		\$9,296	\$10,243	\$10,275	\$10,383	\$10,343	\$10,314

Federal Revenues & Other Funding

Title Programs

Based on the population of feeder schools, NECCA has included Title IIA, and Title III English Learners at the rates in the Financial Plan Template and based on the percentages of the weighted populations as outlined in the Enrollment and Demographics section and detailed in **Table E**. It should be noted that Title I revenue is likely to be awarded based on the feeder school population, but NECCA is conservatively not assuming this revenue stream.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be the entire school based on the current policy. The per-meal reimbursement rates assumed are based on the current Federal Rates of \$2.28 for Breakfast and \$4.35 for Lunch per eligible student multiplied by the number of school days. Conservatively, revenues are modeled to be a wash with food expenses so that revenues will not be overstated. Typically, the revenues exceed food costs and can be used to cover food service personnel or related food service costs. Also, should the current free meal policy end, given the student population from projected feeder schools, it would be expected that the school would likely qualify as a Community Eligibility Provision (CEP) school, where all students would be able eligible for free NSLP lunch and the Breakfast Program as well. If for some reason this would not be the case, NECCA could choose to charge the students for breakfast and lunch that do not qualify for free or reduced lunch.

Special Education

In addition to State Special Education funding, NECCA also assumes \$1,005 per Special Education student of IDEA PART B- Federal Special Education funding starting in Year 1 in line with the SPCSA Financial Plan Template.

Other Revenues

A small fundraising amount of \$27,500 in private fundraising is assumed in Year 0. This is based on commitment letters from ProSports RX for \$25,000 and \$2,500 from Core Logic Real Estate.

Table E: Projected Federal Revenues & Other Local Funding

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
FEDERAL & OTHER FUNDING PORTION							
Title I		-	-	-	-	-	-
Title IIA (FRL only)		1,050	1,313	1,575	1,663	1,838	2,100
Title IIA (FRL & Non FRL)		1,200	1,500	1,800	1,900	2,100	2,400
Title III		5,820	7,275	8,730	9,215	10,185	11,640
IDEA		45,225	56,531	67,838	71,606	79,144	90,450
Food Services Revenue	-	352,620	440,775	528,930	558,315	617,085	705,240
Private fundraising (foundations, corp)	27,500	-	-	-	-	-	-
	\$ 27,500	\$ 405,915	\$ 507,394	\$ 608,873	\$ 642,699	\$ 710,351	\$ 811,830
Per Pupil (Federal Funding Portion)		\$ 1,353	\$ 1,353	\$ 1,353	\$ 1,353	\$ 1,353	\$ 1,353

Expenditures

The projected expenditures through 2030-31 are shown below in Table F and are followed by a summary of assumptions for some of the larger expense categories.

Table F: Summary of Projected Expenses

EXPENSES	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Personnel	\$ -	\$1,355,685	\$1,903,551	\$3,055,455	\$3,412,068	\$3,577,951	\$3,648,210
Facilities	-	112,450	147,339	151,265	155,299	159,444	163,703
General Operating Expenses	5,000	1,067,651	1,383,079	1,631,954	1,738,567	1,998,407	2,325,262
EMO Payments	-	-	-	-	-	-	-
Marketing	-	15,000	16,875	18,000	16,625	18,375	21,000
FFE&T	5,000	200,500	117,650	131,425	167,025	142,600	169,325
Transportation	-	26,933	42,200	57,467	10,800	10,800	10,800
Insurance	-	32,801	33,457	34,126	34,809	35,505	36,215
TOTAL EXPENSES	\$10,000	\$2,811,021	\$3,644,151	\$5,079,692	\$5,535,193	\$5,943,082	\$6,374,515
<i>Total Expenses PP</i>	<i>\$ -</i>	<i>\$9,370</i>	<i>\$9,718</i>	<i>\$11,288</i>	<i>\$11,653</i>	<i>\$11,320</i>	<i>\$10,624</i>

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) are projected to grow from 48% of total expenditure in Year 1 to 57% in Year 6. This is a function of the unique school model and the smaller facility size. "Compensation" includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including PERS, Social Security, Medicare, and workers' compensation.

NECCA's teacher staffing levels are based upon enrollment projections. Ratios of Certificated Teachers to Students are expected to be at or below 50:1 over the course of the full 6 years of operations as noted in **Table G**. Although it should be noted that the model allows for up to 75:1.

Table G: Instructional Staff Ratio

Instructional Staff Ratio	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
FTE - SPED Teachers	-	1.0	1.0	1.0	2.0	2.0	2.0
FTE - ELL Teachers	-	1.0	1.0	2.0	2.0	2.0	2.0
FTE - Grade Level Teachers	-	4.0	7.0	8.0	9.0	10.0	10.0
Enrollment		300	375	450	475	525	600
FTE Teachers (SPED, ELL, Grade Level)	-	6	9	11	13	14	14
Student/Teacher ratio	-	50	42	41	37	38	43

The staffing tables associated with the financial projections are shown below:

Table H: Staffing Summary

Staff Summary	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
FTE - Office	-	1.0	3.0	4.0	4.0	4.0	4.0
FTE - SPED Teachers	-	1.0	1.0	1.0	2.0	2.0	2.0
FTE - ELL Teachers	-	1.0	1.0	2.0	2.0	2.0	2.0
FTE - Guidance Counselors & Other	-	3.0	4.0	10.0	11.0	11.0	11.0
FTE - Grade Level Teachers	-	4.0	7.0	8.0	9.0	10.0	10.0
Total FTEs w/benefits @ School	-	12.0	18.0	28.0	31.0	32.0	32.0
Part-Time Staff w/o benefits (FTE count)	-	2.00	3.00	4.00	4.00	4.00	4.00
Total Staff w/w/o benefits (FTE count)		14.00	21.00	32.00	35.00	36.00	36.00

For the first year of operations (2025-26), it is assumed that the school administrators and other 12-month employees will begin in July 2025. Teachers will begin in mid-July.

The total salaries for all staff positions are listed by Year in the table below. The budget assumes a 2.0% cost of living adjustment per annum, in line with the revenue assumptions. There is an opportunity for staff to earn bonuses based on metrics outlined in the application. This is assumed in the budget workbook at 8% of all salaries.

Table I: Total Salaries

	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
TOTAL SALARIES	\$ -	\$1,004,659	\$1,400,045	\$2,258,972	\$2,526,267	\$2,650,721	\$2,703,736

The below table lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by whether they are full-time, part-time and/or hourly employees. The large majority of NECCA's employees are projected to be full-time and therefore will participate in PERS, Medicare, and Workers' Compensation Insurance. The Nevada PERS (and not the Federal Social Security system), Employer contribution rate is expected to be 17.50% which reflects PERS 50/50 vs. PERS 100 as most teaching staff in a new charter trend to the younger demographic which tend to start with PERS 50/50, and increases are based on the COLA increase of 1% each year. Should the employee elect to choose PERS 100, the salary would be adjusted downward to reflect the increased Employer PERS liability. Medical benefits are assumed at \$6,558 per single employee per quote provided by a local broker with multiple charter clients. Of this amount, 75% will be covered by NECCA at \$4,918 per employee. This also includes vision and Dental covered at 100%. The part-time employees (van drivers) will not qualify for benefits.

Table J: Employee Benefits

Staff Summary		SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
Total FTEs w/benefits @ School		-	12.0	18.0	28.0	31.0	32.0	32.0
Part-Time Staff w/o benefits (FTE count)		-	2.00	3.00	4.00	4.00	4.00	4.00
Total Staff w/w/o benefits (FTE count)		-	14.00	21.00	32.00	35.00	36.00	36.00
BENEFITS		\$ -	\$319,266	\$455,865	\$732,243	\$821,022	\$862,269	\$879,515
MEDICAL		-	80,258	122,794	194,834	220,023	231,663	236,296
Retirement (PERS-Required)		-	175,815	245,008	395,320	442,097	463,876	473,154
Other benefits		-	63,193	88,063	142,089	158,902	166,730	170,065

General Operating Expenses

Core programming cost projections are based upon a per pupil estimate that is reasonable for the school size and the unique school model including College of Southern Nevada (CSN) tuition costs which include technology fees at a combined estimate of \$100 per credit hour. 9th Grade and 10th Grade students are calculated at 6 Credit hours per year and 11th grade is calculated at 12 Credit hours per year and 12th Grade is calculated at 15 credit hours per year. Bus passes are also assumed ranging from \$22,500 in Year 1 to \$120,000 in year 6 to support students that need transportation to and from CSN. Other expenses include Professional development, office supplies, instructional supplies, textbooks calculated at 15% of tuition, contracted SPED Services, contracted back-office services, student assessments, bank fees, and parent meeting expenses all included in the Instructional Supplies expense line. NECCA will provide breakfast and lunch for all students and will participate in the National School Free and Reduced Lunch Program as outlined in the Federal Revenue section and these expenses are also captured in the Instructional Supplies section. Total Contracts and other services include an estimate for legal fees, audit fees, Educational Consultant costs and Board and Staff recruitment costs as well as some nominal start-up costs. Transportation costs are also assumed including the purchase of two sprinter vans in Year one and one in Year 2 and one in Year 3. These are modeled to be depreciated over three years. transportation funding will be applied for, if available, to offset some of these costs.

Table K: Summary of General Operating Expenses

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
GENERAL OPERATING EXPENSES							
Total Instructional Supplies	\$ -	\$ 555,770	\$ 688,288	\$ 816,380	\$ 853,453	\$ 931,998	\$ 1,047,340
Per student	\$ -	\$1,833	\$1,833	\$1,814	\$1,797	\$1,775	\$1,746
Total Contract/Other Services	\$ 5,000	\$ 480,000	\$ 612,975	\$ 672,213	\$ 690,038	\$ 790,363	\$ 898,275
Total Food Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NET TRANSPORTATION CASHFLOW	\$ -	\$ 26,933	\$ 42,200	\$ 57,467	\$ 10,800	\$ 10,800	\$ 10,800
TOTAL ATHLETIC COSTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inflation (compounded/year)	\$ -	\$31,881	\$81,817	\$143,361	\$195,077	\$276,047	\$379,647
TOTAL GENERAL OPERATING EXPENSES	\$5,000	\$1,094,584	\$1,425,279	\$1,689,421	\$1,749,367	\$2,009,207	\$2,336,062

Detailed General Operating Expenses are provided in **Table L** below.

Table L: General Operating Expense Details

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
GENERAL OPERATING EXPENSES							
Professional development	\$ -	\$9,000	\$13,500	\$21,000	\$23,250	\$24,000	\$24,000
Staff recruitment	-	2,500	2,500	2,500	2,500	2,500	2,500
Textbooks - initial costs	-	49,500	69,750	82,125	81,000	90,000	103,500
Food services	-	352,620	440,775	528,930	558,315	617,085	705,240
Office Supplies (non direct student; not equip)	-	3,600	4,500	5,400	5,700	6,300	7,200
Supplies for students (not equip)	-	6,000	7,500	9,000	9,500	10,500	12,000
Assessment costs	-	4,500	5,625	6,750	7,125	7,875	9,000
Contracted SPED	-	33,750	42,188	50,625	53,438	59,063	67,500
Instructional supplies - Teachers (just teaching faculty)	-	3,000	4,500	5,500	6,500	7,000	7,000
General office supplies (enter here or above/student; not	-	12,000	12,000	12,000	12,000	12,000	12,000
General building decorum	-	2,500	2,500	2,500	2,500	2,500	2,500
Health supplies	-	2,400	3,000	3,600	3,800	4,200	4,800
Bank fees	-	600	600	600	600	600	600
Postage and shipping	-	3,000	3,750	4,500	4,750	5,250	6,000
Dues and memberships	-	-	2,250	2,700	2,850	3,150	3,600
Travel and Meetings	-	6,000	9,000	14,000	15,500	16,000	16,000
Background checks	-	900	450	750	225	75	-
Accounting services	-	60,000	60,000	60,000	60,000	60,000	60,000
Governance/Board Background Checks	-	400	400	400	400	400	400
Governance/Board Training	-	500	500	500	500	500	500
Governance/Board Other Expenses	-	500	500	500	500	500	500
Parent & staff meetings	-	2,500	2,500	2,500	2,500	2,500	2,500
Total Instructional Supplies	\$ -	\$ 555,770	\$ 688,288	\$ 816,380	\$ 853,453	\$ 931,998	\$ 1,047,340
<i>Per student</i>	<i>\$ -</i>	<i>\$1,853</i>	<i>\$1,835</i>	<i>\$1,814</i>	<i>\$1,797</i>	<i>\$1,775</i>	<i>\$1,746</i>

Contract/Other Services (Not otherwise included in app)(note EMO, CMO, BOSP tab)

Annual audit		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Application Costs Consultants:		\$3,000					
Board Recruitment and Screening		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Charter application		\$1,500					\$1,500
Education Consultant		\$100,000	\$100,000	\$50,000	\$50,000	\$50,000	\$50,000
Legal fees (Incubation Year)	\$5,000	\$ -					
Legal fees (Post incubation)		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Nonprofit Incorporation-Federal (see note-->)		\$500					
Nonprofit Incorporation-State (see note-->)		\$500					
Staff Recruitment/Hiring		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Website Development		\$5,000					
Bus Passes		\$22,500	\$22,500	\$45,000	\$67,500	\$105,000	\$120,000
CSN Tuition		\$330,000	\$465,000	\$547,500	\$540,000	\$600,000	\$690,000
Staff Tuition Reimbursement (Would be included with Benefits)			\$8,475	\$12,713	\$15,538	\$18,363	\$19,775
Total Contract/Other Services	\$ 5,000	\$ 480,000	\$ 612,975	\$ 672,213	\$ 690,038	\$ 790,363	\$ 898,275

TRANSPORTATION COSTS							
Cost of additional bus(es)		\$23,333	\$35,000	\$46,667	\$ -	\$ -	\$ -
Fuel costs		\$1,800	\$3,600	\$5,400	\$5,400	\$5,400	\$5,400
Maintenance costs		\$1,800	\$3,600	\$5,400	\$5,400	\$5,400	\$5,400
Bus Contracting Costs		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL TRANSPORTATION COSTS	\$ -	\$26,933	\$42,200	\$57,467	\$10,800	\$10,800	\$10,800
<i>Per estimated rider-pupil cost</i>		<i>\$1,347</i>	<i>\$2,110</i>	<i>\$2,873</i>	<i>\$540</i>	<i>\$540</i>	<i>\$540</i>

Furniture, Fixtures, Equipment and Technology (FFE&T)

The purchase of equipment, including computer devices and charging carts as well as student and staff furniture, are included in the budget model as well. The budget accounts for the purchase of this equipment (furniture and technology) per pupil, per full-time staff member and general purchases. As these items do wear out over time and need replacement, the budget accounts for the replacement of requisite devices over time in addition to the initial purchase in the first year of operation. Educational and subscription-based software is also assumed to be part of these costs. The amounts are based on quotes as well as similar size local school annual budgets.

Table M: Furniture, Fixtures, Equipment and Technology (FFE&T) Summary Expenses

	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
Number of copiers needed	-	1	1	1	2	2	2
Annual copier lease	-	6,000	6,000	6,000	12,000	12,000	12,000
Copier - usage fee	-	4,500	5,625	6,750	7,125	7,875	9,000
Computers - Faculty	-	4,800	2,400	4,000	1,200	400	-
Computers (Replacement) - Faculty	-				4,800	1,200	1,600
Computers - Students	-	67,500	16,875	16,875	5,625	11,250	16,875
Computers (Replacement)- Students	-				45,000	9,000	10,800
Cart Costs	-	3,000	3,000	3,000	3,000	3,000	3,000
Server	-	5,000					5,000
Classroom technology, other	-	2,000	2,000	2,000	2,000	2,000	2,000
Educational software/curriculum	-	30,900	38,625	46,350	48,925	54,075	61,800
NWEA-MAP	-	3,600	4,500	5,400	5,700	6,300	7,200
iReady	-	1,800	2,250	2,700	2,850	3,150	3,600
Infinite Campus	-	2,700	3,375	4,050	4,275	4,725	5,400
Technology Support Services	-	12,000	12,000	12,000	12,000	12,000	12,000
Internet and phone monthly service	-	6,000	6,000	6,000	6,000	6,000	6,000
Website development, maintenance	5,000	1,800	1,800	1,800	1,800	1,800	1,800
Faculty furniture (desks, tables, chairs...)	-	3,900	1,950	3,250	975	325	-
Student furniture (desks, tables, chairs...)	-	45,000	11,250	11,250	3,750	7,500	11,250
TOTAL FFE & T COSTS							
	\$5,000	\$200,500	\$117,650	\$131,425	\$167,025	\$142,600	\$169,325

Student Recruitment and Marketing Expenses

Student Recruitment and Marketing Expenses are estimated at \$50 per student in Year 1, \$45 per student in Year 2, \$40 per student in Year 3 and \$35 per student in Year 4 and forward. This is based on expected recruitment costs of schools of similar size and larger recruitment needs in the first couple of years.

Table N: Marketing Costs

STUDENT RECRUITMENT AND MARKETING	0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029	SYE 2030	SYE 2031
Total Cost	\$ -	\$15,000	\$16,875	\$18,000	\$16,625	\$18,375	\$21,000

Insurance Costs

Insurance costs are calculated at \$32,801 in year 1 with a 2% inflation adjustment in subsequent years based on a quote provided by a local broker with multiple charter clients.

Table O: Insurance Costs

Insurance	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
	\$ -	\$32,801	\$33,457	\$34,126	\$34,809	\$35,505	\$36,215

Facilities Expenses

NECCA is planning to lease a third-party site. Based on current real estate conditions and the geographic area targeted, the budget projects facilities costs ranging from \$12.80 in Year 1 to \$22.04 in Year 6 per square foot per year with a rent abatement calculated in Year 1 of three months. By Year 2, the full rent is assumed at \$19.58 with a 3% escalator thereafter. The funding model for the school requires a much smaller facility footprint per student enrolled, and this is reflected in the square foot per student calculation ranging from 17 square feet per student down to 8 in year 6. The rental rate represents a reasonable assumption for the targeted zip code per the website LoopNet and assumes a built in cost for Tenant Improvements placing it above market rate. Facilities related costs are also assumed including utilities, Custodial services, Maintenance costs and Common Area Maintenance costs based on the square footage available with a cumulative total of \$9.50 per square foot with a 2.00% escalator built. A \$35,500 deposit is assumed which represents four months of pro-rated rent totaling \$32,000 plus insurance of \$1,000 and three months of utilities estimated at \$2,500 based on similar leases.

Table P: Facilities, Repairs and Other Leases Expenses

FACILITIES	Incu' Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
LEASE OPTION	Enrollment	300 s	375 s	450 s	475 s	525 s	600 s
SF/pupil		17 sf/p	13 sf/p	11 sf/p	11 sf/p	10 sf/p	8 sf/p
Lease area (conditioned space)(sq ft)	-	5,000 sf	5,000 sf	5,000 sf	5,000 sf	5,000 sf	5,000 sf
Lease rate escalator			53%	3%	3%	3%	3%
Lease rate /yr w/esca' (after waivers)	\$ -	\$12.80	\$19.58	\$20.17	\$20.78	\$21.40	\$22.04
Facility lease cost/yr	\$ -	\$64,000	97,920	100,858	103,883	107,000	110,210
Escalator on Custodial, Utilities, CAM, Security)		48,450	49,419	50,407	51,416	52,444	53,493
Security Deposit(s)(post to Cashflow ("CF Y1	35,500	-					
Total cash cost to lease (FYI, not shown on S	\$35,500	\$112,450	\$147,339	\$151,265	\$155,299	\$159,444	\$163,703
Total lease book expense (shown on Summar	\$ -	\$112,450	\$147,339	\$151,265	\$155,299	\$159,444	\$163,703
Book Expense - Cash Cost	\$(35,500)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Cash Flow

NECCA intends to apply for the Revolving Loan Fund with the Nevada Department of Education to meet cash flow needs in Year 1 in the amount of \$150,000 which is based on the maximum \$500 per ADE projected in Year 1. This will be paid back beginning in Year 2 as a deduction from the PCFP revenue payments and will be fully paid back by the end of Year 3. Additionally, NECCA intends to apply for the CSP grant, administered by Opportunity 180, by May of 2024. Should this grant be awarded, some of the costs assumed in Year 1 could be shifted into Year 0. This would allow the Fund Balance to be built up sooner. Additionally, although not assumed in the model, the selling of receivables would be considered if needed.

Table Q: Monthly Cash Flow Year 1

	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul 1
Cumulative Net Surplus Balance (Cash Balance)	\$ -	\$ -	\$ -	\$ -	\$ -	\$27,623	\$64,810	\$101,997	\$139,184	\$176,372	\$213,559	\$250,746	\$394,205

Ending Cash Balance

The cash balance at the end of 2024-25 is projected to end at \$250,746 and will be grown each year of operation with a goal of building a healthy reserve.

Table R: Projected Cash Balances as of June 30

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
Cash	\$17,500	\$250,746	\$380,000	\$430,201	\$498,483	\$650,602	\$1,103,461

Fund Balance

The fund balance is expected to be end at 14% of the Operating Budget in Year 1 and then grow steadily through Year 6 to 33% as evidenced in **Table S**.

Table S: Statement of Fund Balance

	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2024	2025	2026	2027	2028	2029	2030
	2025	2026	2027	2028	2029	2030	2031
TOTAL REVENUE	\$27,500	\$3,194,813	\$4,348,598	\$5,232,542	\$5,574,602	\$6,140,192	\$7,000,429
TOTAL EXPENSES	\$10,000	\$2,811,021	\$3,644,151	\$5,079,692	\$5,535,193	\$5,943,082	\$6,374,515
<i>Total Expenses PP</i>	\$ -	\$9,370	\$9,718	\$11,288	\$11,653	\$11,320	\$10,624
SURPLUS/(DEFICIT)/Period	\$17,500	\$383,792	\$704,447	\$152,849	\$39,409	\$197,110	\$625,914
<i>Per student</i>		\$1,279	\$1,879	\$340	\$83	\$375	\$1,043
SURPLUS/(DEFICIT)(Cumulative; capita	\$17,500	\$401,292	\$1,105,739	\$1,258,588	\$1,297,997	\$1,495,107	\$2,121,021
As a % of Budget	175%	14%	30%	25%	23%	25%	33%

ATTACHMENT 23:

Fundraising Evidence

Necca Academy Charter School Application



Pro Sports Rx, LLC
4640 W Sunset Rd
Ste 100
Las Vegas, NV. 89118
702.506.5213
ProSportsRx.com

April 6, 2024

Nevada State Public Charter Authority

1794 N Steward Street, Suite 40

Carson City, NV 89706

Dear Nevada Charter Authority Board Members,

I am writing to express my support for Necca Academy, a new academic institution that promises to be a beacon of excellence, personal growth, and mentorship in the vibrant city of Las Vegas.

Today where education is pivotal to success, Necca Academy stands out to me for its excitement towards bridging the gap between academic excellence and at-risk youth. We know dual enrollment programs work, especially in low income areas, when it is accessible. By providing a rigorous curriculum that is both challenging and balanced, Necca Academy will ensure that students are equipped with the knowledge, skills, and critical thinking abilities necessary to thrive in today's competitive world.

What I notice that truly sets Necca Academy apart is its genuine dedication to personal growth. Recognizing that education extends beyond the classroom, Necca Academy places a strong emphasis on holistic development. I've been a member of the Las Vegas community since 1996. As the Chief Operating Officer and Managing Member of ProSports, we contract with over 200 professional athletes each year. Throughout my career, I have provided free training to low income and at-risk youth, particularly within the black community. It is apparent when our youth have strong, supportive homelives, compared to youth coming from broken homes. What I see with Necca is a layer of mentorship and support that some of the kids desperately need. While the model itself has been proven over and over, and even locally, in my personal experience working with low-income youth - it is not attainable for all students, nor does it have the support structure needed to build confidence and ensure success.



Pro Sports Rx, LLC
4640 W Sunset Rd
Ste 100
Las Vegas, NV. 89118
702.506.5213
ProSportsRx.com

I would also like to voice my support for Amy Spero, as she embarks on this endeavor. I've known Amy since 2012 and in that time, I've known her to be a positive force in the community. She has a passion for helping others and building up the community around her. She is the go-to for business collaboration, and she understands what it takes to build a strong team, the ins and outs of business management and starting a business from scratch to turning profits.

I would like to show my support to Necca and Amy by acting as a referral source for new students, providing inspirational speakers for student events, and through a financial pledge.

1. Student referral source: Roughly 300 high school students are contracted with ProSports annually. I conservatively estimate 10%-20% of our students will find tremendous value in the Necca program, to the level of enrolling. These are largely kids coming from historically underserved populations.
2. Motivational speaker: With approximately 200 contracted professional athletes including well-known active and retired starting players, ProSports commits to providing one professional athlete guest speaker each year.
3. Financial pledge: It sounds as though Amy and the team have put together a model that is self-sustaining and will not require outside fundraising. However, should that change, I will pledge \$25,000 in their first year to help get established.

In a nutshell, I passionately endorse Necca Academy and its amazing mission to inspire academic excellence, foster personal growth, and provide mentorship to the next generation of leaders in Las Vegas and beyond. I am confident that Necca Academy will thrive and make a lasting impact on the lives of its students and the community at large.

Sincerely,



Dwight Ross
Las Vegas, NV
C: 657-345-0131
O: 702.506.5213
IG: @prosportsrx



April 16, 2024

Joanna Zirbes, CCIM
Logic Commercial Real Estate
3900 S Hualapai Way, Suite 200
Las Vegas, NV 89147
(909) 322-4314 | jzirbes@logicCRE.com
Nevada Real Estate License #S.0184741
California Broker License #02010713

Nevada State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Authority Board Members,

I am excited to support and assist Necca Academy in their efforts to start a new charter high school. As a resident of Las Vegas since December 2018, I personally understand the need for better education options. I've been a licensed real estate agent in the state of Nevada since May 15, 2018, and practicing commercial real estate in California since 2016 and in Nevada since 2020. In my professional experience, I've seen the education system be a deterrent for families considering a move to the Las Vegas area.

I look forward to working with Amy Spero and the Necca Academy team on this project. Understanding that it is not feasible to secure a location prior to receiving charter authority approval, I would like to provide my assessment on the market.

Zip Codes: 89030, 89031, 89032, 89106

Specifics:

- Close proximity to residential neighborhoods
- Easy access to main bus lines
- Minimum sq ft: 3500 / maximum sq ft: 5000
- A minimum of 30 parking spaces

Terms:

- Term length: 6 - 7 years, with term ending not before June 30, 2031
- Price per square foot: \$17 - 20 / sq ft / year
- Rent abatement: 3 - 6 months
- Tenant improvement request: \$50,000
- Security deposit: equivalent to 1 month rent

Based on the criteria noted above, I am confident we will be able to identify a location that is ideally situated and meets the needs of school. Amy and I have been watching the market since December 2023, and several of the locations identified as prospective locations at that time are still on the market. However, landlords for these locations are not willing to sign an LOI this far in advance of potentially signing a lease. Additionally, we have seen the supply of inventory increase over the last several



months, providing a high level of confidence that securing a location will be relatively quick once the charter school application is approved.

To show my support for Necca Academy and my commitment to its success, I will donate 20% of any commission received from this project to the school. Based on the prospective value of the lease, the donation is estimated between \$2,000.00 - \$5,000.00 depending on the final commission amount. The contribution will be made within 30 days of executing the lease.

If you have any further questions, please do not hesitate to contact me at (909) 322-4314 or jzirbes@logicCRE.com

Sincerely,

Joanna Zirbes, CCIM

Joanna Zirbes, CCIM
Vice President
Logic Commercial Real Estate
Nevada Real Estate License #S.0184741
California Broker License #02010713



April 30, 2024

Nevada State Public Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada Charter Authority Board Members,

Since the onset of this project to work towards opening Nevada Early College & Career Academy (NECCA, Necca Academy), my partner Rick and I set aside startup funds if needed. I have either personally opened businesses or have assisted various business development consulting clients in the start up of their own business, and am familiar with the challenges that oftentimes come along with initial funding. We contemplated whether it made more sense to offer required funds as a donation, or to provide a personal startup loan. After consulting with our attorney, reviewing NRS codes, consulting with the SPCSA, and also after consulting with other charter school founders in Nevada, we would like to offer up to \$85,000.00 in a personal loan for the school to use, if needed. A major factor in choosing to offer a loan in lieu of a donation is contributed to my proposed employment once the school is open, and the potential for a large donation to create a perceived conflict of interest. With a zero interest loan, however, clear terms exist between the charter school and the individual and there is no financial gain to either party.

The intention with this loan is to provide a safety net should startup costs pertaining to construction, permitting, and/or architectural fees not be covered in full through Tenant Improvement allowance or through other means. We fully believe in the financial strength of the program's model, even in the Incubation Year. However, we would hate for a problem that is easy to solve, stop progress, or stand in the way of making a substantial impact in our community and the lives of so many students.

Should the application be approved and the personal loan needed, we will ensure full compliance with any state laws and ensure an attorney drafts the formal agreement, with transparency and visibility to any and all parties.

Attached is proof of funds. Please do not hesitate to reach out with any concerns or questions.

All the best








Untitled document - Google Docs

Final Audit Report

2024-04-30

Created:	2024-04-30
By:	Amy Spero (amyspero.lv@gmail.com)
Status:	Signed
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